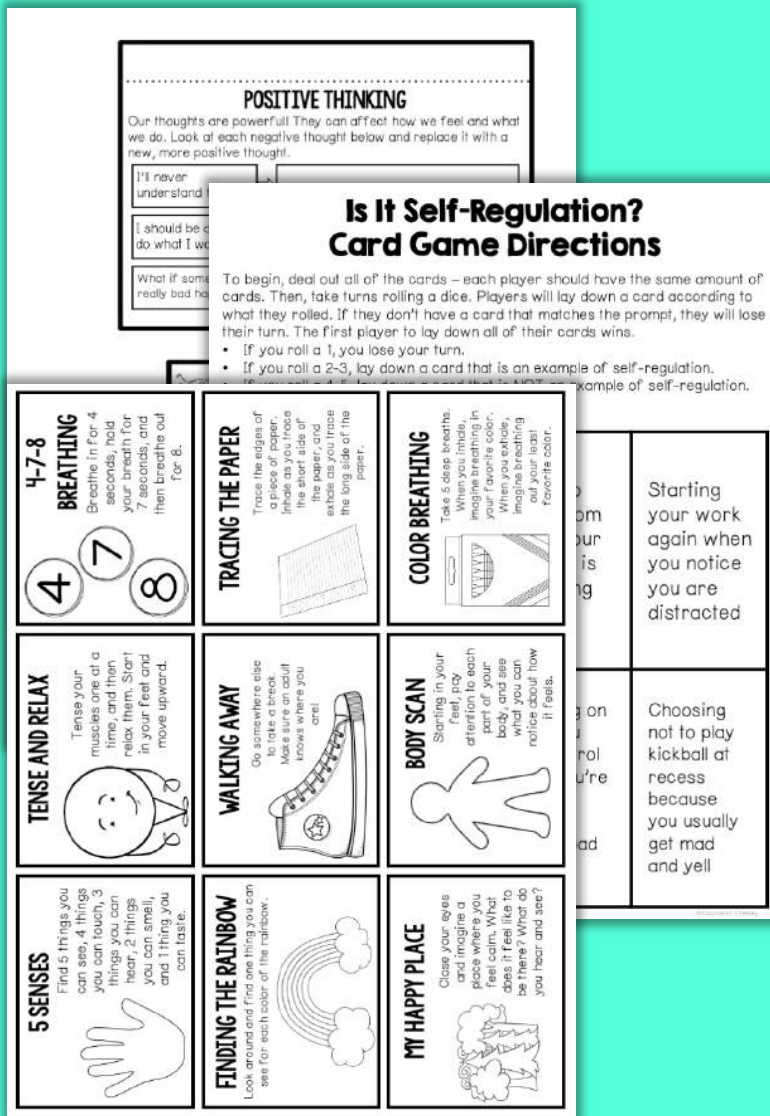


# About This Resource:



## What Kids Will Learn:

- Kids will better understand how they experience emotions and how they can manage their emotions.
- Kids will learn a variety of calming strategies.

