


SELF-REGULATION GROUP

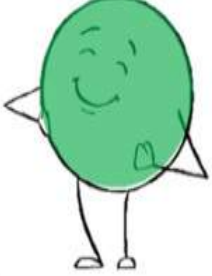
COPING SKILLS, TRIGGERS, AND SIZE OF THE PROBLEM





1

Talk about a time you felt blue. What happened?


















2


Talk about a time you felt green. What happened?

...


WHAT IS THE SIZE OF MY PROBLEM?

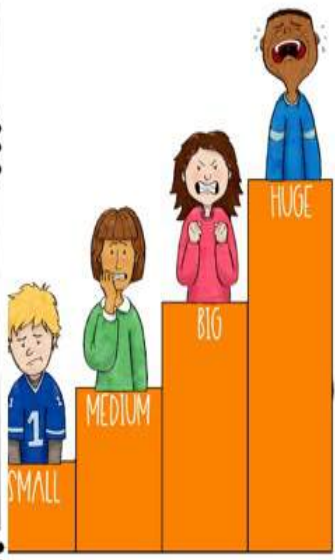
Problems can be tiny, small, medium, big, or huge. The size of our problems helps us decide how to react and how we can solve our problem.

B I N G O				
Mad  Red	Silly  Yellow	Bored  Blue	Tired  Blue	Happy  Green
Focused  Red	Scared  Yellow	Free  Blue	Scared  Red	Nervous  Yellow
Angry  Red	Confused  Yellow	Mad  Red	Silly  Yellow	Angry  Red



Angry





SMALL MEDIUM BIG HUGE

Ready to Regulate



WEEK 1: WHAT IS SELF-REGULATION?

ASCA Mindsets and Behaviors

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

Objective: To collaborate in a group counseling setting, define self-regulation, and identify what the 4 colors represent.

- Establish group rules
- Feelings check
- Self Assessment
- Introduce Posters
- Icebreaker: Bingo
- Activity: Self-Regulation Puzzles
- Journal #1

Establish group rules during week #1. Have students come up with their own or use the ones below.

GROUP RULES

GROUP RULES

- 1) BE RESPECTFUL
- 2) BE KIND
- 3) PARTICIPATE
- 4) CONFIDENTIALITY
- 5) HAVE FUN!



GROUP RULES

GROUP RULES

1) BE RESPECTFUL

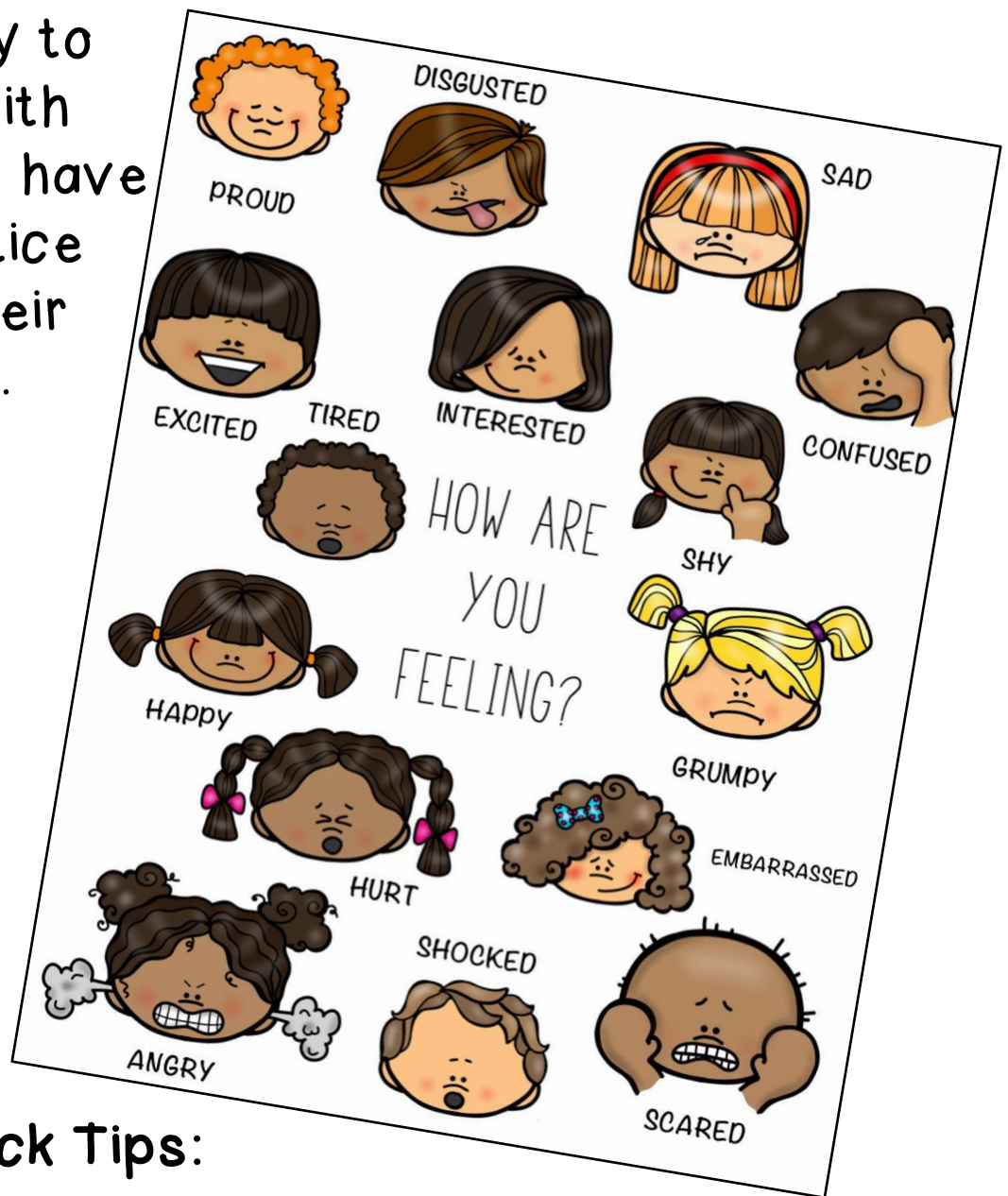
2) BE KIND

3) PARTICIPATE

4) CONFIDENTIALITY

5) HAVE FUN!

Feelings Check is a great way to check in with students and have them practice sharing their feelings.



Feelings Check Tips:

1. Model for students the first time.
2. Use a consistent sentence structure; "I am feeling ___ because ___."
3. Have the "How are you Feeling" sheet available for students to reference.
4. Use a scale of 1-10 for students who have a difficult time identifying feelings.
5. As students start to understand the self-regulation colors they can say one of these during feelings check.



PROUD

DISGUSTED



SAD



EXCITED



INTERESTED

TIRED



CONFUSED

SHY



GRUMPY



HAPPY

HOW ARE
YOU
FEELING?



HURT

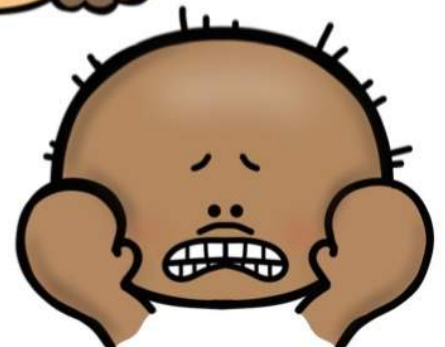


EMBARRASSED



ANGRY

SHOCKED



SCARED

SELF-REGULATION SELF ASSESSMENT

I know what self-regulation is. YES OR NO

I know the feelings and actions that match blue. YES OR NO

I know the feelings and actions that match green. YES OR NO

I know the feelings and actions that match yellow. YES OR NO

I know the feelings and actions that match red. YES OR NO

I know what my triggers are. YES OR NO

I know how my body feels during each color. YES OR NO

I know how to match a problems to different sizes. YES OR NO

I know what an appropriate reaction is. YES OR NO

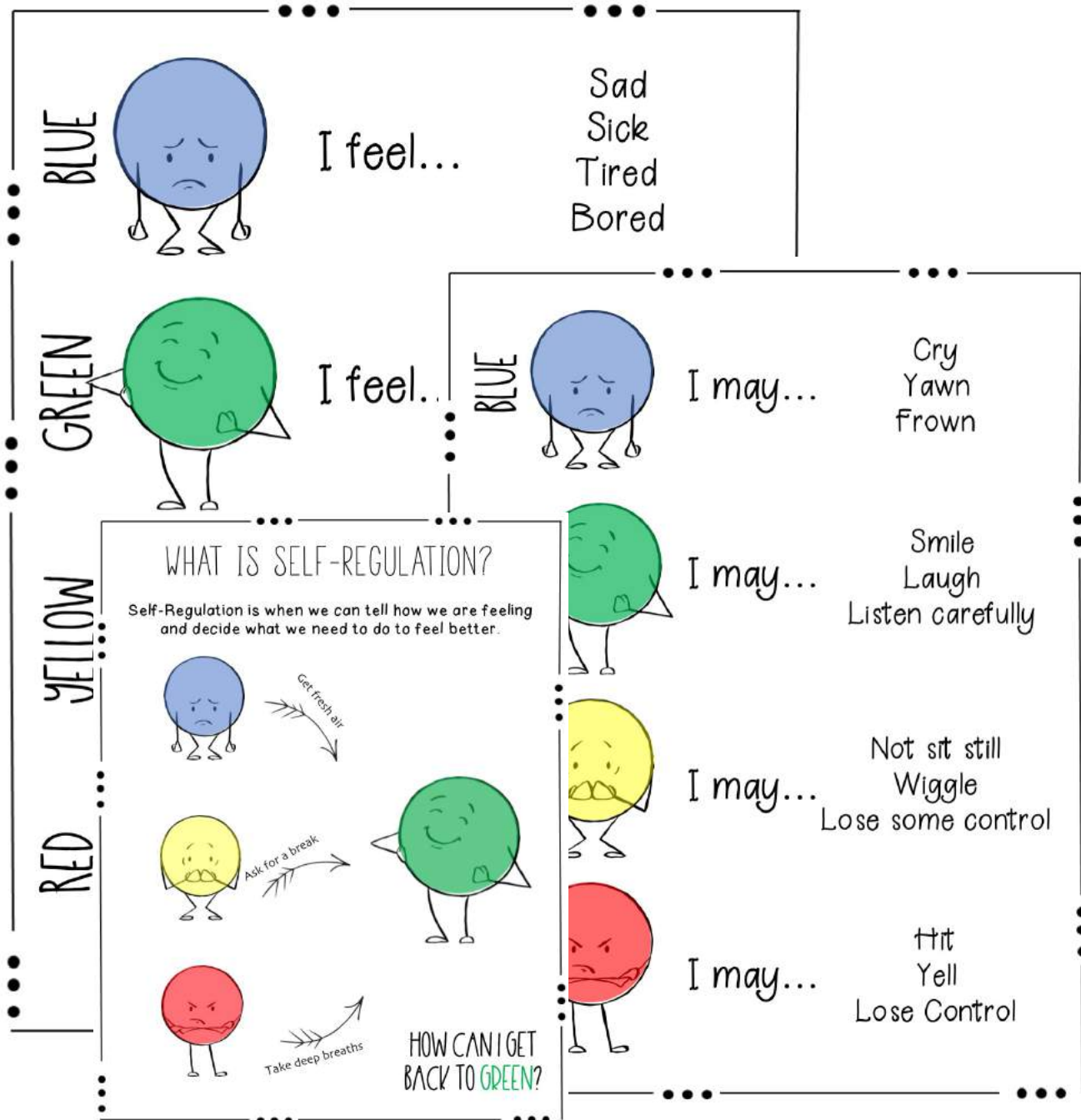
I know what strategies to use to manage my emotions. YES OR NO

I know what positive self talk is. YES OR NO

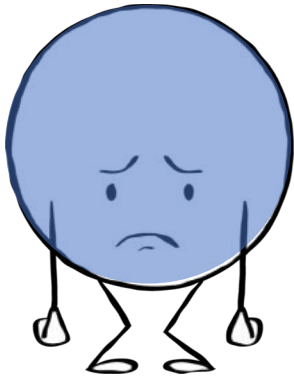
I know who to talk to when I need help managing my emotions. YES OR NO

SELF-REGULATION POSTERS

Instructions: Review these 3 self-regulation posters with students before each icebreaker.



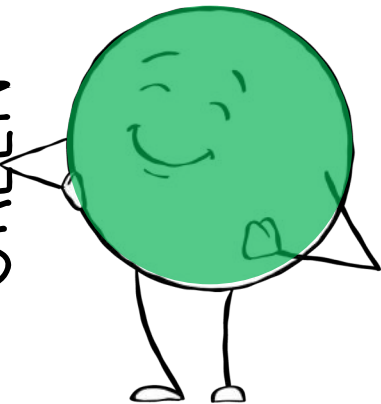
BLUE



I feel...

Sad
Sick
Tired
Bored

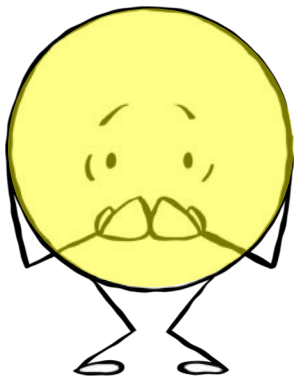
GREEN



I feel...

