

LESSON 1: COGNITIVE EMOTION REGULATION

Materials Required:

- 2 pieces of paper cut into circles per student
- Crayons

Skills to build:

- Awareness about emotions and about the way that our thinking can regulate our emotions
- Introduction to different cognitive emotion regulation strategies
- Learning the differences between the positive and negative strategies that we use to regulate our emotions
- Recognizing the use of good and bad strategies in everyday situations

Vocabulary to highlight/clarify:

- **Stress:** something that causes strong feelings of worry or anxiety
- **Emotion:** a strong feeling like excitement or anger
- **Emotion Regulation:** being able to properly control our emotions.
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

NOTE: Throughout all classes it is important to constantly engage the students by asking them to provide examples and participate in discussion. Filling out the worksheets should not be silent, individual work. They should be completed as a class with each student providing their own personal examples.

LESSON PLAN

PART 1: Highlight to the class that life is full of stressful experiences. We have different ways to deal with the stressors in our lives. One way is by managing the emotions that we feel in relation to these stressors.

- One of the ways that we deal with stressful experiences is to manage the emotions that we feel in relations to these stressors. This means that we try to control our emotions. *Can anyone give me an example of a stressful experience that they have had? What emotions did this experience make you feel?*
 - ex:
- Regulating our emotions is complex and it involves having control over different things:
 - The way that we experience our emotions
 - The way that we think about our reactions to the stressful experience.
 - *We want to understand how we think about our emotions so that we can control them and change them*
 - The feeling we get in our body after experiencing stressors

- Ex: heart rate, breathing, etc.
 - Our behavior
 - Ex: our actions or facial expressions when we feel an emotion
- We can control our emotions if they are positive or negative
 - *Can anyone give me an example of a positive and a negative emotion?*
 - Ex:
- The way that we control our emotions can also have positive or negative consequences
 - Ex: When we control our emotions in a good way, we feel better about ourselves (increased self-esteem) and about the future (optimism)

PART 2: What are you doing here? What is this class about?

What are we going to learn from these lessons? Why is it so important?

Controlling our emotions is something you can do with different strategies. There are 9 different strategies that you can use; 5 of these are positive ones.

- We are going to learn the 9 different strategies and how they help us control our emotions
- That will help us change the way we think about stressful event and it will help us control our emotions in a positive way.
- Learning how to do this will allow us to control our emotions in a positive way and get along better with one another.

PART 3: Cognitive emotion-regulation is a COPING STRATEGY

What do I mean when I say I want to give you a ‘strategy’? *Does anyone know what a strategy is?*

- A strategy is a method that you use to achieve a goal. It can take time and practice to develop
 - e.g. in basketball, to improve your shots you need to practice shooting hoops every day. The more and more you go to the gym and practice this skill, the better you will get and eventually you will be shooting perfect hoops automatically...one after the other!
- Remember though, it takes practice to learn how to use our strategies more effectively and to control our emotions
- Being able to use positive strategies to control your emotions does not depend on your age – you may think adults all know how to control their emotions, but this is not the case. Kids don’t always use negative strategies and adults don’t always use positive strategies
- **Everyone can benefit from getting learning how to think about their emotions and practice using positive strategies to help us keep our emotions under control.**

PART 4: CLASSROOM EXAMPLE WITH STUDENT PARTICIPATION

- Let’s practice thinking about stressful experiences that can make us feel and think negatively.
- Ex: When Suzy was 9 she got a hamster for her birthday. She called her hamster Bubbles and she loved him a lot. Last week, 4 years later, her hamster died. She was really sad and wouldn’t leave her room for days.
 - *What was the stressful event in this story?*

- *How did it make Suzy feel?*
- *What thoughts did Suzy have? Were they positive and happy thoughts? Were they negative and unhappy thoughts?*
- *What could Suzy do to make herself feel better? Can she change her mind and think happier thoughts?*

PART 5: WORKSHEET ACTIVITY

Let's practice recognizing different experiences and emotions that we have.

