

# Calming Down Strong Feelings

Social Emotional Learning

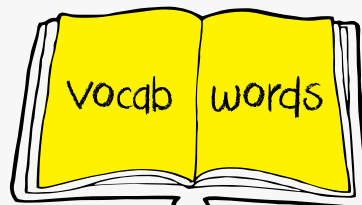
**Project and Purpose:** Teacher leads a game of Simon Says to lead students in practicing self-calming activities and then turns over the lead to students.

**Essential Question:**

What are some different ways we can calm down our strong feelings?



- Space for all students to sit in a circle criss-cross-applesauce



emotion

calm

PreK-2

## Introduction

1. Talk about some of the strong feelings you have noticed in the classroom and ask students to share those feelings. The list should include: love, anger, frustration, fear, etc.
2. Talk about what those strong feelings look like and sound like.
3. Point out that it is okay to feel these strong feelings, but we also need ways to help ourselves become calm again.
4. Tell students that in this session, they will practice different ways they can calm down strong feelings.

## Direct Instruction (I do)

1. Help students stand as they are able in positions to play Simon Says facing you as the leader.
2. Explain that in the game Simon Says, you (the teacher) will be the leader and say, “Simon says calm yourself by...” ending the sentence with an example of one way to calm yourself. Then you will do the action, and students must do as Simon says. Remember to point out that listening is a very important part of the game.
3. Demonstrate this saying, “Simon says calm yourself by breathing in and out slowly,” and do the action.
4. Tell students that sometimes Simon Says is a tricky game. Sometimes you will say one action but do another, but the students must do what you SAY.
5. Demonstrate what this looks like. NOTE: in this version of Simon Says, nobody is ever “out;” if Simon tricks someone, it’s an opportunity to be silly and start over.

## Guided Exploration (We do)

Invite the students to join you and do as “Simon says” using any/all of the following calming actions:

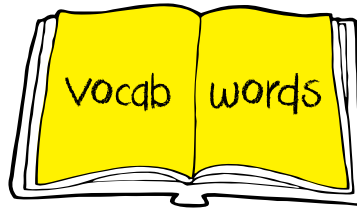
- Breathing in and out slowly
- Reading a book quietly
- Shaking off the feelings
- Wiping off the feelings with my hands
- Silly dancing
- Holding myself together with a body hug
- Singing my favorite slow song
- Talking to a friend
- Looking out the window
- Thinking about a calm place
- Drawing a picture

Remember to try to trick them sometimes, and welcome the opportunity to have a good laugh.

## Independent Practice (You do)

1. Use your system to selecting volunteers and invite a student up to be the leader.
2. Remind students that they will play this game several more times and there will be many more opportunities to be the leader.





## Vocabulary Definitions

### emotion

- Definition: a strong feeling (such as love, anger, joy, hate, or fear).
- Context: When Kim feels a strong emotion of anger, she needs to take deep breaths to calm down.

### calm

- Definition: a quiet, peaceful feeling or state of being.
- Context: Sometimes looking out the window at nature makes Katie feel calm.