



# Care

Coping with And Responding to Emotions

Parent Information Packet

Sanders & Losinski

lesson 1

# Welcome to *CARE*

## How to Support My Student this Week:

Each week we will provide tips and activities you can do at home to help your students develop the skills and tools they are learning through the CARE program. This week you can ask your student about the situation at school they are self-monitoring and encourage them to use the strategies in the CARE program to help them!

### Lesson Overview:

The purpose of the first lesson of CARE is to introduce students to the program and establish a set of ground rules students will follow during the subsequent lessons, creating an environment of respect. Student homework is to identify how they feel during each class at school as an introduction to emotions.

### Student Objectives:

1. We will learn about the CARE program.
2. We will create ground rules for our class.
3. We will learn how to self-monitor situations at school.

### Lesson Activities:

1. Welcome! - We learned that the CARE program will teach the about emotions and how to handle them at school. Students will learn new tools and skills to help them make good choices.
2. Review CARE Lessons - We learned that each lesson will include a little reading, some activities, a chance to set a weekly goal, and a short homework assignment.
3. Set Ground Rules - In order to create a safe environment for everyone to share feelings and opinions, we developed ground rules that everyone will follow during the CARE program.
4. We learned how to self-monitor how we handle situations that make us angry, worried, or sad. We will be self-monitoring how well we handle these situations every day at school.
5. Get to Know You Activity - We played some get-to-know-you activities to allow students to learn more about each other.



## HOMEWORK

1. Please remind your student to complete the Lesson 1 Homework!

lesson 2

# Goal Setting

## How to Support My Student this Week:

- Talk with your student about goals you've set and how they have helped.
- Set a small goal to complete with your student at home (e.g. to make your beds every morning)
- Practice Calm Breathing together. It only takes a few minutes and can be done at the same time every day (e.g. before bed, right after dinner, right before leaving for school). The more students practice this relaxation strategy, the more likely they will be able to use it when they are feeling upset.

### Lesson Overview:

The purpose of the second lesson of the CARE program is to introduce students to the concept of short-term and long-term goals. Students will be taught the necessary components of an effect goal. Finally, students will identify a collective long-term goal for the first nine weeks of the program.

### Student Objectives:

1. We will learn what short-term and long-term goals are.
2. We will set a long-term goal.
3. We will learn how to do calm breathing.

### Lesson Activities:

1. What is a Goal? - We learned we can set goals for things we want to get better at. These goals can help make it easier to succeed.
2. Short-term and Long-Term Goals - We learned that there are short-term goals (goals that can be met in a short amount of time) and long term goals (goals that take a month or more to meet).
3. Goal Setting - We learned we would be setting a goal after every lesson starting with Lesson 3.
4. Calm Breathing - We learned a relaxation strategy called calm breathing. Instructions for how to do calm breathing are attached to this letter.



## HOMEWORK

1. Please remind your student to complete the Lesson 2 Homework!

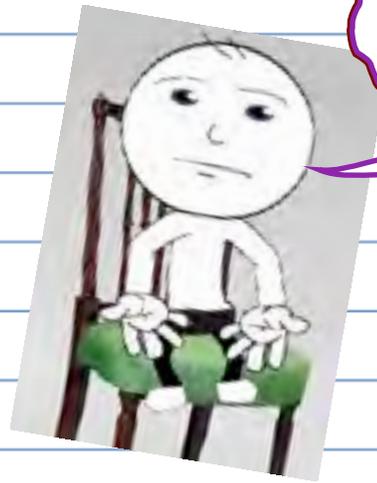


# CALM BREATHING

Sometimes when we get anxious, our bodies start to take short, quick breaths. This kind of breathing can actually make us more anxious and make it harder for us to calm down. When we are anxious, we can help our bodies relax by doing some calm breathing.

## How To Do Calm Breathing

Calm breathing can help our bodies relax.