1. **First I would like you to draw something for me.** Give each child two paper circles and a crayon. Demonstrate how to draw a happy face on one circle, and an angry face on the other.
 1. *On the first piece of paper I would like you to draw a happy face. Like this (point to happy face drawn on the board).*
 2. *On the second piece of paper I would like you to draw a sad face. Like this (point to the sad face drawn on the board).*

2. **React:** Each time you describe a situation, ask children to hold up the appropriate face to show how they would feel. Here are some examples:
 - *How would you feel if your best friend invited you to a party?*
 - *How would you feel if no one would let you use the swing?*
 - *How would you feel if you and your friends built a beautiful sandcastle together?*
 - *How would you feel if some kids started teasing you by saying you were a baby?*
 - *How would you feel if you went to the park with your family on a beautiful sunny day?*
 - *How would you feel if you feel down and hurt your knee?*
 - *How would you feel if you got to eat the best cake in the world on your birthday?*
 - *How would you feel if you got into trouble because your friends told the teacher that you did something wrong?*

LESSON 2: ACCEPTANCE

Materials Required:

- Computer with internet

Skill to build:

- Understand the concept of acceptance
- Learn how to apply the strategy of acceptance to various situations

Vocabulary to highlight/clarify:

- **Acceptance:** coping with an experience by accepting it and moving on
- **Cope:** to deal with a situation successfully
- **Anxiety:** nervousness about what might happen

- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last classes we talked about how life is full of stressful situation that make us feel different negative emotions. We learned that there are different ways to regulate our emotions. One of the ways that we can do this is to control the way that we think about stressful events and how they make us feel. Over the next 9 classes we will learn different strategies that will help us think about stress and control our emotions. Some of them are positive and lead to good consequences. We want to use these as much as possible. Other strategies are negative so we will learn to recognize them and avoid using them.

We also mentioned last class that regulating our emotions is not easy – we use different STRATEGIES that takes time and practice to develop. The goal of today’s class is to give you POSITIVE way to think about stressful situations. I am going to explain this strategy and give you examples of how it can be used in different situations. Then we will work together to practice using this strategy.

LESSON PLAN

INTRODUCTION: Overview and definition of the adaptive strategy

The first strategy that I will teach you is **acceptance**. What is acceptance?

- (1) Thought of accepting what you have experienced
- (2) Not resisting what happened
- (3) A positive coping strategy
- (4) It is related to having more optimism and self-esteem (having positive thoughts about yourself and the future), and less anxiety

Often we have to accept that something has happened to us. *Has anyone ever lost something that they love (like a toy)? What was it? (Wait for an answer). How did you feel? (If the child doesn’t remember suggest sadness or anger). Did those feelings go away?*

- When we lose things we often feel sad or angry, and we have to accept that we can’t get them back sometimes.
- Usually after some time those feelings of anger or sadness go away.
- But if we learn to accept that we lost something, we can feel better sooner.

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to apply the acceptance strategy.

- **Video:** Alexandra Orlando competing at the Beijing Olympics
 - o <http://www.youtube.com/watch?v=xISdUv4ynfE>
- **Case Example:** A few years ago there was a gymnast named Alexandra who had been training for the Olympics her entire life. She was the best gymnast in Canada. She was so good that she was going to be able to go to the Olympics when she turned 18. Unfortunately, when the day came that she was going to be allowed to go to the

Olympics, she got a phone call from a person who told her that she could not go any more. At first she was very sad about this news. She cried a lot and got very angry at the people who told her she could not compete at the Olympics any more. After speaking with her parents and her friends about it, she realized that instead of being sad, she could accept the situation. She realized that there is nothing she could have done to stop this from happening, so she accepted it and started to train for the Olympics again. 4 years later, she was still the best gymnast in Canada, and she finally went to the Olympics. She ranked 12th in the world, and it was the happiest day of her life.

- *Do you think that Alexandra would have been able to keep working hard to make it to the Olympics if she had not accepted the situation?*
- *Why not?*
- *Did acceptance turn out to be a positive strategy?*

ASSESSMENT: Learn to change the way we think about a stressful situation and apply the positive strategy.

