

Guidelines for Handling My Emotions

STANDARD: ASCA standard - Social maturity and behaviors appropriate to the situation and environment.



GRADE 5 ACTIVITY - Handling My Emotions

ACTIVITY: In this activity students will reflect on a time they experienced an emotion and different/better ways to handle that emotion. They can write or draw in the spaces provided.'

OBJECTIVE: The student will describe a situation when they experienced a strong emotion and consider more appropriate ways they could have handled that emotion.

DIRECTIONS: This activity can be used as a tool for students to reflect on a time when they experienced a strong emotion. This would be particularly beneficial if their response was inappropriate or harmful to themselves or others. It is important to reserve judgement and allow the student to draw their own conclusions. Students need to first identify what happened and why before they can reflect on how to change behavior. This does not mean that the adult working with the student should not offer any suggestions.

As the adult begins using the activity with a student they need to consider whether the emotion is still present or not. If the incident around the emotion is more recent the adult might want to give the student the worksheet to work on by themselves. This will allow the student to more calmly reflect on what happened and hopefully, be open to discussing it. Then as they need help or seem ready to talk the adult can use the prompts to begin discussing what happened and why.

If you or your child need support with mental health, reach out to a mental health professional.
You can find resources and assistance at FastTrackerMN.org.



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If the activity is being used as a more general reflection on emotions the student struggles handling appropriately, the adult may want to start with some of the prompts to begin a discussion and then have the student do the worksheets.

POSSIBLE PROMPTS: Can you think about how you were feeling? Do you know why you felt this way? Can you think about an emotion that (frustrates you, gets you in trouble, makes others mad at you. etc.)? What is your reaction when you feel this way? Do you think this reaction is reasonable based on situations you have experienced? Why or why not? What types of situations make you feel this way? Do they happen in certain places, at certain times or with certain people? Do you have any strategies for handling (name the emotion)? (The adult asking this can encourage the student to think about strategies they know or can teach the student some new strategies.)

There are many strategies that we use to help us deal with strong emotions. Some of them are positive and some are negative. It is important as the student works through the last part of this activity that the adult helps them to identify positive strategies for coping with the feeling.

POSSIBLE STRATEGIES:

- Name the emotion
- Pause before acting
- Positive self-talk Ex: I'm feeling _____ but it is okay because I know how to handle it. I'm feeling _____ but it is okay because I can (name a strategy).
- Breathing - counting as you breathe in and out
- 3 3 3 strategy
- Calming activities - exercise, listening to music drawing etc.

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Name _____



I Can Handle My Emotions

My emotion:

Blank rounded rectangular box for writing the emotion.

Where the emotion occurred:

Blank rounded rectangular box for writing where the emotion occurred.

When the emotion occurred:

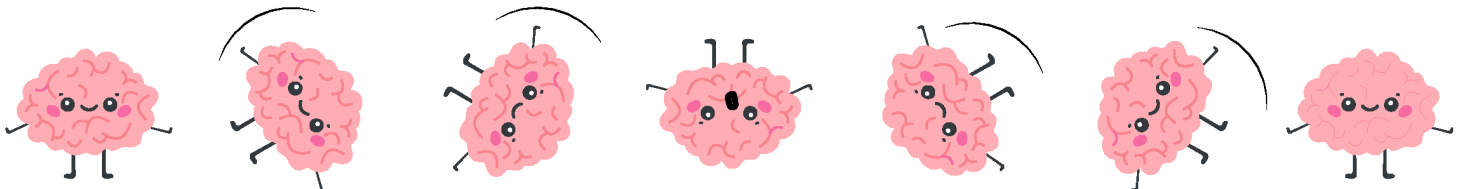
Blank rounded rectangular box for writing when the emotion occurred.

What happened to make me feel this way:

Blank rounded rectangular box for writing what happened to make the person feel that way.

How I showed my emotion:

Large blank rounded rectangular box for writing how the person showed their emotion.



Name _____



I Can Handle My Emotions

Visualize and draw one or two ways you could handle this emotion in the future:

