

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Understand how to identify emotional reactions and the coping skills to manage them.

MATERIALS

- Coping Skills Sheet (one per student)
- Writing utensils
- Empty paper cups

ESSENTIAL QUESTIONS

- What are emotional reactions?
- What are coping skills/tools? How do they help us feel better?

CHECK-IN / WELCOME (5 MINUTES)

Say: "Let's start our Aevidum lesson today by checking in with how you're feeling. I want you to think about how calm you feel right now, and then on a scale from 1 to 5, where 1 is 'I feel really upset,' and 5 is 'I feel super calm,' give me a number."

- Give students a moment to think.

Say: "Would anyone like to share why they chose that number? What's making you feel that way today?"

- Allow a few students to share.

Say: "Now, I have another question for you. What do you usually do when you're feeling upset, sad, or frustrated? Maybe something happened at home, school, or with friends that made you feel that way."

- Pause for responses.

Say: "Has anyone ever done something they wish they hadn't done when they were upset? For example, maybe you yelled at someone because you were frustrated. What happened after that?"

- Encourage students to reflect on how their actions made them feel.

Say: "That's okay! It's normal to feel big emotions like that. The important thing is to figure out what we can do next, and that's what we're going to talk about today."

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "Sometimes, we feel emotions that are really big. These feelings can make us feel out of control, and it's hard to know what to do with them. Some big emotions are frustration, sadness, excitement, or worry. Raise your hand if you've ever felt a really big emotion or felt more than one emotion at once. Everyone feels big emotions sometimes. But here's the most important part. It's not about what we feel, it's about what we do next. How we react to those emotions can make a big difference."

Say: "When we feel big emotions, it's like our brain is telling us we need to do something to make ourselves feel better. We need some tools to help us calm down or get back to feeling okay. So let's talk about something called coping skills. Can anyone tell me what a coping skill is?"

- Pause and allow students to answer. If needed, give the definition.

CONTINUED GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Say: "A coping skill is something healthy that you can do to help yourself feel better. It's like having a toolbox in your brain, and when you feel upset or frustrated, you can reach into your toolbox and pick out the right tool to help you calm down or feel better. These tools help you make good choices when you're feeling overwhelmed. Let's take a moment and think about some big emotions you might have felt this week. What emotions did you feel? And what did you do to help yourself feel better when you were feeling that way?"

- Allow a few students to share their emotions and coping strategies.

ACTIVITY: COPING SKILLS (20 MINUTES)

Instructions:

- Say: "Great job thinking about your big emotions. Now we're going to talk about some coping skills you can use the next time you're feeling overwhelmed. I have a list of coping skills for you."
- Distribute the Coping Skills sheet to each student.
- Explain: "On this sheet, you'll see a list of different things you can do when you're feeling upset, anxious, frustrated, or sad. Take a few minutes to look over the list, and I want you to put a star next to five coping skills that you already do, or that you'd like to try."
- Give students a few minutes to read through the sheet and mark their choices.
- Say: "Let's take a moment and share some of the coping skills you picked. Who would like to tell me which ones you already use, or which ones you want to try?"
- Encourage students to share their chosen coping skills. Offer additional examples if needed.
- Say: "Awesome job! You all have some great tools in your coping skills toolbox. Remember, these skills are things you can do anytime you feel a big emotion. It's important to practice these tools so you're ready when you need them."

WRAP-UP (5 MINUTES)

Say: "Now we're going to wrap up with one of my favorite coping skills: deep breathing. Sometimes when we're feeling upset or stressed, just taking a few deep breaths can help calm our bodies and minds. I'm going to teach you a fun breathing technique called Hot Chocolate Breathing. Here's how it works:

- Take a cup and imagine you have a cup of hot chocolate in your hands. It's warm and cozy! Now take a deep breath in like you're smelling the hot chocolate. Smell it slowly in through your nose."
- "Then, imagine blowing on the hot chocolate to cool it down. Slowly breathe out through your mouth, as if you're cooling your drink."
- "Let's all practice it together. Ready? Let's pretend we're holding our cups. Take a deep breath in, like you're smelling the hot chocolate... and now slowly breathe out, like you're cooling it down."
 - Repeat this process a few times.
- Say: "How do you feel after doing that? Did you feel a little calmer?"
- Say: "Now that we've learned some coping skills, here's your challenge for the week: Pick two coping skills from the list that you want to practice. Maybe you'll try deep breathing, or maybe you'll use a different coping skill when you feel upset or frustrated. Remember, it's okay to feel big emotions, and it's great that you're learning ways to cope with them. You're having your own back, like Aavidum teaches us. You've got this!"