

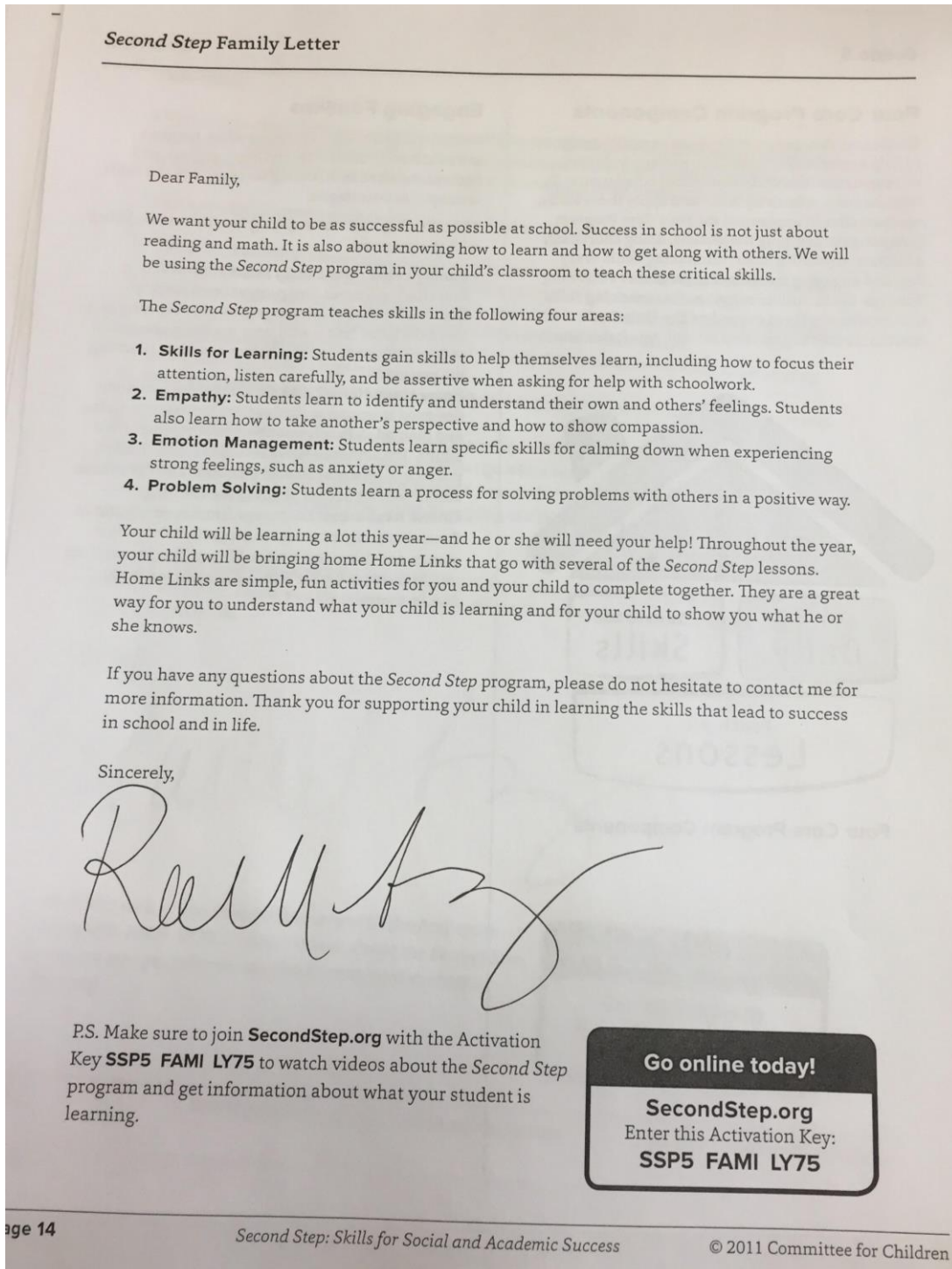
# St. Coletta Day School of Milwaukee

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03/20/2019

Here are the handouts I sent home yesterday and today. I appreciate everyone's patience as I throw myself into this amazing curriculum. There is so much more that we are going to be able to do and watch and explore with this Second Step Curriculum. Look for a home activity each week in their home folder and please complete the activity with your child and return in the home folder. Every student should do this all students can benefit from these activities! Thank you for your help and support! – Ms. Rachel



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Unit 2

Lesson 9: Introducing Emotion Management

Handout 9

## Directions

1. On your own, come up with a stop signal for when you are feeling strong emotions and need to calm down. Write your signal in the space below.
2. With your partner, choose and act out one of the scenarios below, including saying your stop signal and naming your feeling.

My stop signal: Stop, Hold on, Wait a minute

## Scenarios

### The ball

Student 1 set aside one of the class balls to play with at recess. She is late leaving class. She sees Student 2 taking the ball.

**Student 1:** "Hey! Hey! That was my ball!"

**Student 2:** "No it's not! It doesn't have your name on it!"

**Student 1:** "But I was saving it there!"

**Student 2:** "There's no saving! That's the rule!"

**Student 1:** Say your stop signal, then name your feeling.

**Student 2:** Say your stop signal, then name your feeling.



### The kickball captain

It's Student 1's turn to be captain of the kickball team at recess. But Student 2 says it's his turn.

**Student 1:** "It's my turn to be captain!"

**Student 2:** "We didn't finish yesterday's game, and I was captain yesterday, so I should be captain again today!"

**Student 1:** "That's not fair!"

**Student 2:** "Yes it is!"

**Student 1:** Say your stop signal, then name your feeling.

**Student 2:** Say your stop signal, then name your feeling.



### Free reading time

It is free reading time in class. Student 1 has been choosing the same reading book off the back shelf all week. Today, Student 2 takes the book before Student 1 has a chance to get to it.

**Student 1:** "Hey! That's the book I'm reading!"

**Student 2:** "Not today! You've had it all week. I want a turn."

**Student 1:** "But I was right in the middle of it! You can't just take it away!"

**Student 2:** "You need to share. Go get another book!"

**Student 1:** Say your stop signal, then name your feeling.

**Student 2:** Say your stop signal, then name your feeling.



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Home Link

Lesson 9: Introducing Emotion Management

Unit 2



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

It's time to use your reporting skills again! Today you're reporting on ways to calm down. How are you going to do that? Luckily, there is a great new song out called "Calm Down." Have an adult family member read the selected "Calm Down" lyrics below, then ask your adult what he or she learned and complete your report.

*Stop, name your feeling, calm down  
Stop, name your feeling, calm down*

*(Stop! Give yourself a signal like stop, chill, hold up, hang on.)  
You send a signal to yourself then stop!*

*(Okay, now name the feeling. Are you angry? Embarrassed? Worried? Scared?  
Figure it out and name it.)*

*Just name that feeling, it's just the thing  
It slows you down and makes you think  
And then you start to calm right down  
By just breathing, using self-talk, or counting*



## Calming-Down Report

What are some situations in which you need to calm down? \_\_\_\_\_

\_\_\_\_\_

What are some of the strong feelings you need to calm down during these times? \_\_\_\_\_

\_\_\_\_\_

What are some things you can do to help you calm down? \_\_\_\_\_

\_\_\_\_\_

Do you currently use any of the Calming-Down Steps mentioned in this song? Which ones? \_\_\_\_\_

\_\_\_\_\_

This homework assignment was completed on \_\_\_\_\_

(DATE)

(ADULT SIGNATURE)