Calm
Happy
Focused
Ready to Learn

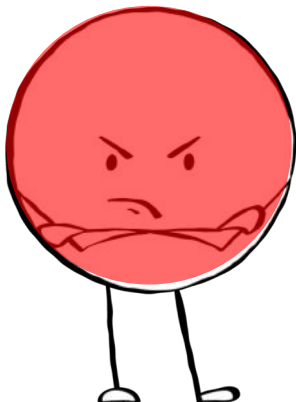
YELLOW



I feel...

Silly
Nervous
Confused
Excited

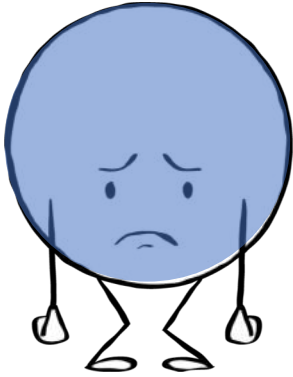
RED



I feel...

Angry
Mad
Scared
Upset

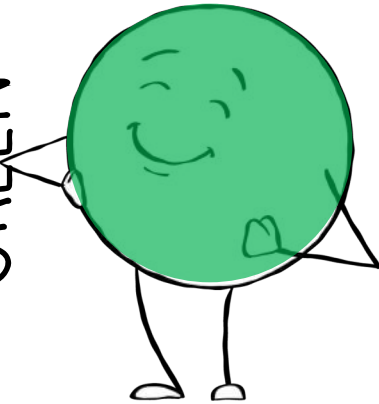
BLUE



I may...

Cry
Yawn
Frown

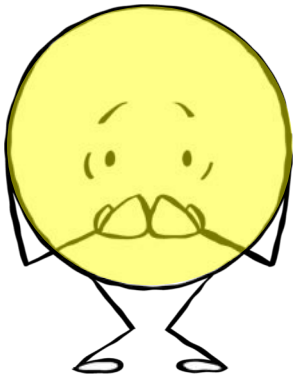
GREEN



I may...

Smile
Laugh
Listen carefully

YELLOW



I may...

Not sit still
Wiggle
Lose some control

RED

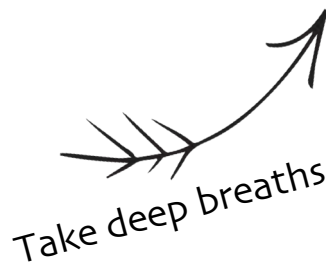
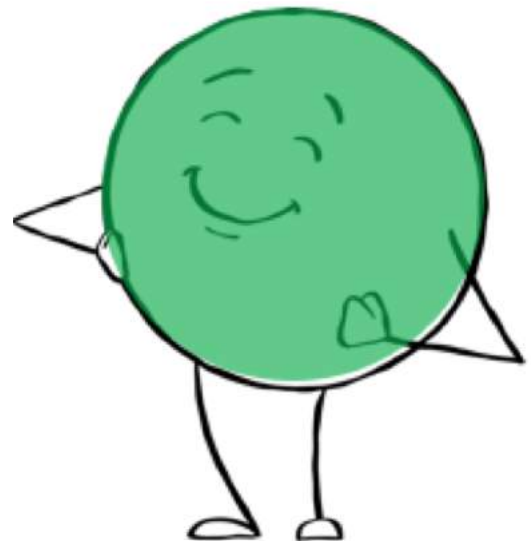
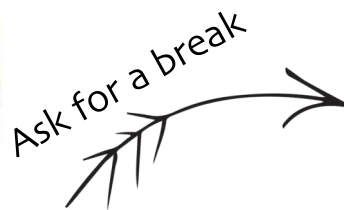
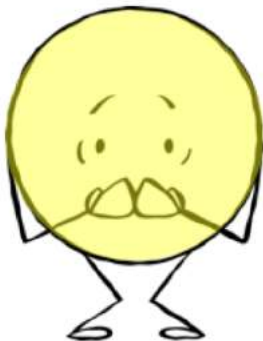


I may...

Hit
Yell
Lose Control

WHAT IS SELF-REGULATION?

Self-Regulation is when we can tell how we are feeling and decide what we need to do to feel better.



HOW CAN I GET
BACK TO GREEN?

ICEBREAKER INSTRUCTIONS

Session 1: Bingo

Draw from the cards and call aloud the letter/feeling combos until someone gets a bingo!

Session 2: Scavenger Hunt

Divide students into 4 groups (blue, green, yellow, red) and have them search the room looking for calm down strategies that match their color. (Option: you can print B&W on colored paper or color them in before students arrive.) Once all 18 strategies are found, have students read and present their strategies to the group.

Session 3: Discussion Cards

Have students take turns drawing the discussion cards and answering the questions.

Session 4: Sides of the Room

Have students start in the middle of the room. You will ask the following questions. If students answer "yes" they move to the right side of the room. If students answer "no" they move to the left side. Encourage them to be honest and respect each other's honesty.

- Have you ever cried when you were feeling blue?
- Have you ever lost some control when you were feeling yellow?
- Have you ever hit or yelled when you were feeling red?
- Does going for a walk or jog help you feel better?
- Does getting fresh air help you feel better?
- Does taking deep breaths help you feel better?
- Does listening to relaxing music help you feel better?

Session 5: Think, Pair, Share

Have students get into pairs and do a "think, pair, share" to answer the following questions.

- What are some of your triggers?
- How can you tell when you are about to feel yellow or red?
- What can you do to get yourself back to green?

Session 6: Matching Game

Have students take turns drawing cards and playing a "memory" matching game. When all cards are paired up the student with the most pairs wins!

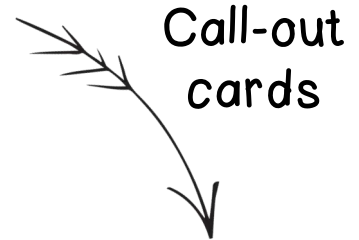
Session 7: Card Game (materials needed: one deck of playing cards)

Have students take turns drawing one card from a deck of cards and one card from the discussion card deck. If they draw an even number they answer the question, if they draw an odd number they ask the person to their left the question. If they draw a face card or ace, everyone in the group answers the question.

Session 8: Discussion Dice

Have students take turns rolling the die and answering the questions.

Instructions: Draw from the cards and call aloud the letter/feeling combos until someone gets a bingo!
Includes 10 different BINGO cards.



B

I

N

G

O

Mad



Red

Silly



Yellow

Bored



Blue

Tired



Blue

Happy



Green

Focused



Green

Scared



Red

Free
space

Scared



Red

Nervous



Yellow

Sad



Blue

Sick



Blue

Nervous



Yellow

Angry



Red

Confused



Yellow

Excited



Yellow

Calm



Green

Upset



Red

Silly



Yellow

Mad



Red

B

I

N

G

O

Sick



Blue

Excited



Yellow

Happy



Green

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Yellow

Calm



Green

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Blue

Free
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Yellow

Scared



Red

Confused



Yellow

Angry



Red

Nervous



Yellow

Sad



Blue

Tired



Blue

Mad



Red

Upset



Red

Scared



Red

Mad



Red

Focused



Green

B

I

N

G

O

Scared



Red

Bored



Blue

Mad



Red

Mad



Red

Angry



Red

Nervous



Yellow

Upset



Red

Free
space

Silly



Yellow

Tired



Blue

Sick



Blue

Sad



Blue

Excited



Yellow

Happy



Green

Scared



Red

Silly



Yellow

Calm



Green

Nervous



Yellow

Confused



Yellow

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Silly



Yellow

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Green

Scared



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Yellow

Angry



Red

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G

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Red

Upset



Red

Focused



Green

Bored



Blue

Mad



Red

Calm



Green

Free
space

Mad



Red

Nervous



Yellow

Nervous



Yellow

Tired



Blue

Sad



Blue

Sick



Blue

Happy



Green

Excited



Yellow

Confused



Yellow

Silly



Yellow

Angry



Red

Scared



Red

B

I

N

G

O

Bored



Blue

Sad



Blue

Happy



Green

Mad



Red

Upset



Red

Sick



Blue

Tired



Blue

Free
space

Scared



Red

Scared



Red

Focused



Green

Calm



Green

Silly



Yellow

Confused



Yellow

Angry



Red

Silly



Yellow

Excited



Yellow

Nervous



Yellow

Nervous



Yellow

Mad



Red

B

I

N

G

O

Silly



Yellow

Bored



Blue

Nervous



Yellow

Sad



Blue

Scared



Red

Happy



Green

Calm



Green

Free
space

Angry



Red

Tired



Blue

Confused



Yellow

Excited



Yellow

Mad



Red

Mad



Red

Upset



Red

Focused



Green

Silly



Yellow

Sick



Blue

Nervous



Yellow

Scared



Red

B

I

N

G

O

Mad



Red

Calm



Green

Mad



Red

Silly



Yellow

Upset



Red

Angry



Red

Sick



Blue

Free
space

Tired



Blue

Focused



Green

Sad



Blue

Confused



Yellow

Nervous



Yellow

Nervous



Yellow

Scared



Red

Happy



Green

Scared



Red

Silly



Yellow

Bored



Blue

Excited



Yellow

B

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Calm



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Yellow

Scared



Red

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Yellow

Nervous



Yellow

Free
space

Silly



Yellow

Happy



Green

Confused



Yellow

Focused



Green

Upset



Red

Mad



Red

Nervous



Yellow

Sad



Blue

Tired



Blue

Sick



Blue

Angry



Red

Mad



Red

B

I

N

G

O

Excited



Yellow

Scared



Red

Bored



Blue

Mad



Red

Mad



Red

Silly



Yellow

Silly



Yellow

Free
space

Nervous



Yellow

Sick



Blue

Upset



Red

Tired



Blue

Focused



Green

Happy



Green

Sad



Blue

Scared



Red

Calm



Green

Nervous



Yellow

Confused



Yellow

Angry



Red

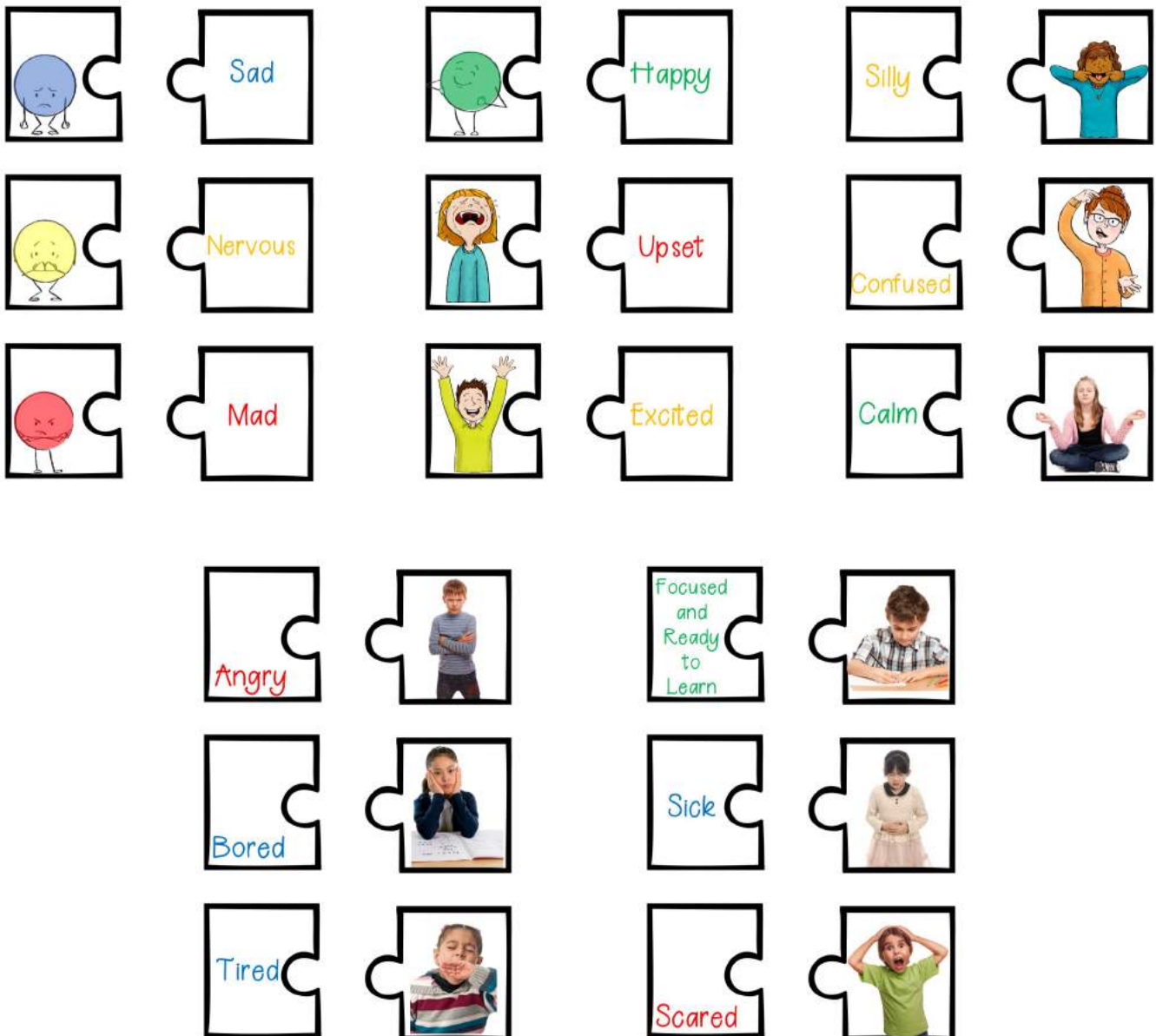
B Sad	B Happy	B Excited	B Mad	I Sick	I Focused	I Silly
B Sick	B Focused	B Silly	B Scared	I Tired	I Calm	I Confused
B Tired	B Calm	B Confused	B Upset	I Bored	I Nervous	I Angry
B Bored	B Nervous	B Angry	I Sad	I Happy	I Excited	I Mad
I Scared	I Upset	N Sad	N Sick	N Tired	N Bored	N Happy

