

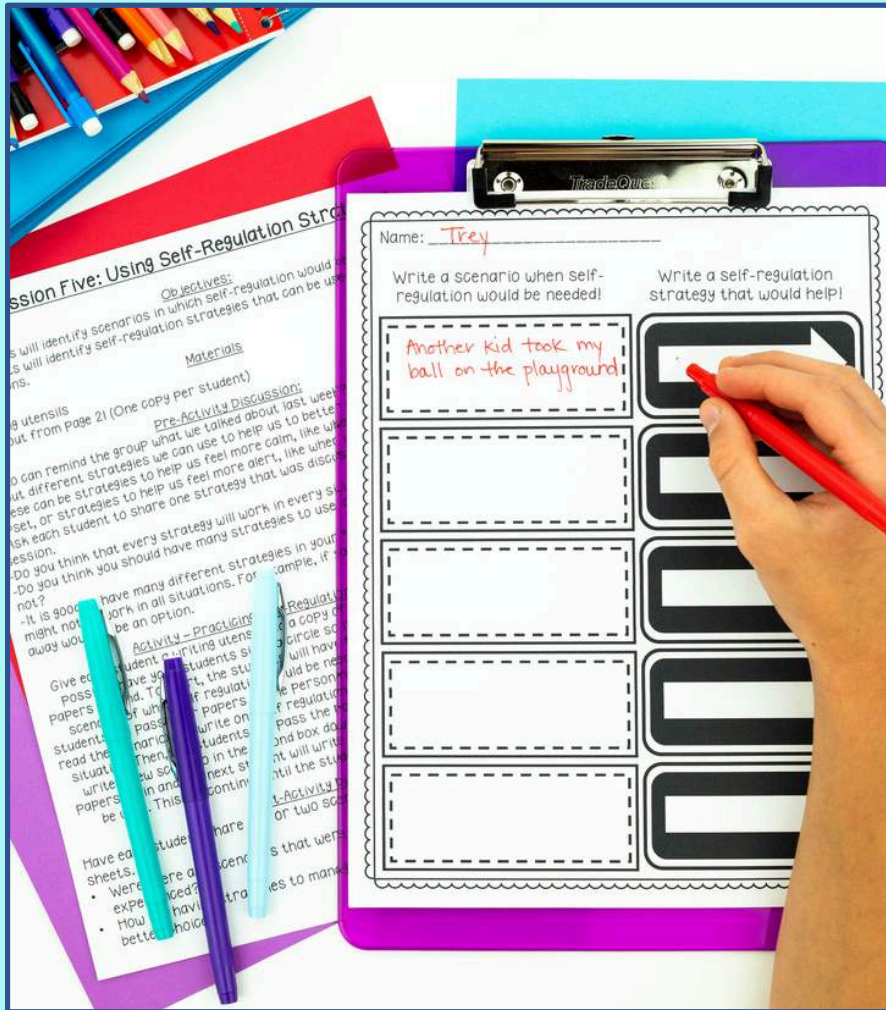
# Use this small group plan to help your students identify and cope with their strong emotions!



