

K-2 Emotional Support

The School District of Philadelphia encourages parents and caregivers to find ways to keep their children engaged in educational activities during this extended period of school closures.

The District is making Learning Guides available as a resource during this time. These optional Learning Guides (K-12) are offered for personal use. The Learning Guides are aligned to areas of support for students with disabilities, parents and students may select which Learning Guides to use.

Included within this learning guide are supplementary resources related to the area of emotional support.

Skill	Activity
<p>Self Awareness: Recognize emotions, thoughts, and how it affects behavior.</p>	<p>At some point, we all struggle to put our feelings into words, and it can be even more challenging for kids. When it happens, it can be frustrating and cause a domino effect. Kids may have a poor reaction, have an outburst, or blame someone else simply because they don't know how to express what they are feeling.</p> <p>This lesson is a simple daily check in to see how your child is doing and feeling. Using a feel wheel, students can indicate how they are doing at that moment or that day without having to say a word.</p> <p>Prompt: "How are you feeling today?" https://media.centervention.com/pdf/Feel-Wheel-Worksheet-v2.pdf</p>
<p>Self Management: Control one's emotions, thoughts, and behaviors in different situations.</p>	<p>Calming Activity: This is a great calming activity or coping tool to use when students need to cool down after an active lesson or having a stressful moment</p>



	<p>Breathe in for 4 seconds Hold for 4 seconds Breathe out for 4 seconds Hold for 4 seconds https://media.centervention.com/pdf/Lester-Deep-Breaths-Emotion-Regulation.pdf</p>
<p>Social Awareness: Recognizing others emotions</p>	<p>During mealtime, tell your child about a situation that makes you feel a particular emotion (e.g., happy, sad, frustrated, angry, jealous, etc.). Then ask children to share the things that make them feel that same emotion.</p> <p>While reading stories to children, have children guess how the characters in the story are feeling. Ask questions like “How can you tell that the character is feeling that way? Can you make a face that shows that feeling?”</p>
<p>Relationship Skills: Develop and maintain healthy and positive relationships with others.</p>	<p>Using two action figures/dolls act out positive ways to make friends.</p> <ul style="list-style-type: none">-Asking a person their name and telling them your name-Asking a person what they like to do for fun? What makes them happy?-Sharing/Taking Turns-Share something positive about yourself-Give a compliment



Responsible Decision Making: Make respectful choices about behavior and social interaction

Review different problem solving scenarios and help your child navigate the problem and make sure all choices are respectful to themselves and others. Here are a few problem-solving scenarios to get your students started:

- While playing with your little brother, he accidentally breaks your favorite toy. What do you do next?
- You see a new girl playing by herself at recess. What do you say to her?
- You're eating a sugar cookie and your friend asks if he can have a bite. How do you respond?

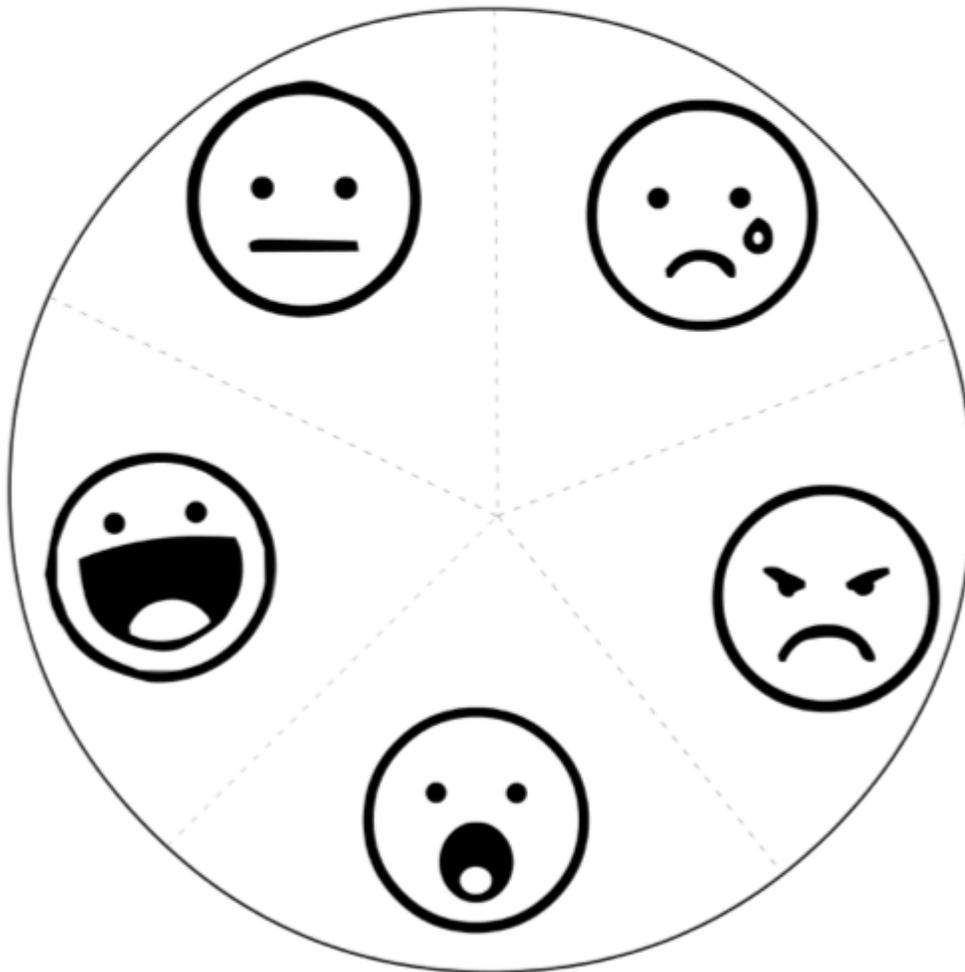


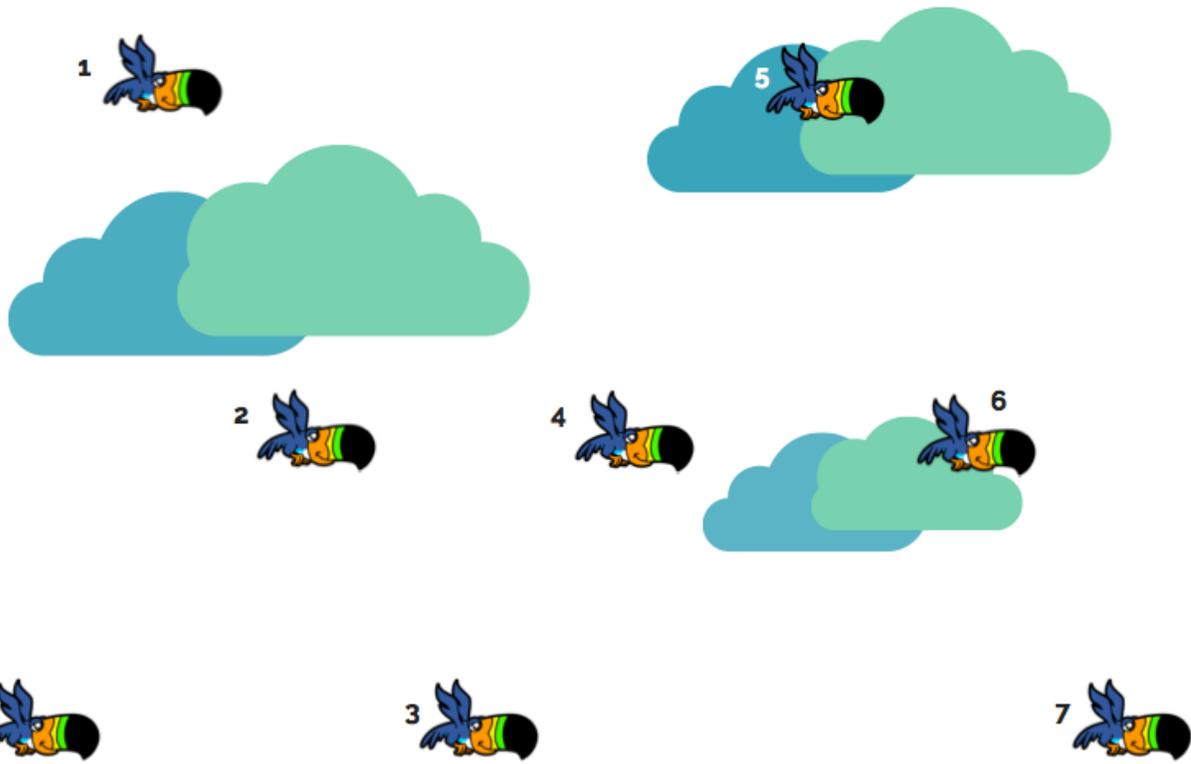
Name: _____

FEEL WHEEL

Directions:

1. Color the wheel below and cut it out.
2. Write your name on the back of your wheel.
3. Place a pin on the way you are feeling right now.





START

Connect each Lester by following the numbers in order.
When Lester is flying up, **take a deep breath IN**. When Lester is flying down, **breathe OUT**.



Name: _____

FEEL WHEEL

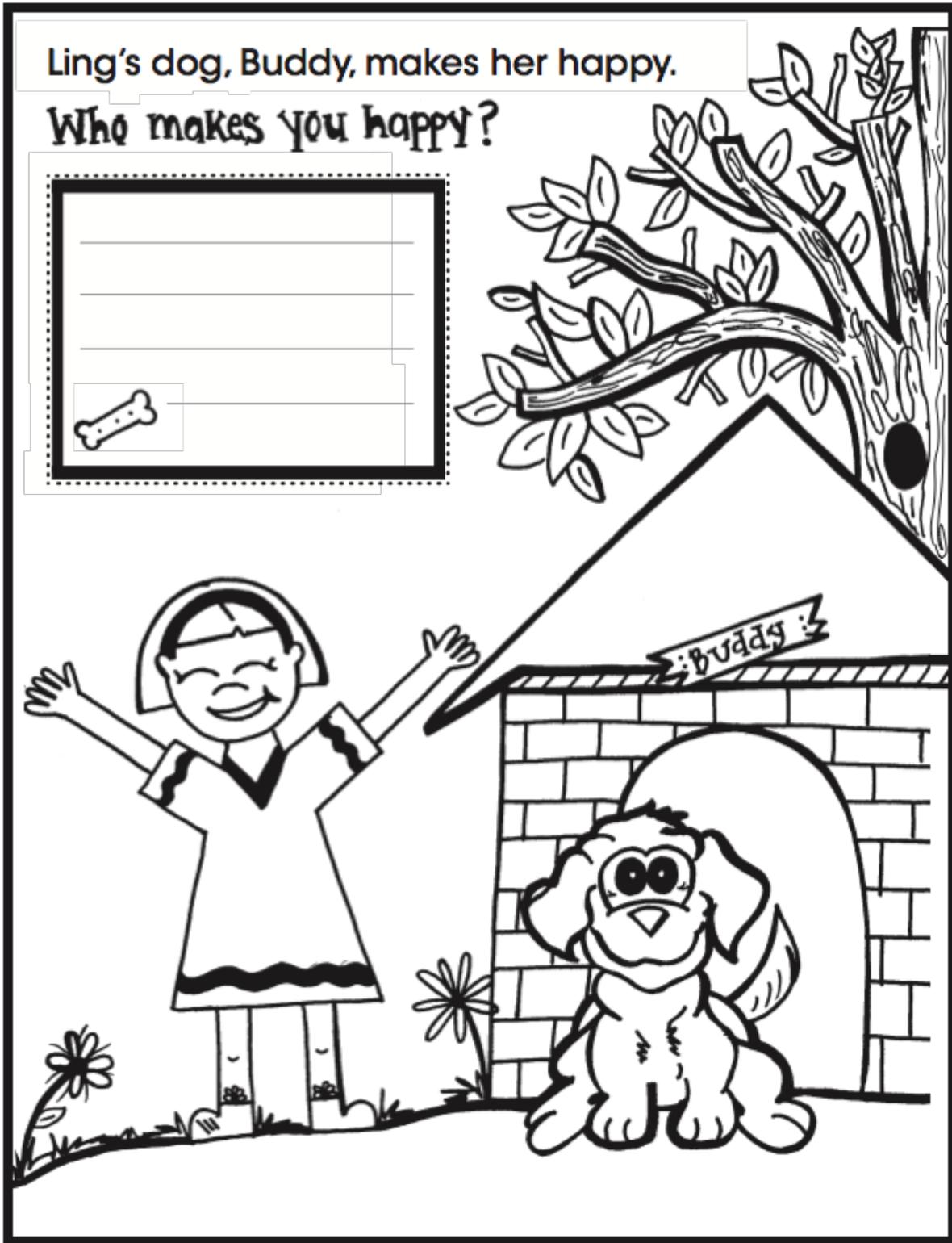
Directions: Write about how you are feeling today and draw a picture to show what's making you feel that way.

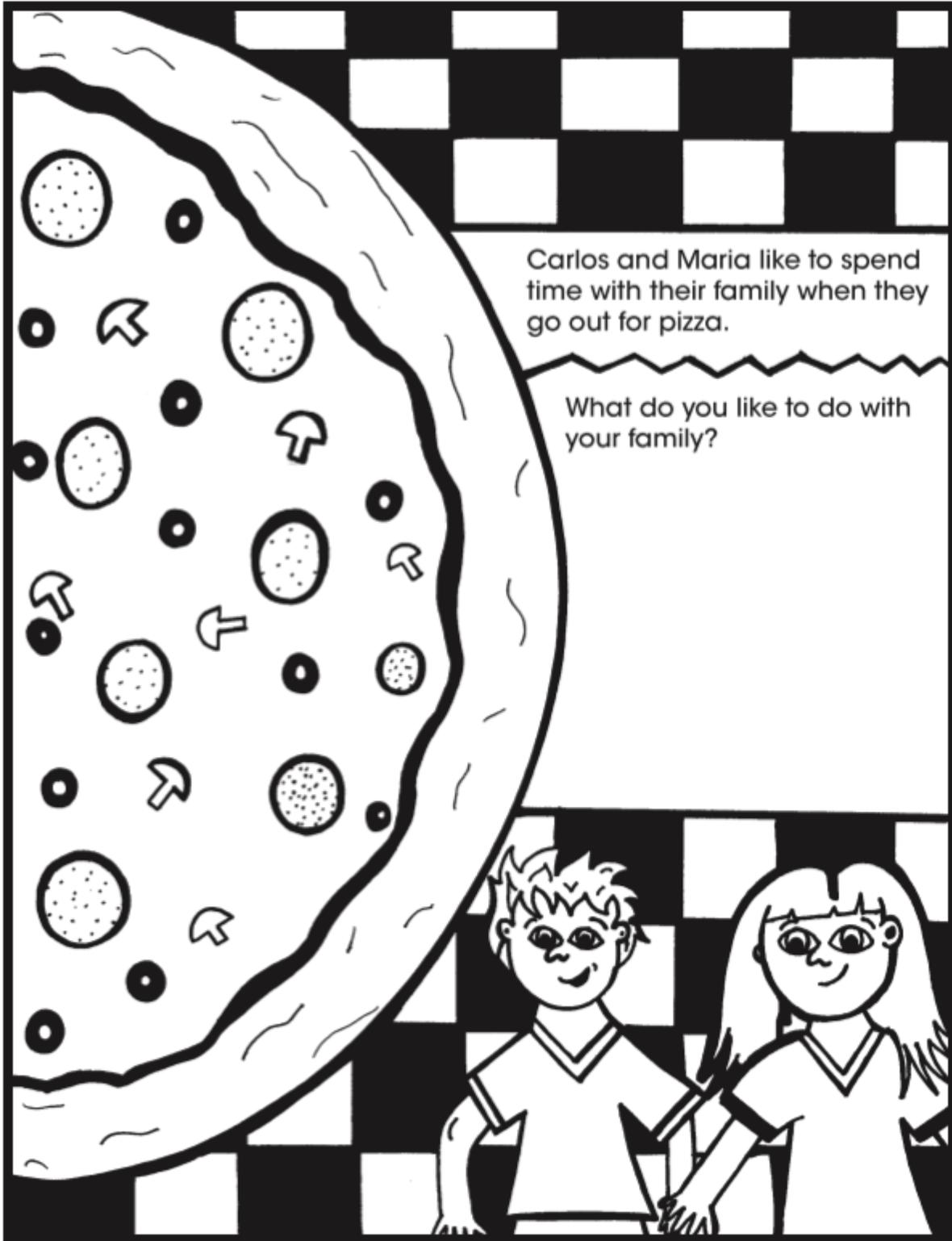




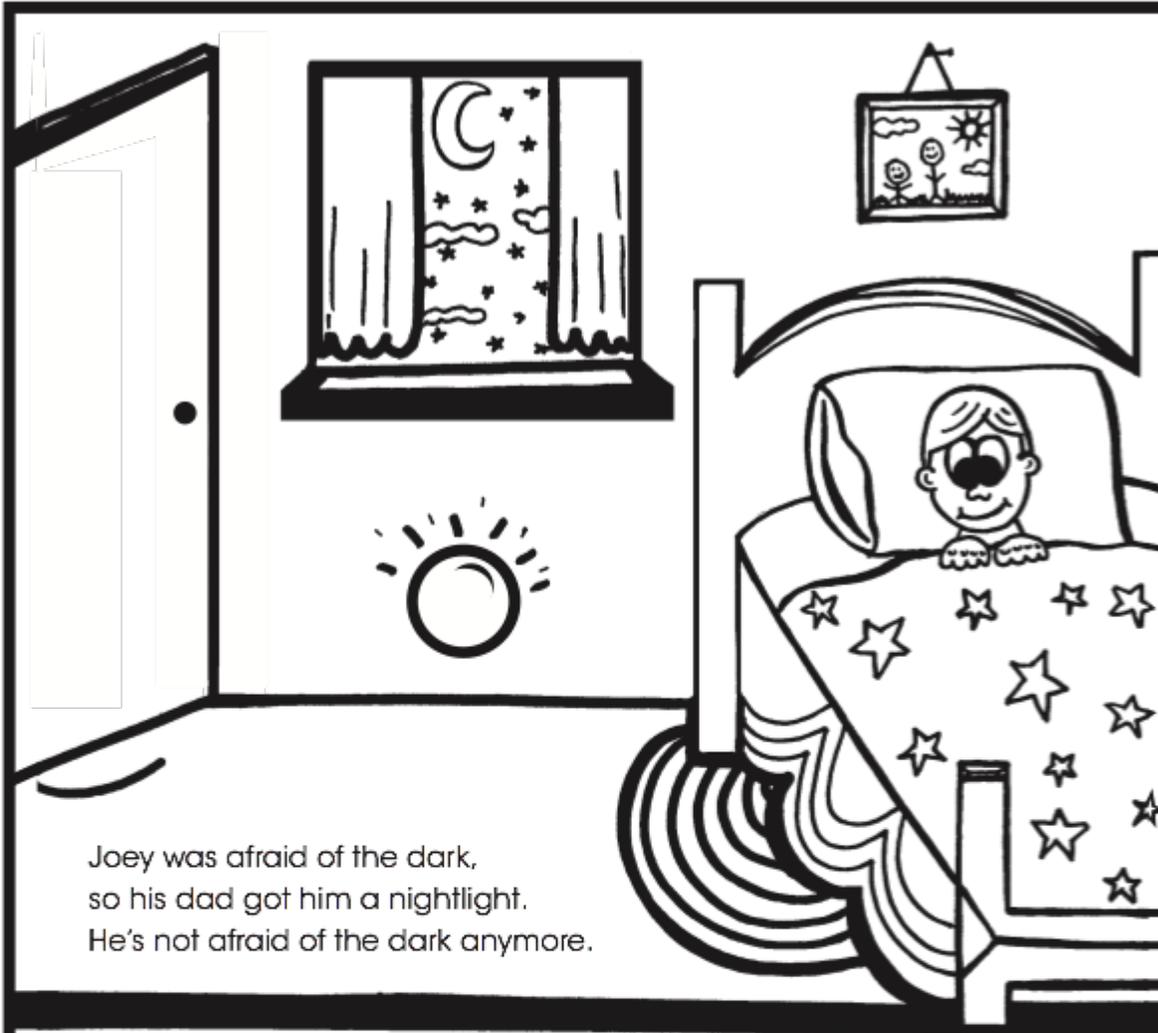
Ling's dog, Buddy, makes her happy.

Who makes you happy?









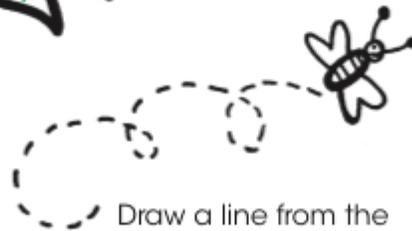
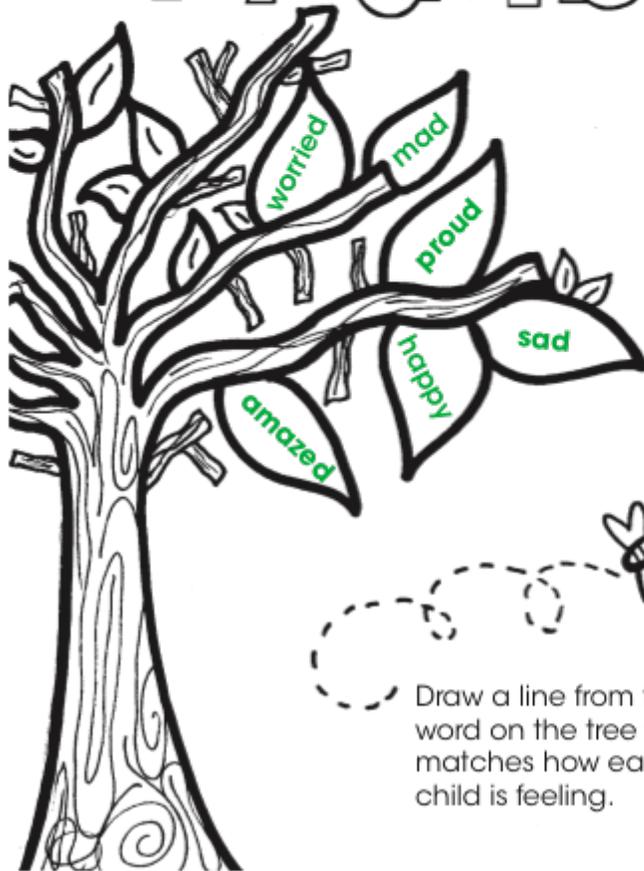
What are the things that you are afraid of that make
you act brave like Joey?







Can you match the emotions?



Draw a line from the word on the tree that matches how each child is feeling.



3-5 Emotional Support

The School District of Philadelphia encourages parents and caregivers to find ways to keep their children engaged in educational activities during this extended period of school closures.

The District is making Learning Guides available as a resource during this time. These optional Learning Guides (K-12) are offered for personal use. The Learning Guides are aligned to areas of support for students with disabilities, parents and students may select which Learning Guides to use.

Included within this learning guide are supplementary resources related to the area of emotional support.

