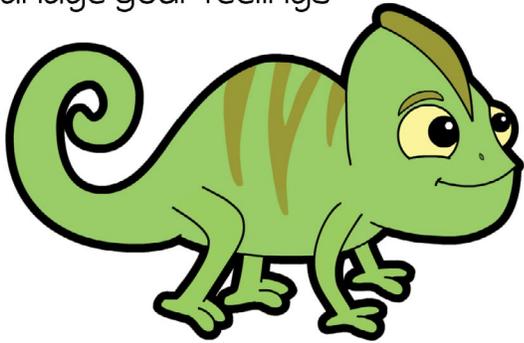


BEHAVIOR STRATEGIES: COOL DOWN CORNER

Emotion Regulation is...

being able to identify and manage your feelings



BEHAVIOR STRATEGIES:
A COOL DOWN CORNER

Students will:

- list emotion words;
- identify emotion regulation strategies;
- identify their own emotion in a situation;
- apply emotion regulation strategies to manage their emotions.

Materials:

- Cool Down Corner poster
- Chameleon reflection sheet
- Colored pencils or crayons

Strong emotions make it difficult to make good choices about what to say or do. By working with your students to practice managing their emotions, they can learn that while you may not be able to choose what emotions you feel in a situation, you *can* choose what you do with those feelings.

Directions:

1. Laminate the Cool Down Corner poster before the lesson.
2. Call on students to list as many emotion words as they can. Write the words on the board.
3. Choose a few of the emotion words students list from different emotion groups (happy, frustrated, worried, etc.). Ask a few students to describe situations that might make them feel these emotions.
4. Use some of these situations to discuss whether they would cause a small emotion, like being slightly annoyed, or a big emotion, like being furious.
5. Explain to students that when they are feeling big emotions in your classroom, that they can choose to excuse themselves and go to the Cool Down Corner. (Before the lesson, set up this spot in your room with a bean bag, chair, or something similar).
6. Stick your laminated poster to the board or under a document camera. Explain

BEHAVIOR STRATEGIES: COOL DOWN CORNER

that when students get to the Cool Down Corner, they should first use a strategy to manage their emotion. Ask students if there are any strategies they already use to help them calm down. Brainstorm until you come up with three strategies, and write them on the laminated poster with a wet erase marker.

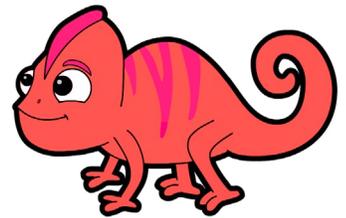
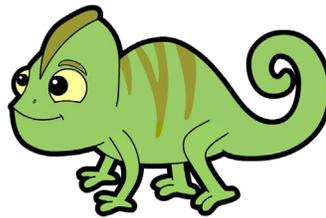
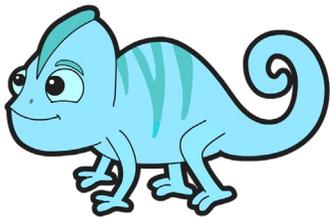
7. Pass out a chameleon reflection sheet to each student and explain the procedure for the Cool Down Corner (below). Have students fill out their sample worksheet during this lesson.

Cool Down Corner Procedure:

1. Use one of the emotion regulation strategies on the poster to get your emotions under control.
2. Once you have calmed down, you'll fill out the reflection worksheet:
 - **What happened?** Students should write a sentence describing the situation that led them to go to the Cool Down Corner. In this introductory lesson, have students write a sentence about a time when they had a big emotion in the past.
 - **How did that make you feel?** Students should choose the emotion word that explains how that situation made them feel and write that word on the line.
 - **How _____ did that make you feel?** The different colored chameleons represent different degrees of emotion. So, for example, if the student chose "angry" as the emotion he was feeling, was he "not very" angry (blue), "very" angry (red), or somewhere in the middle.
 - Students should use their colored pencils or crayons to color the first chameleon to match how they felt when they got to the Cool Down Corner.
 - Next, students should color the second chameleon to match how they feel after using their emotion regulation strategies.

What happened?

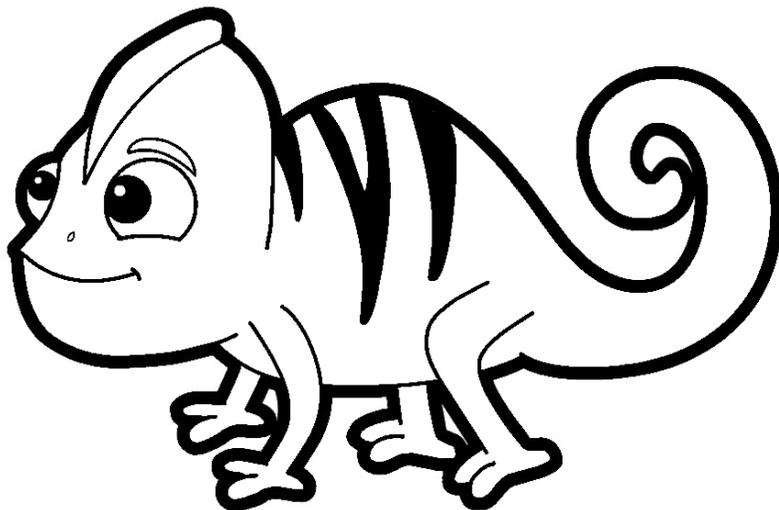
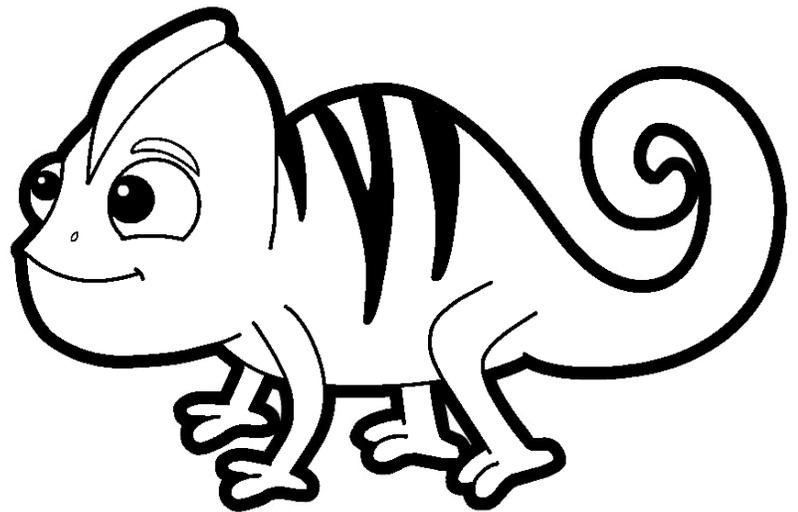
How _____ did that make you feel?
(emotion word)



← not very ————— very →

1

Color this chameleon to match how you felt when you got to the Cool Down Corner.



2

Color this chameleon to match how you feel now, after using your Emotion Regulation strategies.

Cool Down Corner

How _____ did that make you feel?
(emotion word)



Emotion Regulation Strategies:

1.

2.

3.