1. **Role-play:** Set up role-playing situations reflecting stressful situation or conflicts that may occur among children. Possible scenarios include: (1) parents asking you to do chores (2) Someone knocks down you snow fort or snowman (3) and example from the group.
2. **Resolve:** Encourage children to understand that these things happen and use their own words to move past the negative emotion and resolve the situation
3. **Discuss:** After each role-playing situation, discuss what happened. Praise children for their good acceptance and problem-solving skills. Emphasize the importance of thinking positively and accepting what happened

LESSON 3: SELF-BLAME

Materials Required:

- Video camera

Skill to build:

- Understand the concept of self-blame
- Learn how to recognize self-blame and change thoughts to a more positive emotion regulation strategy

Vocabulary to highlight/clarify:

- **Acceptance:** coping with an experience by accepting it and moving on
- **Self-blame:** thinking that something that has happened is your own fault
- **Cope:** to deal with a situation successfully
- **Depression:** feeling very sad for a long time
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about acceptance. We learned that acceptance is a positive strategy to think about stressful experiences. When we use acceptance to think about a stressful experience, we feel less negative emotions. Accepting that something has happen allows us to live through the experience with more positive feelings. Last class we discussed different experiences that make us feel negative emotions and we learned how to use acceptance as a strategy to improve our feelings about the experience. *Can anyone remember a situation in which they would you acceptance to cope with the negative experience?*

The goal of today's lesson is to teach you about a NEGATIVE way that many people think about stressful situations. I am going to explain this strategy and give you examples of when we use this strategy. Then we will work together to practice changing this negative strategy to a positive one.

LESSON PLAN

PART 1: Overview and definition of the maladaptive strategy

Today we will learn the strategy of **self-blame**. What is self-blame?

- (5) Thinking about blaming yourself for what happened
- (6) Often we blame ourselves even though we have no control over the situation
- (7) A negative coping strategy
- (8) This makes you feel very sad and depressed. It can even be bad for your health

Has anyone ever blamed themselves for something that wasn't their fault? What did you think you did wrong? (Suggest getting a friend hurt or into trouble). Did anyone tell you that it wasn't your fault?

How did you feel when you blamed yourself? What are some things you can do to make yourself feel better?

- It is important to notice when we start using self-blame
- This way we can change our thinking strategy, and use a more positive strategy
- *Can anyone tell me what positive strategy they could use instead of self-blame?*
- Acceptance.

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to replace a negative strategy with a positive one.

Case Example: Jamie loved school. He played lots of sports and science was his favourite subject. He wanted to be an astronaut! Everyone loved Jamie. He was a good student and a good friend. And he was gay. Jamie never thought there was anything wrong with being gay. His family accepted it and taught him it was just another fact; like the fact that his hair was brown. But when Jamie mentioned that he liked boys at school, his schoolmates gasped and called him hurtful names. Jamie had never thought that being gay would mean he was "not a real man" or "disgusting". Later that day, Jamie went outside to play soccer with his friends just like he did every day. Nobody passed him the ball and one boy even shouted that gay people couldn't play sports. Lots of people laughed. "Was that

true?" Jamie asked himself, "I can't play sports because I'm gay?" During science class, they were learning about the moon and Jamie told the teacher he would go there one day. A group of his classmates laughed and a girl whispered, "He can't be an astronaut! He's gay!" Jamie didn't know that gay people couldn't be astronauts! He was very upset. No one talked to him in the hallways after school, and no one joined him on his walk home. Did being gay mean that no one liked him anymore? Jamie had so many questions, but he didn't tell anyone when he got home. The bullying continued and Jamie stopped playing sports. He stopped learning about space because he thought he could never be an astronaut. He stopped talking to his schoolmates, even when a few people tried to talk to him and tell him that they didn't have a problem with him being gay. He thought they were lying. "How could they want to be my friend if I'm such a freak?" He asked himself. He thought that it was all his fault, but as hard as he tried he couldn't stop being gay, So he stopped trying to be anything at all.

- *What did Jaime think that he did wrong?*
- *How did he feel after it happened?*
- *What were the consequences?*
- *What would happen if he used acceptance instead of self-blame to deal with his situation?*

ASSESSMENT & REINFORCEMENT OF POSITIVE STRATEGY: Learn how people change the way they think about a stressful situation and apply the positive strategy.

- Practice Activity

- Role play
 - Scenario that will illicit negative emotion (ie. Being the goalie for a team and losing a game)
 - Role-play the situation with self-blame first
 - Change strategy to acceptance
- After practicing the skit, record both scenarios with a camera
 - To be played during wrap up session

LESSON 4: POSITIVE REFOCUSING

Materials Required:

- Blackboard
- Lesson 4 worksheet

Skill to build:

- Understand the concept of positive refocusing
- Learn how to apply the strategy of positive refocusing to various situations

Vocabulary to highlight/clarify:

- **Self-blame:** thinking that something that has happened is your own fault
- **Positive refocusing:** thinking about something positive instead of the negative emotions from an experience

- **Cope:** to deal with a situation successfully
- **Depression:** feeling very sad for a long time
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about self-blame. We learned that sometimes we blame ourselves when bad things happen. Blaming ourselves for things that are not our fault can make us very sad or depressed. Last class we shared different situations in which we experienced self-blame and practiced thinking of more positive ways to think about those situations.

