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If you have any questions or concerns, please email me at:



heartandmindteaching@gmail.com

♥
Ashley

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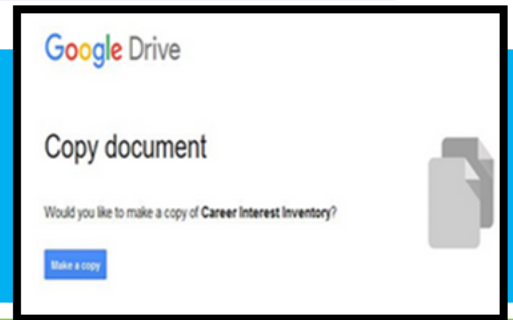
Google Slides

YOUR RESOURCE COMES WITH A DIGITAL VERSION FOR USE IN GOOGLE SLIDES VIA GOOGLE CLASSROOM. FOLLOW THESE STEPS TO UPLOAD YOUR RESOURCE.

Click here to get your copy: [MS Emotional Regulation](#)

1

You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.



2

Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

3

Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

4

From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

5

From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

YOU HAVE TO MAKE A COPY FOR EACH STUDENT! Otherwise, they will all be editing the same file.

Click "Assign" in the top right corner if you're ready to post! This product is meant to be used in "edit" mode (not "presentation" mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)



EMOTIONAL REGULATION

Session Objective:

- *Define emotional regulation in their own words.
- *Recognize physical and emotional warning signs.
- *Identify at least three healthy coping strategies.
- *Reflect on how to use regulation skills in daily life.

Materials:

- Handouts & PowerPoint
- Pencils

Guiding Questions:

- *When you get angry or frustrated, what does it feel like in your body?
- *What is one strategy you can try the next time you feel red light emotions?

Session Details

- *Have students answer the question of the day (page 32).
- *Present the PowerPoint, have students use the SketchNotes to take notes (page 31).
- *Say "Today we're going to talk about emotional regulation. That means noticing, understanding, and managing your emotions in a healthy way. Everyone feels big emotions—anger, stress, embarrassment, excitement—but what matters most is how we handle them." "Think about the last time you got really frustrated or upset. What did it feel like in your body? Did your heart race? Did your face get hot? Did your thoughts start spinning? These are called warning signs—your body's way of saying emotions are getting stronger." Ask: "Turn to a partner and share one warning sign you notice in yourself." (Let 2–3 students share aloud.)
- *Say "Each emotion has different physical and mental signals, or clues, that tell you that you are experiencing that emotion. Knowing you are experiencing that emotion, is the first step to being able to control your emotions." Go through the emotions pages 4-9.
- *"When emotions get strong, it can feel like a traffic light. Red = STOP. You're overwhelmed and need to pause. Yellow = SLOW DOWN. You feel emotions building—this is the perfect time to use a coping tool. Green = GO. You're calm, focused, and ready to make good choices. Your goal isn't to stay green all the time—it's to notice where you are and choose the right tool to help yourself." Complete pages 20-25.
- *Say "Just like a toolbox has hammers and screwdrivers for fixing things, you need a toolbox for handling emotions. Let's build yours." Complete pages 13-19.
- *Additional activities: True and False (pages 28-30), Writing prompts (pages 10-11), Read and Respond (pages 26-27), Task Cards (p.33-36).
- *Have students complete the exit ticket (page 32).

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Self-Management Skills: Effective coping skills. (B-SMS 7)

SEL Competencies:

- *Self-Awareness: Identifying Emotions, Accurate Self-perception.
- *Self-Management: Stress Management.
- *Responsible Decision-Making: Identifying problems, Analyzing situations, Solving Problems.

EMOTIONS



Angry



Sad



Scared



Anxious



Excited



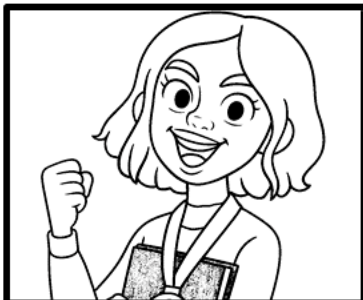
Disappointed



Nervous



Embarrassed



Proud



Frustrated



Overwhelmed



Happy



Stressed



Annoyed



Lonely



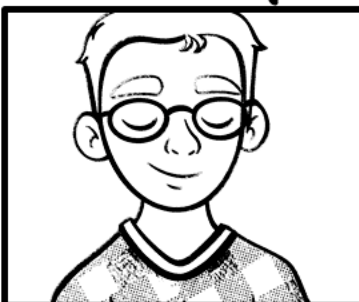
Jealous



Shy



Silly



Calm







Bored

EMOTIONAL REGULATION

Physical & Mental Signals





Determine the physical and mental signs of each emotion.