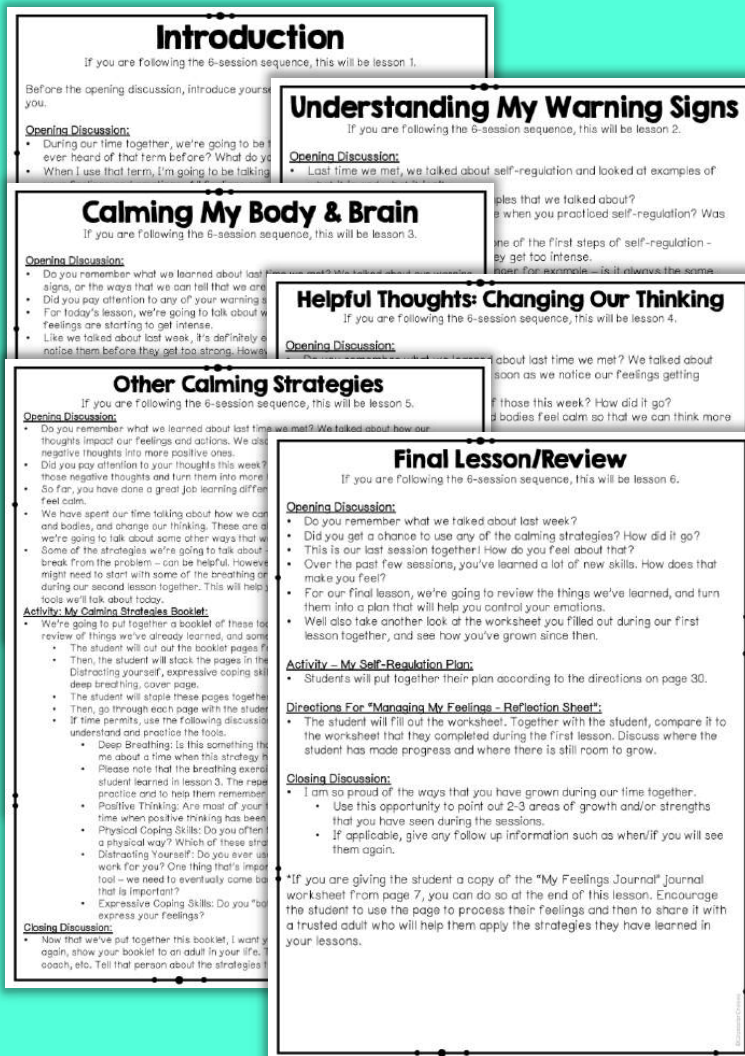
## How To Use:

- This resource was designed to use as a 6-session plan.
- The lessons can adapted for use as stand-alone lessons.

# What's Included:

This resource includes:

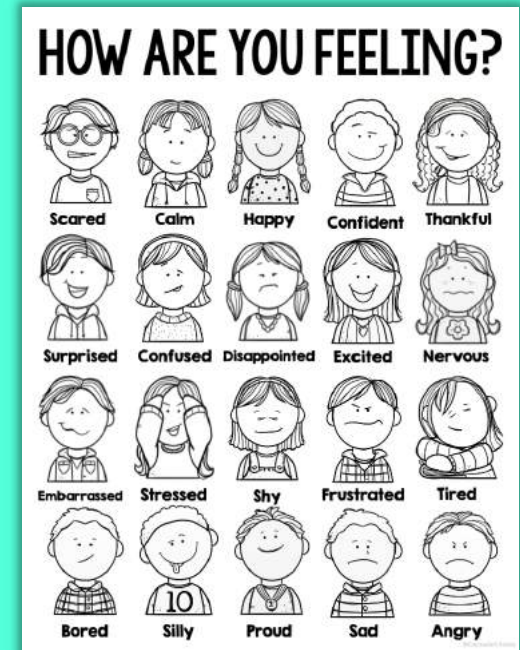
- Session Tracker
- Feelings Journal Page
- Feelings Chart
- The following 6 lessons
  - Introduction
  - Understanding My Warning Signs
  - Calming My Body & Brain
  - Helpful Thoughts: Changing Our Thinking
  - Other Calming Strategies
  - Final Lesson/Review



Keep scrolling for more details!

# Feelings Chart

Use this feelings chart to do a “feelings check-in” at the beginning of each session.



Name: \_\_\_\_\_

### My Feelings Journal

Take time to notice how you're feeling and then write about it using the prompts below.

Time/Day:	How I'm Feeling:	How I Know I'm Feeling This Way:
How Strong Is The Feeling? (1-5)	Why I Feel This Way:	How I Can Feel More Calm (If Needed):
Time/Day:	How I'm Feeling:	How I Know I'm Feeling This Way:
How Strong Is The Feeling? (1-5)	Why I Feel This Way:	How I Can Feel More Calm (If Needed):
Time/Day:	How I'm Feeling:	How I Know I'm Feeling This Way:
How Strong Is The Feeling? (1-5)	Why I Feel This Way:	How I Can Feel More Calm (If Needed):
Time/Day:	How I'm Feeling:	How I Know I'm Feeling This Way:
How Strong Is The Feeling? (1-5)	Why I Feel This Way:	How I Can Feel More Calm (If Needed):

# Feelings Journal Page

This worksheet can be used to help students monitor the feelings they are experiencing.

# Reflection Sheet

This sheet will help kids better understand how they experience their emotions.

Name: \_\_\_\_\_

### Managing My Feelings - Reflection Sheet

We all experience many different emotions each day. Look at the feelings below and think about how often you experience each one. Write the number that matches your answer in the blank space next to the feeling.

**1-Never 2-Every Once In A While 3-Sometimes 4-Often 5-All the Time**

Calm     Nervous     Mad     Excited     Frustrated  
 Happy     Stressed     Sad     Silly     Disappointed

The feeling(s) that I experience most often is/are: \_\_\_\_\_

---

When my feelings are getting out of control, I... (circle your answers)

Scream or yell    Say mean things    Get quiet and don't talk    Break things  
Hit or kick    Refuse to follow directions    Get away or hide    Cry

Other things I do are: \_\_\_\_\_

---

To learn more about how you experience your feelings, look at the statements below and rate them based on the extent to which they are true or false.

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

I am in control of my feelings.  
 I make good choices when I have strong feelings.  
 I pay attention to how I'm feeling.  
 I notice when my feelings are starting to get intense.  
 There are strategies and tools I can use to help me feel more calm.  
 I try to calm down when I have strong feelings.

---

It's hard for me to manage my feelings when... (circle your answers)

Someone tells me "no"    I don't understand what to do    I am left out  
I make a mistake    I have too much to do    I disagree with someone  
Someone is mean to me    Something that's supposed to happen doesn't  
I don't know what's going to happen    Someone touches my things  
I'm around certain people    Someone tells me what to do    I lose a game

Other things that make it hard are: \_\_\_\_\_

Name: \_\_\_\_\_

### Session Tracker

Directions: Cut out the squares at the bottom of the page. Each time you finish a session, glue the square onto the corresponding space.

Session 1 goes here	Session 2 goes here	Session 3 goes here
Session 4 goes here	Session 5 goes here	Session 6 goes here

<b>SESSION ONE</b> COMPLETE! 	<b>SESSION TWO</b> COMPLETE! 	<b>SESSION THREE</b> COMPLETE! 
<b>SESSION FOUR</b> COMPLETE! 	<b>SESSION FIVE</b> COMPLETE! 	<b>SESSION SIX</b> COMPLETE! 

# Session Tracker

Use this sheet as a way to visually remind students which sessions have been completed and which sessions are still coming up.



# Lesson 1: Introduction

**Introduction**

If you are following the 6-session sequence, this will be lesson 1.

Before the opening discussion, introduce yourself if the student doesn't already know you.

**Opening Discussion**

- During our time, I've never heard of...
- When I use the word "self-regulation," I feel strong that it happened to...
- During our session, I had a thought that will help...
- What question do you have?
- To start, we'll have a little more time for you to better understand...

**Directions For...**

The student will fill out the student fill out answers, noting ask the student to...

- Once you are done, know that we...

**Directions For...**

- To prep the class, the instructor will...

**Closing Discussion**

- Can you think of a time when you used self-regulation?
- How do you feel about self-regulation?

Asking your teacher if it's okay to take a break in the hallway, even though you really want to hide under your desk.	Getting quiet when you notice that your voice is too loud.	Not doing your work because you are bored.	Calling your friend a mean name.
---	--	--	----------------------------------

**Is It Self-Regulation? Card Game Directions**

To begin, deal out all of the cards – each player should have the same amount of cards. Then, take turns rolling a dice. Players will lay down a card according to what they rolled. If they don't have a card that matches the prompt, they will lose their turn. The first player to lay down all of their cards wins.

- If you roll a 1, you lose your turn.
- If you roll a 2-3, lay down a card that is an example of self-regulation.
- If you roll a 4-5, lay down a card that is NOT an example of self-regulation.
- If you roll a 6, lay down any card.

Asking for help when you're starting to feel frustrated about your work	Talking to your mom when you are worried about something	Going to your room when your brother is bothering you	Starting your work again when you notice you are distracted
Telling yourself "it's okay" when you are embarrassed because you fell in front of your friends	Breaking up a big task into smaller parts so you don't get overwhelmed	Focusing on what you can control when you're worried about getting bad grades	Choosing not to play kickball at recess because you usually get mad and yell

## THE OBJECTIVES:

- Students will better understand how they experience their feelings.
- Students will learn more about what self-regulation is and what it isn't.