The goal of today's lesson is to teach you another POSITIVE way to think about stressful situations. I am going to explain this strategy and give you examples of how it can be used in different situations. Then we will work together to practice using this strategy.

LESSON PLAN

INTRODUCTION: Overview and definition of the adaptive strategy

Today we will learn the strategy of **positive refocusing**. What is positive refocusing?

- (9) Thinking of JOYFUL and PLEASANT things instead of thinking about the stressful or negative experience that you have had.
- (10) By thinking or focusing on positive things or things that make you happy, you will think less about things that are making you sad or angry.
- (11) A positive coping strategy .
- (12) This can help you to feel happy very quickly, but *do you think that it is good to ignore the negative event all the time?*
- (13) No. Sometimes when we think about other things and ignore the problem, it doesn't go away. We then have to find other ways to cope with the problem later on.

Has anyone ever done something that made them happy after experiencing a negative event? What did you do? (Suggest playing with friends or playing a game). Did it help you feel better?

How do you feel when you get sick with a cold or a fever? Are there things that you do to make yourself feel better?

- When we get sick we feel awful and sometimes it can make us upset.
- If we learn to refocus on positive things, like playing a game or talking with friends, it can help us forget about how crummy we feel.

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to apply the positive refocusing strategy.

- **Case Example:** Sarah has cancer. She has to take medication every day. It makes her stomach ache and her head hurt. She gets lots of tests with needles and big machines. They're a little scary. She has to stay in the hospital a lot, but she has made many friends

there. She loves playing board games with them, painting, and reading books. The nurses are really nice. They always smile and sometimes even bring jello or popsicles! She loves the wall paintings and stuffed animals in her room. It feels like home. Her family always visits and Sarah is even allowed to have sleepovers! Even though Sarah is sick, she fills her days with fun and lots of smiles.

- *What are some of the negative things that Sarah has to experience at the hospital?*
- *Are there things that help her feel better? What are they?*

REINFORCEMENT & ASSESSMENT: Learn how people change the way they think about a stressful situation and apply the positive strategy.
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- **Practice Activity**

- Ask children to list different activities that make them happy and help them forget about negative situations. *What kinds of thoughts or activities help you feel better when you are sad about something that has happened?*
- Have children brainstorm together in groups of two or three.
- *Now let's talk about our answers and make a list. I would like you to write these answers down on the worksheet as we go.*
- Brainstorm with the students and write the list on the blackboard. They can copy these strategies down on the worksheet and keep it as a reminder of ways to help them focus on more positive things when they are feeling sad or upset.
- i.e. thinking about fun or happy experience, thinking about family, playing specific games, talking to specific friends or family members, playing with a pet, going to the movies or the arcade, etc.

LESSON 5: RUMINATION

Materials Required:

- Video camera

Skill to build:

- Understand the concept of rumination
- Learn how to recognize rumination and change thoughts to a more positive emotion regulation strategy

Vocabulary to highlight/clarify:

- **Rumination:** to spend a lot of time thinking about something that happened
- **Positive refocusing:** thinking about something positive instead of the negative emotions from an experience
- **Cope:** to deal with a situation successfully
- **Depression:** feeling very sad for a long time
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about positive refocusing. We learned that positive refocusing is a positive strategy to think about stressful experiences. When we use positive refocusing, we feel more positive emotions and stop thinking about the negative situation. Focusing on positive things can make us feel better quickly, but it only helps for a short time. Last class we discussed different experiences that make us feel negative emotions and we learned how to refocus on the positive to make those negative emotions go away. *Can anyone remember an example of how we use positive refocusing to think about stressful situations?*

The goal of today's lesson is to teach you about a NEGATIVE way that many people think about stressful situations. I am going to explain this strategy and give you examples of when we use this strategy. Then we will work together to practice changing this negative strategy to a positive one.

LESSON PLAN

INTRODUCTION: Overview and definition of the maladaptive strategy
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Today we will learn the strategy of **rumination**. What does rumination mean?