## WHAT'S INCLUDED:

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

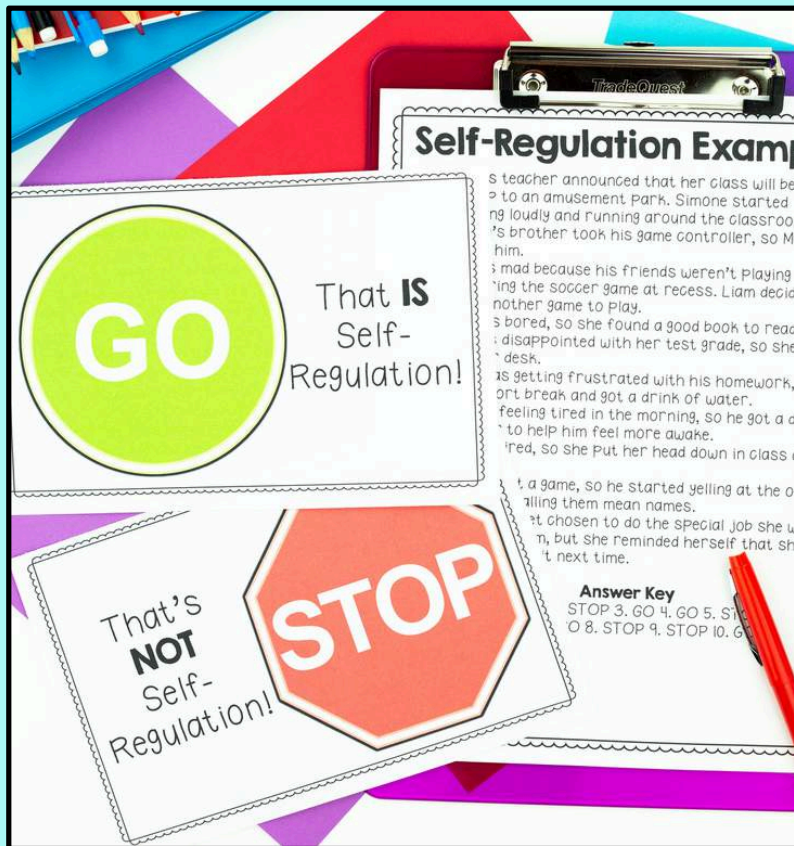
# 6 NO-PREP LESSONS



## Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

# Lesson 1: What Is Self-Regulation?



## THE OBJECTIVE:

- Students will understand what self-regulation is and what it looks like in real life.

## THE ACTIVITY:

- The instructor will read through scenarios and the students will have to decide whether or not they are examples of self-regulation.



# Lesson 2: Why Do I Need Self-Regulation?



## THE OBJECTIVE:

- Students will understand why self-regulation is helpful and will reflect on the choices they make when they have strong feelings.

## THE ACTIVITY:

- Students will look at different feelings and describe what happens when that feeling “drives” – or is in control. Students will travel around the room completing the interactive worksheets.

# Lesson 3: When Do I Need Self-Regulation?

The image shows three overlapping handouts. The top one is titled "Feelings Levels Scenarios" and contains a list of scenarios. The middle one is titled "How Strong Is Your Feeling?" and features a vertical number line from 1 to 5. The bottom one is titled "Session Three: When Do I Need Self-Regulation?" and contains objectives, materials, pre-activity discussions, an activity, and post-activity discussions.

**Feelings Levels Scenarios**  
Read through the following scenarios and/or warning signs and have students place a sticky note on the chart provided.

1) Some  
2) You d  
3) You v  
your  
4) You f  
5) The s  
6) Some  
share  
7) You  
best  
8) You

1) You s  
2) You  
3) You s  
4) It's h  
5) You s  
6) You s  
7) You s  
8) You s  
• If a s  
can j

**How Strong Is Your Feeling?**

1- I feel calm.  
2- I am starting to not feel calm, but I am in control.

**Session Three: When Do I Need Self-Regulation?**

Objectives:

- Students will identify various levels of feelings.
- Students will understand the need to manage their feelings before they become too intense.

Materials:

- Writing utensils
- Handout from page 21 (One copy)
- Scenarios from page 22 (One copy)
- One sticky note for each student—the smaller the better

Pre-Activity Discussion:

- Who can remind the group what we talked about last week? Last week, we talked about how all feelings are okay, but how it's important to not let our feelings be in control or what we are doing.
- Today, we are going to talk about the different levels of feelings, and how we can tell when our feelings are starting to control us. When you experience a feeling – anger for example – is it always the same level of anger? Or do some things make you more mad than other things?
- We experience our feelings in different levels! (Show the handout from page 21 and read through the different levels of feelings).
- Do you think it is easier to control our feelings when they are less intense, or more intense?
- If we can recognize our feelings before they get too intense, they are easier to manage. Just like when you are sick – it is better to treat your sickness before it gets too bad!

Activity – How Strong Is Your Feeling? (15 minutes):

- Today, I am going to give each of you a sticky note, and you will need to write your name on it. I will read through scenarios, and you will look at the handout and put your sticky note at the level that best describes how the scenario would make you feel. It's important to keep in mind that we all experience our feelings differently – so what might make one person a "5" may cause another person to only get to a "2" and that's okay!
  - Read through the scenarios on page 22 and have students put their sticky notes on/near the number that best corresponds with how they would feel.
- Now, I will read through several "warning signs" that our bodies give us when our feelings are getting more intense. Put your sticky note next to the number at which you FIRST experience this "warning sign."

