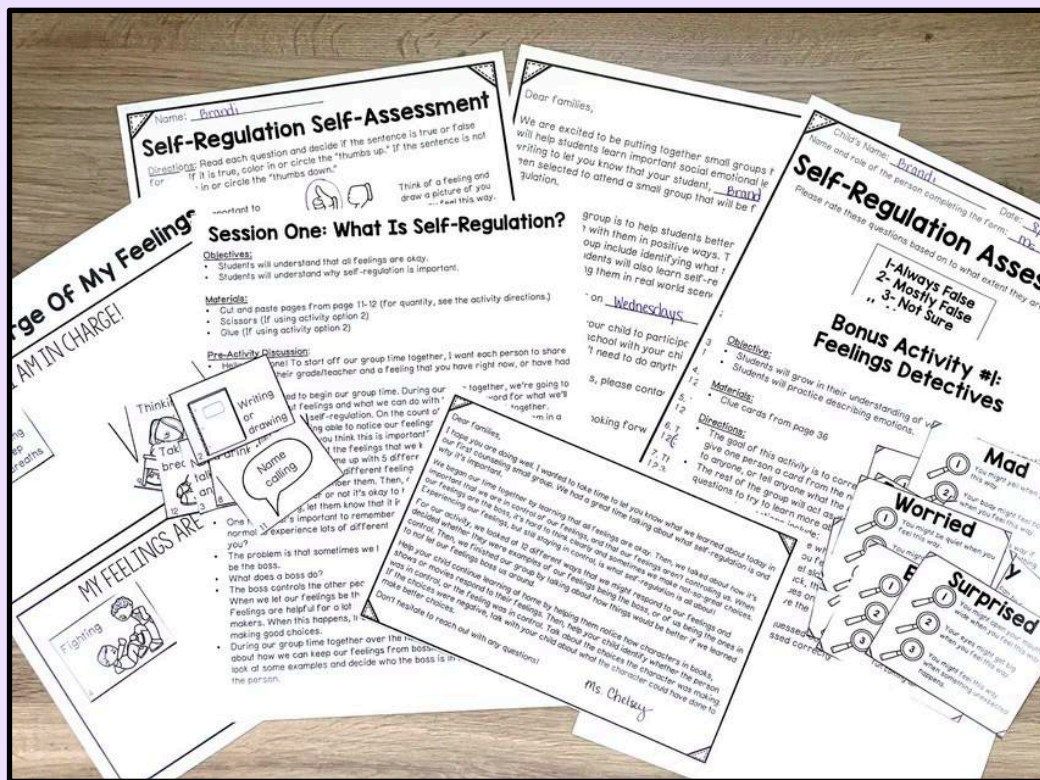


This no-prep small group plan will help students understand and identify their feelings and learn to cope with them in a positive way.