## THE ACTIVITY:

- The student and instructor will play a game where they look at examples of what self-regulation is and what it isn't.

# Lesson 2: Understanding My Warning Signs

## THE OBJECTIVES:

- Students will understand the different intensity levels of their feelings.
- Students will learn to recognize their feelings before they get too intense.

## THE ACTIVITY:

- The student will fill in a chart that describes the “warning signs” they have for various feelings.

**Understanding My Warning Signs**  
If you are following the 6-session sequence, this will be lesson 2.

Opening Discussion

- Last time we talked about what it is called when you feel angry.
- Do you remember how we felt when we were there a time ago?
- Today, we are recognizing our feelings.
- When you feel a level of anger, we experience it.
- We experience it through our bodies.
- Do you think more intense feelings are harder to manage?
- If we can recognize our feelings, we can manage them.
- Thankfully, we are starting to learn how to recognize and recognize our feelings.
- In a few minutes, we are going to explore our warning signs.
- When you feel a warning sign, maybe your body is telling you something you're hungry.
- What about you? Tell me what you feel.
- Maybe your body is telling you something.
- Our bodies are telling us how our feelings are.

**ANGRY**

Sometimes I feel...

I know I'm feeling this way when...

<b>5</b>	I am ready to explode. I am not safe.	
<b>4</b>	I am starting to lose control. I need to calm down right away.	
<b>3</b>	I am not calm, but am still in control.	
<b>2</b>	My feelings are starting to get stronger.	
<b>1</b>	I feel calm, focused, and content.	

I yell

I have hard time focusing

I break things

My feelings are...

# Lesson 3: Calming My Body And Brain

## THE OBJECTIVE:

- Students will learn calming strategies that will help their bodies and brains slow down so they can think more clearly.

## THE ACTIVITY:

- The student and instructor will play a matching game that will help the student learn about and practice different calming strategies.

### Calming My Body & Brain

If you are following the 6-session sequence, this will be lesson 3.

**Opening Discussion:**

- Do you remember the signs, or the feelings, or the things you did today?
- For today's feelings are...
- Like we take notice when you notice them?
- What are some of the things you notice?
- Sometimes our bodies are too intense. In these situations, slowing down can make good choices.
- Today, we're going to notice our coping skills about in and out of the classroom.
- There are three things to look for in the game to look for.
- The first type of coping skill is...
- With it, you can...
- Have you ever...
- Another help for our bodies is...
- With it, you can...
- The last strategy is...
- With it, you can...
- Now that we...

### Calming My Body & Brain (Cont'd)

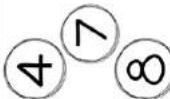

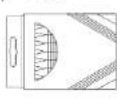

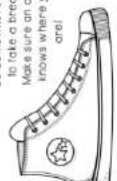
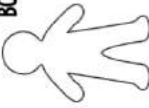



If you are following the 6-session sequence, this will be lesson 3.

**Activity: Self-Regulation Skills Matching Game:**

- Print two copies of this page.
- Place the cards at a time. If you have more cards, at the end of the game, you can use them.
- For the "walking away" card, once the game is over, a reminder to walk around the corner and breathe.

**Closing Discussion:**

- Which type of strategy did you use?
- Which specific strategy did you use?
- Before we meet at your feelings start to use.

<p><b>4-7-8 BREATHING</b></p> <p>Breathe in for 4 seconds, hold for 7 seconds, and then breathe out for 8.</p> 	<p><b>TRACING THE PAPER</b></p> <p>Trace the edges of a piece of paper. In the center, draw the short side of the paper, and the long side of the paper.</p> 	<p><b>COLOR BREATHING</b></p> <p>Take 6 deep breaths. When you inhale, imagine breathing in your favorite color. When you exhale, imagine breathing out your least favorite color.</p> 
<p><b>TENSE AND RELAX</b></p> <p>Tense your muscles one at a time, and then relax them. Start in your feet and move upward.</p> 	<p><b>WALKING AWAY</b></p> <p>Go somewhere else to take a break. Make sure an adult knows where you are!</p> 	<p><b>BODY SCAN</b></p> <p>Starting in your feet, pay attention to each part of your body, and see what you can notice about how it feels.</p> 
<p><b>5 SENSES</b></p> <p>Find 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste.</p> 	<p><b>FINDING THE RAINBOW</b></p> <p>Look around and find one thing you can see for each color of the rainbow.</p> 	<p><b>MY HAPPY PLACE</b></p> <p>Close your eyes and imagine a place where you feel calm. What does it feel like to be there? What do you hear and see?</p> 