Post-Activity Discussion:

- Why is it important to be able to recognize your feelings before they get too intense?

## THE OBJECTIVE:

- Students will learn to identify their feelings before they get too intense.

## THE ACTIVITY:

- Students will learn about 5 different intensity levels of feelings. Then, you will read through different scenarios and the students will decide how intense their feelings would be in that situation. Each student will show their answer by placing a sticky note on the chart provided.

# Lesson 4: Self-Regulation Strategies

**Calming Strategies**  
What can you do when you need to calm down?

**Alerting Strategies**  
What can you do when you need to feel more alert?

**Session Four: Self-Regulation Strategies**

Objective:

- Students will identify calming and alerting strategies they can use.

Materials:

- Handout from page 25 (One copy)
- Sticky notes or small pieces of paper
- Writing utensils

Pre-Activity Discussion:

- Who can remind the group of what we talked about last week?
- Last week, we talked about the importance of recognizing when our feelings are getting too intense.
- Today, we are going to talk about HOW to manage our feelings – strategies that we can use to calm down, or help us to feel more alert.
- What are some situations when we may need to calm down?
- What are some situations when we may need to feel more alert?

Activity – Self-Regulation Strategies: Tell, Write, Act (25-30 minutes):

- Today, we are going to make a list of self-regulation strategies.
  - Use the handout from page 25 or write on a chalkboard/white board.
- What are some things that you can do when your feelings are too intense and you need to calm down? \*\*If students are struggling to come up with ideas, you can share some of your own such as, taking a deep breath, walking away, etc.
- What are some things that you can do when you are feeling slow- sick, tired, bored, etc. and you need to be more alert? \*\*If students are struggling to come up with ideas, you can share some of your own such as drinking water, exercising, etc.
  - Once your list is complete, split your group up into smaller groups of 2 or 3. In their groups, have students copy down the master list onto sticky notes or small pieces of paper. Each small group should write each strategy on a separate piece of paper. Students should then fold each piece of paper.
  - Once small groups are done, they will play a game of charades. Students will take turns acting out the strategies for a set period of time (30 seconds for example), and the other student(s) in the small group will try to see how many they can guess correctly.

Post-Activity Discussion:

- Do you feel like you need to use calming strategies more often, or alerting strategies?
- Tell us about two calming strategies you think would work best for you.
- Tell us about two alerting strategies you think would work best for you.

## THE OBJECTIVE:

- Students will identify calming and alerting strategies they can use.

## THE ACTIVITY:

- Students will work together as a group to identify calming and alerting strategies they can use to feel more calm. Then, they will get into pairs and play a game to help them become more familiar with the strategies.

# Lesson 5: Using Self-Regulation Strategies

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

Write a scenario when self-regulation would be needed.

Write a self-regulation strategy that would help!

**Session Five: Using Self-Regulation Strategies**

Objectives:

- Students will identify scenarios in which self-regulation would be needed.
- Students will identify self-regulation strategies that can be used in various situations.

Materials:

- Writing utensils
- Handout from page 28 (One copy per student)

Pre-Activity Discussion:

- Who can remind the group what we talked about last week? Last week, we talked about different strategies we can use to help us to better manage our emotions. These can be strategies to help us feel more calm, like when we are angry or upset, or strategies to help us feel more alert, like when we are bored or tired.
- Ask each student to share one strategy that was discussed in the previous session.
- Do you think that every strategy will work in every situation? Why or why not?
- Do you think you should have many strategies to use, or just one? Why or why not?
- It is good to have many different strategies in your "toolbox" because they might not all work in all situations. For example, if you are in the car, walking away wouldn't be an option.

Activity – Practicing Self-Regulation (15 minutes):

Give each student a writing utensil and a copy of the handout from page 28. If possible, have your students sit in a circle so it will be easier to pass their papers around. To start, the students will have their own paper and will write a scenario of when self-regulation would be needed in the first box. Then, the students will pass their papers to the person next to them. The next person will read the scenario, and write one self-regulation strategy that can be used in that situation. Then, the students will pass the papers again. The next student will write a new scenario in the second box down. Then, students will pass their papers again and the next student will write a self-regulation strategy that can be used. This will continue until the students have their original papers.