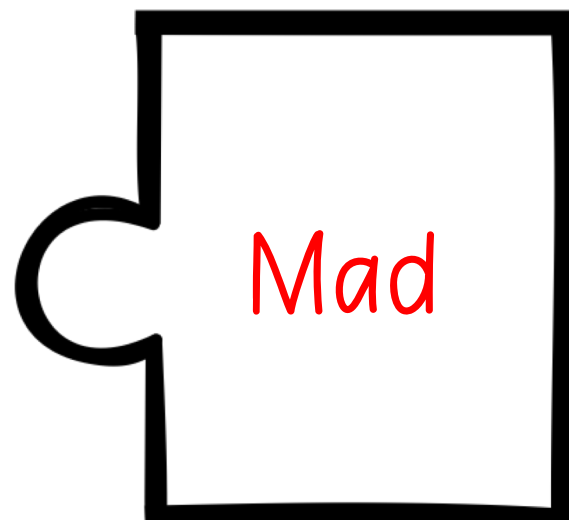
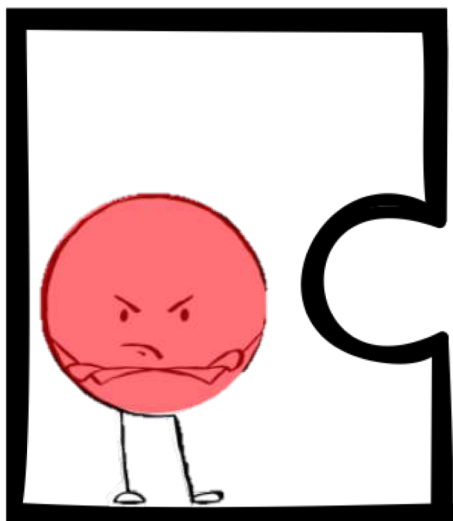
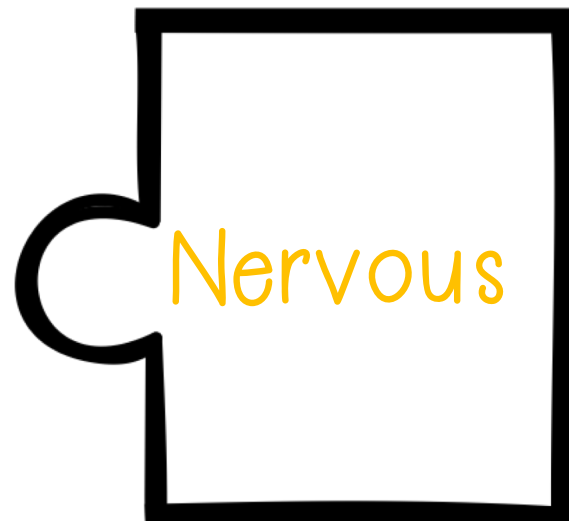
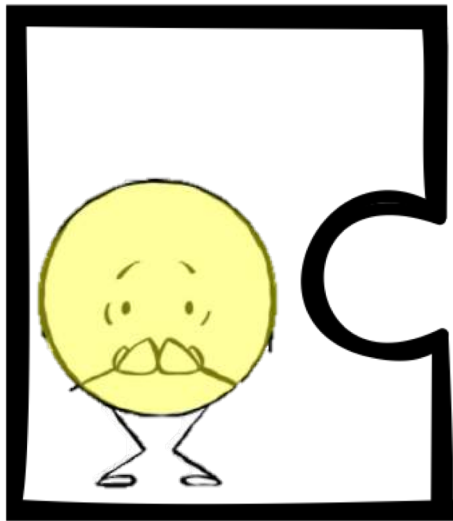
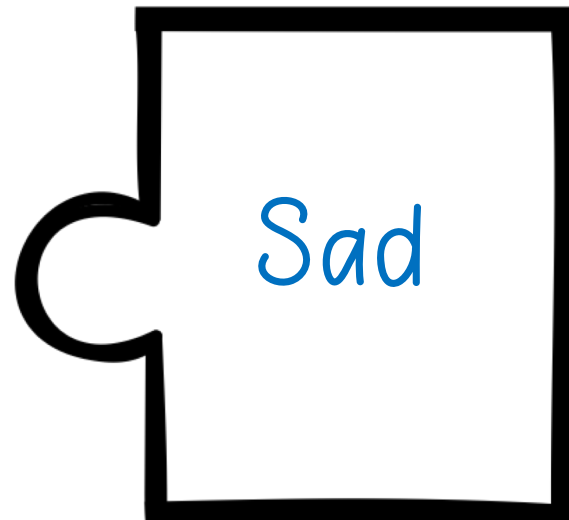
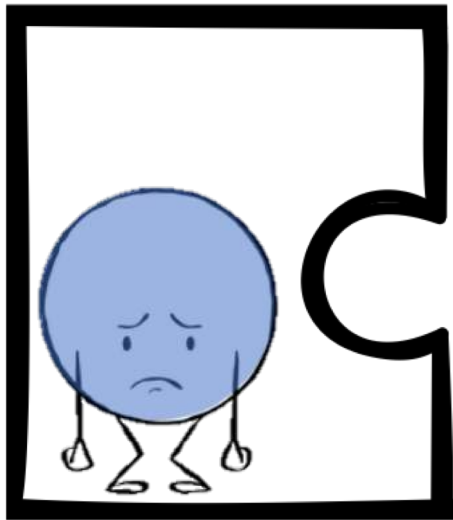
N Calm	N Focused	N Excited	N Nervous	N Silly	N Confused	N Angry
N Mad	N Scared	N Upset	⌘ Sad	⌘ Sick	⌘ Tired	⌘ Bored
⌘ Calm	⌘ Happy	⌘ Focused	⌘ Excited	⌘ Silly	⌘ Nervous	⌘ Confused
⌘ Mad	⌘ Angry	⌘ Scared	⌘ Upset	0 Sad	0 Sick	0 Tired
0 Bored	0 Happy	0 Calm	0 Focused	0 Silly	0 Nervous	0 Confused
0 Excited	0 Angry	0 Mad	0 Upset	0 Scared		

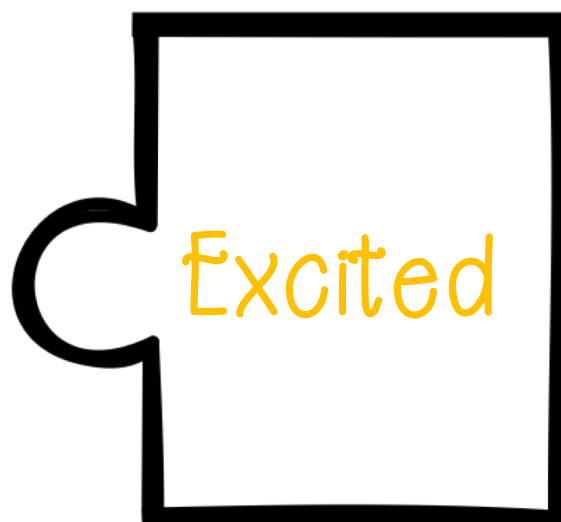
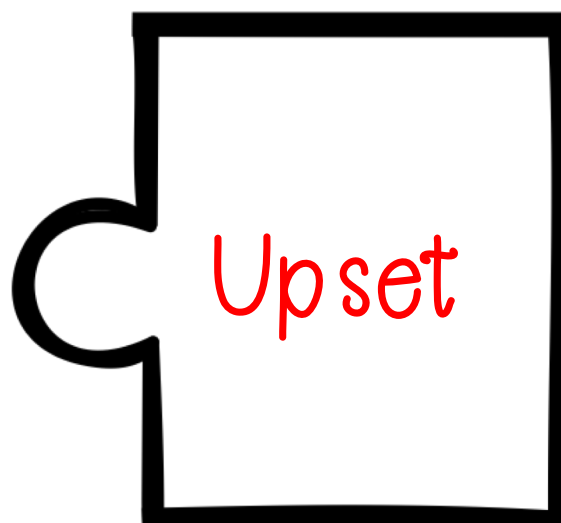
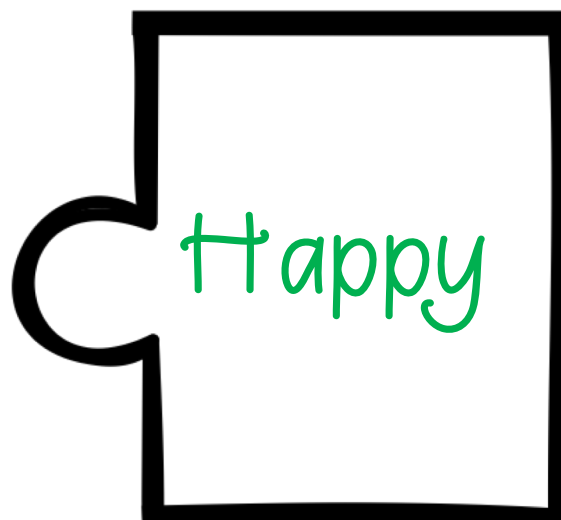
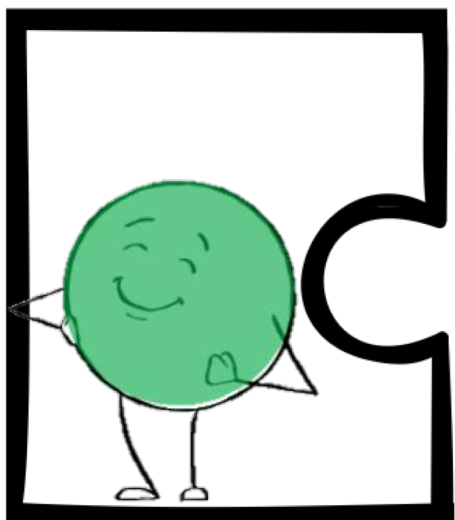
SELF-REGULATION PUZZLES

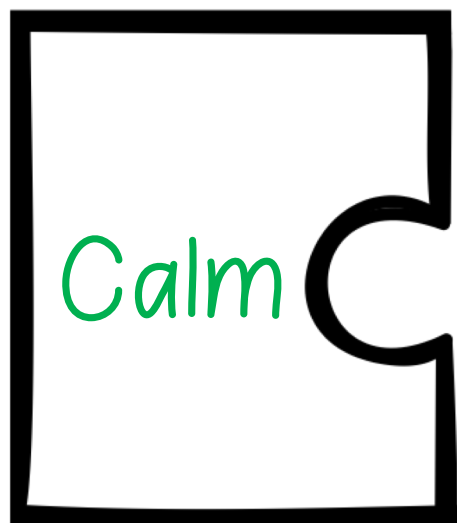
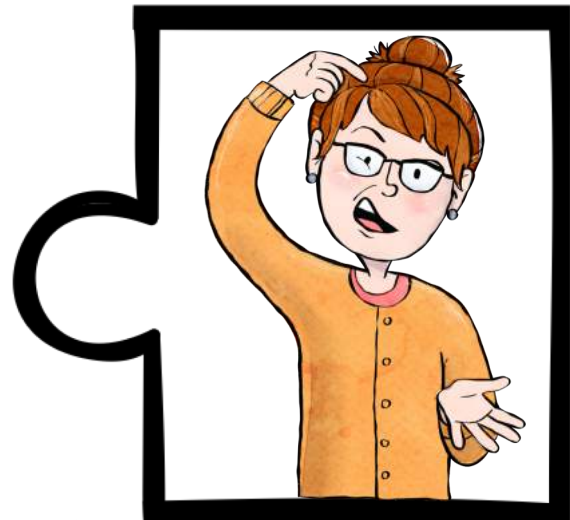
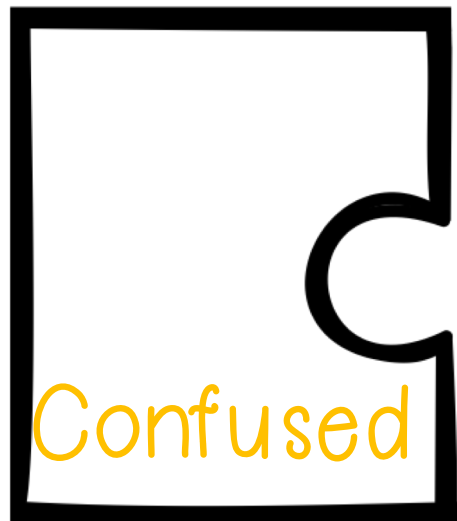
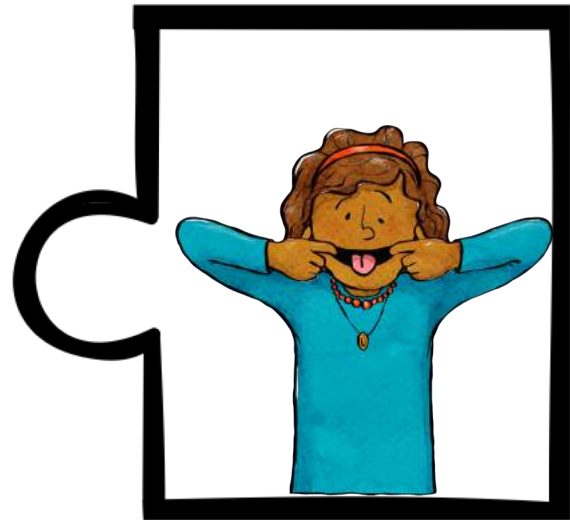
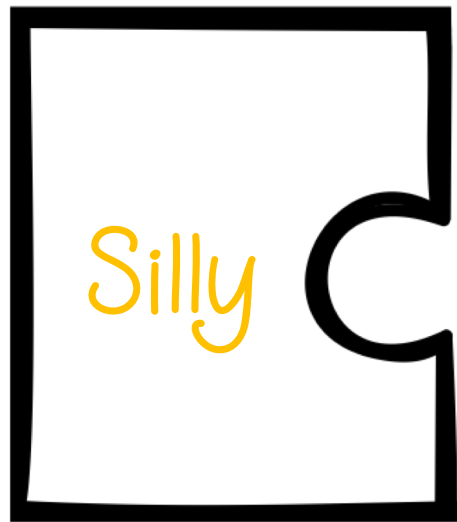
Instructions: Cut out the puzzle pieces (preferably on thick paper or cardstock) and have students piece together the pairs.

