

Feelings Activities

COPING SKILLS

K/1st

Christina and Matteo Use Coping Skills



BREATHING CARDS

Trace the pictures as you breathe in and out!



FIND A QUIET PLACE

POPSICLE BREATH



Social Emotional Learning

note to the educator

This lesson on **Coping Skills** can be used on its own or as part of larger Feelings unit. The activities are truly **developmentally appropriate** for your youngest learners (K/1st) and require zero independent reading.

It's flexibly designed to accommodate any SEL delivery method or schedule.

It was also created using SEL **research-based** best practices:

- Focus on 1 or more specific skills
- Includes activities to practice the skill(s)
- Incorporates cooperative learning
- Provides opportunity for self-reflection

resource includes:

- Short story
- Whole group activity
- Independent or small group practice activity
- Closing circle questions
- Extension activity
- Poster/coloring pages
- Recommended book companions

short story

Christina and Matteo Use Coping Skills



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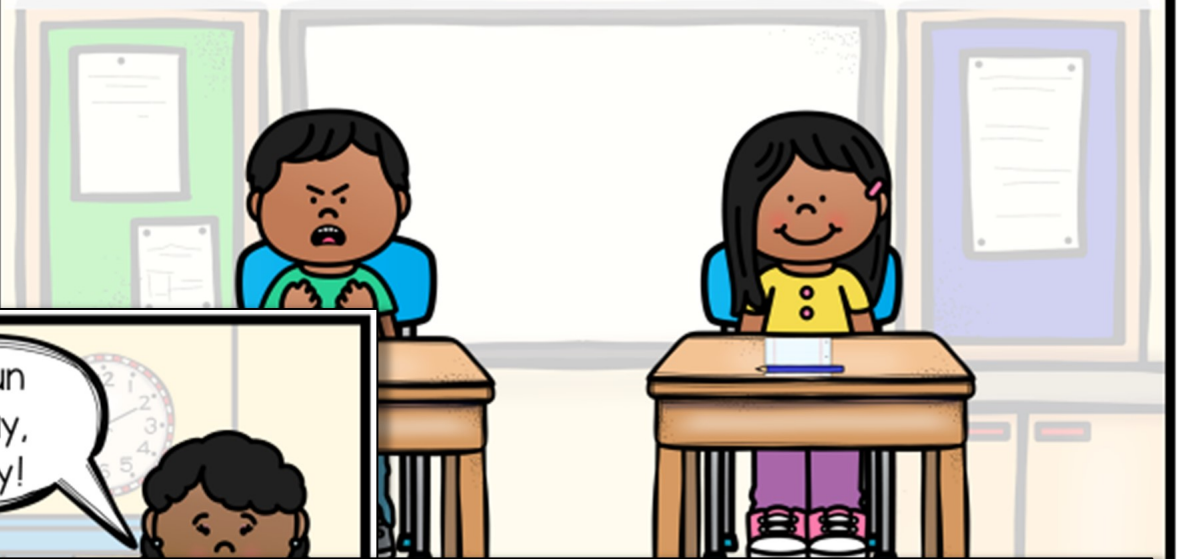
Christina and Matteo learn safe ways to take care of their strong feelings.

short story

As the class lined up for lunch, all Matteo could think about was getting his food! Today, mac and cheese was an option and excitement took over and he started to push forward in line. "Matteo, get to the back of the line, we need to get ready for lunch," said Ms. Perez.



Matteo, who was sitting right next to Christina, was starting to get very frustrated as he took his math quiz. He put his pencil down and his hands balled into fists. Ms. Perez noticed Matteo's scrunched up face as he sat at his desk.



No fun Friday, today!



When it was time for math, Christina couldn't find the math center she wanted to do. Suddenly, Ms. Perez announced bad news. We can't do our Fun Friday math center today because we have a math quiz we really need to take because we have Fun Friday next week."

Everything is okay!



I can do this!



Today, Christina and Matteo both got really upset and learned ways to take care of their strong feelings so they could feel better and stay safe. Now they know that they can take deep breaths, take breaks, and even talk to themselves to remind themselves everything is okay!