Post-Activity Discussion:

- Have each student share one or two scenarios/strategies from their sheets.
- Were there any scenarios that were read that you have actually experienced?
- How will having strategies to manage your emotions help you to make better choices?

## THE OBJECTIVE:

- Students will identify situations when self-regulation would be needed, as well as strategies to use in those situations.

## THE ACTIVITY:


- Students will complete collaborative worksheets as they consider when and how self-regulation can be used in real life scenarios.




# Lesson 6: My Plan For Self-Regulation

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

## My Road Map TO SELF-REGULATION



Two ways I know my \_\_\_\_\_  
too inte \_\_\_\_\_



Three alerting str \_\_\_\_\_

### Session Six: My Plan For Self-Regulation

Objectives:

- Students will review skills and topics learned in the group.
- Students will create a plan for how they can use self-regulation in the future.

Materials:

- Writing utensils
- Worksheet from page 31 (One copy per student)

Pre-Activity Discussion:

- Who can remind the group what we talked about last week? Last week, we reviewed different self-regulation strategies and talked about when to use them.
- It is important to remember that we all experience different feelings, and different situations. Also, the strategies that we can use to help manage our feelings and emotions are different for each person. What might be really helpful to me, might not work for you. What might work well for some of you, might do nothing for others of you. That's why it's important for us to be aware of our own situations, and which strategies we think will be helpful for us.

Activity – My Road Map To Self-Regulation (5-10 minutes):

- Give each student the "My Road Map To Self-Regulation" worksheet from page 31. Give students 5-10 minutes to respond to the prompts. Once students are finished, they can share their answers out loud if they are willing and if time permits.

Post-Activity Discussion:

- What is one thing you have learned from this group?
- How will using self-regulation help you?
- Since this group has started, do you think you have gotten better at managing your emotions? Give me an example.

\*If you are choosing to use the data collection survey, have students fill it out after this session\*

## THE OBJECTIVE:

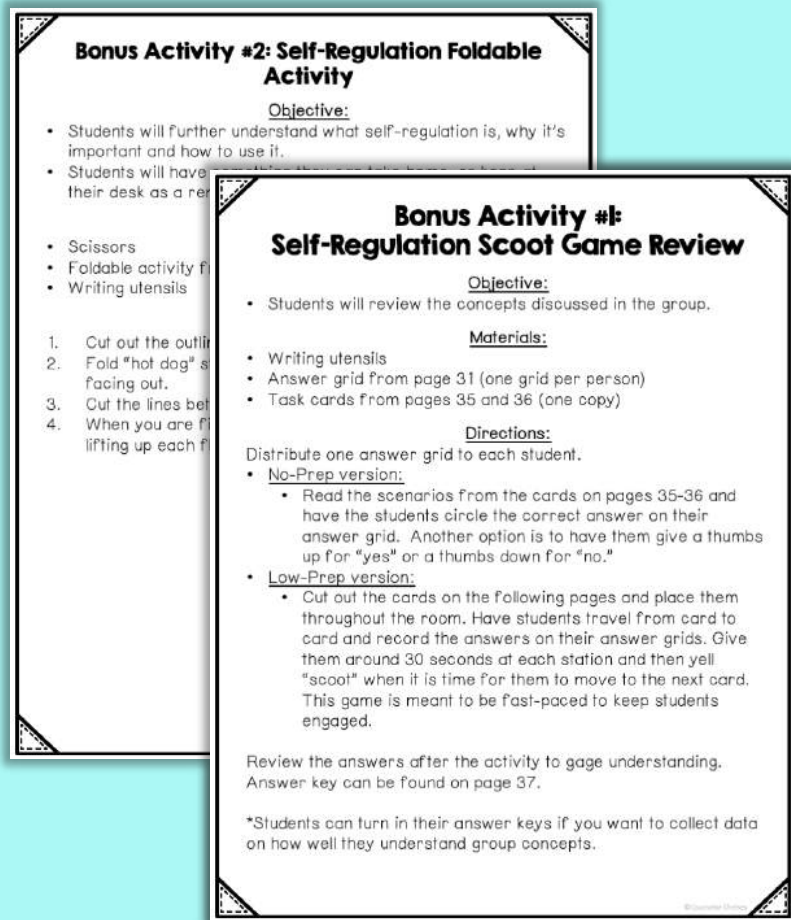
- Students will review the skills they learned in the group, and will create a plan for how they can use them.