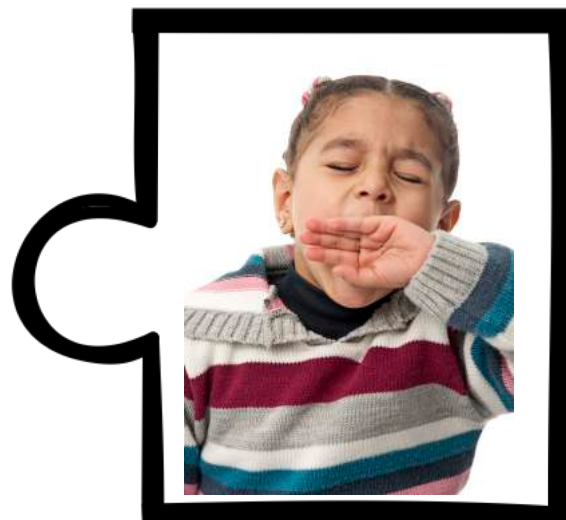
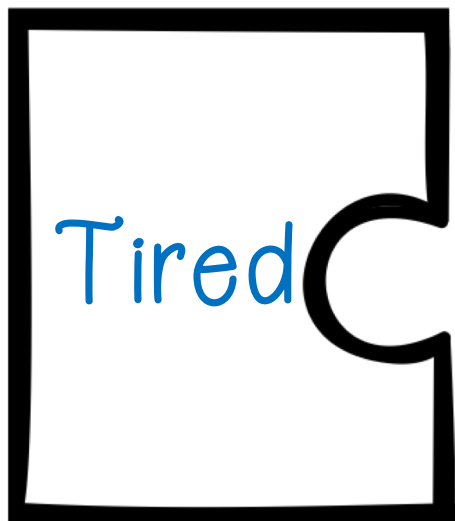
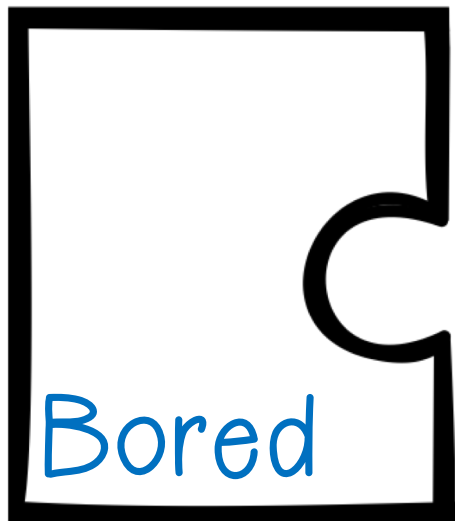
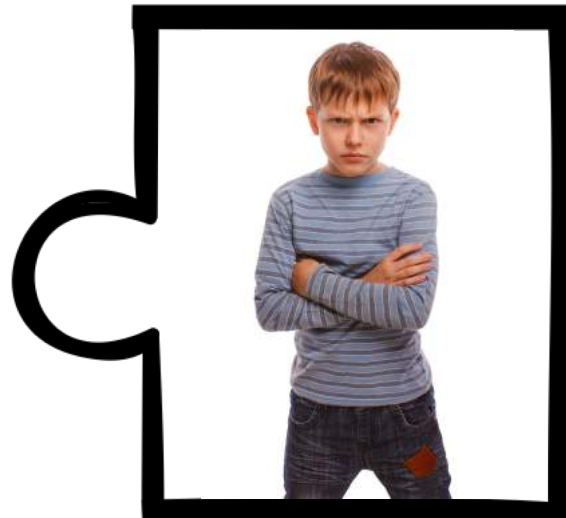
Answer Key: The pieces are shown below in their correct pairs.











Focused
and
Ready
to
Learn



Sick



Scared



JOURNAL REFLECTION #1

DID YOU KNOW WHAT SELF-REGULATION WAS BEFORE TODAY? WHAT DO YOU THINK ABOUT USING COLORS TO IDENTIFY OUR FEELINGS?

THE COLOR I'M FEELING RIGHT NOW IS:

WEEK 2: CALM DOWN STRATEGIES

ASCA Mindsets and Behaviors

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

B-SMS 7: Demonstrate effective coping skills when faced with a problem

Objective: To identify coping strategies to use in home and school settings.

- Feelings check
- Review Posters
- Icebreaker: Strategies Scavenger Hunt
- Activity: Self-Regulation Cootie Catcher
- Journal #2

Go for a walk or jog

Stretch

Listen to upbeat music

Take a break

Get fresh air

Focus on my strengths

Do a puzzle

Solve a brain teaser

Read a book

Ask for a break

Take deep breaths

Go for a walk

Use a fidget toy

Take deep breaths

Talk to an adult

Go to a calm down corner

Listen to relaxing music

Go on a walk or run

Go for a walk or jog

Stretch

Listen to upbeat music

Take a break

Get fresh air

Focus on my strengths

Do a puzzle

Solve a brain teaser

Read a book

Ask for a break

Take deep breaths

Go for a walk

Use a fidget toy

Take deep breaths

Talk to an adult

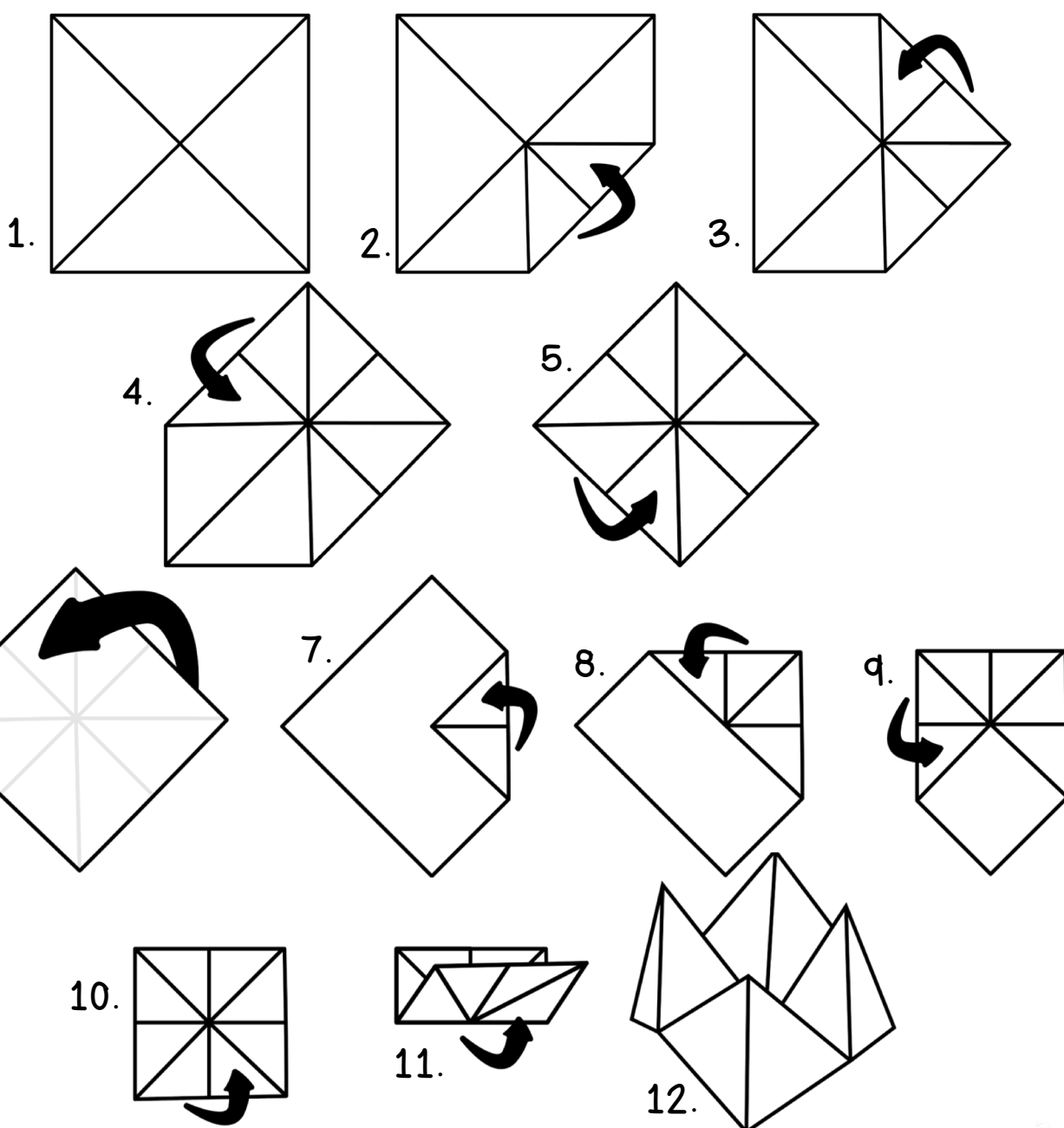
Go to a calm down corner


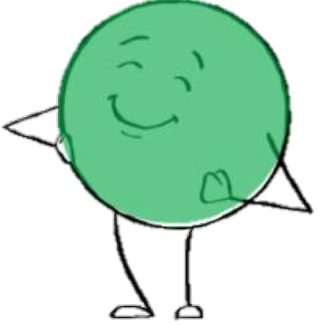


Listen to relaxing music

Go on a walk or run

SELF-REGULATION COOTIE CATCHER

Instructions: Decide how many you want to print and create. (1 per group, 1 per pair, 1 per student.) Have the students fold the cootie catcher as directed below. To play: Students first choose a color (blue, green, yellow, or red) and open and cootie catcher as many times as there are letters. (ex: b-l-u-e = 4) Then have students choose a number and open it that many times. They then will have a question to answer.



	<div>1</div> <div>Talk about a time you felt blue. What happened?</div>		<div>2</div> <div>Talk about a time you felt green. What happened?</div>
<div>8</div> <div>Which calm down strategies do you think will help you next time you feel blue?</div>	<div>3</div> <div>What can you do to stay feeling green?</div>	<div>4</div> <div>Which calm down strategies do you think will help you next time you feel yellow?</div>	<div>5</div> <div>Talk about a time you felt yellow. What happened?</div>
<div>7</div> <div>Which calm down strategies do you think will help you next time you feel red?</div>	<div>6</div> <div>Talk about a time you felt red. What happened?</div>		

JOURNAL REFLECTION #2

HAVE YOU TRIED USING A CALM DOWN STRATEGY BEFORE? DID IT WORK?
WHY OR WHY NOT?

THE COLOR I'M FEELING RIGHT NOW IS:

WEEK 3: POSITIVE SELF TALK

ASCA Mindsets and Behaviors

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

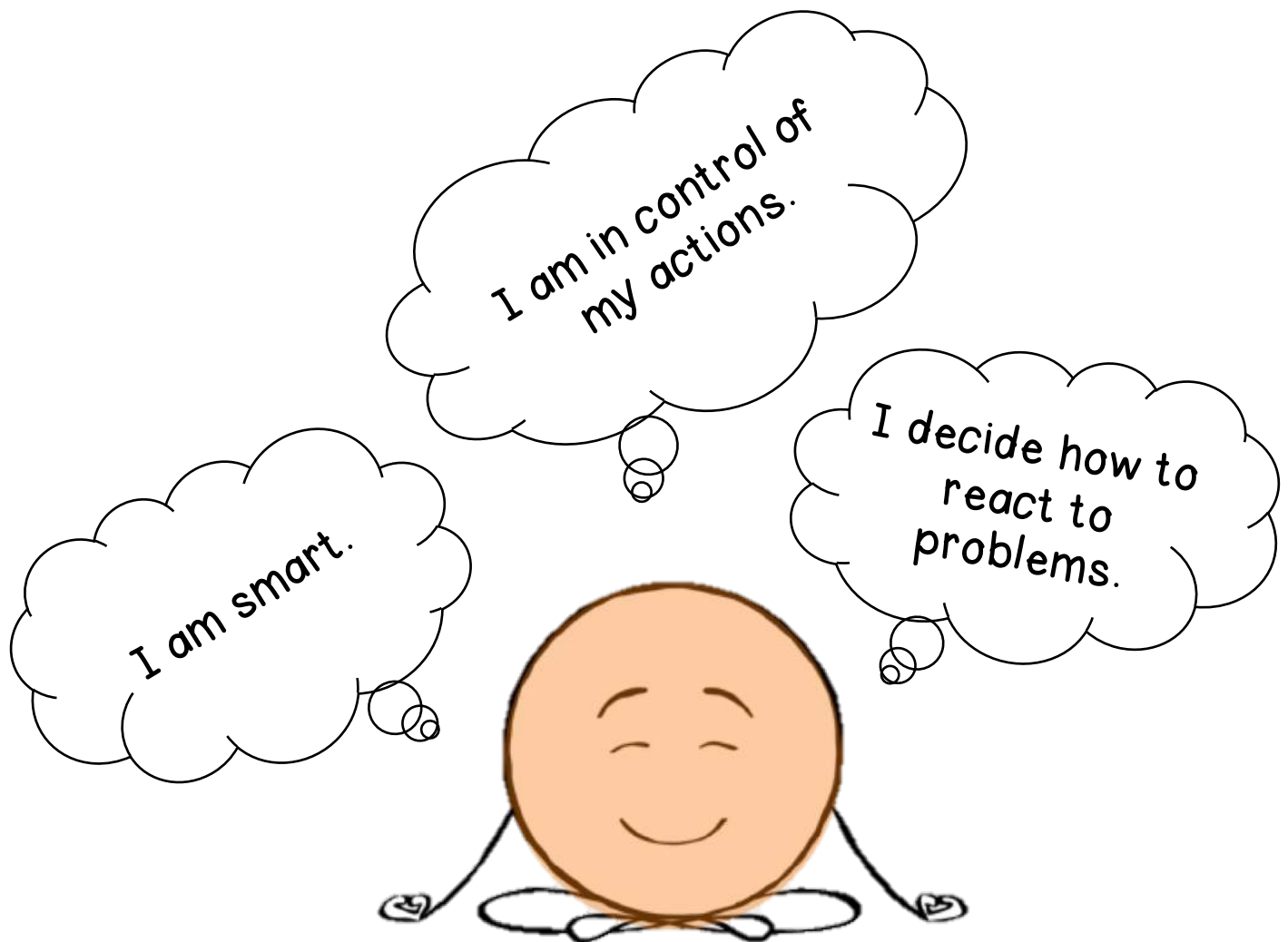
B-SMS 7: Demonstrate effective coping skills when faced with a problem

Objective: To learn how to use positive self talk as a coping strategy.