EMOTION	PHYSICAL SIGNALS	MENTAL SIGNALS
 Angry		
 Sad		
 Scared		
 Anxious		

EMOTIONAL REGULATION

Physical & Mental Signals





Determine the physical and mental signs of each emotion.

EMOTION	PHYSICAL SIGNALS	MENTAL SIGNALS
 Excited		
 Disappointed		
 Nervous		
 Embarrassed		

EMOTIONAL REGULATION

Physical & Mental Signals





Determine the physical and mental signs of each emotion.

EMOTION	PHYSICAL SIGNALS	MENTAL SIGNALS
		
Proud		
		
Frustrated		
		
Overwhelmed		
		
Happy		

EMOTIONAL REGULATION

Physical & Mental Signals


Determine the physical and mental signs of each emotion.

EMOTION	PHYSICAL SIGNALS	MENTAL SIGNALS
		
Stressed		
		
Lonely		
		
Annoyed		
		
Jealous		

EMOTIONAL REGULATION

Physical & Mental Signals

Determine the physical and mental signs of each emotion.

EMOTION	PHYSICAL SIGNALS	MENTAL SIGNALS
		
Shy		
		
Silly		
		
Calm		
		
Bored		

WRITING Prompts

Name: _____

Date: _____ Per: _____

EMOTIONAL REGULATION

Write a letter to the student, giving them good advice on how to handle their situation.



Your best friend made plans with someone else and didn't invite you. You feel left out and jealous.

WRITING Prompts

Name: _____

Date: _____ Per: _____

EMOTIONAL REGULATION

Write a letter to the student, giving them good advice on how to handle their situation.



Your sibling keeps barging into your room without asking. You feel annoyed and want to yell.



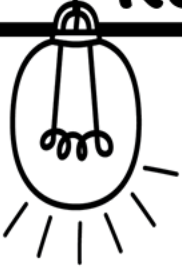
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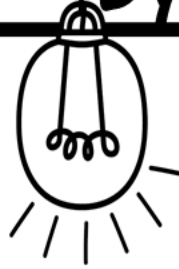
EMOTIONAL REGULATION

Emotional Warning Signs

Regulated



Dysregulated



What are the signals your body or mind gives you when emotions are getting too big?

COPING SKILLS

Physical Skills

- Deep breathing
- Stretching or yoga poses
- Going for a walk or run
- Wall push-ups or squeezing a stress ball
- Dancing or moving to music
- Playing sports or physical games



Creative / Expressive Skills

- Drawing, doodling, or coloring
- Writing in a journal or diary
- Making music or listening to calming songs
- Crafting, building with Legos, or DIY projects
- Story writing, sketchnotes, or poetry

Mental / Thinking Skills

- Positive self-talk
- Reframing thoughts
- Visualizing a calm or happy place
- Counting to 10 slowly
- Using a stoplight method
- Writing a gratitude list



Social / Connection Skills

- Talking to a friend
- Checking in with a counselor, teacher, parent
- Playing a game with family/friends
- Helping someone else
- Joining a club or group activity



Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION

Unhealthy VS Healthy Tools

Determine personal unhealthy reactions versus healthy responses (using coping tools).

UNHEALTHY REACTIONS



HEALTHY COPING TOOLS



Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION *Coping Tools*

If you had a toolbox to fix your emotions, what tools would you want inside? Just like hammers, screwdrivers, and tape help fix broken objects, coping tools help us fix overwhelming emotions. Choose at least 5 tools that you can use.

1.

MY COPING TOOLBOX



2.

3.

4.

5.

Which tool is easiest for you to use when you're upset?

Which tool do you think will help you most in school?

How could you remind yourself to open your toolbox before reacting?

Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION

School Situations

Directions Read the scenarios and create a positive response that would de-escalate the situation. Your response should include coping skills that you would use.



SCENARIO	YOUR RESPONSE
You studied hard for a quiz but still got a low grade. You feel frustrated and want to crumple your paper.	
Your group members in class are joking around instead of doing the project. You feel your patience running out.	
Someone behind you in the hallway bumps into you on purpose and laughs. You feel anger rising.	

EMOTIONAL REGULATION

Peer Situations

Directions Read the scenarios and create a positive response that would de-escalate the situation. Your response should include coping skills that you would use.



SCENARIO	YOUR RESPONSE
A friend teases you in front of others and everyone laughs. You feel hurt and want to snap back.	
You hear a rumor about yourself spreading at school. You feel upset and want to confront everyone.	
Your friend cancels on you at the last minute. You feel disappointed and want to ignore them.	

Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION

Home Situations

Directions Read the scenarios and create a positive response that would de-escalate the situation. Your response should include coping skills that you would use.



SCENARIO	YOUR RESPONSE
Your parents tell you to stop playing video games and do chores. You feel angry and roll your eyes.	
You got blamed for something at home that wasn't your fault. You feel it's unfair and want to argue.	
Your family is running late, and everyone is yelling. You feel anxious and overwhelmed.	

EMOTIONAL REGULATION

Social Situations

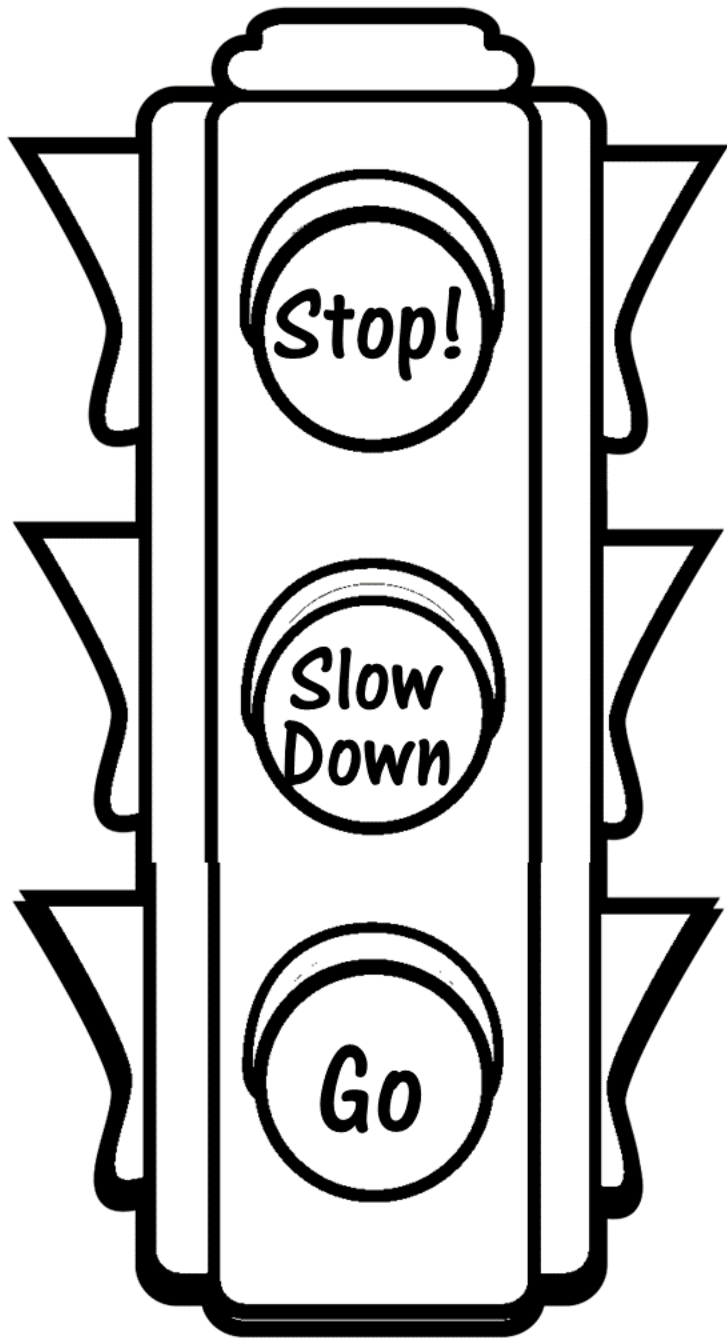
Directions Read the scenarios and create a positive response that would de-escalate the situation. Your response should include coping skills that you would use.



SCENARIO	YOUR RESPONSE
You miss the winning shot in your basketball game. You feel embarrassed and want to quit.	
During band practice, you mess up in front of everyone. You feel frustrated and want to stop playing.	
You post something on social media, but no one likes or comments on it. You feel rejected and upset.	

EMOTIONAL REGULATION

Stoplight of Emotions



Red Light: Stop!

What it means: You're overwhelmed. Your emotions are in control, and it's hard to think clearly.

How it feels: Heart racing, fists clenched, tears forming, yelling, slamming doors.

Examples: Yelling at a friend who teases you. Slamming your laptop shut after getting a bad grade. Storming out of the classroom when frustrated.

What to do: Pause. Take a breath. Step away if needed. Use a calming strategy.

Yellow Light: Slow Down

What it means: You feel your emotions building, but you're not out of control yet. You have a choice.

How it feels: Nervous, tense, irritated, tapping your pencil, raising your voice.

Examples: Feeling annoyed when your group isn't listening. Getting frustrated when your sibling takes your stuff. Butterflies before presenting.

What to do: Notice your warning signs. Use a coping tool (deep breathing, positive self-talk, ask for help).

Green Light: Go

What it means: You're calm, focused, and ready to learn or interact in positive ways.

How it feels: Relaxed, confident, steady, in control of your actions.

Examples: Working with a partner and sharing ideas respectfully. Taking a deep breath before speaking in class. Smiling and saying "Good game" after a basketball loss.

What to do: Keep practicing healthy habits that keep you in the green zone.

Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION

Stoplight of Emotions

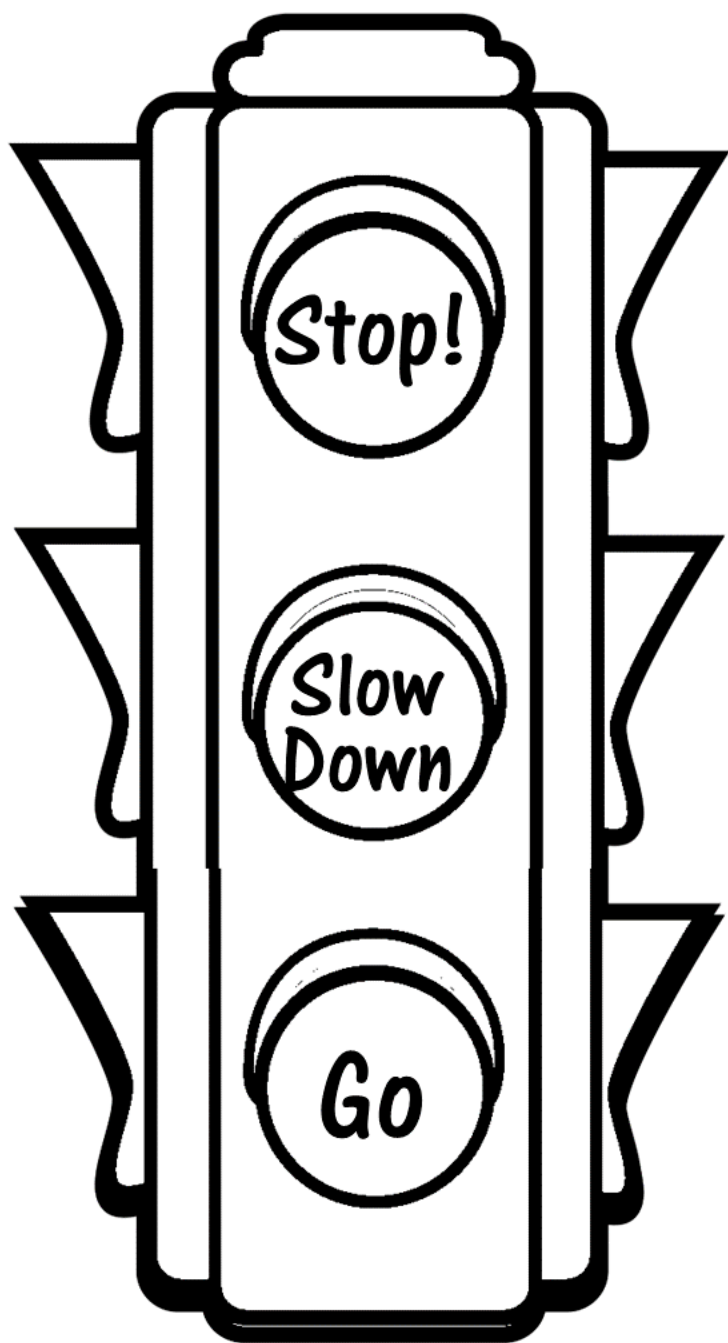
Red Light = Stop! (You're overwhelmed — take a pause.) Yellow Light = Slow Down. (Notice your feelings and choose a tool.) Green Light = Go. (You're calm and ready to act wisely.)

Write examples of things that can happen that might put you in the different stoplight emotions.

Red Light: Stop!

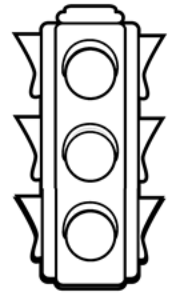
Yellow Light: Slow Down

Green Light: Go



Name: _____

Date: _____ Per: _____



EMOTIONAL REGULATION

Stoplight of Emotions

When was the last time you felt in the red zone? What happened?

What warning signs tell you that you're in the yellow zone?

What helps you stay in the green zone during the school day?

What coping strategy could you try to move from
red → yellow → green?



Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION Triggers & Choices

Practice using coping skills when emotions get high. Read the trigger, determine the feeling and the good and bad choices you could make, and their possible outcomes.

TRIGGER: A classmate laughs at your mistake.

FEELING:

BAD CHOICE:

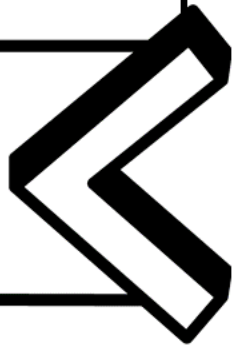
OUTCOME:

GOOD CHOICE:

OUTCOME:



Reflection:



TRIGGER: Your friend leaves you out of a group project.

FEELING:

BAD CHOICE:

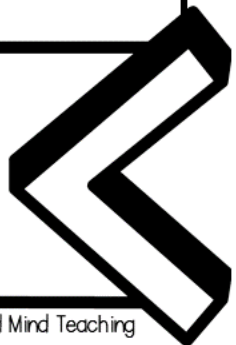
OUTCOME:

GOOD CHOICE:

OUTCOME:



Reflection:



Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION Triggers & Choices

Practice using coping skills when emotions get high. Read the trigger, determine the feeling and the good and bad choices you could make, and their possible outcomes.

TRIGGER: You missed the bus and are late to school.

FEELING:

BAD CHOICE:

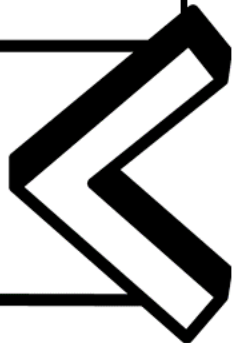
OUTCOME:

GOOD CHOICE:

OUTCOME:



Reflection:



TRIGGER: Someone posts something mean about you online.

FEELING:

BAD CHOICE:

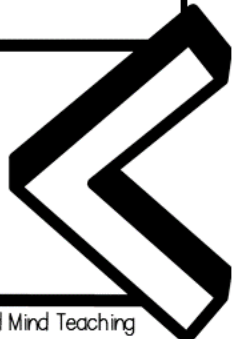
OUTCOME:

GOOD CHOICE:

OUTCOME:



Reflection:



Name: _____ Date: _____ Per: _____

EMOTIONAL REGULATION Triggers & Choices

Practice using coping skills when emotions get high. Read the trigger, determine the feeling and the good and bad choices you could make, and their possible outcomes.

TRIGGER: You're losing a game and feel like giving up.

FEELING:

BAD CHOICE:

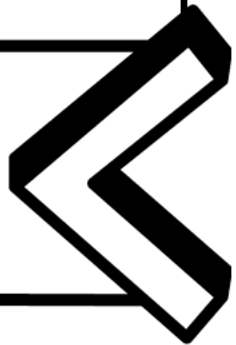
OUTCOME:

GOOD CHOICE:

OUTCOME:



Reflection:



TRIGGER: Despite studying, you did not do well on the test.

FEELING:

BAD CHOICE:

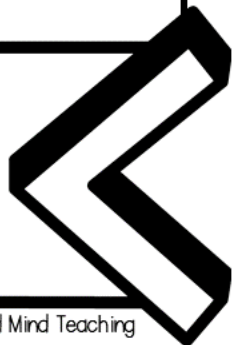
OUTCOME:

GOOD CHOICE:

OUTCOME:



Reflection:



READ & Respond

Name: _____

Date: _____ Per: _____

EMOTIONAL REGULATION

Mei was walking into science class when he overheard two classmates laughing. One of them whispered, "Mei is always so slow at experiments." At first, Mei felt her face get hot and her fists clench. Her heart started to beat fast. She wanted to yell back or slam books on the table. But then she remembered what her counselor taught her about emotional regulation. She took a deep breath, counted slowly to five, and said to herself, "I can stay calm. I don't have to let their words control me." Instead of snapping, she sat down and focused on setting up her materials. During class, she raised his hand, shared his answers, and even got a compliment from the teacher for his careful work. Later, Mei thought about how she almost lost her cool. She felt proud that she had managed her emotions, and she realized something important: staying calm gave her the power, not the kids who made fun of her.



Respond

1. What were the warning signs Mei felt in her body when she got upset?

2. What strategies did Mei use to regulate her emotions?

3. What might have happened if Mei had reacted without thinking?

4. When have you been in a similar situation, and how did you respond?

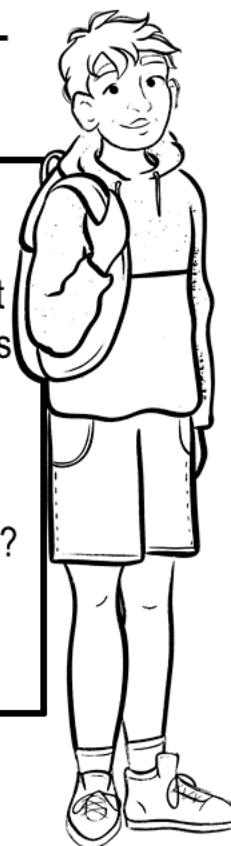
READ & Respond

Name: _____

Date: _____ Per: _____

EMOTIONAL REGULATION

Kyle was excited when his teacher announced a group project in history class. He liked working with his friends—until he realized one of his group members, Jordan, wasn't helping at all. He scrolled on his phone while everyone else worked. Kyle felt his chest tighten. His face grew hot, and he could hear the thought in his head: "This is so unfair! I should just yell at him!" But then he paused. Kyle remembered what his counselor taught about emotional regulation: stop, breathe, and choose. He took a slow breath in, let it out, and told himself, "I can handle this without blowing up." Instead of yelling, Kyle calmly said, "Jordan, can you look up the facts we need? We'll finish faster if we all do a piece." Jordan shrugged, but he opened his laptop and started working. Kyle felt proud. He realized that by managing his emotions, he helped his group move forward without a fight.



Respond

1. What were Kyle's warning signs that he was about to lose control?

2. What coping strategy did he use to regulate his emotions?

3. How might the outcome have been different if Kyle had yelled?

4. Have you ever been in a situation like this? What did you do?

True or False

Name: _____

Date: _____ Per: _____

EMOTIONAL REGULATION

Read each statement and determine if it is true or false. Write T (true), F (false) in the box.

1	Sometimes walking away from a situation is a healthy way to regulate.
2	Emotional regulation skills only work if you use them before you get upset.
3	It's okay to feel angry, but how you express it matters.
4	Laughing or using humor can sometimes help regulate emotions.
5	Emotional regulation and problem-solving are connected.
6	People regulate emotions in the exact same way.
7	You can practice emotional regulation even when you're not upset.
8	Deep breathing works best if you breathe quickly and loudly.
9	Talking to a trusted adult can be part of emotional regulation.
10	Ignoring your emotions always makes them smaller.
11	Using a stress ball, fidget tool, or drawing can help regulate emotions.
12	Emotional regulation skills can make it easier to focus in class.
13	Emotional regulation means you should never cry.
14	Taking a break to cool down can prevent bigger problems later.
15	Mindfulness can help regulate emotions.
16	If one coping tool doesn't work, you can try another from your toolbox.
17	Emotional regulation is a skill you can get better at with practice.

True or False

Name: _____

Date: _____

Per: _____

EMOTIONAL REGULATION

Read each statement and determine if it is true or false. Write T (true), F (false) in the box.

18	Emotional regulation means ignoring your feelings until they go away.
19	Taking a few deep breaths can help calm your body and mind.
20	Everyone feels strong emotions like anger, stress, or sadness sometimes.
21	Yelling or slamming doors is always the best way to release emotions.
22	Writing in a journal is one healthy way to regulate emotions.
23	Emotional regulation only matters at school, not at home.
24	Recognizing your body's warning signs can help you stay in control.
25	Positive self-talk can be a tool for emotional regulation.
26	It's impossible to move from being upset to being calm once you're angry.
27	Using exercise, art, or music can help regulate emotions.
28	Emotional regulation means pretending to be happy even when you're not.
29	Friends and trusted adults can help you regulate your emotions.
30	Breathing slowly can lower your heart rate and help you calm down.
31	Emotional regulation is making choices instead of reacting automatically.
32	Everyone's coping toolbox might look a little different.
33	Learning emotional regulation skills can improve friendships.
34	Emotional regulation means controlling emotions, so they don't happen.

True or False

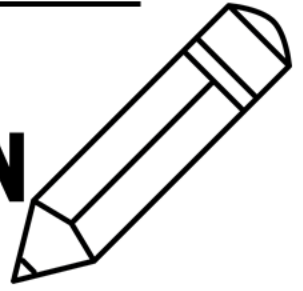
Answer Key:

- 1.False
- 2.True
- 3.True
- 4.False
- 5.True
- 6.False
- 7.True
- 8.True
- 9.False
- 10.True
- 11.False
- 12.True
- 13.True
- 14.True
- 15.True
- 16.True
- 17.False
18. True
19. False
20. True
21. True
22. True
23. False
24. True
25. False
26. True
27. False
28. True
29. True
30. False
31. True
32. True
33. True
34. True

Name: _____

Date: _____ Per: _____

* EMOTIONAL REGULATION Sketch Notes



Signs that you are
dysregulated:

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

What does emotional regulation mean?

Coping Skill

Coping Skill

How can you use regulation skills in daily life?

A graphic designed to look like a piece of paper with a torn left edge and a folded bottom right corner. It features a white banner at the top left and a large white arrow pointing left at the bottom right.

QUESTION OF THE DAY

When you get angry or frustrated, what does it feel like in your body?

A graphic designed to look like a piece of paper with a torn left edge and a folded bottom right corner. It features a white banner at the top left and a large white arrow pointing left at the bottom right.

EXIT TICKET

Next time I feel red light emotions, one strategy I will try is...

EMOTIONAL REGULATION Task Cards



Think about the last time you got really upset. What was the first sign your body gave you that you were losing control?

1

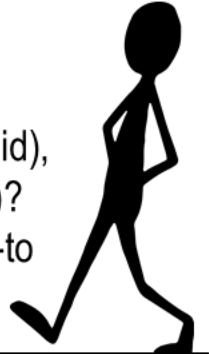


EMOTIONAL REGULATION Task Cards



When you're stressed, do you usually fight (lash out), flight (avoid), freeze, or fawn (people-please)? Why do you think that's your go-to reaction?

2



EMOTIONAL REGULATION Task Cards



What's one unhealthy coping strategy you've used before (like yelling, ignoring, shutting down)? How did it work out?

3



EMOTIONAL REGULATION Task Cards



What's one healthy strategy you've tried (like deep breathing or talking it out)? How did that help?

4

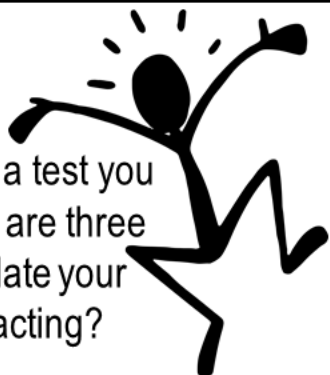


EMOTIONAL REGULATION Task Cards



Imagine you just failed a test you studied hard for. What are three ways you could regulate your emotions before reacting?

5



EMOTIONAL REGULATION Task Cards



What physical activity could you do to release stress in a healthy way?

6



EMOTIONAL REGULATION Task Cards



What calming thought or phrase could you tell yourself when your emotions feel too big?

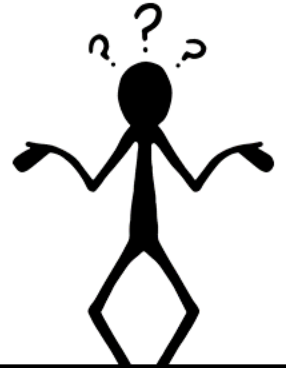


7

EMOTIONAL REGULATION Task Cards



If a friend says something hurtful, what would an “automatic” reaction look like? What would a “regulated” reaction look like?



8

EMOTIONAL REGULATION Task Cards



Which coping strategy do you think works best at school? Why?

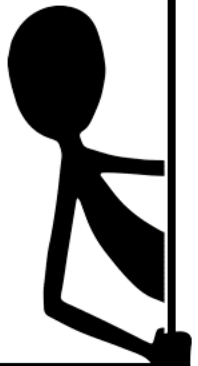


9

EMOTIONAL REGULATION Task Cards



Which coping strategy do you think works best at home? Why?



10

EMOTIONAL REGULATION Task Cards



What's one sign that shows teachers or friends you are starting to feel dysregulated?



11

EMOTIONAL REGULATION Task Cards



What helps you get back to your “green zone” (calm and ready to learn)?



12

EMOTIONAL REGULATION Task Cards



If your emotions were a stoplight, what does "red light" feel like for you?

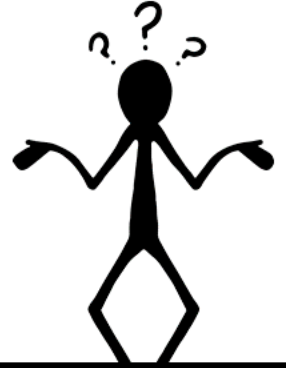


13

EMOTIONAL REGULATION Task Cards



What's one strategy you'd like to try the next time you feel anger or frustration?

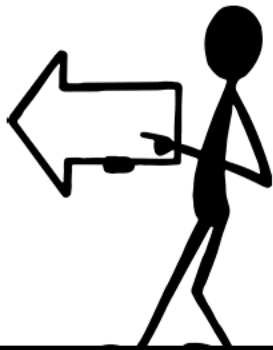


14

EMOTIONAL REGULATION Task Cards



How could you help a friend calm down without making the situation worse?

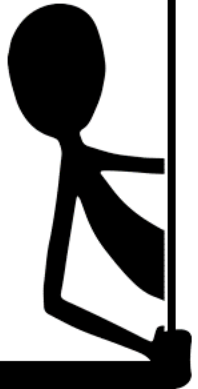


15

EMOTIONAL REGULATION Task Cards



Why is it important to notice your emotions before they get too strong?



16

TASK CARD

Responses

Name: _____

Date: _____ Per: _____

Write your answers to the task cards in the box matching the number on the card.

1	
2	
3	
4	
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14	
15	
16	

counseling

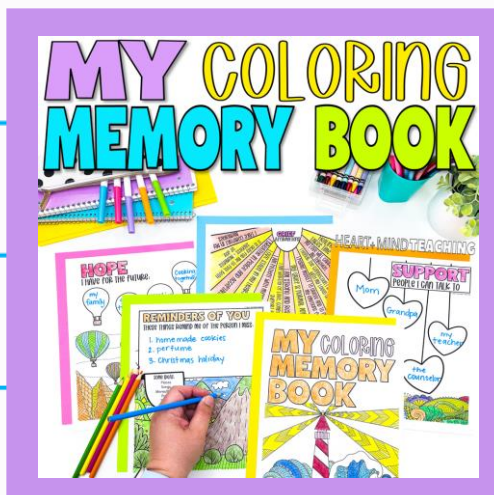
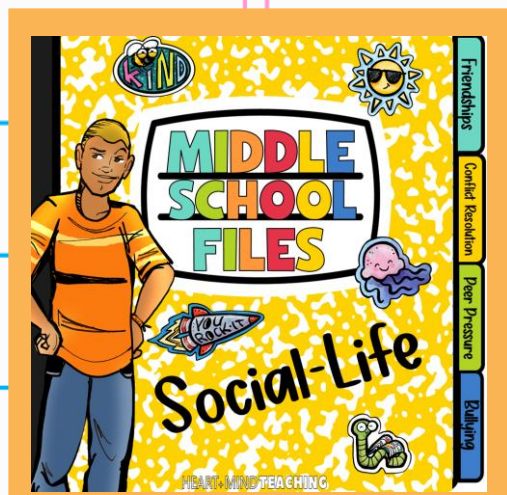
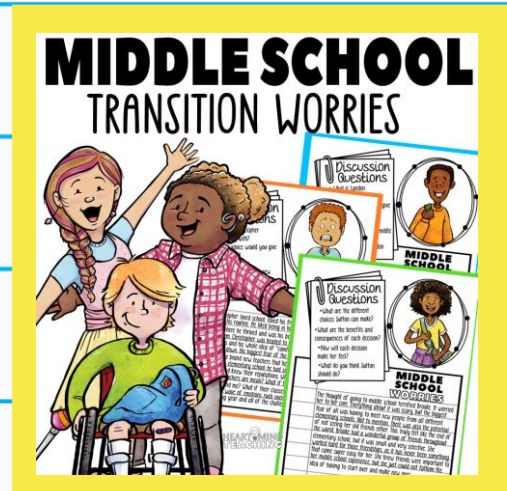
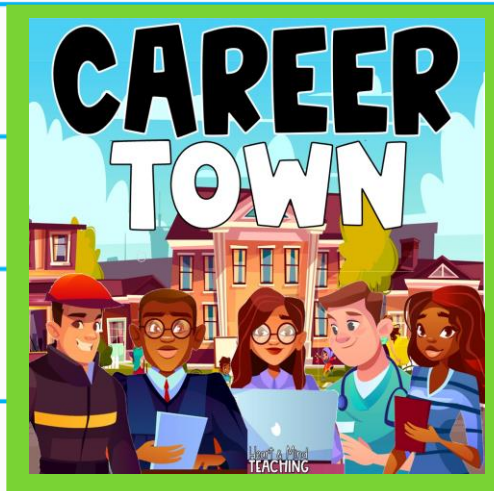
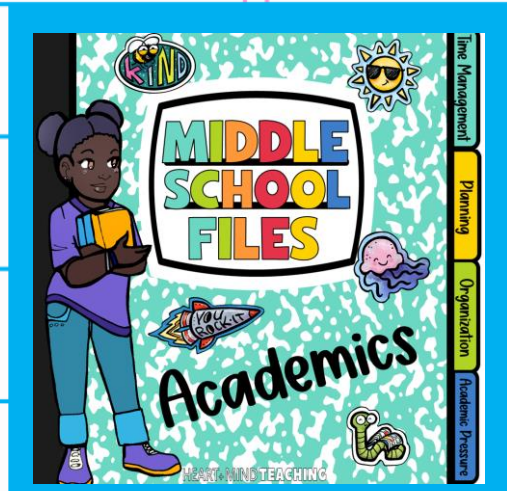
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