- (14) Thinking about how we feel about a negative event
- (15) Thinking about negative feelings and thoughts over a long period of time
- (16) A negative coping strategy

(17) This make you feel very sad and depressed

Has anyone ever spent a long time thinking about a stressful or negative event? (ie. If someone took something from you, or said something mean to you). How did it make you feel? Did you feel this way all day/week long?

What are some things you can do to make yourself feel better?

- It is important to notice when we start ruminating because it can be very hard to stop
- If we notice when we are ruminating then we can change our thinking strategy, and use a more positive strategy
- *Can anyone tell me what positive strategy they could use instead of rumination?*
- Positive refocusing: thinking about something that makes you feel good
- Telling a friend or an adult what is on our mind can also help us feel better

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to replace a negative strategy with a positive one.

- **Case Example:** Michelle and Jessica were best friends. They ate lunch together, they played together during recess, and they told each other all of their secrets. One day a girl in their class told Michelle that Jessica had told her one of Michelle's secrets. Michelle was so angry at Jessica! How could she have shared her secret? Jessica realized her mistake and apologized to Michelle right away. She had forgotten that it was a secret and she was very sorry. Michelle was still angry. She didn't care if it was a mistake. Jessica was very sad and she tried everything to get Michelle to forgive her. Even after a week, Michelle was still upset. She didn't want to be best friends with Jessica anymore. She didn't keep her secret! Jessica was still very nice to Michelle but since Michelle ignored her, she started playing with some other classmates and soon she had a new group of friends. Michelle was even angrier. It wasn't fair that Jessica had left her and gotten new friends. Whenever one of them would invite her to play she would refuse. She was mad at all of them. Now Michelle had no best friend and no one to play with. This made her very sad. It was all Jessica's fault! This never would have happened if Jessica had been a good best friend.
 - *Why happened to make Michelle upset?*
 - *How did he/she feel after it happened? How did she feel after Jessica apologized?*
 - *What were the consequences?*
 - *What would happen if she positive refocusing or acceptance instead?*

ASSESSMENT & REINFORCEMENT OF POSITIVE STRATEGY: Learn how people change the way they think about a stressful situation and apply the positive strategy.

- **Practice Activity**
 - Role play
 - Scenario that will illicit negative emotion (i.e. Friends saying something mean to you, bad grades)
 - Role play with rumination outcome first
 - Change strategy to positive refocusing
 - After practicing the skit, record both scenarios with a camera

- To be played during wrap-up session

LESSON 6: REFOCUS OF PLANNING

Materials Required:

- Black board
- Lesson 6 Worksheet

Skill to build:

- Understand the concept of refocusing on planning
- Learn how to refocus on planning in various situations

Vocabulary to highlight/clarify:

- **Rumination:** to spend a lot of time thinking about something that happened
- **Refocus on planning:** planning ways to cope with a negative experience
- **Cope:** to deal with a situation successfully
- **Anxiety:** nervousness about what might happen
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about rumination. We learned that sometimes when we have negative experiences, we think about them for a very long time. Thinking about negative experiences for a long time can make us feel very sad or upset. Last class we shared different situations in which we ruminated. We also practiced recognizing our negative thinking so that we can stop it in the future. It is important for us to find ways to stop thinking about the negative outcomes of an event so that we can feel better.

The goal of today's lesson is to teach you another POSITIVE way to think about stressful situations. I am going to explain this strategy and give you examples of how it can be used in different situations. Then we will work together to practice using this strategy.

LESSON PLAN

INTRODUCTION: Overview and definition of the adaptive strategy

Today we will learn the strategy of **refocusing on planning**. What does it mean to refocus on planning?

(18) Thinking about what steps to take and how to handle the negative event.

(19) Planning a solution can help us get through the stress more easily.

Is this a positive or negative strategy?

(20) A positive coping strategy

(21) It is related to having more positive thoughts about yourself and the future, and less anxiety

Can anyone tell me what it means to make a plan? (To decide on the steps that need to be taken to achieve our goal). When do people make plans? (When they do project, i.e. plan what you will talk about and how you will present it on your poster).

Have you planned anything in the last week/month? Did it help you achieve your goal more easily?

- When we have stressful or negative situations, we can sometimes do things to make them better:
 - Think of what we can do best
 - Think about how we can best cope with the situation
 - Think about how to change the situation
 - Think about a plan of what we can do best
- If we refocus on planning, it will be easier to cope with the stress and get through the difficult situation.
- When we plan we are taking actions to deal with the problem. It is important to remember that if we think about a plan we have to stick to it and act out the plan.

