



# About Emotion Regulation- Level 3 Staff Activity Guide

## What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

## Viewing the Video:

Without Student Video Viewing Guide - (7 minutes)

With Student Video Viewing Guide - (8-10 minutes)

## Student Activities:

Activity #1 Write About It - (10 minutes)

Activity #2 Group Activity - (15-20 minutes)

Activity #3 Extended Learning - (10 minutes)

## Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning- What does emotion regulation mean?
- Ask students to "pair and share" with a classmate: "How can choosing to view a situation from a different perspective help with emotion regulation?"

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

## Brain Quiz Answer Key: (5-10 minutes)

1. Emotional literacy helps with emotional regulation. Emotional literacy is the ability to \_\_\_\_\_.  
(Answer: d. All of the above)
2. True or False: Thoughtfully reflecting on why you are experiencing emotions can give time to react more maturely. (Answer: True)
3. Emotional reactions occur in this part of the brain:  
(Answer: B. Limbic System)
4. Emotional Regulation is: (Answer: d. All of the above)
5. Strategies for regulating emotions include all of the following EXCEPT: \_\_\_\_\_.  
(Answer: c. complaining)



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## Staff Activity Guide

### Student Activity Options:

#### Activity #1 Write About It (10 minutes)

- Materials Needed: paper/ journal and writing utensil.
- Directions: Write about a time when you had a disagreement, misunderstanding, or fight with another person. How did you feel about it? How do you feel about it now? What could you have done differently to avoid the disagreement, misunderstanding, or fight? What can you do in the future to avoid a similar conflict? What are your best emotional regulation strategies?
- Criteria for Success: Student is able to identify replacement behaviors in order to handle disagreements/ misunderstandings with others.

#### Activity #2 Group Activity (15-20 minutes)

- Materials needed: projector and/ or chart paper to display the list of skit topics.
- Directions: divide the class into groups of 3-5 students. Have each group pick from the list of scenarios below and create a skit that includes utilizing good emotional regulation to solve the problem.
  - Your teacher wrongly accuses you of cheating on a test.
  - You loan your favorite shoes to a friend who loses them.
  - Someone says something mean and hurtful about your younger sibling
  - Your parents won't let you go to a party that you really want to attend.
  - Your parent is yelling at you for something that your sibling did.
  - A classmate angrily throws a basketball at you.
- Criteria for success: each group is able to identify which topic they selected and act out age-appropriate emotional regulation skills to solve the conflict.

#### Activity #3 Extended Learning Activity (10 minutes)

- Materials needed: copies of "The Feelings Wheel" from the internet.
- Directions: good Emotional Regulation involves the ability to identify emotions. Divide the class into groups of 3-5 students. Have students google "The Feelings Wheel" or print them out ahead of time. Have groups utilize, "The Feelings Wheel" to brainstorm what emotions an individual may be feeling in the following scenarios:
  - Your teacher wrongly accuses you of cheating on a test.
  - You loan your favorite shoes to a friend who loses them.
  - Someone says something mean and hurtful about your younger sibling
  - Your parents won't let you go to a party that you really want to attend.
  - Your parent is yelling at you for something that your sibling did.
  - A classmate angrily throws a basketball at you.
- Criteria for success: students can identify atleast 1 emotion associated with each scenario.