**Self-Regulation**

**Settle Your Glitter for Pre-K**

**Purpose:** To educate students on things inside and outside of their control, and to teach self-regulation (SEL), managing emotions, problem solving, and coping skills in unfavorable circumstances.

**Materials:** *This is part two of the SEL lessons; Flip Your Lid comes first*

Glitter Jar

Move Your Mood- book by Brenda S. Miles

Feelings Poster <https://resources.finalsite.net/files/v1617985556/mesquiteisdorg/m7j9nawjtrmcymo6atb6/ResourceFeelingsPoster-Eng-Span.pptx>

OR Feelings Picture Wall <https://www.teacherspayteachers.com/Product/Emotions-and-Feelings-Vocabulary-Word-Wall-Cards-plus-Write-and-Wipe-Version-3657974>

Belly Breathe with Rosita video [https://safeYouTube.net/w/ftcib](https://safeyoutube.net/w/ftcib)

**Additional resources:**

Brain Song: <https://docs.google.com/presentation/d/1xhXc5aoUpg_LWz-SZ3-xppr5x7fC_vhOlBwlWthQ_iY/copy>

Extension activities and parent handouts available for download from: <https://www.mesquiteisd.org/resources-services/counseling-services/guidanceprogram/counseling-program/social-emotional-learning>

Slides with Visuals: <https://docs.google.com/presentation/d/1RA-hVhUPY0vcAvLw4oQqNgv0kNjZkEH_uHcpHBTHsfw/copy>

**Time:**

15 minutes

**Focus:**

Ask students a few questions to gauge what they remember about feelings and allow students to share out answers as you ask. “Last time we talked about the brain and feelings. What are feelings? Can you tell me some feelings that you know?” See what feelings they share out or give them a few examples. “Did you know all of our feelings come from our brain?”

**Lesson:**

\*\*For Pre-K 4 review the brain and flip your lid. For Pre-K 3 skip this part.\*\* Tell students that their brain is responsible for everything about them, even feelings! Refresh the brain hand signal: closed fist is a good thinking brain, little open is little feelings, medium open is medium feelings, open hand is big feelings/flip your lid. Talk about Puppy Mind (or whichever resource was used in the previous lesson) and how he felt.

Explain to students that there are all kinds of feelings, some they may know and some they may not. Today and over the next few weeks, we are going to be talking about all types of feelings. Show students the book “Move Your Mood” and tell them that this book is going to help share some of the different feelings we will be talking about.

As you read the book, briefly discuss the feeling it names maybe with a facial expression or an example of something age appropriate that may make them feel this way. Then have the students practice the movements at their seat.

**Closure:**

Discuss with students that sometimes some of these feelings can feel really big (flipping our lid). Ask students what are some okay choices or ways they can calm down. Show students how to do a belly breath, having students put their hands on their tummy and take a deep breath. Show the Rosita Belly Breathe video. Show students your glitter jar and explain how it can also be used if they need a moment to calm down.

**Extension:**

Show students the Feelings Poster or the Feelings Picture Wall (links above) that you are going to leave for them in the classroom. Explain to them that this is something their teacher is going to use to continue to talk about some of the feelings we talk about today. The teacher may want to hang it up and refer to it daily as a poster or you can cut it apart and have the teacher add one feeling at a time as they discuss until they are all up. The teacher can reinforce belly breathing and the glitter jar as they discuss each feeling with the class.

You can always close with the Brain Song (link above).