# Lesson 4: Helpful Thoughts: Changing Our Thinking

## THE OBJECTIVES:

- Students will understand the ways that their thoughts can affect their feelings and actions.
- Students will practice turning unhelpful thoughts into helpful ones.

## THE ACTIVITY:

- The student and instructor will play a game where they look at different scenarios and determine a helpful thought that the person in that situation could have.

**Helpful Thoughts: Changing Our Thinking**  
If you are following the 6-session sequence, this will be lesson 4.

**Opening Discussion:**

- Do you remember what we learned about last time we met? We talked about different strategies to help us think stronger.
- Did you have any helpful thoughts?
- These tools can help you think clearly and make better decisions.
- Today, we're going to practice helpful and unhelpful thoughts.
- We have so many helpful thoughts that we can't use them. Yet, just by controlling our thoughts, we can make better decisions.
- Let's pretend that your best friend is having a bad day. How would you help her? How would you help him?
- On the other hand, how would you help your best friend if they were acting out?
- Not only can we control our thoughts, we can also control our actions. If you are feeling smart as smart as you, maybe you want to be smart as you, being smart as you.
- Now, let's look at some scenarios that cause you to feel upset.
- What are some helpful thoughts that you can think about that affected your feelings and actions?
- Now, we're going to decide a more helpful thought.
- During the

**When I Feel Upset, I Can Think About...**

**"Having Helpful Thoughts" Scenarios**

1. You are feeling silly and want to make a mean joke so other people think you are funny.
2. You are mad at your mom because she said you can't go to a sleepover. You think that she never lets you do anything fun.
3. You hear that a bad storm is coming. You are worried that there is going to be a tornado.
4. You can't figure out your math homework. You are frustrated, so you're thinking about just not doing it.
5. Your friend broke your tablet. You are mad and want her to know what it feels like, so you are thinking about breaking hers too.
6. Your dad is sick and you are really worried. You are starting to panic because you feel overwhelmed by how worried you are.
7. The referee calls a foul that you don't agree with. You want to run over and start yelling at him.
8. You aren't invited to your friend's birthday party. You feel sad and think that no one likes you.
9. You're annoyed because your little sister won't stop talking. You know she's doing it on purpose just to make you upset.
10. Your classmate made fun of your project, so you want to punch her.
11. Your best friend just said she is moving to a different school. You are sad and think that you'll be all alone with no friends and no one to talk to.
12. You have a big test tomorrow and you can't sleep. You're sure you are going to freeze up and not remember any of the information you know.
13. You are excited that you won the game, and you want to go tell the person who lost that you're the best player.
14. Your teacher said you have to stay in from recess to do your work. You think she is trying to keep you from having fun, so you refuse to do what you're supposed to be doing.
15. You said a word wrong when you were reading out loud. You are embarrassed and want to hide under your desk.
16. You are stressed out about all of the homework you have to do. You don't think there is any way that you can get it all done.
17. You are excited about your weekend plans, so you start telling your friend about them during the classroom lesson.
18. You are annoyed that your classmate keeps asking for the glue, and you want to throw it at her.
19. You worked hard on your project and your little brother accidentally spilled his chocolate milk on it. You want to scream at him and make him feel terrible for what he did.
20. You are confused about what work you are supposed to do. You are thinking about just not doing the work and playing on your tablet instead.



# Lesson 5: Other Calming Strategies

## THE OBJECTIVES:

- Students will learn about and practice different calming strategies.

## THE ACTIVITY:

- The student will put together a booklet that will help them learn about and explore different types coping skills.

**Other Calming Strategies**

If you are following the 6-session sequence, this will be lesson 5.