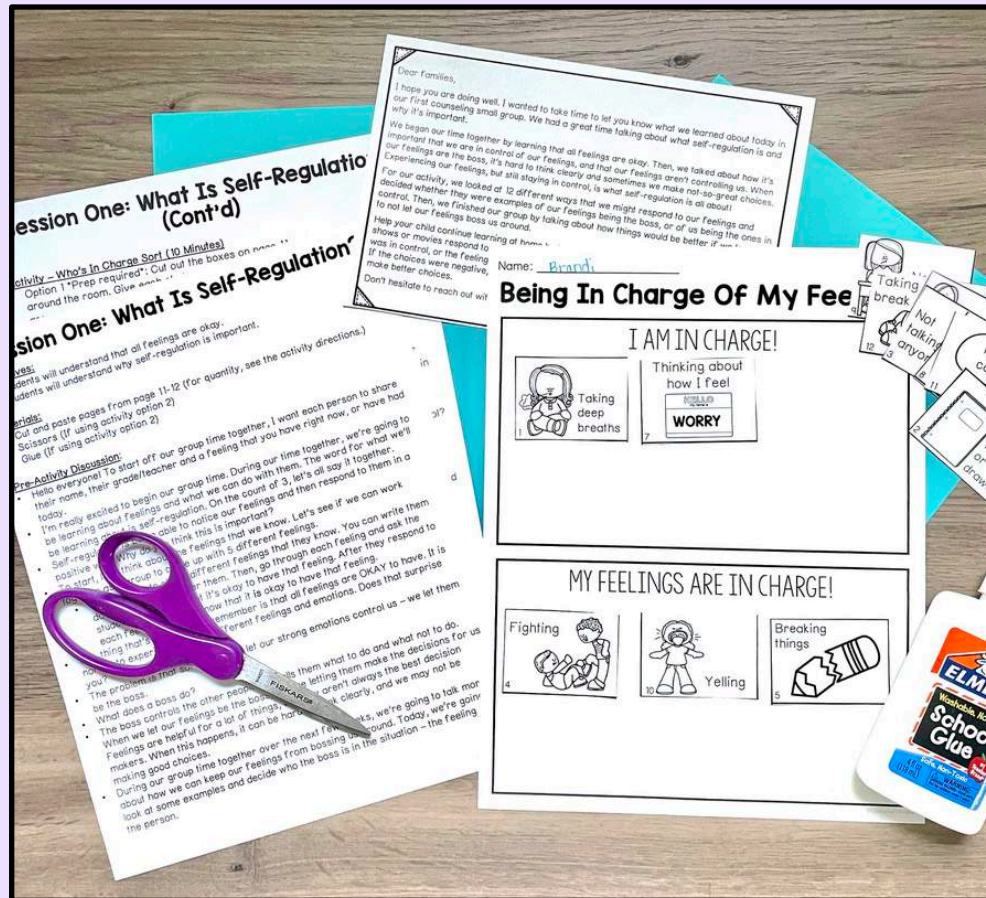
WHAT'S INCLUDED:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS

Each Lesson
Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families
- A poster/visual aid
- A read aloud recommendation



Lesson 1: What Is Self-Regulation?

Name: _____

Being In Charge Of My Feelings

It's okay and normal to have many different feelings. Sometimes, our feelings become really strong and try to boss us around. When this happens, it's hard to think clearly and we may make bad choices. Instead, it's important to take time to remember that you are the boss and the one who is in control. When we remember that we can control our feelings, we can be in charge of our feelings.

Being In Charge Of My Feelings

Session One: What Is Self-Regulation?

Directions: Look at the boss, or of you next page.

Objectives:



- Students will understand that all feelings are okay.
- Students will understand why self-regulation is important.

Materials:

- Cut and paste pages from page 11-12 (for quantity, see the activity directions.)
- Scissors (If using activity option 2)
- Glue (If using activity option 2)

Pre-Activity Discussion:

- 1 Hello everyone! To start off our group time together, I want each person to share their name, their grade/teacher and a feeling that you have right now, or have had today.
- 2 I'm really excited to begin our group time. During our time together, we're going to be learning about feelings and what we can do with them. The word for what we'll be learning about is self-regulation. On the count of 3, let's all say it together.
- 3 Self-regulation is being able to notice our feelings and then respond to them in a positive way. Why do you think this is important?
- 4 To start, let's think about the feelings that we know. Let's see if we can work together as a group to come up with 5 different feelings.
 - Ask students to share different feelings that they know. You can write them down, or just remember them. Then, go through each feeling and ask the students whether or not it's okay to have that feeling. After they respond to each feeling, let them know that it is okay to have that feeling.
- 5 One thing that's important to remember is that all feelings are OKAY to have. It is normal to experience lots of different feelings and emotions. Does that surprise you?
- 6 The problem is that sometimes we let our strong emotions control us – we let them be the boss.
- 7 What does a boss do?
- 8 The boss controls the other people and tells them what to do and what not to do. When we let our feelings be the boss, we are letting them make the decisions for us. Feelings are helpful for a lot of things, but they aren't always the best decision makers. When this happens, it can be hard to think clearly and we may not be making good choices.
- 9 During our group time together over the next few weeks, we're going to talk more about how we can keep our feelings from bossing us around. Today, we're going to look at some examples and decide who the boss is in the situation – the feeling or the person.
- 10



THE OBJECTIVE:

- Students will understand why self-regulation is important that all feelings are okay.

