

# Includes 6 sessions focused on self-regulation!

Topics Include:

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

**Session One: What Is Self-Regulation?**

**Objectives:**

- Students will understand what self-regulation is.
- Students will identify examples of self-regulation.

**Materials:**

- "Stop & Go" handout from page 4 (one copy per student)
- Self-regulation examples from page 10 (one copy per student)

**Pre-Activity Discussion:**

- Introductions: Name, grade, one thing you like to do.
- Who here has ever had a strong feeling – like anger, sadness, or worry?
- What are some things that you do when you are angry, sad, or worried?
- Is it okay to have these feelings?
- All of the feelings that we have are okay feelings in ways that are appropriate and helpful. We are able to recognize when we are able to handle our feelings in a good, helpful way.

**Activity – Is It Self-Regulation?**

Today, we are going to look at different scenarios and see if the person in the scenario is using self-regulation. If you think it is self-regulation, hold up the handout. Then, read through the scenarios.

- Give each student a handout from page 4.
- If time permits, ask one or two students to share their choices for each scenario.

**Post-Activity Discussion:**

- How did you decide whether or not the choice was self-regulation?
- Why do you think self-regulation is important?

**Activity – Where Do Your Feelings Take You?**

Today, we are going to look at the choices the person made. Was the choice "driving," or "be in control," or "be in control."

- Place the sheets from pages 13-18 around the room.
- Let students choose a feeling and write about the choices they made. If you have more than 30 students in your group, print off the desired number of copies for each feeling.

**Post-Activity Discussion:**

- When the students are finished, have one student choose a feeling and read out the answers for that feeling. Ask the students if having that feeling is okay (the answer should always be yes.) and then ask if letting that feeling drive leads to positive or negative choices. Repeat as time permits or until all feelings have been discussed.

**Session Two: Why Do I Need Self-Regulation?**

**Objectives:**

- Students will understand why self-regulation is important.
- Students will identify the choices they make when they are angry, sad, or worried.

**Materials:**

- Writing utensils
- Sheets from pages 13-18 (One copy of each sheet per student)

**Pre-Activity Discussion:**

- Last week, we talked about what self-regulation is. Today, we are going to talk about why self-regulation is important. Last week, we briefly talked about how it is okay to have feelings. Do you think this is true?
- All of our feelings are okay, but sometimes, we don't make good choices when we are angry, sad, or worried.
- Think about it like this – how many of you have ever had a feeling that was so strong that it "drove" you, or "drove" you into a bad choice they did for each scenario.

**Activity – How Strong Is Your Feeling?**

Today, I am going to give each of you a sticky note. Write on it, I will read through scenarios, and you write on it the level that best describes how the feeling is getting more intense. Put your sticky note in the level that you think it is. You might make one person a "5" may cause another to say "1".

- Read through the scenarios on page 22 and underline the number that best corresponds with how you feel.
- How I will read through several "warning signs" that feelings are getting more intense. Put your sticky note in the level that you think it is.

**Post-Activity Discussion:**

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

**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? How do we feel about how feelings are okay, but how it's important to recognize when we are angry, sad, or worried?
- Today, we are going to talk about the different levels of feelings. When our feelings are starting to control us, what do we do? For example – is it always the same level of anger, or does it change? We experience our feelings in different levels! (One level is stronger than another.)
- If we can recognize our feelings before they get too intense, we can manage them better. Just like when you are sick – it's better to take medicine before you feel too bad!

**Activity – How Strong Is Your Feeling?**

Today, I am going to give each of you a sticky note. Write on it, I will read through scenarios, and you write on it the level that best describes how the feeling is getting more intense. Put your sticky note in the level that you think it is. You might make one person a "5" may cause another to say "1".

- Read through the scenarios on page 22 and underline the number that best corresponds with how you feel.
- How I will read through several "warning signs" that feelings are getting more intense. Put your sticky note in the level that you think it is.

**Post-Activity Discussion:**

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

**Session Four: Self-Regulation Strategies**

**Objectives:**

- Students will identify calming and alerting strategies.
- Students will understand the need to manage their feelings before they become too intense.

**Materials:**

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

**Pre-Activity Discussion:**

- Who can remind the group what we talked about last week? How do we feel about how feelings are okay, but how it's important to recognize when we are angry, sad, or worried?
- Today, we are going to talk about HOW to manage our feelings. Last week, we talked about the importance of getting too intense. Today, we are going to talk about HOW to manage our feelings. Last week, we talked about the importance of getting too intense. Today, we are going to talk about HOW to manage our feelings. Last week, we talked about the importance of getting too intense.

**Activity – Self-Regulation Strategies**

Today, we are going to make a list of self-regulation strategies that you can use when you are angry, sad, or worried. You can share some of your own such as:

- Once your list is complete, split your group into small groups. Each small group will share their list with the other group(s) in the room. 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.