17 pages

whole group activity




FIND A
QUIET
PLACE



HIDE
UNDER
YOUR
DESK



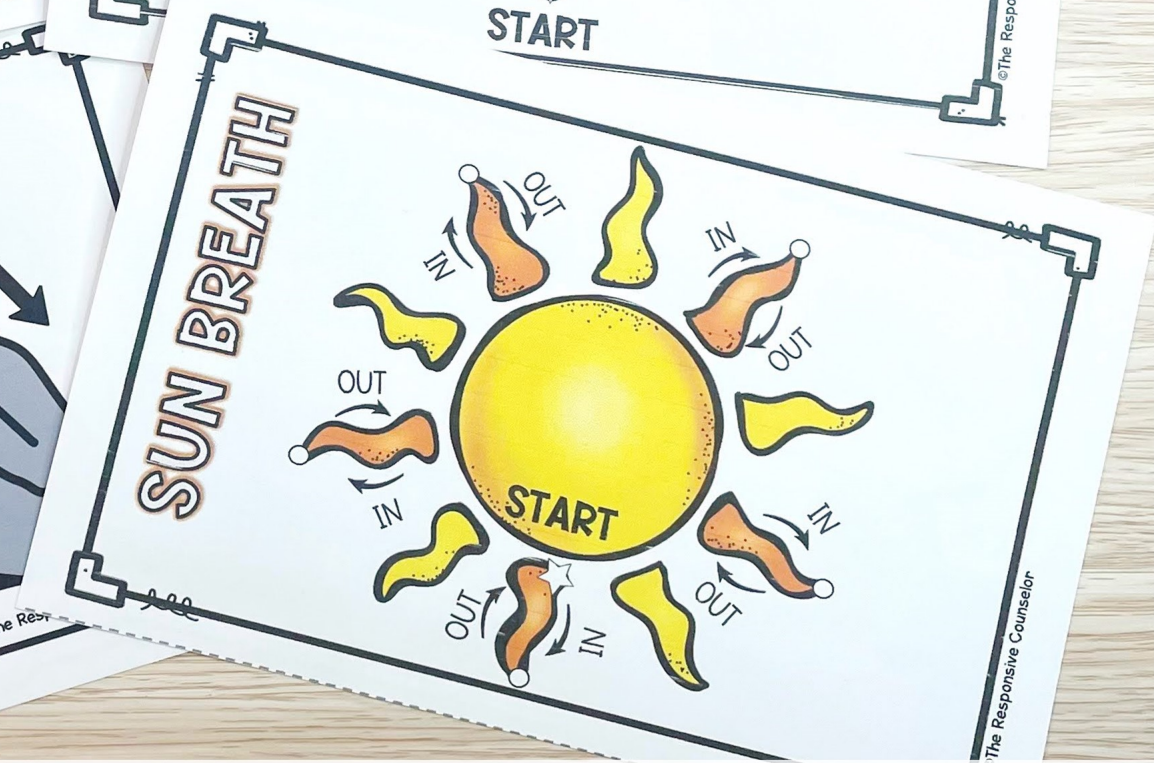