THE ACTIVITY:

- Students will do a sorting activity where they look at different behaviors and decide whether the person was in control, or the person's feelings were in control.

Lesson 2: All About Feelings

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our counseling small group. Our focus this week was all about feelings! The more we know about and understand our feelings, the easier it is to manage them in a positive way.

For our activity, we talked about different feelings and the students draw pictures of what these different feelings look like. They also discussed what they do when they experience these feelings and how they are expected to manage them.

At home, continue to talk about feelings that you and your child experience. You can also encourage your child to think about the situation that caused the feeling and how they can manage it. Don't hesitate to reach out if you have any questions.

[The Color Monster](#)
[In My Heart: A Book About Feelings](#)
[The Feelings Book](#)

Session Two: All About Feelings

Objectives:

- Students will expand their emotional vocabularies.
- Students will better understand the emotions that they experience.

Materials:

- A notecard or half sheet of paper (one per student)
- Coloring utensils

Pre-Activity Discussion:

- Who remembers what we talked about last week? Did anyone notice a time when you had feelings that were trying to be the boss? What happened?
- When we understand what are feelings are, they don't seem as scary and then it's easier to control them.
- Today, we're going to talk about a few things that will help us understand our feelings in general, and then next week we're going to talk more about how we can notice our feelings.
- When it comes to understanding our feelings, it can be good to know what situations cause us to feel a certain way. For example – what are things that make us mad, worried, excited, etc.?
- Why do you think it's important for us to know what makes us feel a certain way?
- Another important thing to think about is what we usually do when we feel a certain way. For example, when you feel surprised, what do you normally do?
- Why can it be helpful to know this?
- The more we understand about our feelings and how we experience them, the easier they are to manage.

Activity – Exploring Our Feelings (10-15 Minutes)

- To help us better understand different feelings and how we experience them, we're going to do an activity. First, I am going to give each of you a piece of paper and you are going to draw a person who is feeling a certain way.
 - Give a half sheet of paper or a notecard to each student. Assign each student with a feeling to draw. Each feeling will have two students. For example, two students will draw anger, two will draw excitement, two will draw worry, etc. Give students a few minutes to finish their drawings.
 - When students are finished, collect the drawings and mix them up. Then, pass out the drawings randomly to the students. Each student will receive one drawing, but it may not be the one that they did.
 - Then, each student will look at the feeling that they have, and will find the other person in the group that has that feeling.
 - Once students have found their partners, they will discuss the following prompts with their partners:
 - What makes you feel this way?
 - What do you do when you feel this way?
 - How can you tell someone else feels this way?
 - When students are done, collect the drawings and pass them out again. Students will find their new partners and discuss the questions again. Repeat this activity as time permits.

Post-Activity Discussion Questions:

- Which of the feelings that we talked about do you have the most?
- Why do you think it's good to understand the feelings that you have?
- If time permits, sing "If you're happy and you know it," as a group. Each time you sing, sing about a different emotion. You can have the students take turns choosing emotions, or you can choose them. Then, ask the students what a reaction to that feeling would look like and sing it in the song. Examples include:
 - If you're scared and you know it, cover your eyes.
 - If you're excited and you know it, jump for joy.
 - If you're angry and you know it, say "grrr."

©Curriculum Outlets

THE OBJECTIVE:

- Students will better understand their emotions, and emotions in general.

THE ACTIVITY:

- Students will play an interactive matching game that will help them identify feelings. Then, they talk about how they experience those feelings.

Lesson 3: Identifying My Feelings

THINKING ABOUT HOW I FEEL

Things I Things I

Session Three: Identifying My Feelings

Objectives:

- Students will consider how to identify their feelings.
- Students will understand the importance of identifying their feelings.