**Opening Discussion:**

- Do you remember what we learned about last time we met? We talked about how our thoughts impact our feelings and actions. We also talked about how we can change our negative thoughts into more positive ones.
- Did you pay attention to your thoughts this week? How did that go? Were you able to take those negative thoughts and turn them into more helpful thoughts?
- So far, you have done a great job of feeling calm.
- We have spent our time talking about our feelings and actions, and change our thoughts. We're going to talk about some of the strategies we've learned from the problem – can you think of some things you might need to start with some during our second lesson together? We'll talk about today.

**Activity: My Calming Strategies Booklet**

- We're going to put together a review of things we've already learned. The student will cut out the following: Then, the student will stick them into their booklet. Distracting yourself, e.g. deep breathing, cover your eyes, etc.
- The student will staple the booklet together.
- Then, go through each strategy and practice it.
- If time permits, use the booklet to help the student understand and practice the following: Deep Breathing: Take a deep breath in for 4 seconds, hold your breath for 7 seconds, and then breathe out for 8 seconds. Please note that the student learned in lesson 4 to practice and to help with positive thinking. Positive Thinking: Practice positive thinking when possible. Physical Coping: Use a physical coping strategy if you need it. Distracting Yourself: Use a physical coping strategy if you need it. Expressive Coping: Express your feelings.

**Closing Discussion:**

- Now that we've put together the booklet, show your booklet to a friend or family member. Tell them about the strategies you learned.

**MY CALMING STRATEGIES**

BY: \_\_\_\_\_

**DEEP BREATHING**

Stopping to take deep breaths can be helpful because...

4-7-8 Breathing: When you inhale, imagine breathing in your favorite color. When you exhale, imagine breathing out your least favorite color.

Color Breathing: Trace the edges of a piece of paper, inside as you trace the short side of the paper, and exhale as you trace the long side of the paper.

Paper Tracing: Breathe in for 4 seconds, hold your breath for 7 seconds, and then breathe out for 8 seconds.

# Lesson 6: Final Lesson/Review

## THE OBJECTIVE:

- Students will reflect on the information and strategies they have learned as they create their own self-regulation plan.

## THE ACTIVITY:

- The student will put together an interactive chart that includes self-regulation strategies.

**Final Lesson/Review**  
If you are following the 6-session sequence, this will be lesson 6.

**Opening Discussion:**

- Do you remember what we talked about last week?
- Did you get a chance to use any of the calming strategies? How did it go?
- This is our last session.
- Over the past few weeks, we have learned many strategies to help us manage our feelings.
- For our final lesson, we will take all the strategies we learned and put them into a plan.
- Well also take a few minutes to review all the strategies we learned in this lesson together.

**Activity – My Self-Regulation Plan**

- Students will put together an interactive chart that includes self-regulation strategies.

**Directions For “My Self-Regulation Plan”**

All feelings are normal and okay! However, when we can manage our feelings before they get too intense, it's easier to make better choices. This can be hard to do, but having a plan in place can make it easier to know what to do when our feelings start to get stronger.

- Think about the feeling that is the hardest for you to control. Write it in the blank space in the middle of the chart on the next page.
- Then, cut out the rectangles below and fold them along the dotted line.
- On the next page, put glue in each of the rectangles, above the dotted line.
- Then, place one of the rectangles from below onto each rectangle from the next page.
- The top of the rectangle should be glued down, and you should be able to lift the bottom part like a flap to reveal the blank rectangle below.
- Once all of the top rectangles are glued on, respond to each prompt by lifting up the flap and writing your answer in the blank area.

Name: \_\_\_\_\_

I WILL TELL MYSELF...	I CAN THINK ABOUT...	I CAN TALK TO...
I CAN GO TO...	I WILL...	I WILL NOT...

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# HELPING KIDS WITH SELF-REGULATION? BUNDLE & SAVE!

## Coping Skills & Self-Regulation

### ACTIVITIES BUNDLE



These activities are part of a bundle that includes 11 resources focused on coping skills and self-regulation. The bundle includes small group plans, task cards, interactive notebook pages and more to help kids better understand and manage their emotions.

**SEE THE BUNDLE HERE**