1. Inhale slowly for 4 seconds through your nose. If you put your hand on your belly, you should feel it expand.

2. Hold your breath for three seconds.

3. Slowly breathe out all of the air through your mouth.

4. Wait 2 seconds before taking another breath.

Lesson 3

# Identifying Emotions

## How to Support My Student this Week:

- Practice identifying people's emotions based on facial expressions (e.g. in books, on TV)
- Verbalize your own emotions and provide a reason why throughout the day and encourage your student to do the same (e.g. "I'm really happy that our favorite TV show is on tonight)
- Continue to practice Calm Breathing and/or Muscle Relaxation

## Lesson Overview:

The purpose of the third lesson is to introduce students to the concept of emotions. Students will review eight common emotions (happy, sad, angry, excited, worried, annoyed, bored, and scared) and discuss the facial expressions that reflect each emotion. Finally, students will identify situations at school that make them experience each emotion.

## Student Objectives:

1. We will learn about emotions.
2. We will identify what people are feeling based on their facial expressions.
3. We will identify different emotions.
4. We will learn how to do muscle relaxation.

## Lesson Activities:

1. Emotions - We learned that emotions are strong feelings that can make us feel good or bad. We also learned that it is ok to feel all types different emotions. It is important that students know that it is ok to feel angry, worried or sad. These are normal human emotions. We discussed that when you feel these emotions it is important to make good choices and that is what the CARE program will help them do.
2. Identifying Emotions - We practiced identifying emotions based on facial expressions. We identified people who were happy, worried, angry, sad, excited, bored, scared, and annoyed.
3. Progressive Muscle Relaxation - We learned another relaxation strategy called muscle relaxation. Instructions for this strategy are included on the next page.
4. Goal of the Week - This was our first week setting a short term goal! Ask your student what their goal is, and if possible, how you can help them meet that goal.



## HOMEWORK

1. Please remind your student to complete the Lesson 3 Homework!

# MUSCLE RELAXATION

Sometimes when we get upset, our muscles can get tight and tense. It can be hard to relax when this happens. Muscle relaxation has us tense up different muscles and then relax them. It can help take the tension out of your muscles. It is a very useful tool!



Here are the muscles you should practice relaxing!

1. Eyebrows - Raise your eyebrows as high as you can for 5 seconds and then relax.

2. Eyes - Squeeze your eyes tight and hold for 5 seconds. Relax.

3. Smile - Smile as big as you can for five seconds and then relax.

4. Neck - Tip your head down for 5 seconds, and then backwards for 5 seconds. Relax.

5. Shoulders - Raise your shoulders to your ears for 5 seconds and then relax.

6. Arms - Squeeze your biceps as tight as you for 5 seconds and then relax.

7. Hands - Squeeze both hands into a fist for 5 seconds. Relax.

8. Backs - Squeeze your shoulder blades together for 5 seconds. Relax.

9. Legs - Squeeze your leg muscles as tight as you can for 5 seconds and then relax.

lesson 4

## *Emotions and Feelings*

### How to Support My Student this Week:

- Encourage your student to verbalize their own emotions and any physical feelings.
- If you feel comfortable, verbalize your own emotions and physical feelings.
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the fourth lesson is to connect different emotions to physical feelings and cues. Students will identify signals their body sends when they are mad, sad and worried. Finally, students will track their moods for a week using the Mood Chart.

### Student Objectives:

1. We will identify how different emotions make us feel.
2. We will learn how to track our emotions throughout the week.

### Lesson Activities:

1. Identifying Feelings - We learned that different emotions can make you feel different things, including physical feelings. We learned that these physical feelings can be clues to what emotions we are feeling.
2. How do you feel when you are angry? - Your student identified physical feelings they feel when they are angry - ask them what these are.
3. How do you feel when you're worried? - Your student identified physical feelings they feel when they are worried - ask them what these are.
4. How do you feel when you're sad? - Your student identified physical feelings they feel when they are sad - ask them what these are.
5. Mood tracking - Students will also be tracking their emotions at school. Twice a day, they will write down what they have been feeling. This will be completed at school.
6. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



### HOMEWORK

1. Please remind your student to complete the Lesson 4 Homework!

lesson 5

## *The Feelings Scale*

### How to Support My Student this Week:

- Encourage your student to verbalize their own emotions, any physical feelings, and how their feelings rank on the Feeling Scale.
- If you feel comfortable, verbalize your own emotions and rank them on the Feelings Scale.
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the fifth lesson is to demonstrate how you can feel with different intensities. Students will be introduced to the concept of a Feeling Scale and practice ranking their feelings on the scale, with 0 being very weak and 8 being very strong. Finally, students will identify different school situations and where these situation rank on the Feelings Scale.

### Student Objectives:

1. We will learn how emotions can have different intensities.
2. We will rank situations on a feelings scale.

### Lesson Activities:

1. Feeling Scale - We learned that our emotions can have different levels of intensity and one way to identify the intensity of our emotions is by ranking them on a scale (we used a scale from 0-8).
2. When I feel Worried - Your student wrote down three things that makes them feel worried at school and ranked it on the Feelings Scale.
3. When I feel Angry - Your student wrote down three things that makes them feel angry at school and ranked it on the Feelings Scale.
4. When I feel Sad - Your student wrote down three things that makes them feel sad at school and ranked it on the Feelings Scale.
5. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



### HOMEWORK

1. Please remind your student to complete the Lesson 5 Homework!

lesson 6

## *Planning Positive Activities*

### How to Support My Student this Week:

- Help students identify pleasant activities they can do at home (e.g. reading, drawing, riding bikes, playing with a pet). Students can choose one of these activities if they start feeling sad or worried.
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the sixth lesson is to help students understand the relationship between pleasant activities and our moods. Students are taught to identify activities at school they find pleasant (e.g. drawing, reading, listening to music, playing a game) and to schedule these activities throughout the day to help improve their mood. Finally students make a schedule of pleasant events to follow for a week.

### Student Objectives:

1. We will understand how pleasant activities can improve our mood.
2. We will identify activities that make us happy
3. We will plan times this week to do pleasant activities.

### Lesson Activities:

1. Pleasant Activities - We learned that sometimes when we are feeling emotions that can make us feel bad (e.g. sad, worried), it can be hard to start feeling better. We might even get in a cycle of feeling bad. Doing something pleasant is one thing we can do to break the cycle and maybe make us feel better.
2. My Pleasant Activities - We made a list of pleasant activities that we like to do at school.
3. My Activity Plan - Your student made a plan to do at least one of these pleasant activities a day during the school day.
4. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



### HOMEWORK

1. Please remind your student to complete the Lesson 6 Homework!

lesson 7

## Identifying Triggers

### How to Support My Student this Week:

- Encourage your student to do verbalize their own emotions, and what the trigger was.
- When appropriate, and if you are comfortable, verbalize your own emotions and what the trigger is (e.g., "I'm frustrated because I forgot to get milk at the store.")
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the seventh lesson is to demonstrate the connection between triggers and emotions. Through scenarios, students will identify the trigger and emotion a person is feeling. Finally students will identify individual triggers for anger, sadness, and worry.

### Student Objectives:

1. We will understand what a trigger is.
2. We will identify different triggers that cause us to become angry, sad, or worried.

### Lesson Activities:

1. What are Triggers? - We learned there is usually a reason we start feeling a certain emotion. We call this reason a trigger, or somethign that causes you to begin experiencing a feeling. We also learned that everyone has different triggers.
2. Identifying Triggers - Using short scenarios, we practiced identifying the triggers of the characters.
3. My Triggers - Your student identified triggers at school that makes them angry.
4. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



### HOMEWORK

1. Please remind your student to complete the Lesson 7 Homework!

UNIT ESSENTIAL QUESTION: What is a perspective?

## Lesson 8

# *Different Perspectives*

### How to Support My Student this Week:

- Practice identifying people's perspectives (e.g. in books, on TV)
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the eighth lesson is to demonstrate that different people will react differently in certain situations. Students will be introduced to the concept of taking a different perspective. Finally, students will identify different school situations that may require them to examine unique perspectives.

### Student Objectives:

1. We will discuss how different people may have different perspectives.
2. We will practice recognizing people's perspectives

### Lesson Activities:

1. What is perspective? - We learned that many times, when you disagree with someone it can be helpful to look at the other person's perspective or point of view. We learned this can help us have empathy for others and can even help us solve disagreements.
2. Identifying a perspective - Through different scenarios, we practiced identifying different perspectives.
3. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



## HOMEWORK

1. Please remind your student to complete the Lesson 8 Homework!

lesson 9

## Active Listening

### How to Support My Student this Week:

- Practice the five steps to being a good listener.
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the ninth lesson is to introduce students to the concept of active listening. Students learn that listening is an important part of communicating with people, and when we use active listening, we are trying to understand a person's thoughts. Students will learn and practice the five steps to being a good listener. Finally, students will reflect on why it is important to use active listening.

### Student Objectives:

1. We will learn how listening can help us communicate with others.
2. We will practice active listening.

### Lesson Activities:

1. Listening - We learned that listening is an important part of communicating. It is more than just hearing words - its also trying to understand what a person is thinking.
2. Listening Steps - We learned there are five steps to being a good listener: Make eye contact, don't interrupt, focus on what the person is saying, ask questions if you don't understand, and paraphrase what the person said.
3. Listening Practice - We had a class discussion and practiced these steps.
4. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



care

Coping with And Responding to Emotions

### HOMEWORK

1. Please remind your student to complete the Lesson 9 Homework!

Lesson 10

## Self-Esteem

### How to Support My Student this Week:

- Ask your student what their affirmations are and encourage them to use these affirmations throughout the week.
- If comfortable doing so, pick two to three affirmations and model using them.
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the tenth lesson is to help students improve their self-esteem. Students will learn what self-esteem is, why it is important and rate on a scale, how high they feel their self-esteem is. Students will then be introduced to affirmations and will choose two to three personal affirmations to use at school and at home. Finally, students will be given a self-esteem journal to keep track of positive aspects of their day.

### Student Objectives:

1. We will identify what self-esteem is.
2. We will learn what an affirmation is and how to use them to improve self-esteem.
3. We will practice self-esteem building activities.

### Lesson Activities:

1. Self-Esteem - We learned that self-esteem means understanding your own abilities and being proud of yourself for what you have done well.
2. Improving Self-Esteem - We learned that self-esteem can help us be more confident, make it easier to try new things, and make it easier to stay positive. We also learned that there are things we can do to improve our self-esteem.
3. Affirmations - We learned an affirmation is a short positive statement about ourselves that we can say as encouragement.
4. My Affirmations - Your student chose two to three affirmations to repeat. Some examples include "I am awesome" "I never give up" and "I can do great things" Ask your student what affirmations they chose.
5. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.

### HOMEWORK

1. Please remind your student to complete the Lesson 10 Homework!



UNIT ESSENTIAL QUESTION: What are thinking traps and coping thoughts?

## Lesson 11

# Thinking Traps and Coping Traps

### How to Support My Student this Week:

- Helps students identify anytime they use a thinking trap - a negative, self-deprecating thought.
- Continue to practice Calm Breathing and/or Muscle Relaxation

### Lesson Overview:

The purpose of the eleventh lesson is to introduce students to the concept of a thinking trap. Students learn to identify what a thinking trap is and then finally, identify thinking traps they might fall into when they are sad, angry or worried.

### Student Objectives:

1. We will learn about thinking traps and coping thoughts.
2. We will identify thinking traps we might fall into when we are sad, angry, or worried.
3. We will identify coping thoughts we can use to escape thinking traps.

### Lesson Activities:

30 Thinking Traps - We learned that sometimes we might have bad thoughts that can make us feel grumpy, sad, or hopeless. We sometimes call these kinds of thoughts "thinking traps" because they can make you feel trapped.

40 Thinking Traps Example - We learned some common thinking traps. These include:

c0 Today is going to be the worst day ever.

b0 I'll never be able to do \_\_\_\_\_.

c0 I just know something bad is going to happen.

50 Coping Thoughts - We learned we can use coping thoughts to ~~guacr g"vj k nkp i "tcr u~~ Coping thoughts are a type of positive statement you can say to yourself.

60 My Coping Thoughts - Some examples include:

c0 I'll just do the best I can

d0 I'm human. Nobody's perfect!

e0 Things are not as bad as I'm imagining.

f0 I can handle this.

70 Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.



Coping with And Responding to Emotions

### HOMEWORK

1. Please remind your student to complete the Lesson 11 Homework!

Lesson 12

*Problem Solving Part 1*

**How to Support My Student this Week:**

- If your student is faced with a problem at home this week (e.g. gets in a fight with a friend/sibling) help them use the IDEA plan to develop a solution
  - Attached are the pages from the Student Workbook explaining how to use the IDEA plan.
- Continue to practice Calm Breathing and/or Muscle Relaxation

**Lesson Overview:**

The purpose of the twelfth lesson is to introduce students to a four step problem solving process that can be used when a student is feeling worried, sad, and/or angry. To start, students are introduced to the concept of problem-solving. Next, the problem solving acronym IDEA is introduced and an example is used to explain each of the steps. Finally students will practice the problem solving steps on different scenarios.

**Student Objectives:**

1. We will identify the four steps of the problem solving process.
2. We will apply the problem solving process to school scenarios.

**Lesson Activities:**

1. Problem Solving - We learned that we can use problem solving when we are faced with problems at school that make us worried, anxious, or angry.
2. Problem Solving Steps - We are going to follow four steps when we need to problem solve. We call it the IDEA plan:
  - a. Identify the problem and perspectives
  - b. Develop solutions
  - c. Evaluate the solutions
  - d. Action! Choose the best solution
3. Problem Solving Practice - We practiced using the IDEA plan on different problems we might face at school.
4. Goal of the Week- Ask your student what their goal is, and if possible, how you can help them meet that goal.



**HOMEWORK**

1. Please remind your student to complete the Lesson 12 Homework!



# PROBLEM SOLVING STEPS

## STEP #1: IDENTIFY THE PROBLEM

Before you can solve a problem, you need to identify what the problem is!

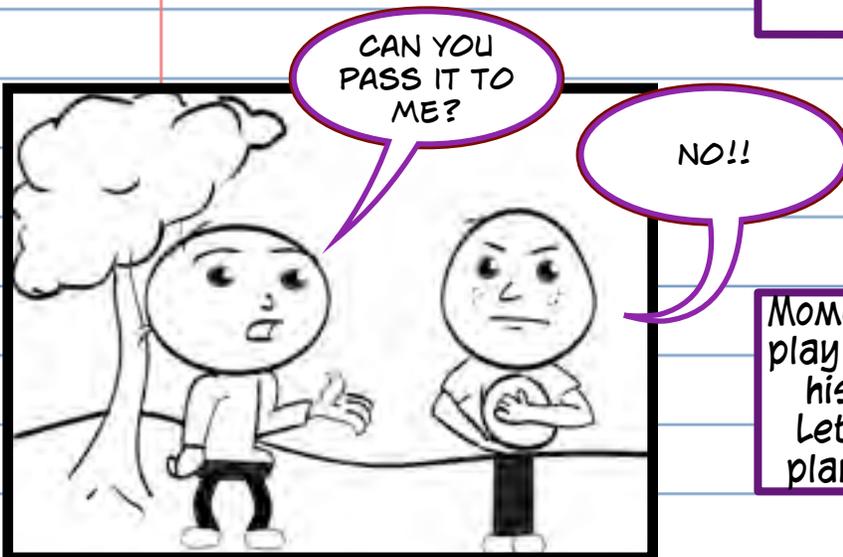
### IDEA Plan

I - Identify the problem

D - Develop solutions

E - Evaluate the solutions

A - Action! Choose the best solution



Momo is at recess and he wants to play basketball with his friend. But his friend won't share the ball. Let's see how he uses an action plan to help him solve his problem

What is the problem in this situation?

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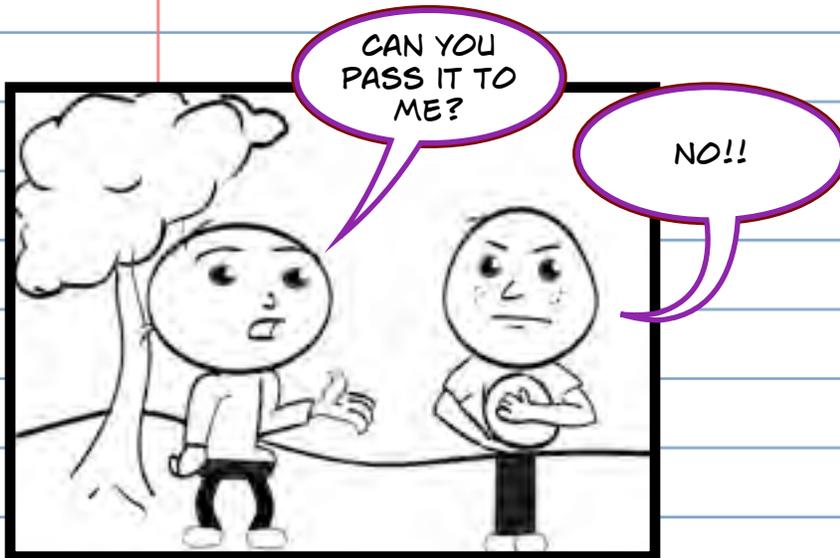
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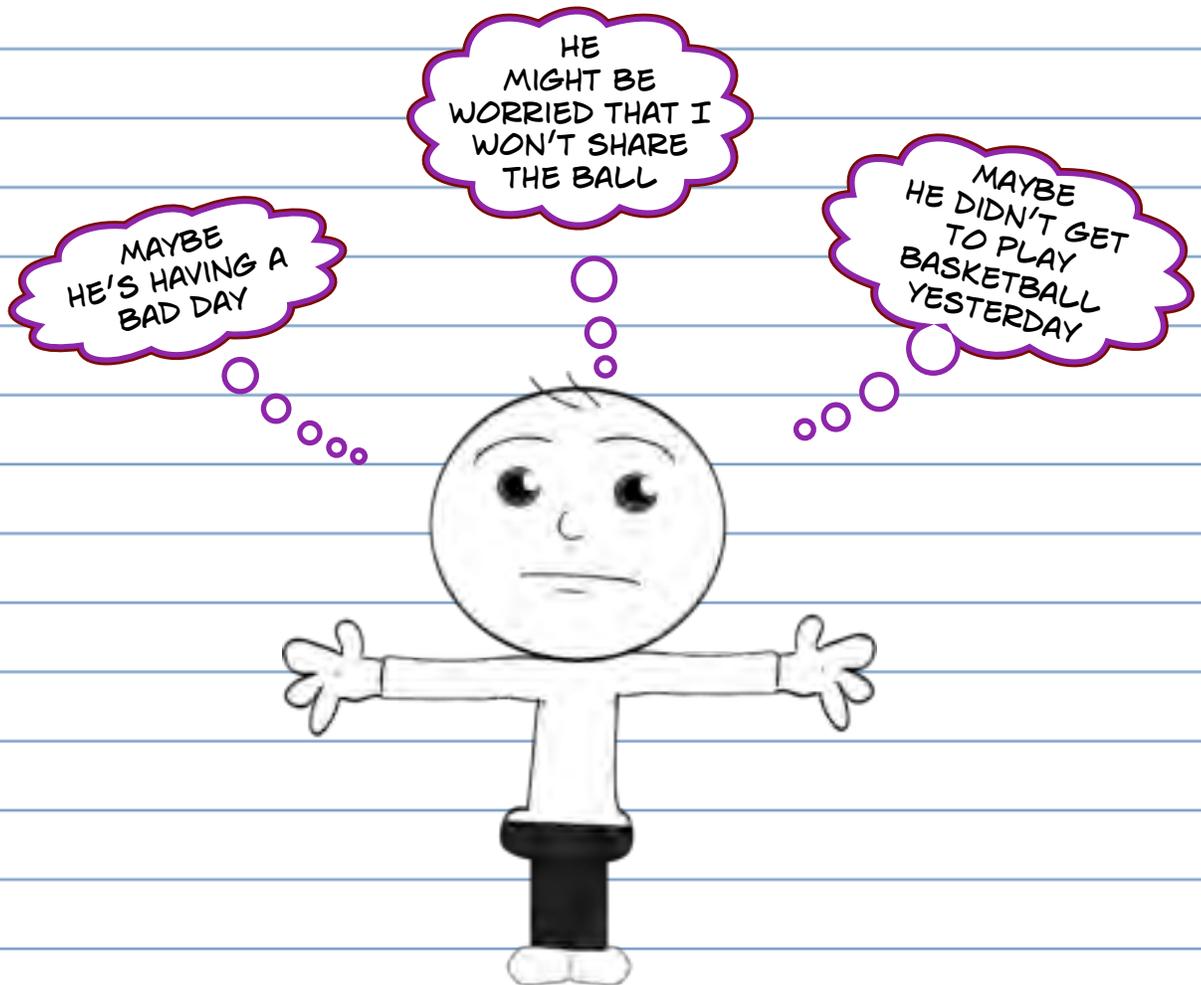
# PROBLEM SOLVING STEPS



## IDEA Plan

- I - Identify the problem
- Identify Perspectives
- D - Develop solutions
- E- Evaluate the solutions
- A - Action! Choose the best solution

## STEP #1: IDENTIFY PERSPECTIVES





# PROBLEM SOLVING STEPS CONT.

## STEP #2: DEVELOP SOLUTIONS

Next, Momo needs to develop, or brainstorm some solutions to his problem. Here are the four solutions that Momo came up with.

Brainstorm Tip: Write down all of the solutions you can think. Don't worry about trying to figure out if it's a good solution or not yet. That will be Step #3!

### IDEA Plan

I - Identify the problem  
- Identify Perspectives

D - Develop solutions

E - Evaluate the solutions

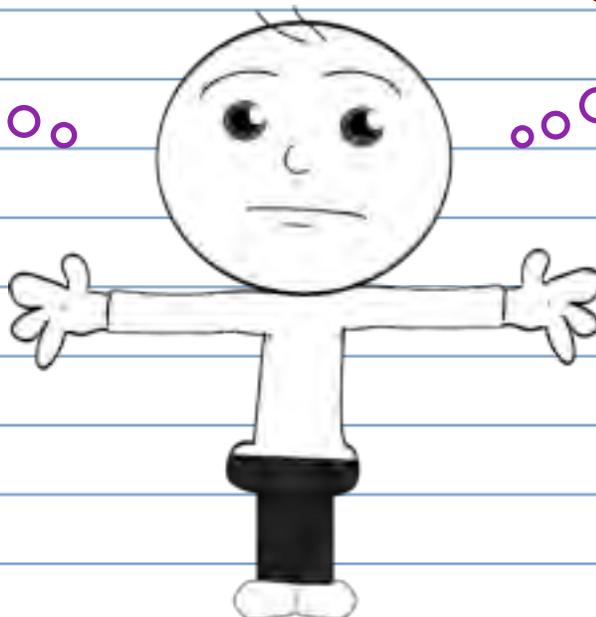
A - Action! Choose the best solution

2. I COULD GO GET ANOTHER BALL.

3. I COULD PLAY ANOTHER GAME AT RECESS.

1. I COULD TAKE THE BALL AWAY FROM HIM.

4. I COULD CALL HIM A NAME.





# PROBLEM SOLVING STEPS CONT.

## STEP #3: EVALUATE THE SOLUTIONS

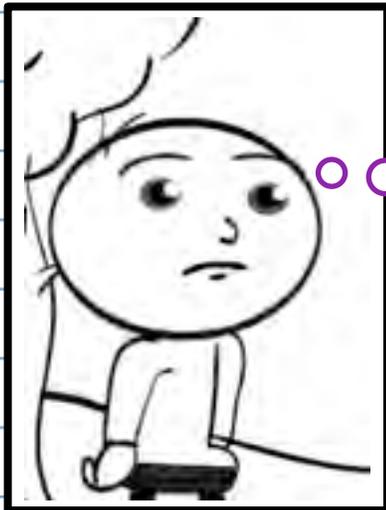
Step #3 is to evaluate the solutions. This means Momo should think about the positive and negative outcomes for each of the ideas he brainstormed.

### IDEA PLAN

- I - Identify the problem
- Identify Perspectives
- D - Develop solutions
- E - Evaluate the solutions
- A - Action! Choose the best solution

Tip:  
If you are having a hard time identifying possible positive or negative outcomes, ask yourself these two questions:  
1. Does it follow school rules?  
2. Is it practical (can it be done?)

Idea #1:  
I could take the ball away from him.



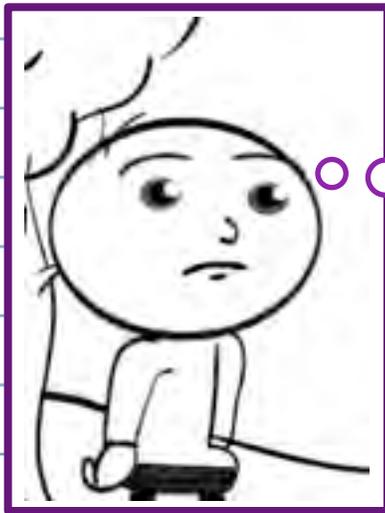
I COULD TAKE THE BALL AWAY FROM HIM. THEN I WOULD HAVE THE BALL. BUT IT'S AGAINST SCHOOL RULES AND I COULD GET INTO TROUBLE.



# PROBLEM SOLVING STEPS CONT.

## STEP #3: EVALUATE SOLUTIONS

Idea #2:  
I could go get another ball.



THIS WOULD BE A GOOD IDEA AND I WOULDN'T BE BREAKING ANY SCHOOL RULES. BUT, THERE ARE NOT ANY EXTRA BASKETBALLS FOR ME TO USE.

Idea #3:  
I could play another game at recess.



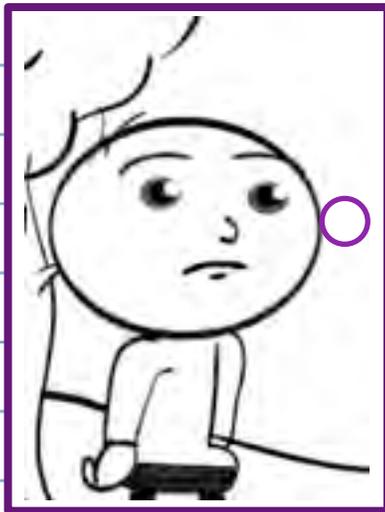
I COULD GO AND PLAY SOCCER WITH JOHNNY AND EMILY. I WOULDN'T GET TO PLAY BASKETBALL, BUT I ALSO LIKE TO PLAY SOCCER. AND THIS CHOICE DOESN'T BREAK ANY SCHOOL RULES.



# PROBLEM SOLVING STEPS CONT.

## STEP #3: EVALUATE SOLUTIONS

Idea #4:  
I could call him a mean name.



I REALLY WANT TO CALL HIM A MEAN NAME, BUT I WOULD BE BREAKING THE SCHOOL RULE TO BE KIND. IF A TEACHER FOUND OUT, I COULD GET IN TROUBLE. AND IF I CALL HIM A MEAN NAME TODAY, HE PROBABLY WON'T WANT TO PLAY WITH ME TOMORROW.

What choice do you think is the best for Mom? Why?

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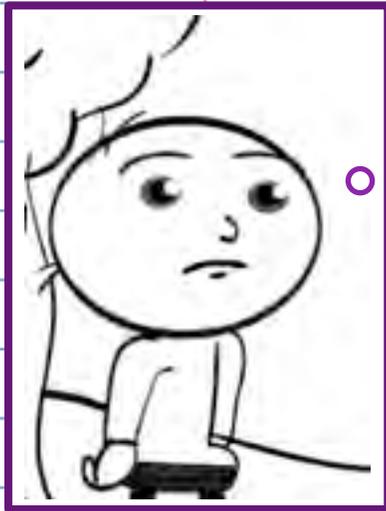
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# PROBLEM SOLVING STEPS CONT.

## STEP #4: ACTION! CHOOSE THE BEST SOLUTION

I THINK MY BEST CHOICE IS TO PLAY ANOTHER GAME. I'M GOING TO GO SEE IF JOHNNY AND EMILY WANT TO PLAY SOCCER.



### IDEA Plan

- I - Identify the problem
- Identify Perspectives
- D - Develop solutions
- E- Evaluate the solutions
- A - Action! Choose the best solution

THIS IS FUN! I'M GLAD I MADE THIS CHOICE!



lesson 13

*Problem Solving Part 2*

Lesson Overview:

The purpose of the thirteenth lesson is to review the IDEA problem solving process and allow students to continue to practice applying the problem solving steps to real life situations.

**How to Support My Student this Week:**

- If your student is faced with a problem at home this week (e.g. gets in a fight with a friend/sibling) help them use the IDEA plan to develop a solution.
- Continue to practice Calm Breathing and/or Muscle Relaxation

Student Objectives:

1. We will review the four steps of the problem solving process.
2. We will apply the problem solving process to school scenarios.

Lesson Activities:

1. IDEA Plan - We reviewed the steps to the IDEA Plan.
2. Problem Solving Practice - We practiced using the IDEA plan on different problems we might face at school.
3. Goal of the Week - Ask your student what their goal is, and if possible, how you can help them meet that goal.