Materials:

- Spinner from page 18 (one copy)
- Paperclip
- One pen or pencil
- Worksheet from page 19 (optional)
- Writing/coloring utensils (optional)

Pre-Activity Discussion Questions

- Who remembers what we talked about last week?
- Last week, we learned about different feelings. We talked about what causes us to have those different feelings, what do when we feel that way, and how we can tell other people are feeling that way.
- Today, we're going to talk more specifically about how we experience different feelings and the ways that we can figure out how we're feeling.
- Sometimes, our feelings get so strong, so fast, that we don't even realize what's going on. When this happens, it can be really hard to calm down. The sooner we can figure out how we feel, the easier it will be to stay in control of our feelings.
- Has anyone here ever been sick with a cold?
- When we have a cold, it can be good to get medicine right away, before we get too sick. The earlier we notice that we're feeling sick, the quicker we can get what we need to feel better.
- That's kind of how it is with our feelings. The quicker we notice that we're starting to have big feelings, the easier it'll be to calm down.
- Thankfully, when we are starting to have strong feelings, our bodies give us warning signs. I bet you're already familiar with some of the warning signs. For example, when you feel tired, what are some signs that you are starting to feel that way?
 - You yawn, start to feel slow, have a hard time keeping your eyes open, etc.
- Our bodies also let us know when we are starting to have strong feelings like anger, sadness, worry, etc. The warning signs our bodies give us are the things we say and do, as well as how our bodies look and feel. Then, when we notice that we are starting to feel that way, we can do what we need to do to calm down.

THE OBJECTIVE:

- Students will learn how to identify their feelings, and will understand why it's important.

THE ACTIVITY:

- Students will play a spinner game that will help them better understand how they experience different feelings.

Lesson 4: Positive Self-Talk

Positive Self-Talk Cards
Directions: Cut out the cards. Then, put them together to make sentences that would be helpful to tell yourself when you have big feelings!

Session Four: Positive Self-Talk

Objectives:

- Students will identify positive self-talk statements they can use to calm down.
- Students will practice using positive self-talk statements.

Materials:

- Cards from page 23 (one set per student)
- Scissors

Pre-Activity Discussion Questions

- Who remembers what we talked about last week? Was anyone able to notice their feelings this past week? What warning signs did you notice?
- Once you notice that your feelings are starting to get intense, it's time to do something about it! Remember, when we are calm it's easier for us to make good choices and be respectful to ourselves and the people around us.
- Today, we're going to start talking about things that we can do to feel calm. The first thing we're going to learn about is positive self-talk. Does anyone know what positive self-talk is?
- When we use positive self-talk, we send ourselves messages that are positive and encouraging. These can be a good way to remind ourselves of what is true and what we are capable of. Does anyone have any examples of positive self-talk?
- Why do you think positive self-talk can be helpful when we start to have strong feelings?
- Positive self-talk can be a great way to pause and think about how we want to respond. For example, if you notice that you are starting to feel mad, you can take time to pause and tell yourself that you are in control.

Activity: Positive Self-Talk Sentence Builders (10-15 Minutes)

- For our activity today, we're going to look at some positive things we can tell ourselves. We're going to talk about different situations and you guys are going to come up with some positive and true reminders that might be helpful.
 - Give a copy of page 23 to each student. Give them a few minutes to cut out the rectangles. Instruct them to make two piles – one of the sentence starters (I am, I can, and I will) and then one with the rest of the cards.
 - If your students can't read, you may need to read through the cards together before the activity.
 - Once students have cut out their cards, read through the scenarios below. For each scenario, kids will place cards together (one sentence starter and one other card) to create a positive self-talk statement that would be helpful in that situation. Ask 1-2 students to share the statements they come up with.
 - If you have extra time after you read through all of the scenarios, give students a chance to come up with their own scenarios. They can say the scenario and the rest of the group will have to create their positive self-talk statements.

Scenarios:

1. You feel frustrated because you can't figure out your homework.
2. Someone said something mean about you.
3. You can't find the last piece of your puzzle.
4. You are nervous about reading in front of your class.
5. You aren't listening in class because you are worried about something you saw on tv.
6. You are mad because your teacher said you couldn't go outside.
7. Your baseball game got cancelled because of the rain.
8. Your brother broke your game.

