

# EMOTION REGULATION LESSON: RESILIENCY



## students will

- practice resiliency when faced with failure or rejection
- apply strategies for managing emotions

## materials

- Colored pencils, crayons, or markers, drawing paper
- Student Practice: Karma's Completions

approximate lesson length: 60 min

## Pre-Discussion (15 min)

**SAY:** Identifying and managing your feelings, or Emotion Regulation, means responding to strong emotional situations in the best possible way. Making a mistake or an unexpected challenge happening, especially when we have been working hard on something, can cause strong feelings. So it's important that we build something called **resiliency** by practicing how to react and move forward positively in hard situations.

*Display the following questions on screen by clicking "Pre-Discussion 1" image:*

- How does it feel when you've been working hard on something and an unexpected challenge comes along?
- Can mistakes or unexpected things ever be good?
- What are some things we can do when we get upset about something unexpected?

**SAY:** Sometimes what we think is a mistake or a challenge can help us come up with ideas that are better than our original plan.

In this activity, they should remember strategies from the last lesson for managing their emotions if they start to get frustrated (belly breathing, counting to 10, positive self-talk, etc.).

# EMOTION REGULATION LESSON: RESILIENCY

## Activity (30 min)

(For this activity, students should ideally sit at a table, cluster of desks, or desks moved into a circle.)

Give each student a piece of paper and drawing materials like crayons, colored pencils, or markers.

- 1. SAY:** In a moment we'll start the activity. You can draw whatever picture you want while calm music plays. There will be a few drawing ideas on the board for you to choose from if you are stuck. (The drawing ideas below will be the first frame of the video.)



*\*Note: Once you start the video, it is timed so you should have enough time to give instructions while the video plays, without the need to pause.*

- 2. Start the video.** Calm music will play while students are drawing. After about 5 minutes, a timer sound will go off, and the image on screen will change (see image right). Tell students to stop drawing, put their hands up and pencils down (make it fun like a TV cooking competition).



- 3. SAY:** We will be playing a game similar to **musical chairs**. In a few moments, a different song will start playing. When it does, you should stand up and (safely) walk around the desks/table. When the song stops, you should stop walking and stand in front of the nearest paper. If you stop at the paper you were just working on, everyone should move one paper to the right.



# EMOTION REGULATION LESSON: RESILIENCY

4. **SAY:** You will be continuing the drawing that is now in front of you. You should not erase anything that is already on the paper. You can choose to continue what you think the previous student was drawing, or go in a different direction completely, but you need to incorporate what's already on the paper into your drawing somehow.



5. These steps will repeat for a total of six drawing rounds of varying lengths during the video, so students won't know how long they have for each turn, or how many drawing turns there will be.
6. Once the video has ended, lay all of the drawings out on the table or hang them all somewhere so students can look over all of the finished products. Allow them to chat amongst themselves for a couple minutes making comments about the pictures, and feel free to make comments or ask questions showing interest in the drawings yourself.

## Post-Discussion (15 min)

*Display the questions on screen by clicking the "Post-Discussion 1" image:*

Once the drawings are complete, discuss the following questions:

- How did it feel the first time you had to stop drawing and move to start working on a new drawing? Why?
- How did it feel to have someone else draw on the picture you had been working on? Why?
- Did you use any emotion regulation strategies during this activity? Which ones?
- Describe what you felt each time you got a new paper. Was it ever hard to figure out how to continue the drawing?
- What do you think the final drawings? Did anything surprise you?

# EMOTION REGULATION LESSON: RESILIENCY

## Educator Notes