## THE ACTIVITY:

- Students will complete a "Road Map" to self-regulation where they reflect on the skills they have developed. They will then share with the group.



# 2 BONUS ACTIVITIES



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

Activities Include:

- "Self-Regulation Scoot Game Review"
- "Self-Regulation Foldable Activity"

# 2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled 'Self-Regulation Self-Assessment' and the bottom form is titled 'Self-Regulation Assessment'. Both forms include a legend for rating questions from 1 to 5.

**Self-Regulation Self-Assessment**  
Please rate these questions based on to what extent they are true

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

1. I know what the feel  
1 2 3 4 5

2. I am good at man  
1 2 3 4 5

3. I know when my f  
1 2 3 4 5

4. I can name 3 ways  
1 2 3 4 5

5. I can name 3 ways  
1 2 3 4 5

6. I make good choic  
1 2 3 4 5

**Self-Regulation Assessment**  
Please rate these questions based on to what extent they are true or false:

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Name and role of the person completing the form: \_\_\_\_\_

**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 can identify 3 ways to calm down.  
1 2 3 4 5

6. The child can identify 3 ways to feel more alert and ready to learn.  
1 2 3 4 5

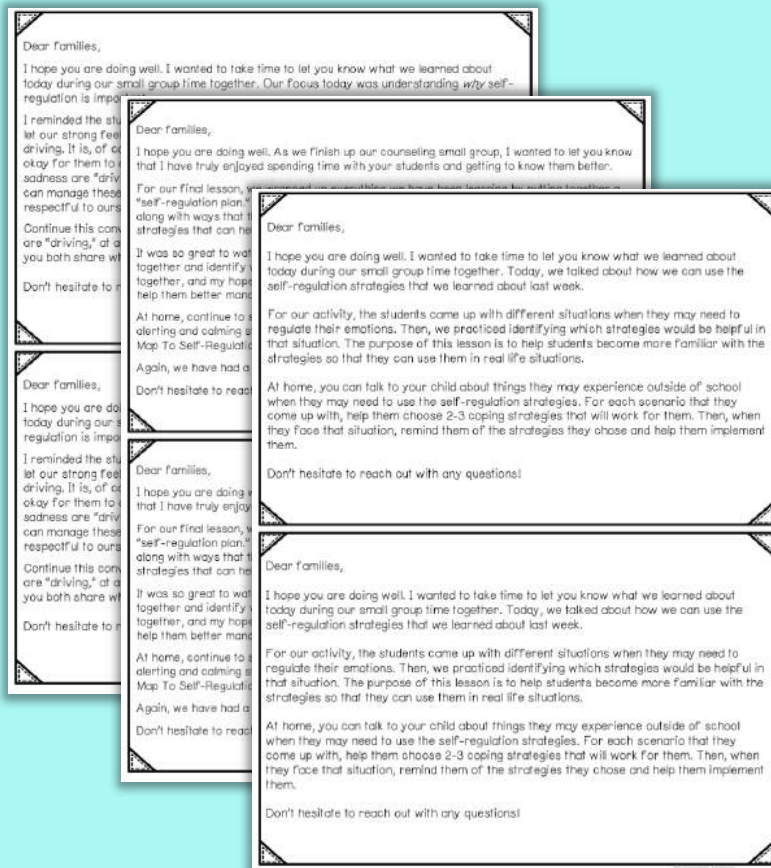
7. The child usually attempts to use self-regulation strategies when needed.  
1 2 3 4 5

Additional Comments: \_\_\_\_\_ Total Score: \_\_\_\_\_

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.

# WHAT PEOPLE ARE SAYING...

"This has been so helpful to use with my students that are struggling with coping after lots of changes post pandemic!"

-Kaitlyn R.

"I love this group! It is themed so well and it explains self-regulation to the students in a way that just clicks for them. Thank you so much!"

- Kelsey D.

"I am a counselor and utilized this for small group for my elementary students. It was a wonderful resource and the group ideas were easy to implement without much prep work. The students were engaged and participated in each lesson."

- Carla N.