



Lesson Two: Coping Skills (3rd)

Current Version
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Approved: Unapproved

Schedule:

2:10-2:15: Introductions
2:15-2:25: Pre-Lesson
2:25-2:30: Lesson
2:30-2:50: Activity
2:50-2:55: Conclusion

2:10-2:15

Introduction:

Break students up into their small groups. The teachers should already have made them.

Do the following activity:

Have each student say:

1. Their name
2. One thing that makes them feel frustrated, upset, or angry.

Note:

Remind the students that this is a safe place. Nothing another student says should be talked about again or leave this group of kids.

2:15-2:25

Pre-Lesson:

Stay in small groups. Ask the following questions:

1. What do they do when they get angry?
2. How do they try to calm down when angry?

Give the students the pieces of the definition sort activity. Instruct the students that they need to arrange the words to form the definition for the word **cope**. After they are done, review the definition.

Note:

Inform the students that the definitions might not be full grammatically correct sentences, and there might be words they don't use. They might not get close, and that is okay! Feel free to walk them through it and provide hints!

2:25-2:30

Lesson:

Have the students sit on the carpet as a full group.

Talk about what it means to cope and what coping skills are

Cope:

- Correct definition: To deal with something difficult
- We cope with things by finding ways to manage them even when we don't like them.
- EX: We may not like to do our homework, but we may cope with it by setting a specific time we do it, or taking a break to play outside first.

Coping Skills:

- Correct Definition: Strategies and activities that help us manage, or deal, with our emotions.
- Like we talked about earlier, there are various different activities that we can do to try to stay calm ourselves down when we are angry.
- EX: When I am angry, I might go spend time alone, or take deep breaths.
- Importance: When we are angry, we say and do things that we don't mean because we are "blinded" by our anger. So it is always important to try and calm ourselves down.

Leave time for questions and then hand out the coping strategies list.

Teach Box Breathing from the handout

2:30-2:50

Activity:

Stay as a full class.

Read off a scenario one at a time to the class. Ask them the following for each:

1. What can you do to calm down?
2. Once we are calm, how can we try to fix this problem?

Note

If a student gives an obviously incorrect answer, politely correct them, and give another student a chance to answer. If no one gives a reasonable answer, walk through a better option.

Activity (Cont.):

1. You find out your friend was saying things about you when you weren't there.
2. You get tripped by someone on the bus.
3. Your mom or dad asks you to do something you don't want to do.
4. Your friend says something mean to you.
5. Your friend leaves you out of their game at recess.
6. You are annoyed by a question you can't solve on your homework.
7. Someone accidentally runs into you at recess.
8. Someone trips over your game at indoor recess.
9. You can't figure out a question on your test.
10. You don't want to go to the grocery store with your mom and dad.

2:50-2:55

Conclusion:

- Review definitions and content
- Leave time for any last minute thoughts or questions
- Give students parent info handout

If you have extra time, refer to the ice breaker sheet in your folder!