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to apply the refocusing on planning strategy.

- **Case Example:** Matthew and John both failed their history test. Matthew was upset and angry; he never wanted to take a test again. John was upset too, but he decided to try studying in different ways and do better next time! The teacher told them their next test would be about Ancient Egypt. Matthew stopped paying attention in class and stopped studying. He decided history was boring, and he just wasn't good at it. John thought pyramids and mummies were interesting so he found a book about them with lots of pictures! He learned about so many interesting things, he read more books and found a cool history movie too. He even asked his parents to take him to see an exhibit about Egypt at the museum. It was very exciting to see it all in real life! On the day of the test Matthew felt very nervous and upset. He hated tests and he hadn't studied at all because he thought he would do poorly either way. John was nervous too, but he was also excited. He wanted to share all of the facts he had learned, and he really hoped there would be questions on his two favourite topics: mummies and pyramids! Matthew didn't know many of the answers and did poorly again. He was even more angry and upset. He thought it wasn't fair because he just didn't like history! John got almost all of the questions right! He was so happy he didn't even mind that he got some of them wrong. He made sure to ask what the right answers were, so now he knew even more about Ancient Egypt! He never knew how much he liked history.
 - Talk about the different outcomes
 - *Are they happy, are they sad? Which way of dealing with the stressful situation was more positive?*
- **Hand out worksheet:** *I would like you to think about how homework or tests make you feel? Do they make you feel nervous or upset? Let's go through this worksheet together and think about how we can turn negative feelings about school work into positive ones. What steps could you take to make it more fun and easy?*
 - Ask for suggestions and help students brainstorm

- This could serve a document that they keep for future reference as a reminder of how to stay calm and relaxed by using these steps to plan their school work

REINFORCEMENT & ASSESSMENT: Learn how people change the way they think about a stressful situation and apply the positive strategy.

- Practice Activity

- *This summer we are planning to have a big summer carnival with the entire school. What are some fun summer activities that you would like to do at a summer carnival?*
- In groups of 2 or 3 have the children brainstorm about fun activities that they like to do outside in the summer and their preferred location for these activities.
- Have each group give you their ideas and write them on the board as you go.
- *Now that we have planned this carnival we realized that sometimes it rains in the summer. We won't be able to do the carnival outside if it rains. The principal of the school has gotten very upset about the rain and has asked our class to refocus and plan some activities that we can do in a different location (not at the beach or in the park)*
- With the entire class figure out a new location for the carnival (indoors or under a tent) then go through the list of activities and plan for the activities that will be able to be moved indoors (circle with a color), plan for the activities that will not be able to move indoors (cross out with another colour), and brainstorm other summer carnival ideas that could happen indoors.

LESSON 7: CATASTROPHIZING

Materials Required:

- Video camera

Skill to build:

- Understand the concept of catastrophizing
- Learn how to recognize catastrophizing and change thoughts to a more positive emotion regulation strategy

Vocabulary to highlight/clarify:

- **Catastrophizing:** to think that an experience is a complete disaster, or that it is worse than in reality
- **Refocus on planning:** planning ways to cope with a negative experience
- **Cope:** to deal with a situation successfully
- **Anxiety:** nervousness about what might happen
- **Depression:** feeling very sad for a long time
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about refocusing on planning. We learned that refocusing on planning is a positive strategy that we use to think about stressful experiences. When we refocus on planning, we feel more in control of the situation and have less negative emotions. Planning makes the experience easier to handle and gives us more positive feelings. Last class we discussed different experiences that make us feel negative emotions and we learned how to refocus and planning to improve our feelings about the experience. *Can anyone remember an example of how we refocus on planning?*

The goal of today's lesson is to teach you about a NEGATIVE way that many people think about stressful situations. I am going to explain this strategy and give you examples of when we use this strategy. Then we will work together to practice changing this negative strategy to a positive one.

LESSON PLAN

INTRODUCTION: Overview and definition of the maladaptive strategy
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Today we will learn the strategy of **catastrophizing**. What does catastrophizing mean?

