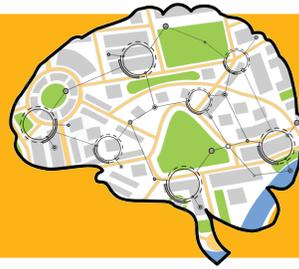


Emotion Regulation Skills Activity Guide Grade 3-5



Know Your Neuro

Quiz Questions

1. What are emotions? **Answer:** Emotions are energy that give us information. They are our brain and body's responses to our thoughts and experiences.
2. Can emotions be controlled? **Answer:** Yes! Even though many emotional responses occur automatically, they can be brought into our awareness, reflected upon, and regulated.
3. How can emotions affect the body? **Answer:** Emotions can cause increased heart rate, sweating, shortness of breath, butterfly or sick sensations in the stomach, and tightness in different parts of the body.
4. What is emotional literacy? **Answer:** The ability to name an emotion and identify what the body needs.
5. How are emotions related to the frontal lobe? **Answer:** Emotion regulation is an executive function skill of the frontal lobe. That means it follows the brain's rule: Use it or lose it. Regulating emotions is a skill that gets better as the frontal lobe develops, increases its ability to think about our emotional responses, and practices calming down.
6. What is emotion regulation? **Answer:** The ability to think about our experiences before reacting out of emotion, and then using good judgment to calm down and respond in a mature manner.



Classroom Activities

Brainstorm Situations

Ask students to divide into pairs or small groups. Ask them to identify situations that are the most difficult to regulate emotions in. Challenge them to discuss why and what the emotion regulation obstacles are.

Brainstorm Tools

Keep students in the same pairs or groups as above, or do this activity as a whole class. Give students two minutes to think of as many tools to regulate emotions as they can. Discuss the pros and cons of each.

Brainstorm Benefits

Ask students to think of as many benefits that result from good emotion regulation skills. Answers may include feeling less anger, stress, anxiety, or depression.

Reframe Game

When we change the way we look at a situation, it not only changes the situation, it also changes the way we feel about that situation. Reframing is thinking about a potentially emotion-charged situation in a way that changes its meaning and changes its negative impact.

In a group, discuss how students could reframe or see the following situations differently in order to change or reduce negative emotional responses:

- A family member is grumpy and yells at you to get your chores done.
- You ask someone to play with you at recess and they do not want to.
- A friend says something rude or mean.
- A teacher gives you a bad grade.
- You find out that you did not make a team that you really wanted to be on.
- Someone cuts in line in front of you.
- You do not get a toy that you really wanted.

Discussion Questions

- On a scale of 1-10, 10 being the best, rate your emotion regulation skills.
- How well do you think about your emotional reactions?
- Does being around certain people affect your emotion regulation? Why?
- How does lack of sleep or food affect your emotion regulation skills?
- When have you reacted out of negative emotions and what were the consequences?
- How well do you reframe situations to change how you think and feel about them so that you can act in more mature ways?
- What is your favorite technique for regulating emotions?
- What are unhealthy ways to regulate emotions?