© Good and Beautiful

THE OBJECTIVE:

- Students will learn about and practice positive self-talk as a coping skill.

THE ACTIVITY:

- Students will look at specific scenarios and determine positive self-talk statements that would be helpful in those situations.

Lesson 5: Strategies To Help Me Feel Calm

My Calm Cards

Session Five: Strategies To Help Me Feel Calm

Objectives:

- Students will learn about coping skills they can use to feel more calm.
- Students will identify coping skills that would be useful in various situations.

Materials:

- Cards from page 28 (color) or page 29 (B/W) (one set per student)
- Scissors
- Coloring utensils (optional)

Pre-Activity Discussion Questions

- Who remembers what we talked about last week? Was anyone able to use positive self-talk when their feelings got intense? How'd it go? What types of things did you tell yourself?
- Positive self-talk can be a great way to stay in control and to not let our feelings be the boss. Positive self-talk is an example of a coping skill. Has anyone ever heard that word before?
- A coping skill is something we can do to cope – or deal – with our strong feelings. It's a way to calm down so that we can stay in control. Can anyone think of any examples of coping skills?
- Today, we are going to talk about 8 different things we can do that will help us feel more calm.

Activity: Learning Coping Skills (10-15 Minutes)

- For our activity today, I'm going to give each of you a set of cards that has different coping skills on them. We're going to go learn more about each one, then we're going to talk about how we can use these skills to help us in our real lives.
 - Give one set of cards from page 28 (color) or page 29 (B/W) to each student. Give them time to cut the cards out.
 - Next, you will review each strategy with the students. You can do this in the order they are listed below, or ask students to decide which strategy they would like to do next. Before you explain the strategy, ask the students to hold up the card for that strategy.
- **Take deep breaths:** When we have strong feelings, it can feel like our brains and bodies are moving at super speed. This can make it hard to think clearly. One way to slow down our bodies and brains is by taking deep breaths. When we do this, we want to breathe in through our noses and out through our mouths. You can even pretend like you are smelling a candle and then blowing it out. Let's practice this together by taking 3 deep breaths.
 - Guide your students through 3 deep breaths.
- **Get moving:** When we exercise, our brains release something called endorphins. On the count of 3, let's say that together. (Count to 3 and then say endorphins). Endorphins are a chemical that our brain produces that can help us feel happier. What are some ways that you can exercise at home? What are some ways that you can get your body moving at school?
 - If you have space, lead your students through a set of 10 jumping jacks.
- **Walk away:** Sometimes, the situation that we're in can make us feel upset. Maybe we are around people who aren't being kind to us, or aren't doing what we want to do. In these situations, it can be helpful to walk away and leave the situation. However, it's important to remember to only walk away if you are allowed to and if an adult knows where you are. Who can give an example of when it'd be good to walk away? Who can give an example of when you shouldn't walk away?
- **Squeeze your hands or a ball:** Has anyone ever been so upset that they just want to hit something? That isn't a good choice because you might hurt someone or something. A good thing to do instead is to squeeze your hands or a ball. They make special balls or fidget tools that can help with this, but if you don't have one, you can squeeze your hands together. Let's practice!
 - Put your hands together by pressing your palms against each other, or holding your hands together. You can choose whatever is most comfortable for you. Then you are going to squeeze or press three times. Let's do it together.

THE OBJECTIVE:

- Students will learn about coping skills and think about when they would be helpful.

THE ACTIVITY:

- Students look at different coping skill cards. Students will practice each strategy, and talk about how it could be helpful.

Lesson 6: Using Self-Regulation

Dear Families,

I hope you are doing well. As we finish up our counseling small group, I wanted to let you know that I have truly enjoyed spending time with your students and getting to know them better.

It has been so great to see the students start to better understand their feelings and learn to manage them in a positive way. We've learned to answer review questions together.

For our activity, I control – even with feelings they have of their feelings, talked about.

At home, continue skills and then help together and have will see it and remember.

Again, we have hope. Don't hesitate to

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For our activity, I control – even with feelings they have of their feelings, talked about.

At home, continue skills and then help together and have will see it and remember.

Again, we have hope. Don't hesitate to

My Feelings:

Session Six: Using Self-Regulation

Objectives:

- Students will consider how the skills they have learned will help them manage their feelings.

Materials:

- Remote control template from page 32 (blank) and page 33 (optional, pre-populated)
- Scissors and glue (if using pre-populated template)
- Coloring utensils (optional)

Pre-Activity Discussion Questions

- Who remembers what we talked about last week? What are some of the coping skills we talked about?
- Was anyone able to use any of the coping skills we talked about? How did it go?
- For our last group session, we are going to review the skills that we've learned. To review, I'm going to ask to you 10 questions and we're going to make it into a game. I am going to split you into two teams, and each team will take turns answering questions.
 - Split the group into 2 teams. They will take turns answering the questions below. During their turn, each team will decide which question (1 through 8) they want to answer. The higher the numbered questions are more challenging/involved. The number of the question is how many points it's worth. If the team gets it correct, they receive that amount of points. If they don't get it correct, the other team can get a chance to answer. At the end, the team with the most points win.
- Question 1: Name 6 feelings.
- Question 2: Name something that might happen if you let your feelings be the boss.
- Question 3: Name one reason why it's important to not let your feelings be the boss.
- Question 4: Give an example of positive self-talk.
- Question 5: Name 3 coping skills you can use at school.
- Question 6: What are the 4 things you can think about that will help you figure out how you're feeling? (A: How you look, how you feel, what you are doing, what you are saying.)
- Question 7: Why can coping skills be helpful?
- Question 8: Why is positive self-talk helpful?

Activity: Self-Regulation Remote Control Craft (10-15 Minutes)

- For our final activity, we are going to do a craft that will help us remember the things we learned about. During our time together, we talked about how it's important for us to be in control – not our feelings. So, today, we are going to make some self-regulation remote controls. Each of our remotes will have 3 feelings, a way to identify our feelings, and 6 coping skills. When you make your remote, think about the feelings that you have most often, and the coping skills that you think are most helpful to you.
 - Give each student a remote control template from page 32.
 - Option 1: Students can write their own feelings/coping skills in the corresponding buttons.
 - Option 2: Students can choose 3 feelings and 6 coping skills from page 33. They will cut out the buttons they chose and glue them onto their remotes in the appropriate space.
 - Students can then color/decorate their remotes.
 - If time permits, ask students to share their remotes with the group.

Post-Activity Discussion:

- What did you learn from this group that you will remember most?
- How do you think the things you learned in this group will help you?
- What advice would you give to someone who has a hard time staying in control of their emotions?

*If you are using the self-assessment, have students complete the form at the end of this session.

THE OBJECTIVE:

- Students will review what they have learned in the group.

THE ACTIVITY:

- Students will complete a “remote control” craft that will be a visual reminder of their self-regulation strategies.

2 BONUS ACTIVITIES

Bonus Activity #1: Feelings Detectives

Objective:

- Students will grow
- Students will pract

Materials:

- Clue cards from p

Directions:

- The goal of this ac give one person a to anyone, or tell a
- The rest of the gre questions to try to
 - Sample quest
 - Do you u
 - Do you y
 - Does you
 - If the detectiv then read one easier. You c own clues.
- Once the feeling h card to the person

Bonus Activity #2: How Big Is My Feeling?

Objective:

- Students will think about how they respond to different situations.
- Students will identify ways that they can calm down in various situations.

Materials:

- Feelings levels visual from page 38 (one copy)
- Feelings levels signs from pages 39-41 (optional)

Directions:

- Show the visual aid from page 38 to your students and read through the description of each feelings level.
- Read through the scenarios below and ask students to think about how big their feelings would be in that situation.
 - Option 1: Students can show their response by holding up the number of fingers that corresponds to their answer.
 - Option 2: Cut out the signs from pages 39-41 and post them throughout the room. Students will go to the part of the room that corresponds with their answer.
- Once students have responded, ask students to share ways that they could feel more calm in that situation.