- Feelings check
- Review Posters
- Positive Self-Talk Intro
- Icebreaker: Discussion Cards
- Activity: Positive Self Talk Collage
- Journal #3

WHAT IS POSITIVE SELF TALK?

Positive self talk is when you say positive, kind, and inspiring statements to yourself to remind you that you are awesome even if you are having a hard day. Practice saying them all of the time (even when you are happy) so you can remember them when you need help getting back to green!



WHAT ABOUT YOU?

Have you tried any of the calm down strategies we've learned? Did they help?

WHAT ABOUT YOU?

Which calm down strategies are your favorite to use?

WHAT ABOUT YOU?

Which calm down strategies do you need help with?

WHAT ABOUT YOU?

Do you think you'll use the same calm down strategies at home that you do at school? Why or why not?

WHAT ABOUT YOU?

What do you think "positive self-talk" means?

WHAT ABOUT YOU?

Have you ever tried telling yourself nice things to feel better?

WHAT ABOUT YOU?

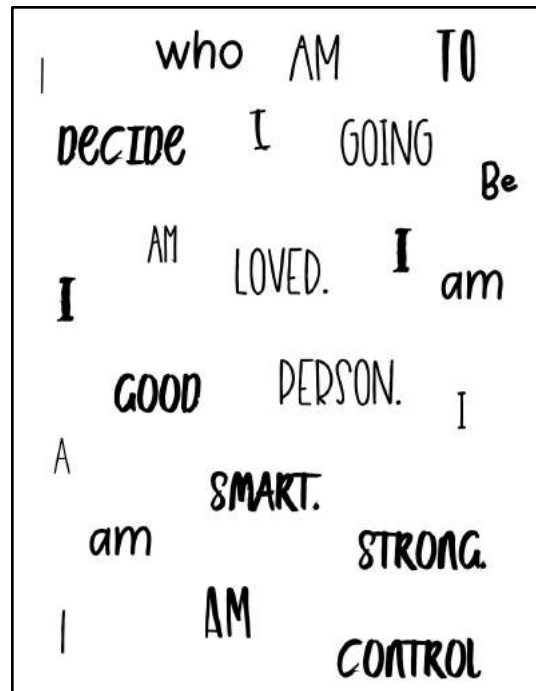
What do you think our school can do to help kids stay feeling green?

WHAT ABOUT YOU?

Who are some people in your support system that you can go to when you need help managing your emotions?

POSITIVE SELF TALK COLLAGE

Instructions: Have students cut out the following words to create a positive self talk statement collage on construction paper. They can write in more statements on their collage or use magazines to cut out more words. Print out multiple copies so each student has a lot of options.



Answer Key (suggested statements):

- I am in control of my actions.
- I can choose how my day goes.
- I can make good choices.
- I am in control of my reactions.
- I am smart.
- I am strong.
- I am a good person.
- I am loved.
- I decide who I am going to be.

I *my* AM IN CONTROL OF

MY I CHOOSE
actions. CAN

how day GOES. I
MY

CAN GOOD
in CHOICES.

AM make

OF REACTIONS.

who AM TO

decide I GOING

Be

I AM LOVED. I am

GOOD PERSON. I

A

SMART.

am

STRONG.

I

AM

CONTROL

I ^{my} AM IN CONTROL OF

MY I CHOOSE
actions. CAN

how day GOES. I
MY

CAN GOOD
in CHOICES.

AM make

OF REACTIONS.

I who AM TO

decide I GOING Be

I AM LOVED. I am

GOOD PERSON. I

A SMART.

am STRONG.

I AM CONTROL

JOURNAL REFLECTION #3

DO YOU THINK USING POSITIVE SELF TALK AS A CALM DOWN STRATEGY
WILL WORK FOR YOU? WHY OR WHY NOT?

THE COLOR I'M FEELING RIGHT NOW IS:

WEEK 4: SELF-REGULATION SITUATIONS

ASCA Mindsets and Behaviors

B-LS 2: Demonstrate creativity

B-SS 2: Create positive and supportive relationships with other students

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

Objective: To practice using coping skills in real life situations.

- Feelings check
- Review Posters
- Icebreaker: Sides of the Room
- Activity: Role Play
- Journal #4

SELF-REGULATION ROLE PLAY

Instructions: Divide students into pairs. Have each pair draw a card and act out the scenario. Students should say what color the character was feeling and what calm down strategy they used to feel better. Debrief and discuss as a group afterwards.

YOUR FRIEND SAYS THEY
DON'T WANT TO HANG OUT
WITH YOU ANYMORE AND YOU
FEEL ANGRY.

YOUR SISTER MAKES FUN OF
YOUR NEW T-SHIRT AND YOU
FEEL SAD..

YOU DON'T UNDERSTAND THE
MATH HOMEWORK AND ARE
GETTING FRUSTRATED.

YOU ATE TOO MUCH CANDY
AT LUNCH AND FEEL SILLY
DURING CLASS.

COME UP WITH YOUR
OWN SCENARIO!

COME UP WITH YOUR
OWN SCENARIO!

COME UP WITH YOUR
OWN SCENARIO!

COME UP WITH YOUR
OWN SCENARIO!

YOUR FRIEND SAYS THEY
DON'T WANT TO HANG OUT
WITH YOU ANYMORE AND YOU
FEEL ANGRY.

YOUR SISTER MAKES FUN OF
YOUR NEW T-SHIRT AND YOU
FEEL SAD.

YOU DON'T UNDERSTAND THE
MATH HOMEWORK AND ARE
GETTING FRUSTRATED.

YOU ATE TOO MUCH CANDY
AT LUNCH AND FEEL SILLY
DURING CLASS.

COME UP WITH YOUR
OWN SCENARIO!

COME UP WITH YOUR
OWN SCENARIO!

COME UP WITH YOUR
OWN SCENARIO!

COME UP WITH YOUR
OWN SCENARIO!

JOURNAL REFLECTION #4

WHAT DID YOU THINK ABOUT THE ROLE PLAY SCENARIOS? HAVE YOU PRACTICED USING SELF-REGULATION IN REAL LIFE YET? WHAT HAPPENED?

THE COLOR I'M FEELING RIGHT NOW IS:

WEEK 5: TRIGGERS

ASCA Mindsets and Behaviors

B-LS 2: Demonstrate creativity

B-SS 2: Create positive and supportive relationships with other students

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

Objective: To identify triggers and associate feelings with physical sensations in the body.

- Feelings check
- Review Posters
- Triggers Intro
- Icebreaker: Think, Pair, Share
- Activity: "My Body" Dice Game & Drawings
- Journal #5

WHAT ARE TRIGGERS?

Triggers are places, people, or things that cause you to feel upset. By identifying our triggers we can come up with a plan to help us stay calm.

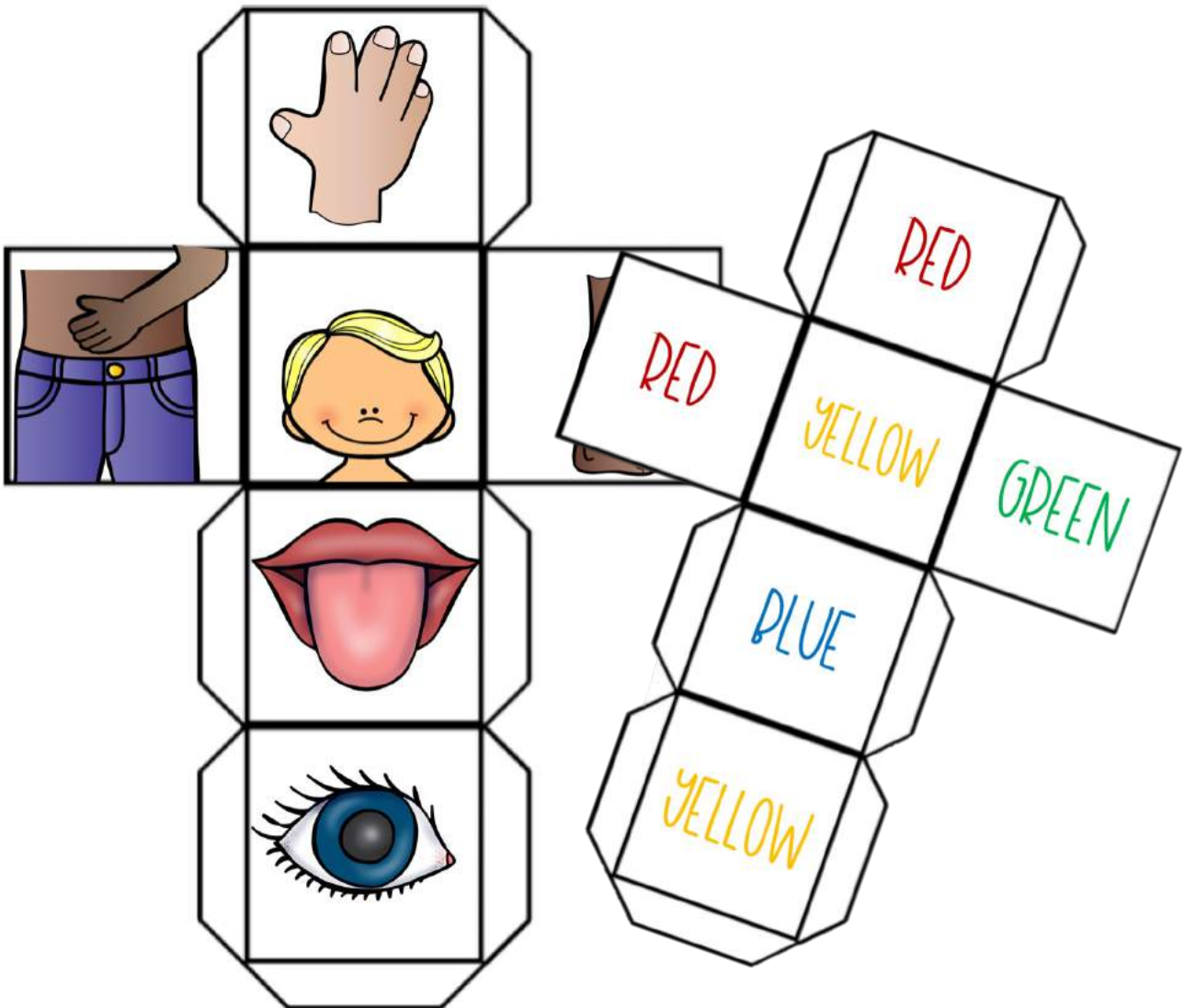
What moves you out of green and causes you to feel yellow or red? These are your triggers.