Skills	Activity
<p>Self Awareness: Recognize emotions, thoughts, and how it affects behavior.</p>	<p>Fear/Worry</p> <p>We all have certain things that scare us, and that's OK. And there are a lot of things going on in the world today and sometimes those things make us worry to the point of being afraid, and that is called fear.</p> <p>Explain what fear is? https://media.centervention.com/pdf/Worry-Scale-Worksheet.pdf</p>
<p>Self Management: Control one's emotions, thoughts, and behaviors in different situations.</p>	<p>Impulse Control: What should I do?</p> <p>Some choices are impulsive and may be the easiest thing to do while others require you to stop and think first, then use self-control to do the right thing even if it isn't what you want. https://media.centervention.com/pdf/ZA-impulsive-reactions.pdf</p>
<p>Social Awareness: Recognizing others emotions</p>	<p>The Folded Paper</p> <p>"Today we're going to talk about hurtful</p>



	<p>words and how that can affect us and other people.</p> <ul style="list-style-type: none"> ● Can you think of a time that someone said something to you that hurt your feelings? ● Is there a time that you have said something to someone else that wasn't nice? <p>https://media.centervention.com/pdf/Educator-Directions-The-Folded-Paper.pdf</p>
<p>Relationship Skills: Develop and maintain healthy and positive relationships with others.</p>	<p>When someone is feeling... Today we're going to talk about helping someone in need. Ask students if they can think of a time that they helped someone who was feeling sad, mad, frustrated or disappointed. Give them a few examples, and poll your child for examples of their own. This will encourage them to think about ways they may or may not have previously helped someone in a situation.</p> <p>Let's read the situations on the worksheet and decide the best way we can help! https://media.centervention.com/pdf/When-Someone-Is-Feeling-Worksheet.pdf</p>
<p>Responsible Decision Making: Make respectful choices about behavior and social interaction</p>	<p>Think Before you Speak "Sometimes we say things without thinking them through, and our words may not be appropriate. They may hurt someone's feelings, or it may not be the right time to talk. Learning to think before we speak is important, not only because you are accountable for the things you say but also you're accountable if those things you say hurt someone else." https://media.centervention.com/pdf/Think-Before-You-Speak-Worksheet.pdf</p> <p>Freeze or Melt</p>



This activity labels these options as MELT (impulsive choice) and FREEZE (thoughtful choice). Think about the games Freeze Dance or Freeze Tag — you freeze when you are using self-control. On this impulse control printable, students will think about how they could “freeze,” or stop to make a good choice, in real-life situations. They’ll also think about what the impulsive choice would be in that situation – when they would “melt,” or give in to their impulses. Students must describe what their MELT and FREEZE choices would look like in different situations.

<https://media.centervention.com/pdf/Melt-or-Freeze-Impulse-Control-Worksheet.pdf>



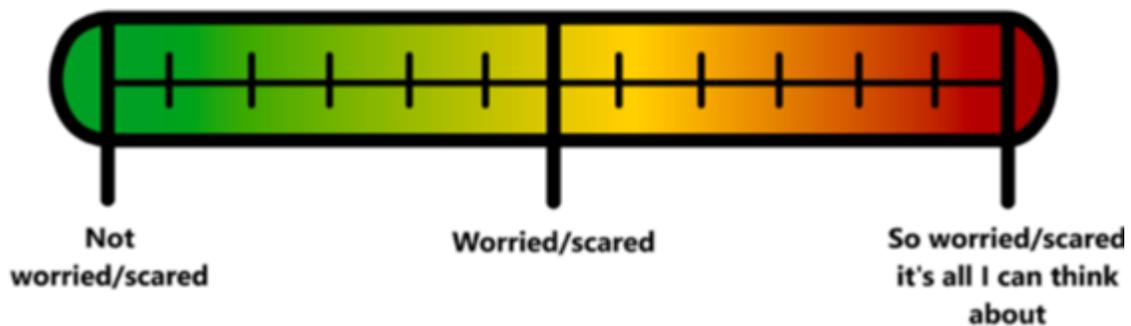
Name: _____

THE WORRY SCALE

Directions: In the space below, list a few things that you worried about or that you are fearful of.

- _____
- _____
- _____
- _____
- _____

Directions: Take a look at the scale below. Think about each of the things you listed above and where it falls for you on this scale.





Name: _____



IMPULSE CONTROL: WHAT SHOULD I DO NOW?

Owlvivia needs to work on her behavior. Can you help her?
Read each sentence, then choose the best thing for Owlvivia to do next.

1. Owlvivia's mom told her to wait to eat her food until everyone has food on their plate.



Owlvivia should:

- A. Start eating
- B. Tell her mom she's hungry.
- C. Wait until everyone has food.

2. Owlvivia's teacher is helping another student, but she needs help.



Owlvivia should:

- A. Wave her hand until her teacher comes over.
- B. Raise her hand when her teacher is done.
- C. Call out to her teacher.

3. Owlvivia's mom said she can't have the candy bar she wants at the grocery store.



Owlvivia should:

- A. Cry and yell so her mom will buy it.
- B. Keep asking nicely for her mom to buy it.
- C. Be okay with not getting the candy.

4. Owlvivia's classmate pushed her.



Owlvivia should:

- A. Tell a teacher.
- B. Push her back.
- C. Yell at her.

Materials: One sheet of plain paper

Prompt: Today we're going to talk about hurtful words and how that can affect us and other people.

- Can you think of a time that someone said something to you that hurt your feelings?
- Is there a time that you have said something to someone else that wasn't nice?

** hold up the piece of paper **

- I have a piece of paper. See how smooth it is? It's a nice piece of paper with no rips or folds in it.
- I'd like you to raise your hand and share something that either someone has said to you or maybe you've said to someone else that has not been nice.
- I'll start. (give an example of something such as "Mrs. XX I don't like your dress".
- Every time we share something hurtful, I'll fold the paper.
- Start by folding the paper in half after your example.

** take time and have students share other hurtful things **

- Keep going until the paper has many folds in it and it's small.

Walk around the room so all of the students can see how small the paper has been folder.

Prompt:

- How do we all feel after sharing those things that are hurtful?
- Let's take some time now and share some nice things. Every time we say something nice, I'll unfold the paper one fold at a time.