Scenarios

1. You studied really hard for your spelling test. Your teacher gives it back to you and you see that you only got a few words right.
2. Someone pushes you down the slide before you are ready.
3. Your friends won't play the game that you want to play.
4. Your teacher doesn't call on you in class.
5. You were supposed to go do something that you were looking forward to, but it had to be rescheduled.
6. You built a big tower and someone knocked it down on purpose.
7. You want to play with your neighbors, but they aren't home.
8. You hear that there is a big thunderstorm coming.
9. Someone wins a prize and you don't.
10. You want a dessert, but you aren't allowed to have one.

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These activities will help your students further explore self-regulation and review the topics and skills your students have learned!

Activities Include:

- "Social Skills Review Booklet"
- "Which Voice Level Game"

2 ASSESSMENTS

The image shows two overlapping forms. The top form is titled 'Self-Regulation Self-Assessment' and includes a 'Name:' field and a 'Directions:' section. The bottom form is titled 'Self-Regulation Assessment' and includes a 'Child's Name:' and 'Date:' field, a 'Name and role of the person completing the Form:' field, a legend for the rating scale (1-5), and a list of 10 statements to be rated. The legend is: 1- Always False, 2- Mostly False, 3- Not Sure, 4- Mostly True, 5- Always True. The bottom form also has a 'Total Score:' field and an 'Additional Comments:' section.

Self-Regulation Self-Assessment

Name: _____

Self-Regulation Assessment

Child's Name: _____ Date: _____

Name and role of the person completing the Form: _____

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

1. The child can usually regulate themselves when they have strong feelings. 1 2 3 4 5

2. The child's feelings and emotions don't get in the way of their daily functioning. 1 2 3 4 5

3. The child understands why self-regulation is important. 1 2 3 4 5

4. The child can recognize when their feelings are starting to get too intense. 1 2 3 4 5

5. The child believes that they can be calm and in control. 1 2 3 4 5

6. The child can identify 3 ways to calm down. 1 2 3 4 5

7. The child usually attempts to use self-regulation strategies when needed. 1 2 3 4 5

Total Score: _____

Additional Comments: _____

There are two assessments designed to measure growth in your students.

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES

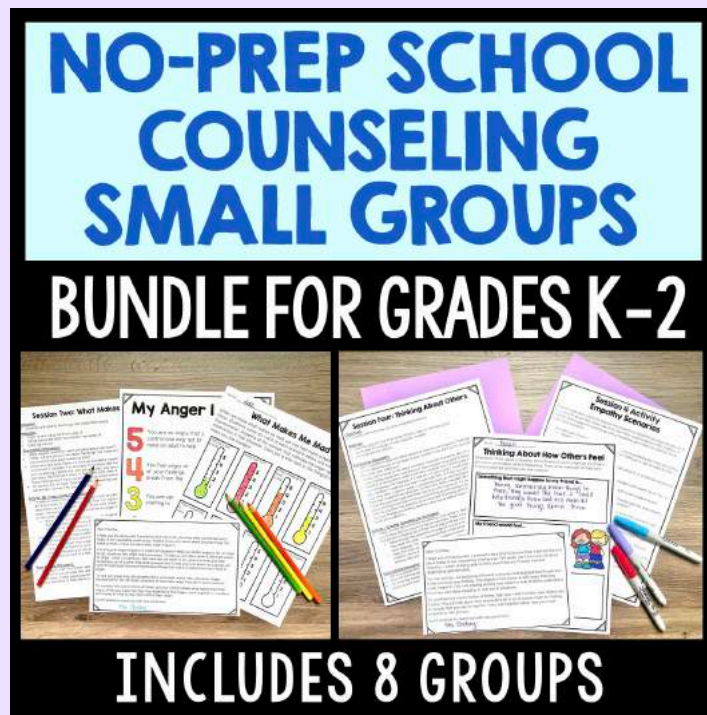


Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Respect
- Self-Regulation
- Social Skills
- Worry & Anxiety

SEE THE BUNDLE HERE