# Includes 6 sessions focused on self-regulation!

# Topics Include:

- Why self-regulation is helpful
  - Recognizing emotions
- Identifying and applying self-regulation strategies

Session Four: Self-Regu

Pre-Activity D Who can remind the group of what we talk

Last week, we taked about the importance getting too intense.

Today, we are going to talk about HOW to t

can use to pair down, or help us to feel m

What are some situations when we may n

Activity - Self-Regulation Strategies

Today, we are going to make a list of self-re

- Use the handout from page 25 or write

etc. and you need to be more plent? \*\*[f stu

ideas, you can share some of your own sul

Once your list is complete, split your stheir groups, have students copy down small pieces of paper. Each small gro

separate piece of paper. Students st Once small groups are done, they will take turns acting out the strategies for example), and the other student(s) in

Writing utensils

# Session One: What Is Self-Regulation?

## Students will understand what self-regulation is

# Materials 'Stop & Go' handout from page 9 (one or

## · Self-regulation examples from page 10

- . Who here has ever had a strong feeling
- Is it okay to have these feelings? All of the feelings that we have are oken Feelings in ways that are appropriate

### regulation, which is being able to reco able to handle our feelings in a good, he

Today, we are going to lock at different s the person in the scenario is using self-re the examples, and if you think it is not self . Give each student a handout from

- half. Then, read through the scena If time permits, ask one or two stu
- choice they did for each scenario

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

Students will identify various levels of feelings.

Students will identify various levels of realings.

On the stand the need to manage their feelings before they became foo

- riandout from page 21 (One copy) Scenarios from page 22 (One copy
- One sticky note for each student-the amales

# Activity – How Strons Ia Your F Today, I am going to give each of you a clicky r name on it. I will read through according, and sticky note of the level that best describes how important to keep in mind that we all experience might make one person a "5" may cause another

places as a family, are your siblings allowed However, are they allowed to drive? No! Wh your younger siblings were in control of the It is the same way with our feelings — It is pe on/near the number that best correspo et them be "in the car", but sometimes it is i feelings "drive" us, or be in control of our o

# Activity - Where Do Your Feelings T

Session Two: Why Do I Need

Sheets from pages 13-18 (One copy of each

Last week, we taked about what self-regula group what we taked about?

Today, we are going to talk about why self-r Last week, we briefly talked about how it is a

All of our feelings are okay, but sometimes, control our actions, we don't make good one

Think about 2 like this - how mone of you b

feelings) Do you think this is true?

have self-regulation.

sheet to sheet and write about the choices t "driving" or in control. If you have more than 8 etc. off the desired number of copies for each feeling

# When the students are finished, have one student choose a feeling and read of the answers for that feeling. Ask the students if having that feeling is akay (the gnawer should always be yes.) and then ask if letting that feeling drive

- how all feelings are akay, but how it's impli what we are doing.
- for example is it always the same level of a

Now, I will read through several "warning signs Cantings are getting more intense. Put your s

# Do you feel like you need to use colming strategies more often, or clerting

## Session Five: Using Self-Regulation Strateaies

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

Handout from page 28 (One copy per student)

- about different strategies we can use to help us These can be strategies to help us feel more of
- These can be should be seen as the more object. He whe Ask each student to share one strategy that way Do you think that every strategy will work in eve Do you think you should have many strategies to It is good to have many different strategies in y all work in all situations. For example, if you are

we your students sit in a pincle so it will be easier equiation strategy that can be used in that situation opers again. The next student will write a new sce

Hove each student share one or two scena Were there any scenarios that were read that yo How will having strategies to manage your emoti

## Session Six: My Plan For Self-Regulation

<u>Objectives:</u> Students will review skills and topics learned in the group Students will create a plan for how they can use self-regulation in the

Worksheet from page 31 (One copy per student)

- reviewed different self-regulation strategies and talked about when to use
- 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

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

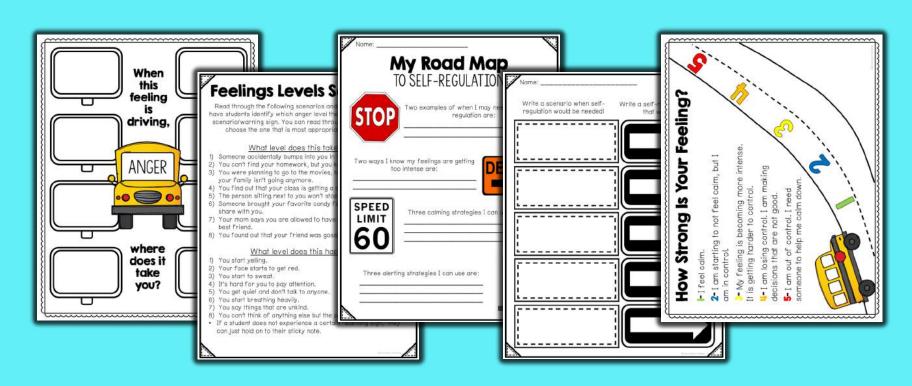
# Post-Activity Discussion

- 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 nanaging your emotions? Give me an example

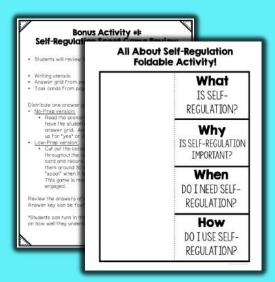
\*If you are choosing to use the data collection survey, have students fill it out

# Each session is <u>NO PREP</u> and includes:

- A lesson plan with objectives, pre-activity discussion points, an activity, and post-activity discussion points.
- Templates/worksheets needed for each activity.
- A follow up note to parents and families.



# This resource also includes...



2 bonus activities to further explore the topic of self-regulation and to review the topics and skills your students have learned!



A self-assessment for students to complete, as well as an assessment that can be completed by teachers, family or other adults in the student's life.

There are also parent follow up notes for each session and a parent permission form that are all editable!