** as a class, share nice things about each other or other people. Keep going until the paper is completely unfolded **

- You can have a quick discussion about how they feel after sharing nice words. I'm sure much better than the first part where we shared hurtful words.
- My paper is completely unfolded, but you can still see the folds are still there.
- When you say something that hurts someone else's feelings, even when you apologize, the pain may still be there. The folds represent all of those mean things we said and how they make someone feel.



Name: _____

WHEN SOMEONE IS FEELING...

Directions: When someone is feeling sad, mad, frustrated or disappointed, it's nice if we can find a way to help them feel better. Inside each heart below is a problem. See if you can make things better by writing in a way to help from the choices at the very bottom of the page.

Ways to Help:

Stand up for them

Ask them to sit and eat with you

Ask if they are OK

Help them practice

Help them build it back up

Someone called Cooper a mean name

Karma forgot to study for the spelling test

Podi got hurt on the playground

Tango is sitting alone at lunch

Lyla's sandcastle got knocked down at recess



Name: _____

WHEN SOMEONE IS FEELING...

Directions: In the space below, draw and write about a time that you helped someone feel better.



Name: _____

THINK Before You SPEAK

Directions: Read each statement on the left.

If you think you should keep that statement to yourself, draw a line from it to the brain.

If you think that it would be helpful to say out loud, draw a line from it to the mouth.

Your snack looks gross.

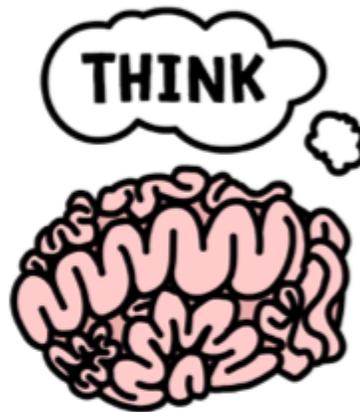
Your glasses make you
look weird.

You did a great job
with your art project.

I don't want to pick
you for my team.

I really like your shirt.

I can run faster than
you and beat you.





IMPULSE CONTROL: MELT OR FREEZE?



Impulse Control, or self-control, is the ability to control your behaviors and feelings. Think about the games Freeze Dance or Freeze tag — you freeze when you are using self-control. On this worksheet, you will think about how you could “freeze,” or stop to make a good choice, in the real-life situations below. You’ll also think about what the impulsive choice would be in that situation — when you “melt,” or give in to your impulses.

Write your “MELT” or impulsive choice on the left, and your
“FREEZE or responsible choice on the right.

1. Your teacher is reading a story to the class and it reminds you of a story that you read with your mom at home.

MELT

FREEZE

2. Your friend is talking to some kids about a video game you like. You beat the final level last night.

MELT

FREEZE

3. In music class, you are all singing a song when you get thirsty all of a sudden.

MELT

FREEZE

4. You are last in line for lunch, but you are extremely hungry.

MELT

FREEZE

6-8 Emotional Support

The School District of Philadelphia encourages parents and caregivers to find ways to keep their children engaged in educational activities during this extended period of school closures.

The District is making Learning Guides available as a resource during this time. These optional Learning Guides (K-12) are offered for personal use. The Learning Guides are aligned to areas of support for students with disabilities, parents and students may select which Learning Guides to use.

Included within this learning guide are supplementary resources related to the area of emotional support.

Skills	Activity
<p>Self Awareness: Recognize emotions, thoughts, and how it affects behavior.</p>	<ul style="list-style-type: none"> ● Learn your emotions: students identify how they are feeling and think of positive ways to react to emotions Today I feel.....pdf ● Emotional self awareness: students complete the statements based on how they feel Emotional self awareness- I AM.pdf ● Get a grip on anger: students identify healthy and unhealthy ways to deal with anger. Get a grip .pdf
<p>Self Management: Control one's emotions, thoughts, and behaviors in different situations.</p>	<ul style="list-style-type: none"> ● Writing journal with prompts (i.e write about a time you used coping skills, Who do you talk to when you are angry? How do they make you feel better?) ● Express thoughts and feelings through art (Students can draw what they cannot express words) ● Complete a graphic organizer to share



	<p>what is in and outside of your control. This activity can help with impulse control, emotional regulation, and anxiety</p> <p>https://media.centervention.com/pdf/circle-of-control.pdf</p>
<p>Social Awareness: Recognizing others emotions</p>	<ul style="list-style-type: none">● Create a comic about someone showing kindness to others● Make a list of up to 15 kind things you can do for others● Write a kind note or letter to someone
<p>Relationship Skills: Develop and maintain healthy and positive relationships with others.</p>	<ul style="list-style-type: none">● Building friendships: students choose the best way to ask friends to play <p>https://media.centervention.com/pdf/GPIN-Building-Friendships-Inviting-Others-to-Play.pdf</p>
<p>Responsible Decision Making: Make respectful choices about behavior and social interaction</p>	<ul style="list-style-type: none">● Create a graphic organizer that lists words related to responsibility and ownership.● Stop and Think: students practice stopping and thinking to consider the negative and positive consequences before making a decision. <p>https://media.centervention.com/pdf/Stop-and-Think-Activity-Positive-and-Negative-Consequences.pdf</p>