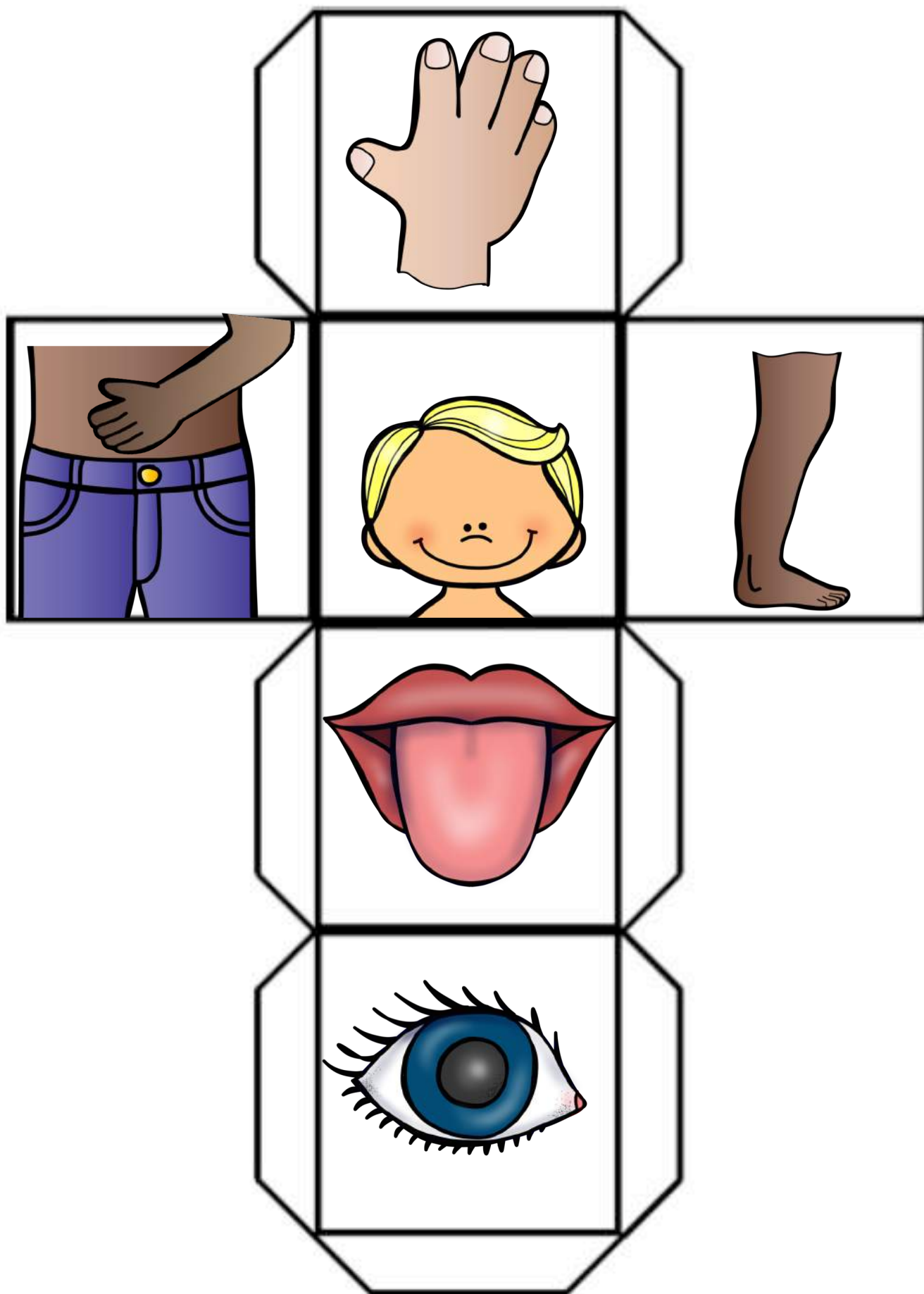


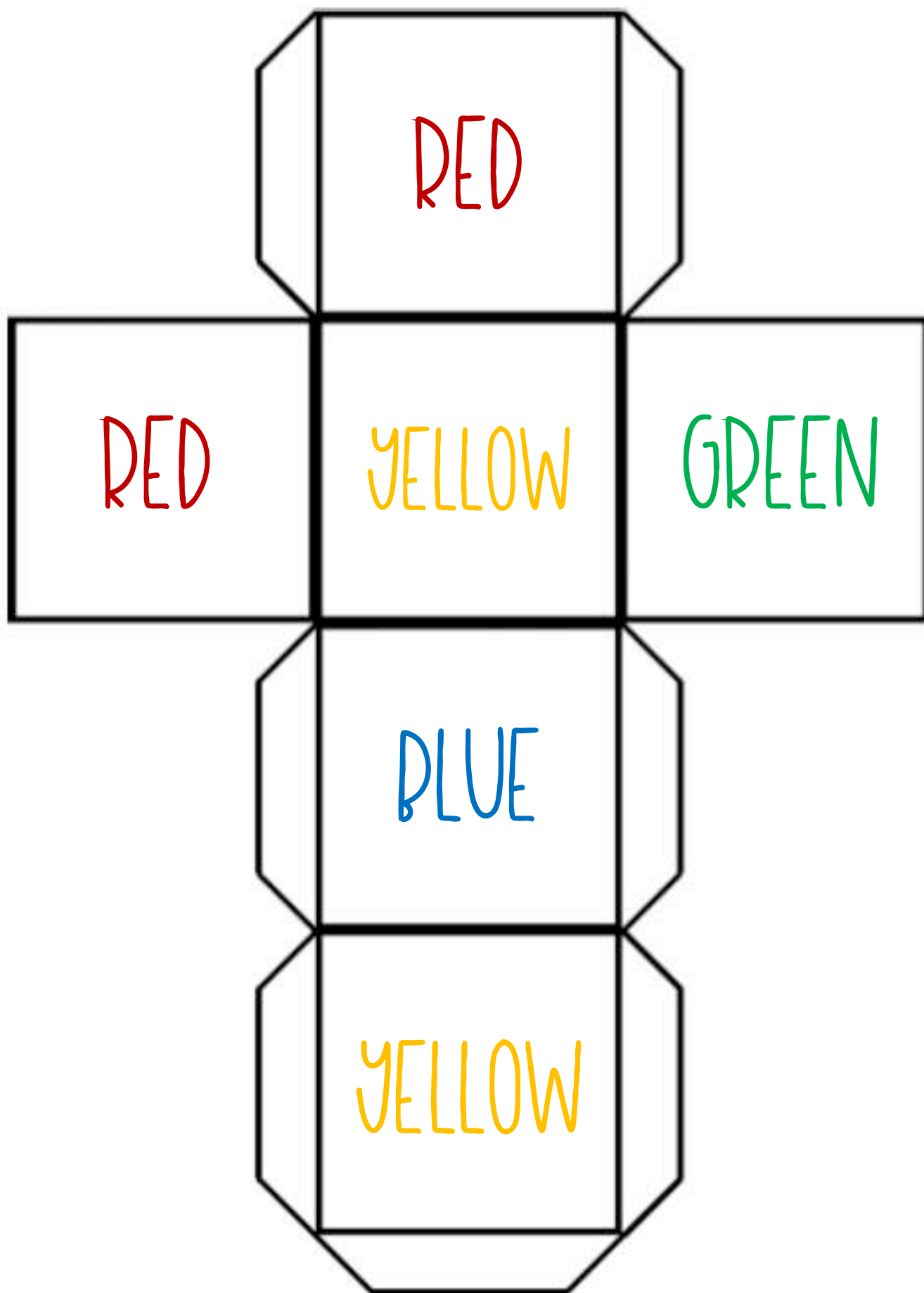
Sometimes we can notice how our body responds to triggers. Pay attention to your heart rate, muscles tightening, and jaw clenching. These are signs that you are losing some control.

MY BODY DICE GAME

Instructions: Cut out and assemble the dice with tape or glue. Students take turns rolling the dice. They then share how their body feels when they are feeling the corresponding color. Example: If the student rolls hands on one die and red on the other, they could share that their hands clench into fists when they feel red.

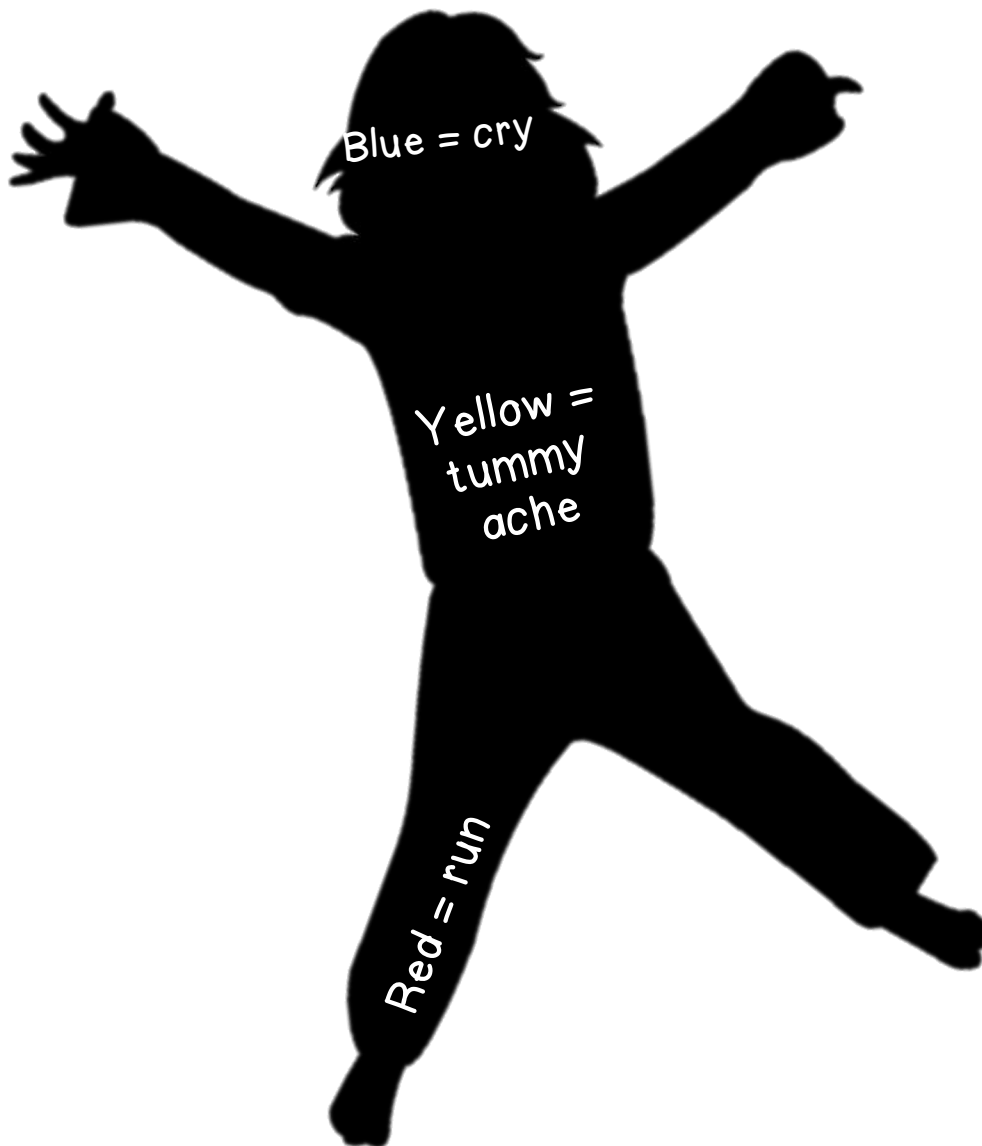






MY BODY DRAWING

Instructions: Divide students into pairs. Have them lay on the ground and trace each other on big butcher paper. Then students write what their body does when they are feeling each color. (Example: on the legs they could write "run", if that's what they do when they feel red. On eyes they could write "cry", if that's what they do when they feel blue.)



JOURNAL REFLECTION #5

WRITE 3 TRIGGERS. DID YOU KNOW WHAT YOUR TRIGGERS WERE BEFORE TODAY? WHAT CAN YOU DO TO STAY IN CONTROL OF YOUR TRIGGERS?

THE COLOR I'M FEELING RIGHT NOW IS:

Week 6: SIZE OF THE PROBLEM

ASCA Mindsets and Behaviors

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

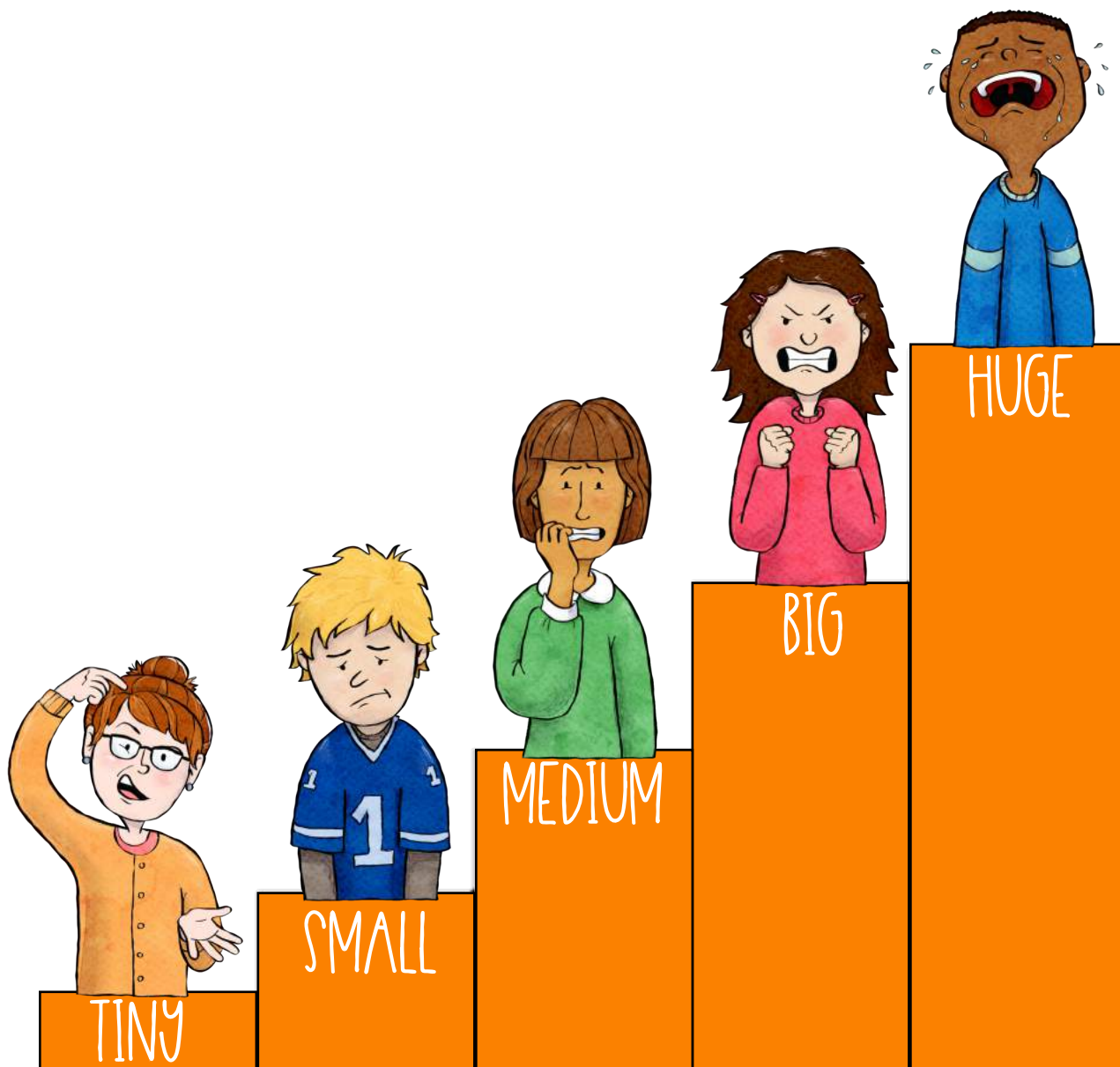
B-SMS 7: Demonstrate effective coping skills when faced with a problem

Objective: To identify the size of the problem, appropriate reactions, and how to solve the problem.

