

○ MUSIC  city COUNSELOR

THANK YOU FOR YOUR
PURCHASE!



Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

♥ *laura oathout*

LET'S CONNECT!



For helpful ideas, engaging resources, and freebies, please check out my website and membership!

○ ♥ **WEBSITE:** www.musiccitycounselor.com

♥ **MEMBERSHIP:** www.counselorcollab.com

ASCA MINDSETS & BEHAVIORS:

Category 1: Mindset Standards

- M 1: Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.

Category 2: Behavior Standards

- B-SMS 1: Responsibility for self and actions.
- B-SMS 2: Demonstrate self-discipline and self-control.
- B-SMS 6. Ability to identify and overcome barriers.
- B-SMS 7: Effective coping skills.
- B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary.
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment.

DIRECTIONS PAGE 1:

This lesson will take approximately 45 minutes to teach.

RECOMMENDED SEQUENCE:

1. Review the PowerPoint or digital for Google Slides presentation.
2. Divide students into **small groups of 3-4**. Place **2 scenario half-sheet cards** and a **few discussion cards** at different stations throughout the classroom. Assign each group to a station. Ask a volunteer to read the scenario aloud to the group. Then, students can talk through the 3 discussion questions on the scenario card. Next, students can work on the other scenario card at their station. Then, students can talk through the discussion cards at their station. Once students are done, they can rotate to the next station and work on the scenario and discussion cards at that station.
3. Once students have rotated around a sufficient number of times, you can ask each group to choose one half-sheet scenario to **share with the whole class** and discuss their findings, thoughts, comments, etc. Generate a whole-class discussion. Feel free to use any particularly thought-provoking discussion cards to generate a whole-class discussion, too!
4. **7 different options for worksheets** are included to close the lesson. Please choose those that best match the needs and abilities of your students.

PRESENTATION:

Both a PowerPoint and digital for Google Slides version of the presentation are included. This presentation teaches students all about emotional regulation. It defines emotional regulation, normalizes all feelings, teaches examples of strong emotions, and walks students through my 5-step-method for emotional regulation (pause, notice, name, choose, respond). As students learn the 5-step-method, they explore the physiological signs of 5 big emotions, how to name their feelings, 10 coping skills, and examples of healthy vs. unhealthy responses.

POSTERS:

5 instructional posters are included. Feel free to use these for review and display them in your space!

DIRECTIONS PAGE 2:

SCENARIOS:

10 half-sheet scenario cards are included in full color and black/white. They introduce students to a character facing an emotional situation and ask them to talk through how the character could use the 5-step method for emotional regulation to respond to the scenario in a safe, healthy, and respectful way. Please cut them out. These are great for getting students talking in small groups!

DISCUSSION QUESTIONS:

24 discussion question cards are included in full color and black/white. Please cut them out. These are great for getting students talking in small groups!

WORKSHEETS:

7 different options for worksheets are included to close the lesson in full color and black/white. Please choose those that best fit the needs and abilities of your students.

Questions, comments, or suggestions? Please contact me any time at laura@musiccitycounselor.com. I'm here to help!

PS I SO appreciate when you please take a moment to leave a review on my resources on my TpT store. It earns you credits towards future purchases, helps other educators find quality resources, and helps my small business grow! ☺

POSTERS

WHAT IS EMOTIONAL REGULATION?

DEFINITION:

The ability to understand what you're feeling, manage those emotions in a healthy way, and choose how to respond.

BIG EMOTIONS:

Angry, frustrated, embarrassed, disappointed, nervous.

The goal is **NOT TO STOP FEELINGS.**
The goal is to learn how **TO HANDLE THEM.**

TAKE CONTROL OF YOUR FEELINGS!

SKILLS TO PRACTICE:

- Name your feelings
- Pause and breathe
- Use coping skills
- Make safe and healthy choices



5 STEPS TO REGULATION

1. PAUSE

Stop for a moment before reacting.

2. NOTICE

Pay attention to **physical signs** in your body.

3. NAME

Identify your **feelings**. Be specific.

4. CHOOSE

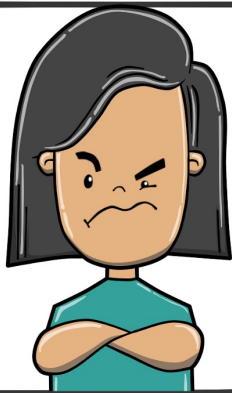
Choose a **coping skill** to manage your feelings.

5. RESPOND

Make a **safe, respectful, and healthy choice**.



STRONG EMOTIONS



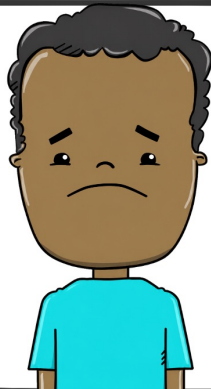
ANGRY



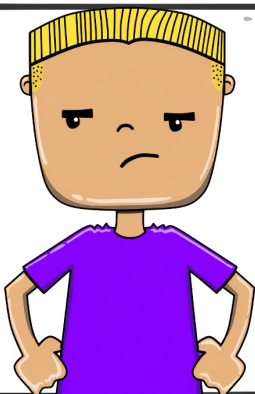
NERVOUS



EMBARRASSED



DISAPPOINTED



FRUSTRATED



EXCITED



COPING SKILLS



BREATHE



COUNT TO 10



GO FOR A WALK



POSITIVE SELF-TALK



EXERCISE



TALK IT OUT



DRAW



TAKE A BREAK



JOURNAL

HEALTHY RESPONSES



- Using kind, calm words
- Asking for help from a grown-up
- Talking through a disagreement
- Walking away
- Apologizing
- Solving the problem calmly
- Taking responsibility for choices
- Giving yourself time to cool off

UNHEALTHY RESPONSES

- Yelling or insulting others
- Fighting or threatening
- Slamming doors
- Throwing things
- Posting hurtful things online
- Blaming others for your choices
- Shutting down
- Making impulsive choices



SCENARIOS

EMOTIONAL REGULATION SCENARIO #1:

Meet Carter Lincoln



TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:

Carter got a "D" on his science test. When Lauren saw his grade, she rolled her eyes and laughed.

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #2:

Meet Taniya Patton



TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:

Taniya walked into the cafeteria and realized her friends had saved seats for everyone except her.

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #3:

Meet Zainab Mohammed



TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:

**Zainab accidentally
dropped her science
project in front of the
class right before it was
her turn to present.**

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #4:

Meet Juan Reyes



TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:

**Juan saw screenshots of a
private text conversation
being shared around
school during lunch.**

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #5:

Meet Marla Macon



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**

Marla spent weeks practicing for cheer tryouts. She just found out she didn't make the team.

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #6:

Meet Marissa Smith



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**

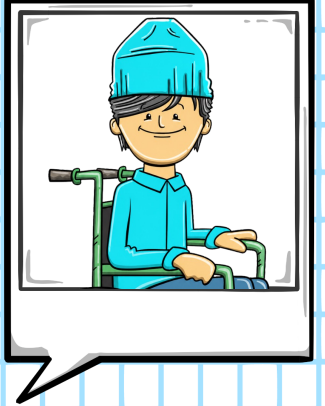
Marissa opened Instagram and saw several classmates had left hurtful comments on a picture she had posted.

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #7:

Meet Riley Walter



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**

**Riley spent all weekend
working on a group
project and then found out
his group turned it in
without including his part.**

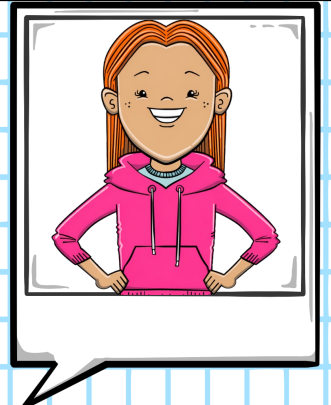
5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

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EMOTIONAL REGULATION SCENARIO #8:

Meet Helen Hargrove



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**

**Helen raised her hand
confidently in class, but
several students laughed
when she gave the wrong
answer.**

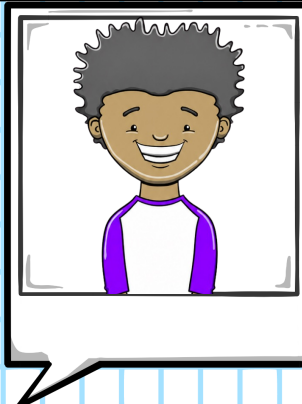
5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

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EMOTIONAL REGULATION SCENARIO #9:

Meet Riley Gibbs



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**

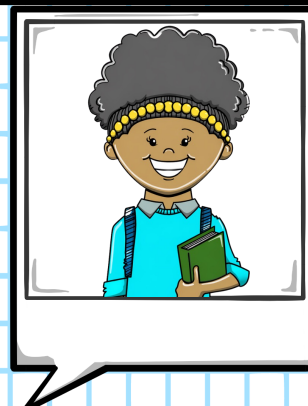
Riley walked into the locker room and overheard his teammates laughing about a mistake he had made during the game.

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #10:

Meet Ja'Kya West



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**

Ja'Kya checked her phone after school and saw that her friends had gone somewhere together without inviting her.

5 STEPS:

1. Pause
2. Notice
3. Name
4. Choose
5. Respond

EMOTIONAL REGULATION SCENARIO #1: *Meet Carter Lincoln*



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Carter got a "D" on his
science test. When Lauren
saw his grade, she rolled
her eyes and laughed.**

5 STEPS:

- 1. Pause**
- 2. Notice**
- 3. Name**
- 4. Choose**
- 5. Respond**

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EMOTIONAL REGULATION SCENARIO #2: *Meet Taniya Patton*



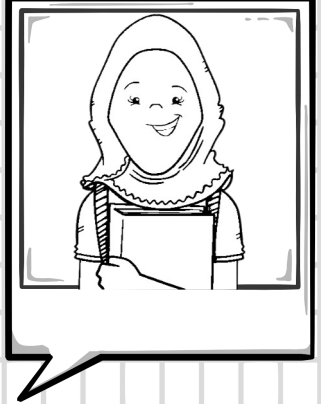
**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Taniya walked into the
cafeteria and realized her
friends had saved seats
for everyone except her.**

5 STEPS:

- 1. Pause**
- 2. Notice**
- 3. Name**
- 4. Choose**
- 5. Respond**

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EMOTIONAL REGULATION SCENARIO #3: *Meet Zainab Mohammed*



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Zainab accidentally
dropped her science
project in front of the
class right before it was
her turn to present.**

- 5 STEPS:**
- 1. Pause**
 - 2. Notice**
 - 3. Name**
 - 4. Choose**
 - 5. Respond**

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EMOTIONAL REGULATION SCENARIO #4: *Meet Juan Reyes*



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Juan saw screenshots of a
private text conversation
being shared around
school during lunch.**

- 5 STEPS:**
- 1. Pause**
 - 2. Notice**
 - 3. Name**
 - 4. Choose**
 - 5. Respond**

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EMOTIONAL REGULATION SCENARIO #5: *Meet Marla Macon*



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**
Marla spent weeks
practicing for cheer
tryouts. She just found out
she didn't make the team.

5 STEPS:
1. Pause
2. Notice
3. Name
4. Choose
5. Respond

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EMOTIONAL REGULATION SCENARIO #6: *Meet Marissa Smith*



**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:**
Marissa opened Instagram
and saw several
classmates had left hurtful
comments on a picture she
had posted.

5 STEPS:
1. Pause
2. Notice
3. Name
4. Choose
5. Respond

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EMOTIONAL REGULATION SCENARIO #7: *Meet Riley Walter*

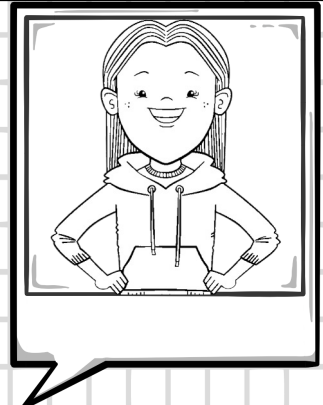


**TALK THROUGH HOW THIS STUDENT CAN
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Riley spent all weekend
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without including his part.**

- 5 STEPS:**
- 1. Pause**
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**TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Helen raised her hand
confidently in class, but
several students laughed
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answer.**

- 5 STEPS:**
- 1. Pause**
 - 2. Notice**
 - 3. Name**
 - 4. Choose**
 - 5. Respond**

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EMOTIONAL REGULATION SCENARIO #9:

Meet Riley Gibbs



TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Riley walked into the locker
room and overheard his
teammates laughing about a
mistake he had made during
the game.

- 5 STEPS:**
1. Pause
 2. Notice
 3. Name
 4. Choose
 5. Respond

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EMOTIONAL REGULATION SCENARIO #10:

Meet Ja'Kya West



TALK THROUGH HOW THIS STUDENT CAN
USE THE 5-STEPS FOR REGULATION:
Ja'Kya checked her phone
after school and saw that
her friends had gone
somewhere together
without inviting her.

- 5 STEPS:**
1. Pause
 2. Notice
 3. Name
 4. Choose
 5. Respond

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DISCUSSION QUESTIONS



REGULATION chat

What does emotional regulation mean to you?

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REGULATION chat

Why do you think middle school can bring out big emotions?

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REGULATION chat

What are situations at school that can make students feel frustrated or overwhelmed?

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REGULATION chat

How does your body warn you that you're getting upset?

© Music City Counselor



REGULATION chat

What are some physical signs that you may be feeling angry?

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REGULATION chat

What are some physical signs that you may be feeling nervous?

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REGULATION chat

Why is it important to pause before reacting when emotions feel strong?

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REGULATION chat

Describe a time when you reacted too quickly to something.

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REGULATION chat

Why is naming your feelings important?

© Music City Counselor

REGULATION chat

What are healthy coping skills that help you calm down?

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REGULATION chat

Which coping skills work best when you're nervous?

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REGULATION chat

What are the 5 steps to emotional regulation?

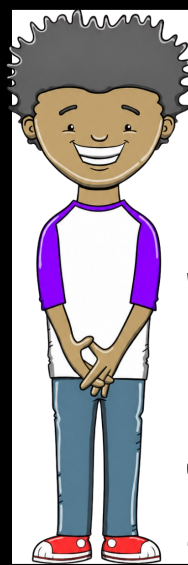
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REGULATION chat

How can taking a break prevent a problem from getting worse?

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REGULATION chat

What are some unhealthy ways people respond to strong emotions?

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REGULATION chat

Why can it be hard to stay calm during a conflict?

© Music City Counselor



REGULATION chat

Why is it important to think about consequences before reacting?

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REGULATION chat

What are some healthy ways people respond to strong emotions?

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REGULATION chat

How can emotional regulation help you succeed in school?

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REGULATION chat

How can emotional regulation help you succeed in sports?

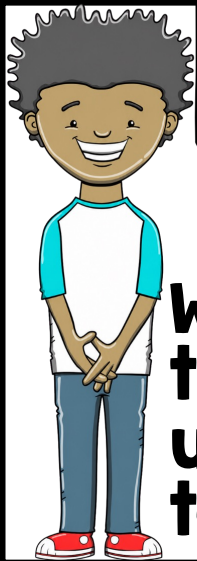
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REGULATION chat

When should you ask a grown-up for help with emotions?

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REGULATION chat

Who is a trusted grown-up you can go to for help?

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REGULATION chat

How can emotional regulation help your friendships?

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REGULATION chat

What is one emotional regulation skill you want to improve or practice more?

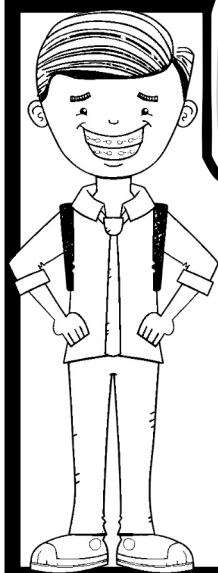
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REGULATION chat

Which of the 5 emotional regulation steps do you feel is most important? Why?

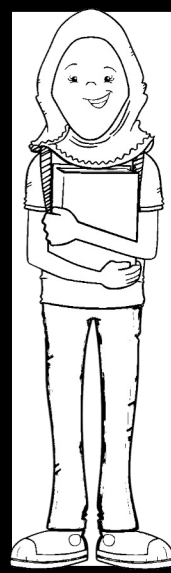
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REGULATION chat

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REGULATION chat

Describe a time when you reacted too quickly to something.

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REGULATION chat

Why is naming your feelings important?

© Music City Counselor



REGULATION chat

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REGULATION chat

Which coping skills work best when you're nervous?

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REGULATION chat

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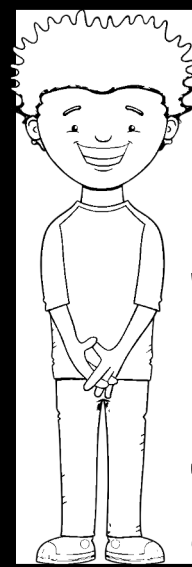
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REGULATION chat

How can taking a break prevent a problem from getting worse?

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REGULATION chat

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REGULATION chat

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REGULATION chat

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REGULATION chat

How can emotional regulation help you succeed in school?

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REGULATION chat

How can emotional regulation help you succeed in sports?

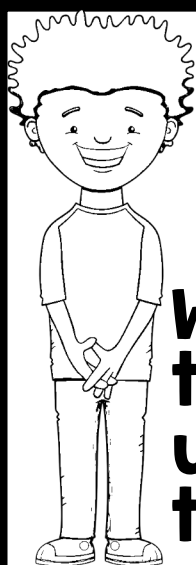
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REGULATION chat

When should you ask a grown-up for help with emotions?

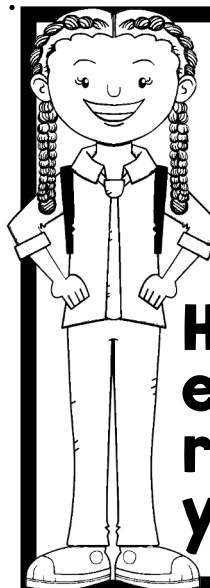
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REGULATION chat

Who is a trusted grown-up you can go to for help?

© Music City Counselor



REGULATION chat

How can emotional regulation help your friendships?

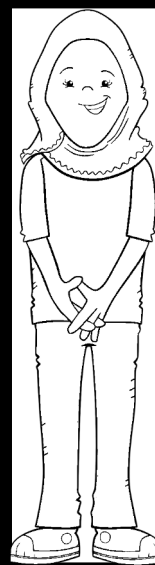
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REGULATION chat

What is one emotional regulation skill you want to improve or practice more?

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REGULATION chat

Which of the 5 emotional regulation steps do you feel is most important? Why?

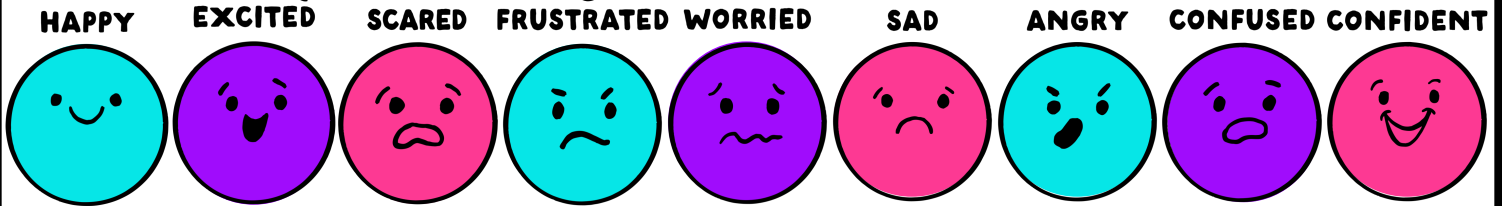
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WORKSHEETS

Name: _____

EMOTIONS check-in


1. How do you **feel** right now?





2. What's the **best** thing that has happened to you today?


3. What's the **worst** thing that has happened to you today?

4. Rate how things are going for you on a scale from **1 (very bad)** to **5 (great)**:

At **SCHOOL**: 

At **HOME**: 

With **FRIENDS**: 

With **FAMILY**: 

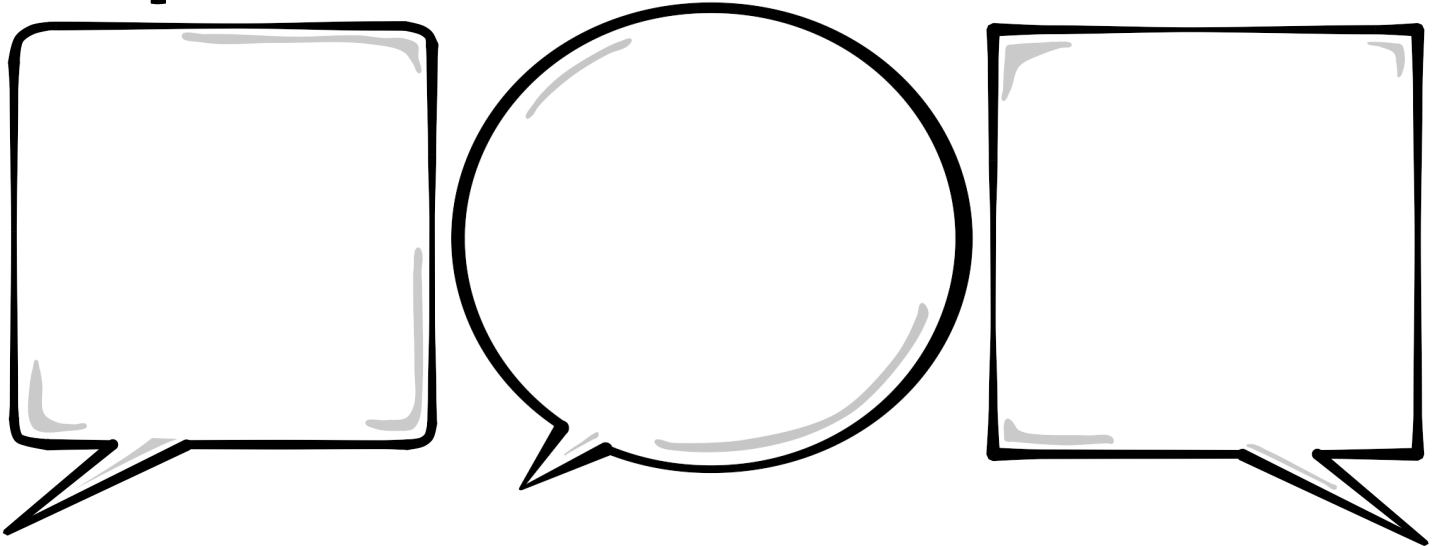
5. What is something you're **grateful** for?

6. What do you need **help or support** with?

Name: _____

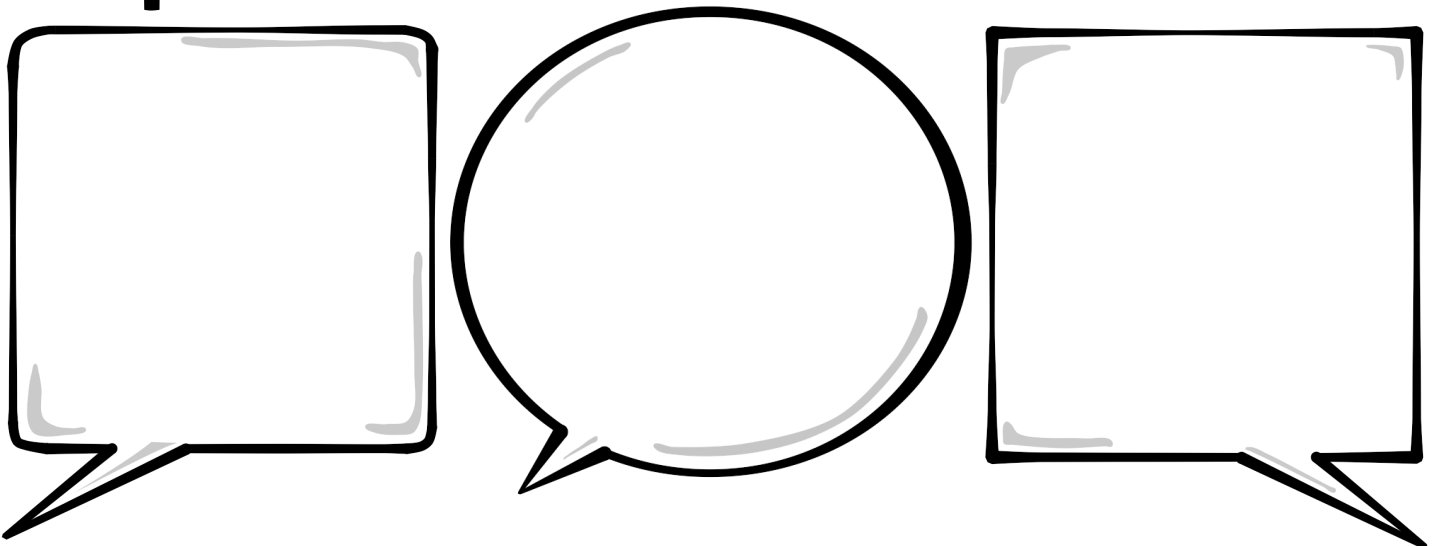
HEALTHY responses

Write 3 examples of healthy responses in the bubbles below.

Three empty speech bubbles are provided for writing healthy responses. The first and third are rectangular with a small tail at the bottom left, and the middle one is circular with a small tail at the bottom left.

UNHEALTHY responses

Write 3 examples of unhealthy responses in the bubbles below.

Three empty speech bubbles are provided for writing unhealthy responses. The first and third are rectangular with a small tail at the bottom left, and the middle one is circular with a small tail at the bottom left.

Name: _____

REGULATION scenarios

Read the scenario. Then, write how each student could use the 5-steps for regulation.



RICARDO

Ricardo accidentally bumped into Callen in the hallway. Then, Callen started yelling at him in front of everyone.



MARTHA

Martha worked hard on her art project, but another student accidentally spilled water on it right before class ended.



RYAN

Ryan missed the game-winning shot in his basketball game. His teammates blamed him for the loss.

Name: _____

REGULATION scenarios

Read the scenario. Then, write how each student could use the 5-steps for regulation.



DE'MARCUS

De'Marcus opened his locker and found that someone had written a rude comment about him on one of his notebooks.



KEISHA

Keisha spent the entire bus ride home listening while other students whispered about a rumor that was spreading about her at school.



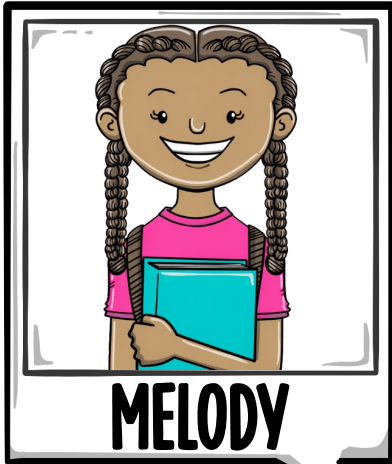
MANUEL

Manuel realized during class that he had forgotten his book report at home on the day it was due.

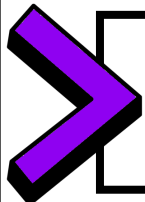
Name: _____

5-STEPS FOR regulation

Read the scenario. Then, write how Melody could use the 5-steps for regulation.



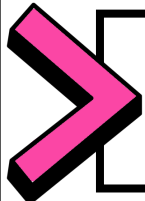
Melody was so excited to go to the school dance with her best friends. But, when she arrived, they walked away to join another group. Later that night, Melody saw pictures online of everyone together while she had spent most of the dance alone.



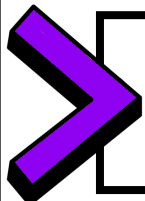
PAUSE



NOTICE



NAME



CHOOSE

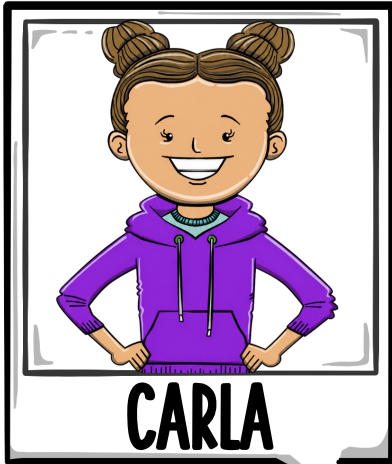


RESPOND

Name: _____

5-STEPS FOR regulation

Read the scenario. Then, write how Carla could use the 5-steps for regulation.



Carla was excited to sing in her school Talent Show. But right before going on stage, she noticed several students in the audience recording her and laughing with each other. When the music started, she suddenly forgot the words to her song.

> PAUSE

> NOTICE

> NAME

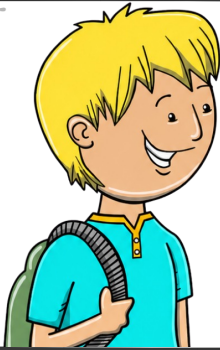
> CHOOSE

> RESPOND

Name: _____

5-STEPS FOR regulation

Read the scenario. Then, write how Tommy could use the 5-steps for regulation.



TOMMY

Tommy accidentally sent a private joke to the wrong group chat, and by the next morning several students at school were talking about it. During lunch, someone brought it up loudly at his table while everyone looked at him waiting for a reaction.

PAUSE

NOTICE

NAME

CHOOSE

RESPOND

Name: _____

EMOTIONS check-in

1. How do you feel right now?

HAPPY

EXCITED

SCARED

FRUSTRATED

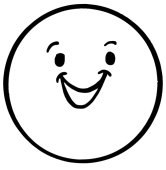
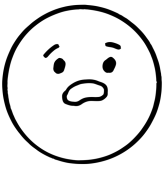
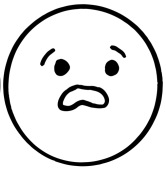
WORRIED

SAD

ANGRY

CONFUSED

CONFIDENT



2. What's the best thing that has happened to you today?

3. What's the worst thing that has happened to you today?

4. Rate how things are going for you on a scale from 1 (very bad) to 5 (great).

At SCHOOL:

At HOME:

With FRIENDS:

With FAMILY:

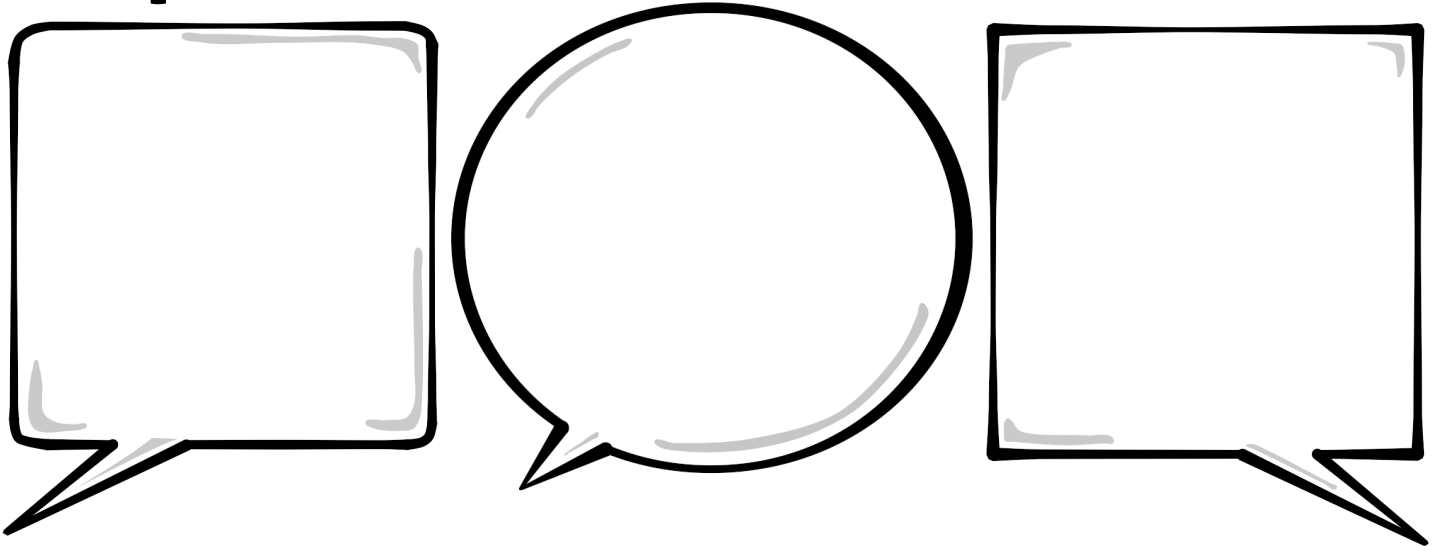
5. What is something you're grateful for?

6. What do you need help or support with?

Name: _____

HEALTHY responses

Write 3 examples of healthy responses in the bubbles below.

Three empty speech bubbles are provided for writing healthy responses. The first and third are rectangular with a tail pointing down and to the left. The second is circular with a tail pointing down and to the left.

UNHEALTHY responses

Write 3 examples of unhealthy responses in the bubbles below.

Three empty speech bubbles are provided for writing unhealthy responses. The first and third are rectangular with a tail pointing down and to the left. The second is circular with a tail pointing down and to the left.

Name: _____

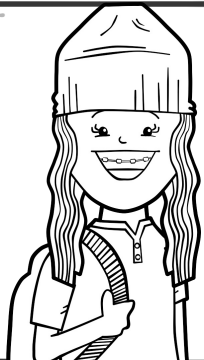
REGULATION scenarios

Read the scenario. Then, write how each student could use the 5-steps for regulation.



RICARDO

Ricardo accidentally bumped into Callen in the hallway. Then, Callen started yelling at him in front of everyone.



MARTHA

Martha worked hard on her art project, but another student accidentally spilled water on it right before class ended.



RYAN

Ryan missed the game-winning shot in his basketball game. His teammates blamed him for the loss.

Name: _____

REGULATION scenarios

Read the scenario. Then, write how each student could use the 5-steps for regulation.



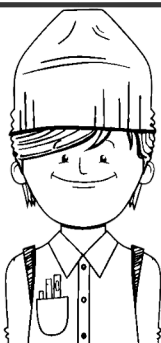
DE'MARCUS

De'Marcus opened his locker and found that someone had written a rude comment about him on one of his notebooks.



KEISHA

Keisha spent the entire bus ride home listening while other students whispered about a rumor that was spreading about her at school.



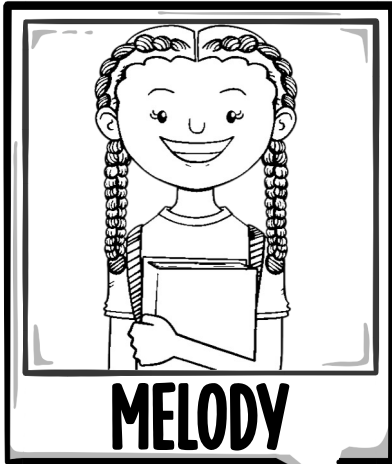
MANUEL

Manuel realized during class that he had forgotten his book report at home on the day it was due.

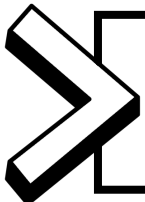
Name: _____

5-STEPS FOR regulation

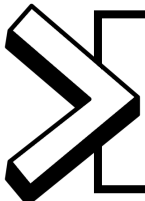
Read the scenario. Then, write how Melody could use the 5-steps for regulation.



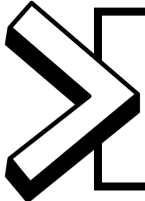
Melody was so excited to go to the school dance with her best friends. But, when she arrived, they walked away to join another group. Later that night, Melody saw pictures online of everyone together while she had spent most of the dance alone.



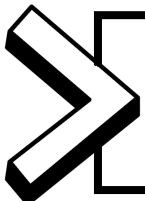
PAUSE



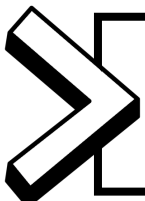
NOTICE



NAME



CHOOSE

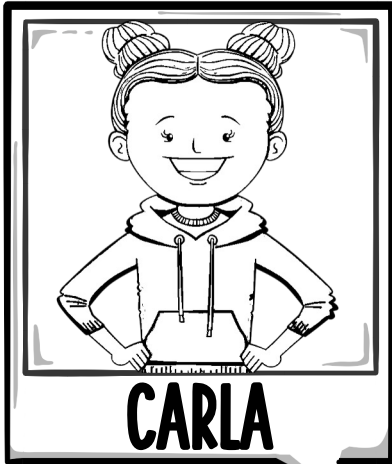


RESPOND

Name: _____

5-STEPS FOR regulation

Read the scenario. Then, write how Carla could use the 5-steps for regulation.



Carla was excited to sing in her school Talent Show. But right before going on stage, she noticed several students in the audience recording her and laughing with each other. When the music started, she suddenly forgot the words to her song.

> PAUSE

> NOTICE

> NAME

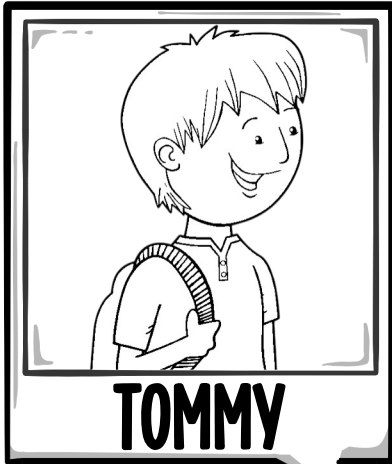
> CHOOSE

> RESPOND

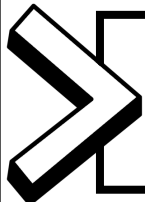
Name: _____

5-STEPS FOR regulation

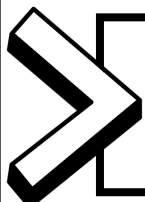
Read the scenario. Then, write how Tommy could use the 5-steps for regulation.



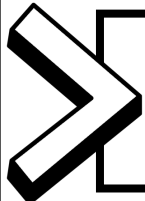
Tommy accidentally sent a private joke to the wrong group chat, and by the next morning several students at school were talking about it. During lunch, someone brought it up loudly at his table while everyone looked at him waiting for a reaction.



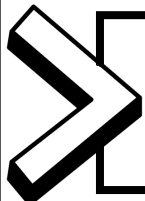
PAUSE



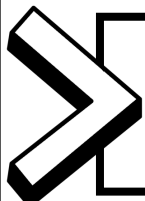
NOTICE



NAME



CHOOSE



RESPOND

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♥ *laura oathout*

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