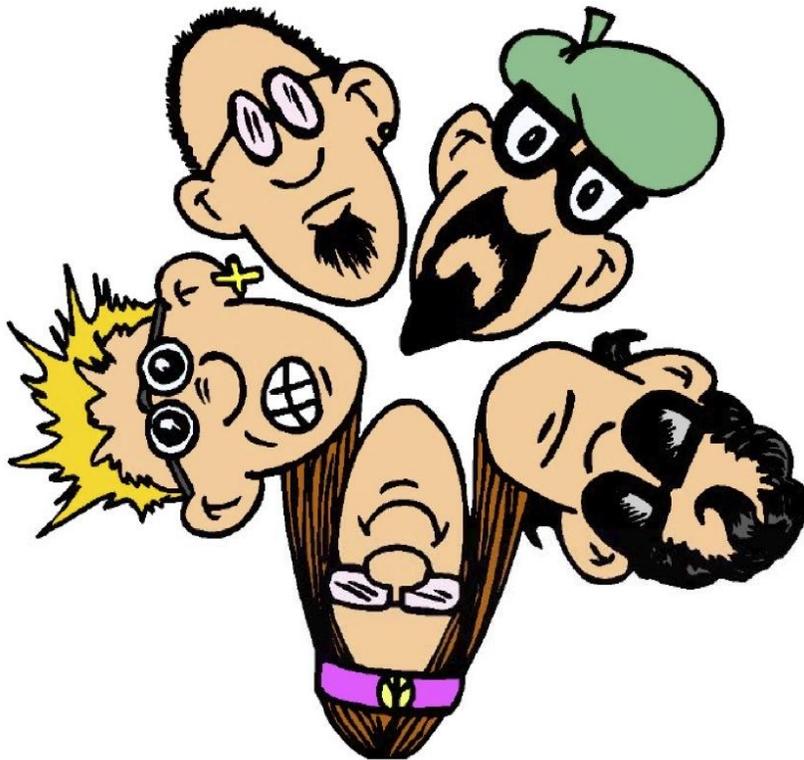
Learning Activities



Learn to deal with your feelings in a positive way.

Today I Feel...

Use the picture below to identify how you feel today. Once you determine your emotional feelings, you can respond by making smart choices as you interact with others throughout the day. Recognizing your feelings and making a conscious decision to react positively to your feelings is the difference between a good day and a bad day. You have the capability to make this the best day of your life.



How do you feel today?



I Am...

Emotional self-awareness is the ability to recognize one's feelings. In the spaces below complete each statement based on how you feel. Use the blanks to add your own feeling words.



Example:

I am most happy when _____.

I feel embarrassed when _____.

I think negative thoughts about myself when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

Finish this statement: I think the world needs...





Get a Grip on Anger

Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a positive non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk (*) in the boxes of the methods that are healthy ways to deal with anger.



It really isn't
"My Way or Else!"

- Throw things _____
- Scream _____
- Count to 10 _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



WHAT'S IN MY CONTROL?

Inside the nest, write the things that you **can** control.
Outside the nest, write the things that you **cannot** control.





BUILDING FRIENDSHIPS

INVITING OTHERS TO PLAY

Circle each good way to ask or invite someone to play.

Discuss with a partner why the ones you did not circle are NOT GOOD ways to ask or invite someone to play.

Would you like to play basketball at recess?	I guess I have to play with you.	My teacher said I have to be nice to you, so let's play.
Hey, who wants to play baseball?	We are going to the pool - want to come?	We should all play this game together.
I want to go to your house because you have better games.	I love that game! Could I play with you next?	Hey kid, play ball with me now!



STOP & THINK ACTIVITY: POSITIVE AND NEGATIVE CONSEQUENCES

There are usually both positive (good) and negative (bad) consequences to every choice we make. For example, what would happen if your parents told you not to eat any cookies before dinner, but you grabbed a couple while they weren't looking? A positive consequence would be that you got to eat yummy cookies. Some negative consequences would be getting in trouble for disobeying your parents, and ruining your appetite for dinner.

Directions: Read one of the **Choice** cards. Write the possible **positive, or good**, consequences of that choice in the "POSITIVE" box. Write the possible **negative, or bad**, consequences of that choice in the "NEGATIVE" box.

POSITIVE

NEGATIVE

9-12 Emotional Support

The School District of Philadelphia encourages parents and caregivers to find ways to keep their children engaged in educational activities during this extended period of school closures.

The District is making Learning Guides available as a resource during this time. These optional Learning Guides (K-12) are offered for personal use. The Learning Guides are aligned to areas of support for students with disabilities, parents and students may select which Learning Guides to use.

Included within this learning guide are supplementary resources related to the area of emotional support.

Skills	Activity
<p>Self Awareness: Recognize emotions, thoughts, and how it affects behavior.</p>	<ul style="list-style-type: none"> • Know Yourself: Complete an emotional competence assessment Understanding Emotions 9-12.pdf • Students examine the root causes of stress and ways to decrease it. Take a Look at This .pdf
<p>Self Management: Control one's emotions, thoughts, and behaviors in different situations.</p>	<ul style="list-style-type: none"> • Complete journal activities to reflect on emotions Doing good feels good. TruthBeToldQuotes.com <p>HONESTY TRUSTWORTHINESS RESPECT RESPONSIBILITY EMPATHY PERSEVERANCE FAIRNESS COMPASSION FORGIVENESS</p>
<p>Social Awareness: Recognizing others emotions</p>	<ul style="list-style-type: none"> • Student will complete empathy survey and think of create a list of up to 4



	<p>ways they can be more empathetic Are you Empathetic .pdf</p> <ul style="list-style-type: none">• Student will create a poem, rap, comic or short play to teach others how to be empathetic
<p>Relationship Skills: Develop and maintain healthy and positive relationships with others.</p>	<ul style="list-style-type: none">• Create a list of healthy qualities/ characteristics you look for in a good friend.• Use the list of friendship qualities to write an ad in the newspaper to find a roommate.
<p>Responsible Decision Making: Make respectful choices about behavior and social interaction</p>	<ul style="list-style-type: none">• Students will examine their sense of responsibility and complete the responsibility journal Responsibility Journal.pdf

Learning Activities



Understanding Emotions

Understanding emotional competence will help you know yourself and learn ways to fine-tune your relationship skills.

Using the definitions listed on the right side of the page, place the letter of the correct definition on the space for each Emotional Intelligence Competency term listed. There is only one correct choice for each term.

1. _____ Stress Tolerance
 2. _____ Independence
 3. _____ Empathy
 4. _____ Self-Regard
 5. _____ Optimism
 6. _____ Impulse Control
 7. _____ Problem Solving
 8. _____ Social Responsibility
 9. _____ Assertiveness
 10. _____ Flexibility
 11. _____ Interpersonal Relationship
 12. _____ Emotional Self-Awareness
 13. _____ Happiness
 14. _____ Reality Testing
 15. _____ Self-Actualization
- a. I am a responsible, cooperative and contributing member of society. I am socially conscious and concerned about others.
 - b. I am able to resist or delay an impulse, drive or temptation when I choose.
 - c. I am able to achieve my potential and get involved in things that lead to an interesting, exciting and meaningful life.
 - d. I understand, accept and respect myself.
 - e. I am sensitive to what, how and why people feel and think the way they do. I care about others and show interest and concern for them.
 - f. I am self-reliant and autonomous in my thoughts and actions.
 - g. I am able to look at the brighter side of life and maintain a positive attitude even when times are tough.
 - h. I am able to identify problems as well as generate and implement solutions.
 - i. I know what I feel and why I feel the way I do.
 - j. I am able to establish and maintain mutually satisfying relationships. I am comfortable giving and receiving affection.
 - k. I am able to withstand stressful situations without falling apart by actively and positively coping with stress.
 - l. I feel good and at ease in school, work and leisure situations. I am able to relax and enjoy my life.
 - m. I am able to adjust my feelings, thoughts and behaviors to changing situations and conditions. I am open to different ideas and ways of doing things.
 - n. I am able to tune into the immediate situation and can see things objectively; the way they are, rather than how I wish or fear them to be.
 - o. I am able to express my thoughts and feelings and can ask for what I need. I can defend my rights in a constructive manner.



Take A Look At This

Take a look at the warning signs of stress listed below. Check EACH of the warning signs that apply to you. When you are finished checking your warning signs, discuss your list with someone you can trust. Are there any similarities? How much stress do you think you are currently under? Discuss ways that you can eliminate some of the stress that could start to cause you physical or emotional or behavioral difficulties.



Physical

- headaches
- stomach aches
- dizziness
- back pain
- neck stiffness
- ulcer sores on mouth
- jaw pains
- weight loss
- weight gain
- twitches (eyelids, face)
- weakness
- nausea
- indigestion
- excessive sleeping
- overeating
- loss of appetite
- inability to sleep
- skin problems
- constant fatigue
- cold hands or feet
- excessive sweating
- chest pains
- high blood pressure
- rapid or difficult breathing

Emotional

- mood changes
- lack of concentration
- nightmares
- panic attacks
- anxiety
- anger
- irritability
- crying
- thoughts of suicide
- depression
- confusion
- feelings of helplessness
- restlessness
- racing thoughts
- aggressiveness

Behavioral

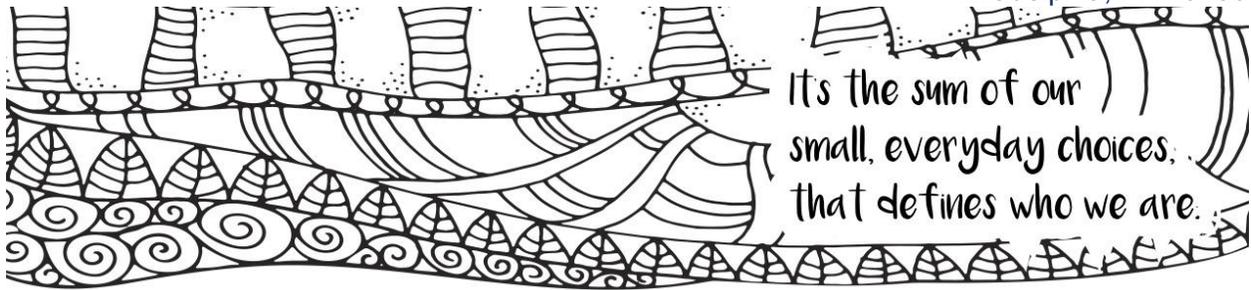
- smoking
- nail biting
- tapping
- pulling hair
- grinding teeth
- use of alcohol
- use of medication
- compulsive dieting
- hair chewing
- nervous laughter
- pacing
- lateness
- putting things off
- not caring about physical appearance
- compulsive overeating



If you treat someone kindly or make a good choice but no one knows about it, is it worth doing?

List a few choices you've made that you feel good about.

List a few acts of kindness you can do this week.



Which character traits make someone a good person?

Is character defined by one act or a pattern of behavior?

Do you have to be perfect to be a good person?

HONESTY TRUSTWORTHINESS RESPECT RESPONSIBILITY EMPATHY PERSEVERANCE
FAIRNESS COMPASSION FORGIVENESS CARING CITIZENSHIP



MIDDLE & UPPER GRADES ACTIVITY

K 1 2 3 4 5 6 7 8 9 10 11 12

Are You Empathetic?

Read each item below. Circle “yes” if the statement describes you or “no” if it does not.

- | | | |
|----------------------------------------------------------------------------------------------------|-----|----|
| 1. I often think about other people’s feelings. | YES | NO |
| 2. I don’t make fun of other people because I can imagine what it feels like to be in their shoes. | YES | NO |
| 3. I listen to others about what they’re going through. | YES | NO |
| 4. I try to understand other people’s point of view. | YES | NO |
| 5. I am aware that not everyone reacts to situations the same way I do. | YES | NO |



Responsibility Journal



What does personal responsibility mean to you?

Being flexible means we can change in order to become more responsible. Think about some responsible things that you did during the last week. Write down things you said or did that were responsible. Also, write down things you said or did that you realize were not responsible. Based on your honest answers now, examine your not responsible list. Complete the "what I have learned" section.

Responsible:

ACTION	CONSEQUENCE

Not Responsible:

ACTION	CONSEQUENCE

What I have learned...

Thought Questions:

1. Which do I have more of, actions which are responsible or actions which are not responsible?
2. What surprised me?
3. How do I feel about my not responsible actions?
4. What steps will I take to improve?

Revised as of 28 January 03