**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 29 (One copy per student)

**Pre-Activity Discussion:**

- Who can remind the group what we talked about last week? How do we feel about how feelings are okay, but how it's important to recognize when we are angry, sad, or worried?
- Today, we are going to talk about how we can use self-regulation strategies to help us feel more calm, or alert, or strategies to help us feel more alert, like when we are angry, sad, or worried.
- Ask each student to share one strategy that was discussed.
- Do you think that every strategy will work in every situation?
- It is good to have many different strategies in your toolbox to use in all situations. For example, if you are angry, you can use a strategy to help you feel calm.

**Activity – Practicing Self-Regulation**

Give each student a writing utensil and a copy of the handout. The students will have their own paper and will write down the strategies they think would be needed in the first box. Then, the student next to them. The next person will read the strategy that can be used in that situation. The student will write a new scenario and the next student will pass their papers again and the next student will pass their papers again and the next student will pass their papers again.

**Post-Activity Discussion:**

- How did each student share one or two scenarios? Were there any scenarios that were read that you did not think would be helpful for you?
- How will having strategies to manage your emotions help you?

**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 (15-20 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 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.

**Activity – My Road Map To Self-Regulation (15-20 minutes)**

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

# Each session is NO PREP 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.

When this feeling is driving,

where does it take you?

ANGER

**Feelings Levels S**

Read through the following scenarios and have students identify which anger level the scenario/warning sign. You can read through and choose the one that is most appropriate.

What level does this take

- 1) Someone accidentally bumps into you in line.
- 2) You can't find your homework, but you know where it is.
- 3) You were planning to go to the movies, but your family isn't going anymore.
- 4) You find out that your class is getting a new teacher.
- 5) The person sitting next to you won't stop talking.
- 6) Someone brought your favorite candy to share with you.
- 7) Your mom says you are allowed to have a new friend.
- 8) You found out that your friend was going to a new school.

What level does this ha

- 1) You start yelling.
- 2) Your face starts to get red.
- 3) You start to sweat.
- 4) It's hard for you to pay attention.
- 5) You get quiet and don't talk to anyone.
- 6) You start breathing heavily.
- 7) You say things that are unkind.
- 8) You can't think of anything else but the person who is making you angry.

If a student does not experience a certain feeling, they can just hold on to their sticky note.

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

**My Road Map TO SELF-REGULATION**

**STOP** Two examples of when I may need self-regulation are: \_\_\_\_\_

Two ways I know my feelings are getting too intense are: \_\_\_\_\_

**SPEED LIMIT 60** Three calming strategies I can use are: \_\_\_\_\_

Three alerting strategies I can use are: \_\_\_\_\_

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

Write a scenario when self-regulation would be needed: \_\_\_\_\_

Write a self-regulation strategy that would help: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How Strong Is Your Feeling?**

- 1- I feel calm.
- 2- I am starting to not feel calm, but I am in control.
- 3- My feeling is becoming more intense. It is getting harder to control.
- 4- I am losing control. I am making decisions that are not good.
- 5- I am out of control. I need someone to help me calm down.

# This resource also includes...

**Bonus Activity #1**  
**Self-Regulation**

- Students will review...
- Writing utensils
- Answer grid from page...
- Task cards from page...

Distribute one answer grid to each student.

- **No-Prep version:**
  - Read the scenario and have the students write their answers on the answer grid. Set up for "yes" on the grid.
- **Low-Prep version:**
  - Cut out the cards and have the students go through the cards and record their answers on the grid. This game is most effective when the students are engaged.

Review the answers of the students. An answer key can be found on page...

\*Students can turn in the answer grid on how well they understand...

**All About Self-Regulation Foldable Activity!**

<b>What IS SELF-REGULATION?</b>
<b>Why IS SELF-REGULATION IMPORTANT?</b>
<b>When DO I NEED SELF-REGULATION?</b>
<b>How DO I USE SELF-REGULATION?</b>

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

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

**Self-Regulation Self-Assessment**

Please rate these questions based on how well you are doing.

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

**Self-Regulation Assessment**

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

<b>1- Always False</b>
<b>2- Mostly False</b>
<b>3- Not Sure</b>
<b>4- Mostly True</b>
<b>5- Always True</b>

1. I know what the term "self-regulation" means.  
1 2 3 4 5
2. I am good at managing my feelings.  
1 2 3 4 5
3. I know when my feelings are getting out of control.  
1 2 3 4 5
4. I can name 3 ways to calm down.  
1 2 3 4 5
5. I can name 3 ways to feel more alert and ready to learn.  
1 2 3 4 5
6. I make good choices, most of the time.  
1 2 3 4 5

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: \_\_\_\_\_

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!