- Feelings check
- Review Posters
- Size of the Problem Intro
- Icebreaker: Matching Game
- Activity: Size of the Problem Sort
- Journal #6

WHAT IS THE SIZE OF MY PROBLEM?

Problems can be tiny, small, medium, big, or huge. Knowing the size of our problems helps us decide how we should react and how we can solve our problem.



TINY PROBLEM

SMALL PROBLEM

MEDIUM PROBLEM

BIG PROBLEM

HUGE PROBLEM

MY REACTION
SHOULD BE TINY

MY REACTION
SHOULD BE SMALL

MY REACTION
SHOULD BE MEDIUM

MY REACTION
CAN BE BIG

MY REACTION
CAN BE HUGE

If my problem is
tiny, I can solve my
problem by ignoring.

If my problem is
tiny, I can solve my
problem by ignoring.

If my problem is small,
I can solve my
problem by talking it
out.

If my problem is small,
I can solve my
problem by talking it
out.

If my problem is
medium, I can solve
my problem by asking
a friend to help.

If my problem is
medium, I can solve
my problem by asking
a friend to help.

If my problem is big, I
need to ask an adult
for help to solve the
problem.

If my problem is big, I
need to ask an adult
for help to solve the
problem.

If my problem is
huge, I need to tell
an adult right away.

If my problem is
huge, I need to tell
an adult right away.

Answer Key (for ones that aren't exact matches):

Tiny problem = tiny reaction

Small problem = small reaction

Medium problem = medium reaction

Big problem = big reaction

Huge problem = huge reaction

SIZE OF THE PROBLEM SORT

Instructions: Cut out the cards and have students write in the blank cards. Then, have students take turns reading the cards and sorting them by problem size. There are a few different ways to do this.

1. They can sort them into different piles on the table.
2. They can sort them into different brown paper bags labeled with the problem size.
3. They can sort them by crumbling the paper card into a ball and shooting it into different buckets labeled with the problem size. (similar to "trasketball")

Your pencil breaks.	Your parents are getting a	You get locked out of your house.	You forgot it is dress up day at school.
	WRITE YOUR OWN PROBLEM.	WRITE YOUR OWN PROBLEM.	
You lose \$100.	You of	WRITE YOUR OWN PROBLEM.	You don't understand the math homework.
	WRITE YOUR OWN PROBLEM.	WRITE YOUR OWN PROBLEM.	
It's raining on the day of your soccer game.	Yo	WRITE YOUR OWN PROBLEM.	Your friend doesn't want to play with you.
	WRITE YOUR OWN PROBLEM.	WRITE YOUR OWN PROBLEM.	
You break one of your mom's dishes.	You	WRITE YOUR OWN PROBLEM.	Someone makes fun of you.
	WRITE YOUR OWN PROBLEM.	WRITE YOUR OWN PROBLEM.	

Your pencil
breaks.

Your parents
are getting a
divorce.

You lose \$100.

You trip in front
of your class.

It's raining on
the day of your
soccer game.

You miss the
bus.

You break one
of your mom's
dishes.

Your dad won't
wake up.

You get locked
out of your
house.

You forgot it is
dress up day
at school.

You scrape
your knee at
recess.

You don't
understand the
math homework.

You rip your
sister's
sweater.

Your friend
doesn't want to
play with you.

Your team lost
the basketball
game.

Someone
makes fun of
you.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

WRITE YOUR OWN PROBLEM.

TINY

Your pencil
breaks.

SMALL

It's raining on
the day of your
soccer game.

You scrape
your knee at
recess.

You forgot it is
dress up day
at school.

You trip in front
of your class.

MEDIUM

You miss the
bus.

Your team lost
the basketball
game.

Your friend
doesn't want to
play with you.

Someone
makes fun of
you.

You break one
of your mom's
dishes.

You don't
understand the
math homework.

You rip your
sister's
sweater.

BIG

Your parents
are getting a
divorce.

You lose \$100.

You get locked
out of your
house.

HUGE

Your dad won't
wake up.

ANSWER KEY

JOURNAL REFLECTION #6

WHY DO YOU THINK KNOWING THE SIZE OF YOUR PROBLEM WILL HELP YOU? DO YOU HAVE A HARD TIME MATCHING YOUR REACTION SIZE TO YOUR PROBLEM SIZE?

THE COLOR I'M FEELING RIGHT NOW IS:

WEEK 7: SUPPORT SYSTEMS

ASCA Mindsets and Behaviors

B-SS 3: Create relationships with adults that support success

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

Objective: To identify people in a support system to talk to as a coping strategy.

- Feelings check
- Review Posters
- Icebreaker: Discussion Card Game
- Activity: Self-Regulation Board Game
- Journal #7

Who is someone at school who can help you calm down?

Who is someone at home who can help you calm down?

Who is a friend who can help you calm down?

Who is an adult who can help you calm down?

Name 3 people in your support system.

How can you ask someone for help?

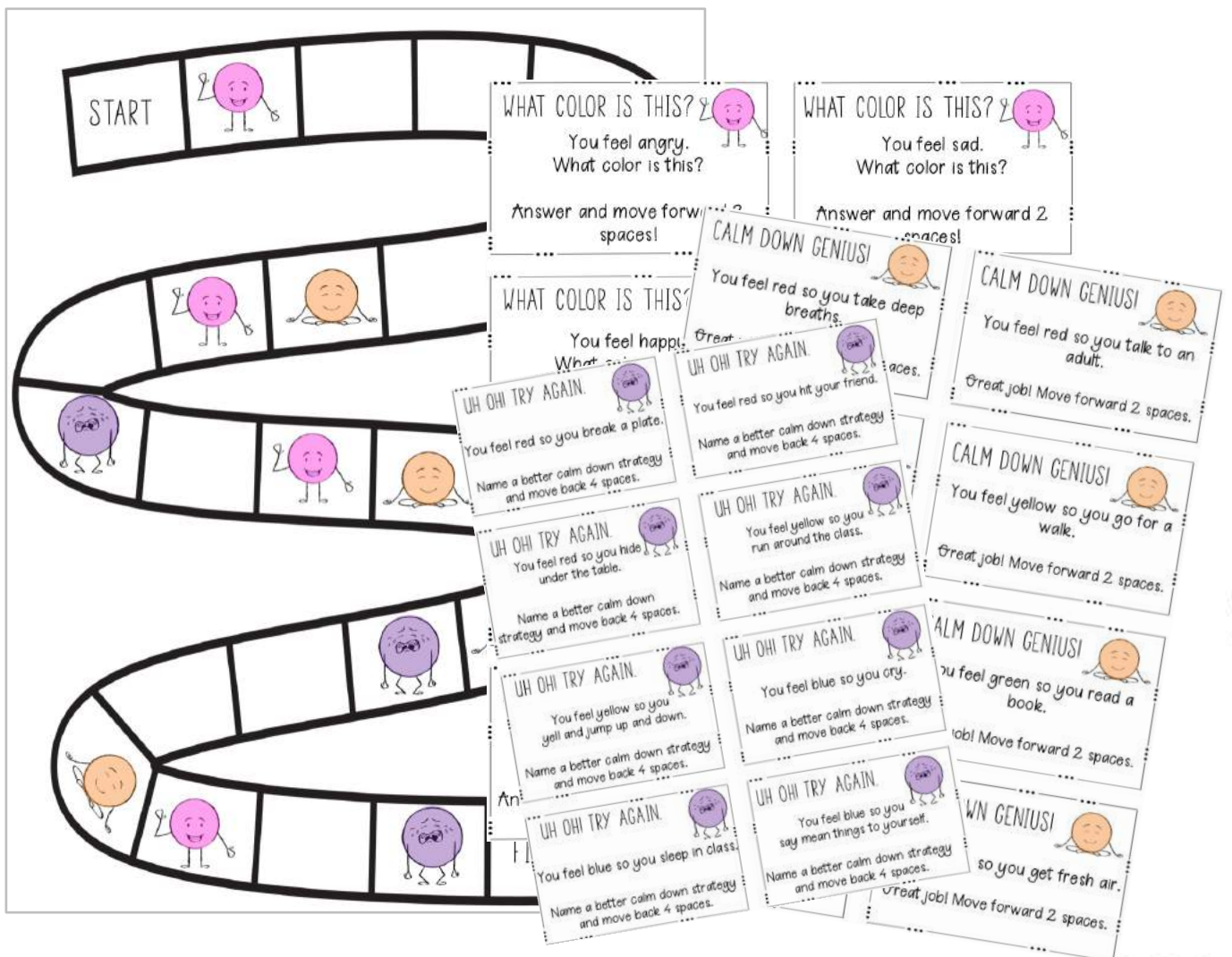
Why do you think a support system is important?

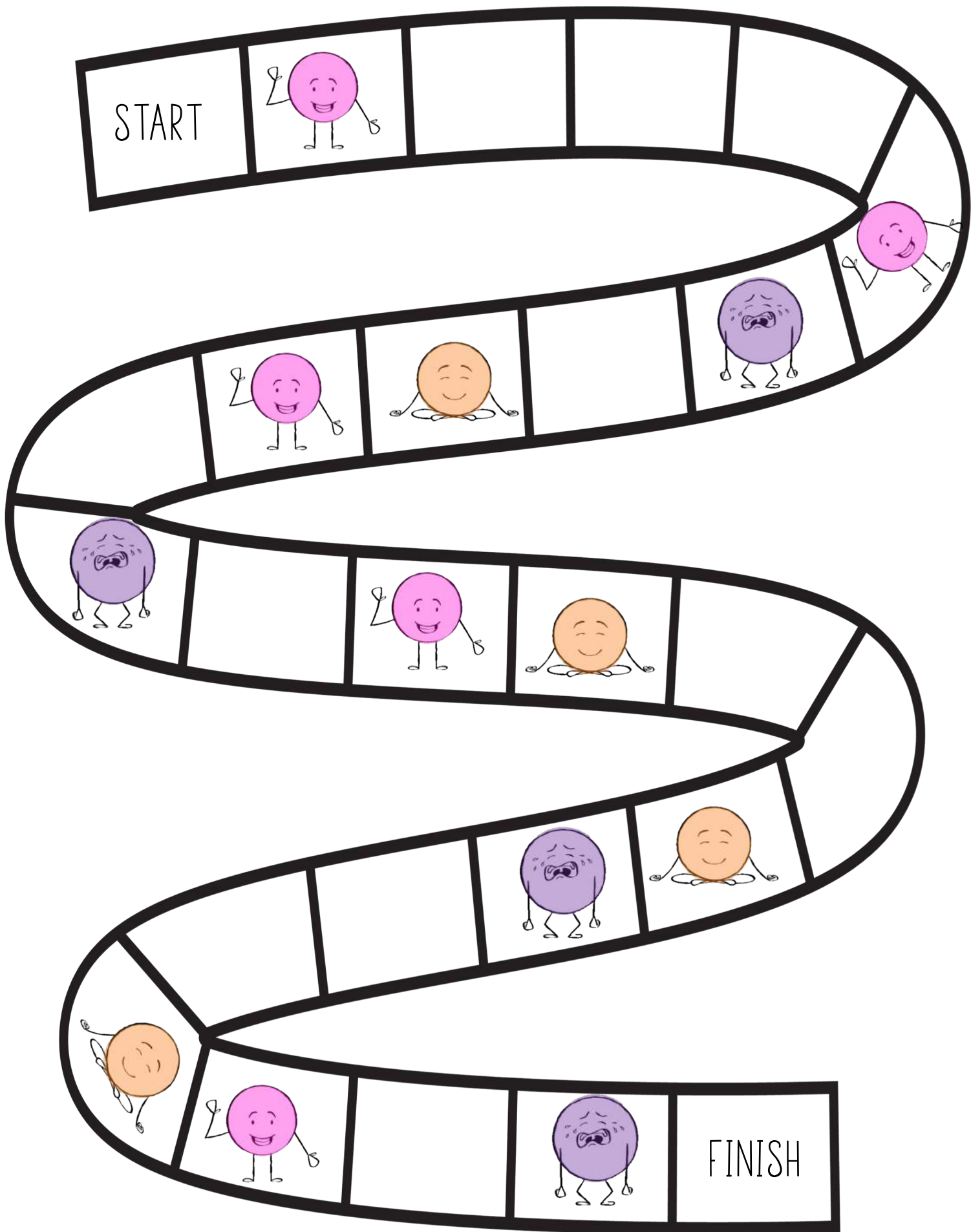
Do you think you should talk to your support system when you're not upset too?