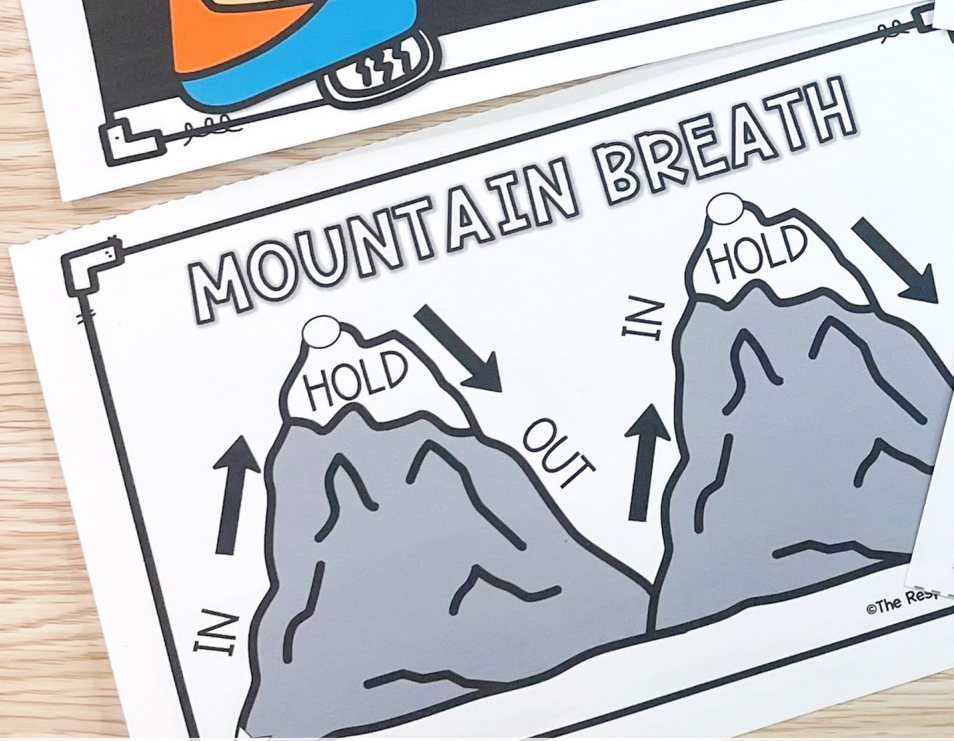
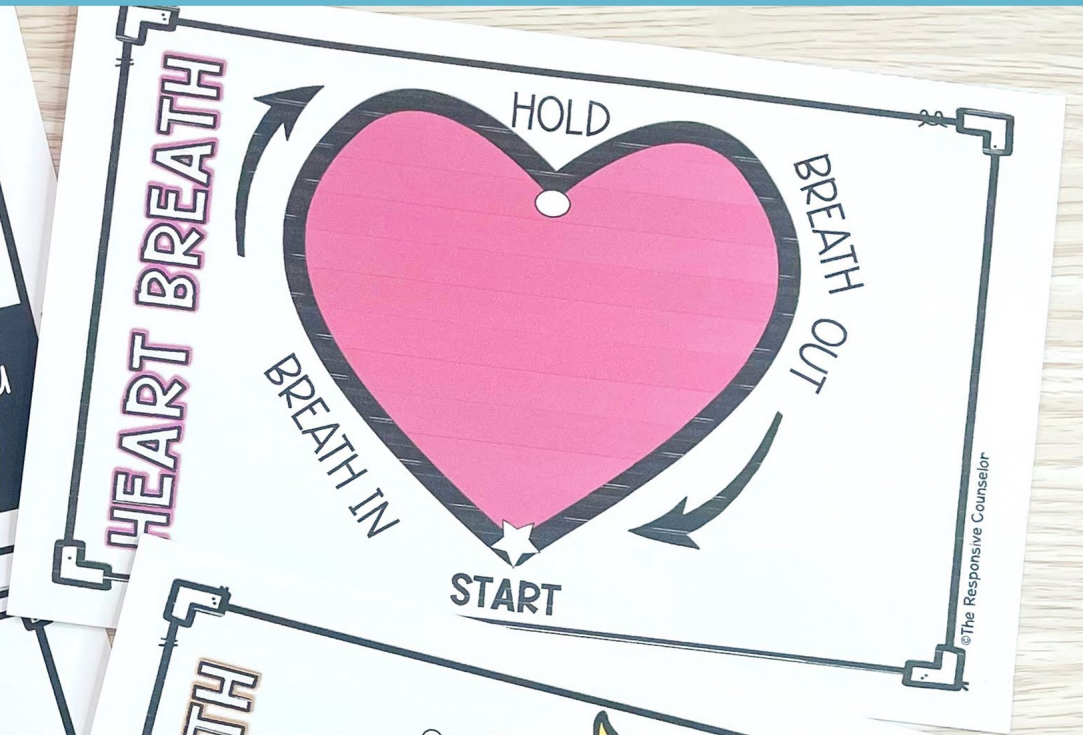
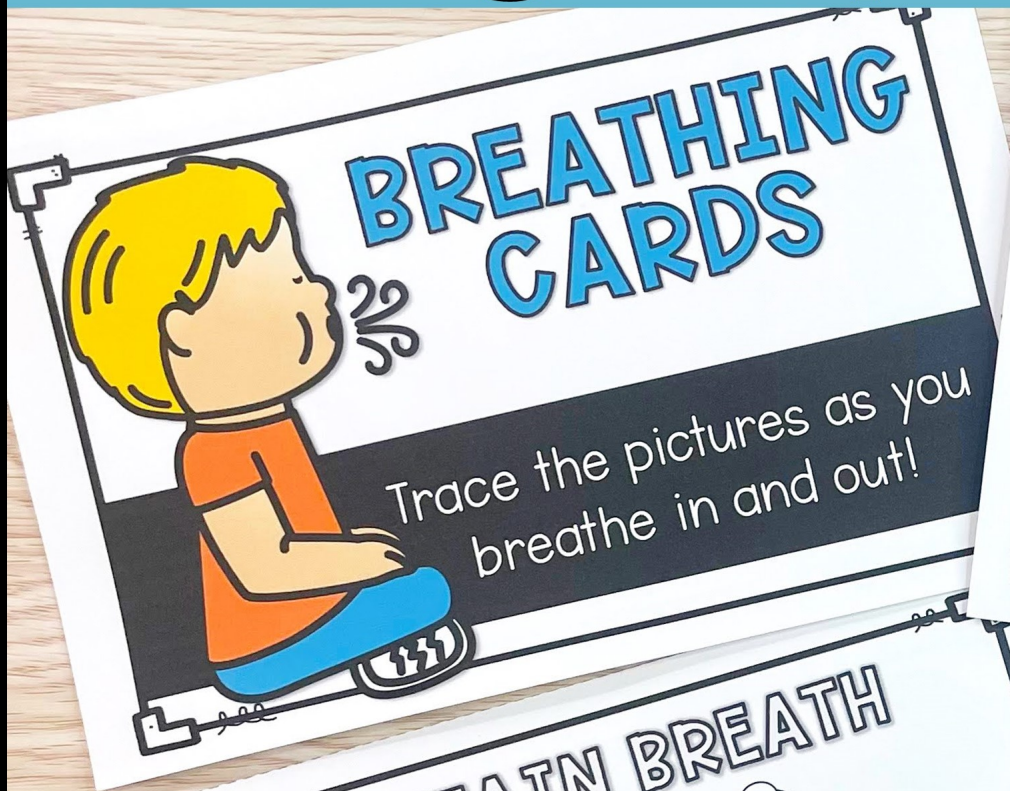
TALK TO
SOMEONE



