



**I Want it Now!!! (🌈 An Emotional Health Story)**  
**(3<sup>rd</sup> Grade – 8-9 yrs.)**  
**Demonstration: Regaining Control**



**STORY CONNECTION – SLIDE 15 (Approx Time: 15-20 mins)**

Learning how to identify your emotions – especially when they are exaggerated – is important to being able to control your impulsive behaviors. Because everyone is different – including everyone's brain – you must find out what you can do to stop your impulsive reactions – whether it is taking deep breaths, counting, or something else. Do whatever it takes to make sure you are stopping and thinking. This will help you develop good strategies that you can use throughout your life. Being able to identify what emotions trigger your impulsive behaviors and coming up with good strategies that you can use throughout your life, will not only keep you out of trouble - but these things will also make your brain healthy.

**Materials needed:**

- Strategy Chart (optional)

**Preparation needed:**

- Determine which strategies student(s) should focus on (suggested ones or create your own).
- Ability to display strategy chart (optional)

**Instructions:**

1. In this activity, student(s) will learn a variety of ways to stop their impulsive reactions. They know from the story that since everyone's brain is different, each person must find the strategy that works best for them to calm down and regain control of their emotions. This activity gives student(s) a menu of strategies.  
*\*\*NOTE: The following strategies are only suggestions. Please use what will work best for your student(s) and situation.\*\**
2. For each strategy, do the following:
  - a. Name the strategy.
  - b. Explain the strategy.
  - c. Ask student(s) to act out the strategy.
3. After all the strategies have been presented, ask student(s) to think about them and if they can see themselves using any. Ask student(s) to share their ideas.
4. In closing, remind student(s) that EVERYONE experiences exaggerated emotions and impulsive behavior sometimes. However, the older they get the more important it is to be able to identify and control these emotions and behaviors. Finding strategies that work for them will not only keep them out of trouble, but it will also keep their brains healthy.

## STRATEGIES

<b>STRATEGY</b>	<b>How (or why) it can work</b>
<b>Physical activity</b>	keeps them active and gives them a way to get out emotions in a positive way
<b>Talk to someone</b>	people in their support system want to help them be their best
<b>Put feelings into words</b>	this can be verbally or in writing
<b>Take control</b>	decide that they are going to control their emotions not the other way around
<b>Take a break from the situation</b>	sometimes a few minutes alone makes a big difference
<b>Put themselves in timeout</b>	tell someone they need a timeout to process their emotions
<b>Counting</b>	focusing on counting takes the focus off the anger
<b>Positive self-talk</b>	tell themselves they lost their temper, it is okay, and now it is time to turn things around
<b>Controlled breathing</b>	focusing on breathing deeply and calmly takes the focus off the anger
<b>Get the anger out</b>	run around, do jumping jacks, pushups, draw or write what is bothering them

Others???-ask student(s) if they have any other strategies to share.