SELF-REGULATION BOARD GAME

Materials Needed: One die

Instructions: Roll to see who goes first. Students roll the die and move that many spaces. Students draw the card of the corresponding image to their space and follow the instructions on the card. If they land on a blank space, they stay there. The first student to the finish space wins.





UH OH! TRY AGAIN.



You feel red so you break a plate.

Name a better calm down strategy
and move back 4 spaces.

UH OH! TRY AGAIN.



You feel red so you hit your friend.

Name a better calm down strategy
and move back 4 spaces.

UH OH! TRY AGAIN.



You feel red so you hide
under the table.

Name a better calm down
strategy and move back 4 spaces.

UH OH! TRY AGAIN.



You feel yellow so you
run around the class.

Name a better calm down strategy
and move back 4 spaces.

UH OH! TRY AGAIN.



You feel yellow so you
yell and jump up and down.

Name a better calm down strategy
and move back 4 spaces.

UH OH! TRY AGAIN.



You feel blue so you cry.

Name a better calm down strategy
and move back 4 spaces.

UH OH! TRY AGAIN.



You feel blue so you sleep in class.

Name a better calm down strategy
and move back 4 spaces.

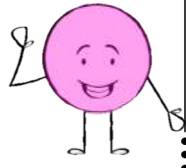
UH OH! TRY AGAIN.



You feel blue so you
say mean things to yourself.

Name a better calm down strategy
and move back 4 spaces.

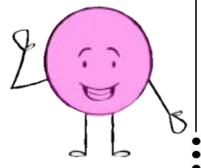
WHAT COLOR IS THIS?



You feel angry.
What color is this?

Answer and move forward 2
spaces!

WHAT COLOR IS THIS?



You feel sad.
What color is this?

Answer and move forward 2
spaces!

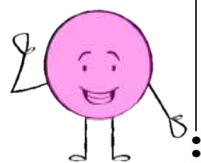
WHAT COLOR IS THIS?



You feel happy.
What color is this?

Answer and move forward 2
spaces!

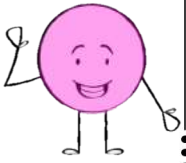
WHAT COLOR IS THIS?



You feel silly.
What color is this?

Answer and move forward 2
spaces!

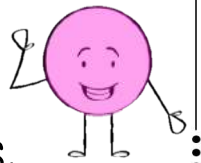
WHAT COLOR IS THIS?



You feel excited.
What color is this?

Answer and move forward 2
spaces!

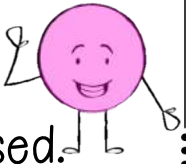
WHAT COLOR IS THIS?



You feel nervous.
What color is this?

Answer and move forward 2
spaces!

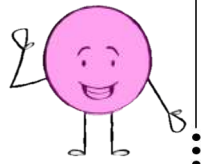
WHAT COLOR IS THIS?



You feel calm and focused.
What color is this?

Answer and move forward 2
spaces!

WHAT COLOR IS THIS?



You feel tired.
What color is this?

Answer and move forward 2
spaces!

CALM DOWN GENIUS!



You feel red so you take deep breaths.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel red so you talk to an adult.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel yellow so you ask for a break.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel yellow so you go for a walk.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel green so you focus on your strengths.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel green so you read a book.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel blue so you listen to upbeat music.

Great job! Move forward 2 spaces.

CALM DOWN GENIUS!



You feel blue so you get fresh air.

Great job! Move forward 2 spaces.

JOURNAL REFLECTION #7

WHO IS IN YOUR SUPPORT SYSTEM? HOW DO THEY HELP YOU? CAN YOU
HELP SUPPORT YOUR FRIENDS?

THE COLOR I'M FEELING RIGHT NOW IS:

WEEK 8: REVIEW AND REFLECT

ASCA Mindsets and Behaviors

B-SS 6: Use effective collaboration and cooperation skills

B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams

B-SMS 2: Demonstrate self-discipline and self-control

Objective: To review and reflect on previously learned concepts in order to apply them to everyday life.

- Feelings check
- Review Posters
- Icebreaker: Discussion Dice
- Activity: Self-Regulation Review Booklet
- Journal #8
- Self-Assessment

Talk about a
time you
were not
green this
week.

What are
some of your
triggers?

Name 2
things you've
learned in this
group.

Talk about a
time you
were green
this week.

What's your
favorite calm
down
strategy?

Who is in
your support
system?

SELF-REGULATION BOOKLET

Instructions: Cut out the following cards (1 set per student) and assemble them in order. To assemble, hole punch in the oval and connect the cards with a metal loop or string. Or simply staple them together through the ovals. Have students fill out and color in their books. They can then take them home to review what they've learned.

...


...

SELF-REGULATION
MINI-BOOK

...

...

...




When I feel

I feel sad, sick, tired

I may cry, yaw

...

...



When I feel

I feel happy, calm, ready to

I may smile, laugh

carefully.

...

...



When I feel yellow...


I feel silly, nervous, confused, or excited.

I may wiggle, not sit still, and lose some control.

...

...


Some of my triggers are...



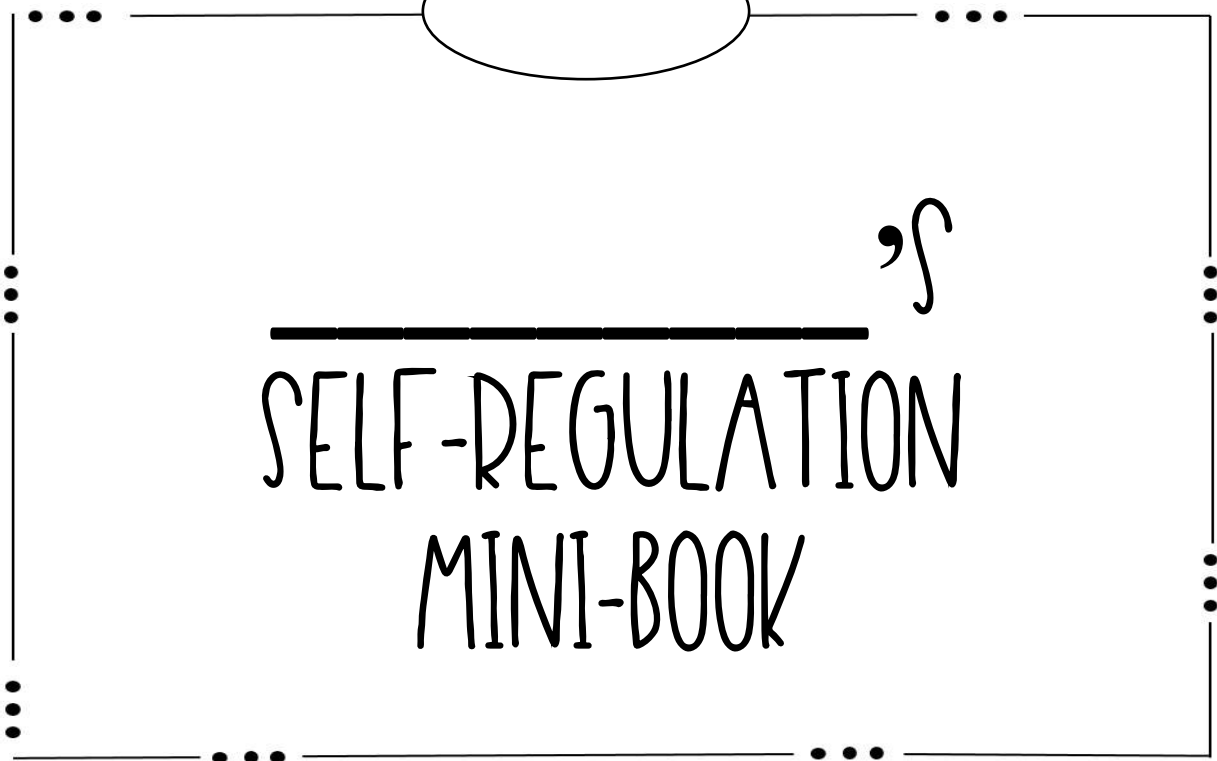
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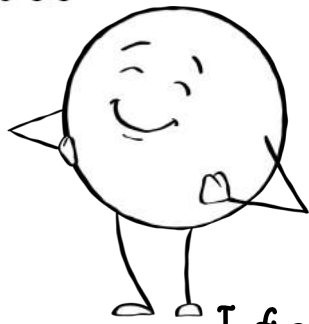
These people are in my support system:



...



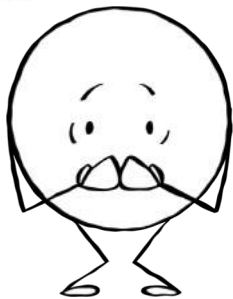
I may cry, yawn, or frown.



When I feel green...

I feel happy, calm, focused, and ready to learn.

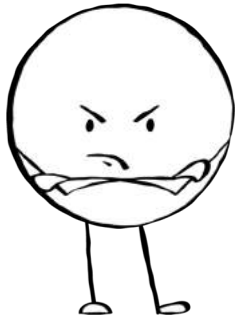
I may smile, laugh, or listen carefully.



When I feel yellow...

I feel silly, nervous, confused, or excited.

I may wiggle, not sit still, and lose some control.



When I feel red...

I feel mad, angry, upset, or scared.

I may hit, yell, and lose control.



If my problem is tiny...

My reaction should be tiny.

I can solve the problem by
ignoring.



...

If my problem is small...

My reaction should be small.

I can solve the problem by
talking it out.

...



...

If my problem is medium...

My reaction should be medium.

I can solve the problem by
asking a friend to help.

...



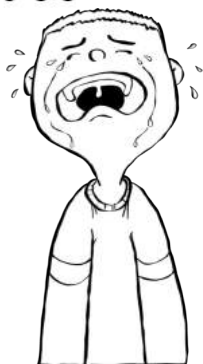
...

If my problem is big...

My reaction can be big.

I need to ask an adult for help
to solve the problem.

...



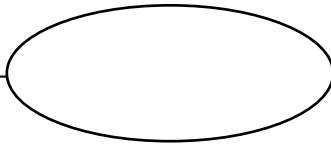
...

If my problem is huge...

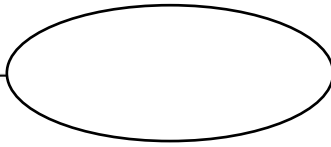
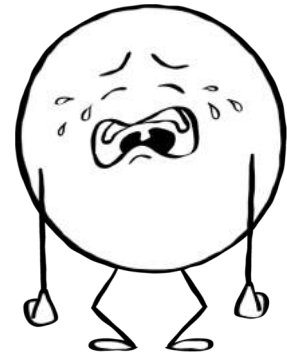
My reaction can be huge.

I need to tell an adult right
away.

...

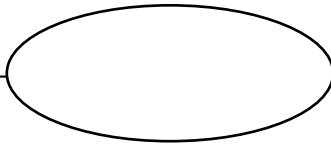


My favorite calm down
strategies are...

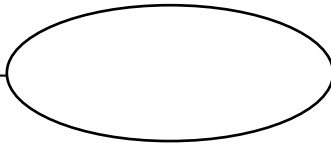


These are some of my favorite
positive self talk statements:

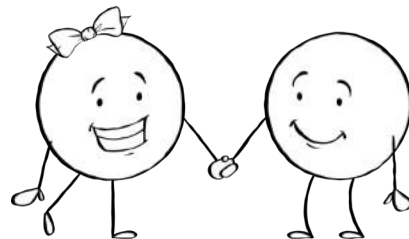




Some of my triggers are...



These people are in my support system:



I know what self-regulation is!
I can get back to green!



JOURNAL REFLECTION #8

WHAT DID YOU LEARN FROM THIS GROUP? DO YOU FEEL LIKE YOU CAN
MANAGE YOUR EMOTIONS BETTER NOW THAN BEFORE?

THE COLOR I'M FEELING RIGHT NOW IS:

SELF- REGULATION SELF ASSESSMENT

I know what self-regulation is.

YES OR NO

I know the feelings and actions that match blue.

YES OR NO

I know the feelings and actions that match green.

YES OR NO

I know the feelings and actions that match yellow.

YES OR NO

I know the feelings and actions that match red.

YES OR NO

I know what my triggers are.

YES OR NO

I know how my body feels during each color.

YES OR NO

I know how to match a problems to different sizes.

YES OR NO

I know what an appropriate reaction is.

YES OR NO

I know what strategies to use to manage my emotions.

YES OR NO

I know what positive self talk is.

YES OR NO

I know who to talk to when I need help managing my emotions.

YES OR NO

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Hungry JPEG <https://thehungryjpeg.com/>

Borders:

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Photos:

Deposit Photos <https://depositphotos.com/image.html>

Stephanie - Blair Creative Co. <https://www.instagram.com/blaircreativeco/>

THANK YOU!

Rachel Davis (Bright Futures Counseling)

<https://www.teacherspayteachers.com/Store/Bright-Futures-Counseling>



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