

My Calm Down Choices

NAME IT • TRACE IT • PLAN IT

NAME _____
DATE _____

Directions: Work through the five steps: name the feeling, find the trigger, choose your strategies, and build a plan you can actually use.

Step 1 • Name My Feeling

Check the feeling(s) that fit best. More than one is OK.

- | | | |
|-------------------------------------|--------------------------------------|---|
| ☐ Angry | ☐ Sad | ☐ Worried / Anxious |
| ☐ Frustrated | ☐ Overwhelmed | ☐ Numb / shut down / checked out |

Intensity — mark one:

☐	☐	☐	☐	☐
1	2	3	4	5
barely there				very intense

Step 2 • What Triggered This Feeling?

Describe what happened in a sentence or two.

Where did you feel it in your body?

Step 3 • Choose Your Calm-Down Strategies

Check the strategies that work for you. Different feelings may need different tools.

- | | |
|---|--|
| ☐ Deep Breathing | 4-count in, hold 4, out 4 — repeat 3 times |
| ☐ Grounding (5-4-3-2-1) | Name 5 things you see, 4 you hear... |
| ☐ Move Your Body | Walk, stretch, or do jumping jacks |
| ☐ Write or Draw It | Get it out of your head and onto paper |
| ☐ Talk to Someone | Find a trusted adult or friend |
| ☐ Take a Break | Step away quietly and reset |
| ☐ Use a Fidget | Keep your hands busy to refocus |
| ☐ Positive Self-Talk | "I can handle this. This feeling will pass." |
| ☐ Listen to Music | Pick a calming or energising song |

Step 4 • My Coping Plan

Fill in a row for each feeling you circled in Step 1.

When I feel...	I can try...	Who can help me

Step 5 • Reflection

Which strategy have you tried before? Did it help?

What is one thing you want to practise this week?

My First Step

When I feel _____, my first step will be to:

I will ask _____ for help if I need it.

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Grades 3–5 • SEL • Self-Regulation

This band turns the strategy menu into a personal coping plan: triggers in words, strategies matched to feelings, and a commitment naming the first move and the helper.

Quick Start

LEARNING TARGET

Students name a feeling and its trigger, choose calming strategies that fit, and commit to one concrete first move and a person who can help.

TIME

25–30 min, then revisit

GROUPING

Independent; private by default

MATERIALS

Printed sheet, pencil

Guiding questions: What does this feeling feel like in your body? Which strategy fits this feeling? Who is your go-to person?

Facilitation Sequence

- 1

Launch
Normalise all feelings. Model naming one of your own (calmly) and picking a matching strategy. Stress: honesty is the win, there are no wrong answers.
- 2

Student work
Students complete privately. Circulate gently; for a stuck student, offer the feeling menu aloud ("more angry or more worried?").
- 3

Consolidate & discuss
Without sharing personal triggers, discuss which strategies tend to fit which feelings (movement for anger, breathing for worry).
- 4

Wrap-up
Students keep the sheet as a reference tool. Re-issue after real moments; swap strategies that didn't help.

Answer Key & How to Approach

Item	Expected Response / How to Approach
What counts as complete	A circled feeling, an intensity number, 2–3 checked strategies, and a plan naming ONE specific first move. There are no wrong answers — but the plan must name a concrete strategy, not "calm down" or "be good."
The strategy menu	All nine work; the goal is a personal go-to. Coach the match: movement fits anger, breathing and grounding fit worry, talking fits sadness.

Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Stall at naming the feeling	Limited feeling vocabulary, or unsure it's safe.	Offer the menu aloud: "more angry or more worried?" Any honest pick unblocks the sheet.
Check every strategy in		