YELL OR
MAKE
LOUD
NOISES

Movement-based learning to practice identifying if someone took care of their feelings in a helpful or unhelpful way.

independent/small group activity



Practice deep breathing as a coping skills for strong feelings.

extensions

Book Companions

This lesson can be used without any stories, but the following picture books would make for great companions. Click on the covers to find them on Amazon.



Reinforcing Coping Skills

Your students just received a lesson about COPING. Below is an extension and reinforcement activity you can use with your class to make their learning stick!

When _____ (educator) visited our classroom, you learned about helpful coping skills. Who remembers what some of these coping skills were?

- Deep breathing
- Taking a break
- Reminding myself "It's Okay".

Today we are going to practice some breathing that can help us when we have strong emotions. This breathing is called "Starfish Breathing". Let's follow these steps together.

Name: _____

I can use coping skills



DEEP BREATHS



I will okay

REMIND MYSELF I WILL BE OKAY!



I can use coping skills



DEEP BREATHS

REMIND MYSELF I WILL BE OKAY!

I can use coping skills.

how to use

Use for one lesson or multiple lessons.

Can also be used for small group/ tier 2 support.

PACING GUIDE (25-30 minute lesson)

- Story (7-10 minutes)
- Whole group activity (choose just 4-6 behaviors – 5 to 7 minutes)
- Introduce small group activity (5 minutes)
- Small group practice activity (7-10 minutes)
- Closing circle question: (3-5 minutes)

PACING GUIDE (45 minute lesson)

- Same as above, but use all of the behaviors for the whole group activity
- Students color the "I can" page
- Read a recommended book companion

PACING GUIDE (super mini lessons, weeklong)

Mon	Read and discuss story
Tues	Whole group activity
Wed	Small group practice activity
Thurs	Extension activity + 1 recommended read aloud
Fri	Color "I Can" page + closing circle

how to use

Love technology?
Use the included
slideshow to guide
the activities.



Class Practice

GALLERY WALK

1. *Think:* Did they take care of their feelings in a helpful way?
2. *Talk* with your partner or group.

Want a tech-free
option?
Everything can be
done screen-free
with printables.

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a school counselor from a large southeastern school district with a wonderfully diverse group of students. I create and implement a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. I also share my ideas and resources to reach students and help educators across the world!

Let's
Connect:

