



What to do TODAY Grade 3 (🧠 A Emotional Health Story)

This story talks about learning how to control impulsive behaviors that are triggered by extreme emotions.

- 🧠 A temper tantrum is an example of an impulsive behavior that is often caused when someone cannot control their behavioral response to an emotional situation.
 - 🧠 The part of the brain that controls your impulses does not fully develop until late adolescence. This is why children often exhibit behaviors that are out of control; they have not learned to control their emotional responses.
 - 🧠 Being able to identify and control your emotional responses, especially when your brain is not adequately developed to do so, will help you to limit irrational and socially unacceptable behaviors. These strategies will also help you to keep your brain healthy.
- 🧠 For this presentation, you need to have the “I Want it Now!!!” Story Video. You will need to watch how to do a hookup - <https://www.youtube.com/watch?app=desktop&v=dap-9fNt7uU&t=4s>, you will also need to have the “Controlling Your Emotions” handout ready to give the students (printed and cut in half).
- 🧠 Start the Story Video and stop after the title slide.



This story is about Emotional Health – and we are going to talk about what you can do when your emotions get OUT OF CONTROL.

- 🧠 Continue the Story Video and stop after the description of “being ignored or teased”.



Ok...let's be honest...raise your hand if you have EVER had a temper tantrum. (Be sure that you raise your hand – and if students aren't raising their hands – remind them to be honest AND tell them no one will be judging them.)

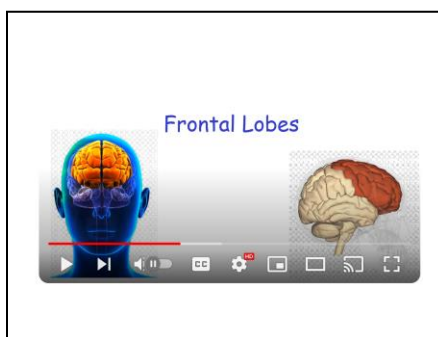
- Continue playing the video and stop after the following slide.



Ask the students...did you hear what Dr. Gorman said...babies are NOT the only ones to have temper tantrums...elementary students, middle school students, high school students – and YIKES – even college students...(look at your partner, point and say – that’s us!!!).

The reason for this is that until you are an adult – the parts of your brain that cause you to have impulsive behaviors is still growing. So that means elementary students, middle school students, high school students – and even college students have to LEARN how to control their emotions. Because...temper tantrums are NOT pretty.

- Continue playing the video and stop at this part of the slide.



So, that impulsive behavior that you might do when you can’t do something you WANT to do is controlled by your **frontal lobes**.

Demonstrate where your frontal lobes are...tell the students to put their hands on top of their heads – from there forehead to right before their ears. Tell the students this is where the frontal lobes are and they are still growing.

- Continue playing the video and stop at this point of the following slide.



Because your frontal lobes are still growing – and will be growing until you in your 20’s - you need to come up with ways to stop from doing impulsive behaviors.

You need strategies to STOP your impulsive frontal lobes. AND you need lots of different strategies...because some work when you are in the classroom, others work when you are at the playground.

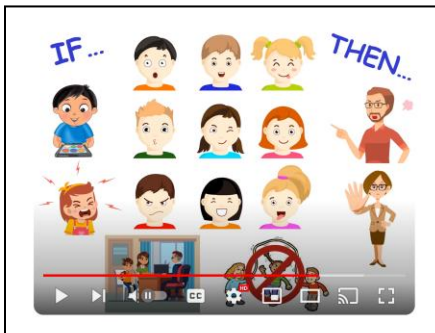
- Pass out the “Controlling Your Emotions” strategies. (There is still ~9 minutes left in the video – so, watch your time and only do the number of strategies you have time for.

- Tell the students these are some **strategies** and some examples of ways to stop your impulsive – still growing – frontal lobes.
- Remind the students 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.
- For each strategy, have one of the students read the “strategy” and “how (or why) it would work”
 - After each strategy is read, ask the class to give an example of how the strategy might work. For example, they are upset because their friends are teasing them at recess. Instead of just standing there and getting angry, they could use **physical activity** to take their mind off of what just happened and they could say, “I am going to go for a walk around the school yard until recess was over”.

- Explain that there are LOTS of different things they can do to stop their impulsive brain.
 - Either take a deep breath and breathe out slowly or maybe count to 10 – whatever will make you stop before you do something.
 - There is also a list of other things you can do. at this point, show them the “hookup”
- One strategy that works for lots of reasons, is called the “hookup”. At this point, show them the “hookup”.
 - Have the students stand up by their desks and did it.

Remind the students that since their frontal lobes are still growing, this is a time that they need to help protect the brain by NOT doing something that is impulsive (and potentially dangerous).

🎨 Continue playing the video and stop after the following slide.



Ok...so when you act on your impulsive behaviors there are many **consequences** – and most of them are bad.

Remember, most of the impulsive behaviors happen because you are soooooo angry, or frustrated, or sad.

And remember, your emotions tend to get REALLY big when you are tired or hungry.

Ask...Can someone think of an example of a consequence for acting on an impulsive behavior – other than getting in trouble?

- If no one responds...Give them an example...you (or a friend) were stressed out about an exam in one of your classes, that you stayed up ALL night studying and then you fell asleep and missed the exam. Because you were mad at yourself for not studying earlier, you made the BAD decision to stay up all night and THEN you missed taking the test.)

🎨 Continue playing the video until the end.

Tell the students that you had fun talking with them today and ask them if they had fun learning.

Remind the students that the story today was about the impulsive part of the brain, the one that makes you say “I Want It Now!!!”.

Remember...

- While the brain – particularly the frontal cortex - is still growing, they need to understand that they may not always make the right decisions on how to behave.
- They need to be on the lookout for impulsive behaviors and help their brain to make the right decisions. It can be as easy as stopping to think or stopping to count.
- Being able to control your impulsive behaviors will also make their brain healthier and we all know that helping your brain stay healthy is SPECTacular.

Be sure to thank them for listening and the Brain Health Team of JHU students will see them soon.



Controlling your emotions

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

Quick ways to express anger – without getting into trouble: (<https://copingskillsforkids.com/managing-anger>)

- Rip paper
- Pop bubble wrap
- Squish playdough
- Wrap your arms around yourself and squeeze
- Write a letter to someone
- Jump on a trampoline
- Do wall push-ups
- Write down what's bothering you and rip it up
- Squeeze a stress ball
- Talk about it
- Scribble on paper and crumple it up
- Do jumping jacks
- Put the palms of your hands together, push and release
- Do stretches
- Do a hookup - <https://www.youtube.com/watch?app=desktop&v=dap-9fNt7uU&t=4s>



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