- (22) Thinking about the worst part of a negative situation
- (23) Thinking that the experience is a lot worse than it really is
- (24) We do this a lot with homework, tests and projects
- (25) A negative coping strategy
- (26) This can make you upset, anxious or depressed

Has anyone ever thought that an experience was really stressful and then realized that there was nothing to worry about in the first place? (i.e. Doing a homework assignment or writing a quiz) What are some of the things you think about when you are catastrophizing?

- When we have stressful or negative situations, and we catastrophize:
 - We think that the experience is much worse than what other people are experiencing
 - We keep thinking about how terrible the situation is
 - We think that this experience is the worst thing that could ever happen
 - *What are the consequences of having these thoughts? Do they make us feel good or bad?*

What are some things you can do to make yourself feel better?

- It is important to notice when we start catastrophizing
- This way we can change our thinking strategy, and use a more positive strategy
- *Can anyone tell me what positive strategy they could use instead of catastrophizing?*
- Refocus on planning: take steps to deal with the situation and make it seem less serious

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to replace a negative strategy with a positive one.

- **Case Example:** Jeremiah has a small quiz tomorrow in math class. He has been studying for this quiz for a couple days. He even asks his mom to quiz him at home and does very well. He still however feels really unprepared. He spends all night tossing and turning and worrying about this quiz. He thinks that if he doesn't do well, his teacher will think he's stupid. He does not get any sleep. When he gets to school the next day, he is really tired and has trouble staying awake during the quiz. In the end Jeremiah does not do as well on the quiz even though he knew all of the answers.
 - *What was the experience that Jeremiah was stressed about?*
 - *How did it make him feel?*
 - *Did Jeremiah have to be so worried about the quiz?*
 - *What were the consequences of Jeremiah's negative strategy?*
 - *What positive strategy could he have used in this situation?*

ASSESSMENT & REINFORCEMENT OF POSITIVE STRATEGY: Learn how people change the way they think about a stressful situation and apply the positive strategy.

- **Practice Activity**
 - Role play
 - Scenario that will illicit negative emotion (ie. Losing a favorite toy or game, getting a small scrape, having a small quiz)
 - Role play with catastrophizing outcome first
 - Change strategy to refocus on planning
 - After practicing the skit, record both scenarios with a camera
 - To be played during wrap up session

LESSON 8: POSITIVE REAPPRAISAL

Materials Required:

- Computer with internet

Skill to build:

- Understand the concept of positive reappraisal
- Learn how to use positive reappraisal in various situations

Vocabulary to highlight/clarify:

- **Catastrophizing:** to think that an experience is a complete disaster, or that it is worse than in reality
- **Positive reappraisal:** finding a positive side to a negative experience
- **Cope:** to deal with a situation successfully
- **Anxiety:** nervousness about what might happen
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about catastrophizing. We learned that sometimes when we have negative experiences, we think that they are a lot worse than they are in reality. Making a big deal about situations or overreacting can make us feel very stressed and upset. Last class we shared our experiences with catastrophizing. We also practiced recognizing our negative emotional reactions so that we can stop them in the future. It is important for us to find ways to stop thinking about the negative outcomes of an event so that we can feel better. *Does anyone remember what positive strategy we can use to help with stressful situations where we catastrophize?*

The goal of today's lesson is to teach you another POSITIVE way to think about stressful situations. I am going to explain this strategy and give you examples of how it can be used in different situations. Then we will work together to practice using this strategy.

LESSON PLAN

INTRODUCTION: Overview and definition of the adaptive strategy

Today we will learn the strategy of **positive reappraisal**. What does it mean to use positive reappraisal?

- (27) Thinking about a negative experience and finding a positive aspect of it. ("finding the silver lining")
- (28) Related to learning from the situation in a positive way
- (29) The key is personal growth
- (30) A positive coping strategy
- (31) It is related to having more positive thoughts about yourself and the future, and less anxiety

Can anyone tell me what it means to find the positive side of things? (When something happens, you try to think of something good that came from it, or something good that you learned from it). What kind of things can we learn from experiencing the negative consequences of our behavior – for example when we are punished? (Learn to change our behavior so that we can do better and avoid punishment next time).

Have you gotten into trouble in the last week/month? What did you learn from it? What did you change about yourself? Was there a positive side of this situation?

- When we have stressful or negative situations, we can sometimes do things to make them better:
 - Learn something from the situation
 - Become a stronger person as a result of what happened
 - Look for the positive side of the situation
- If we use positive reappraisal, it becomes easier to cope with the stress and get through the difficult situation.
- Seeing the positive side of a situation or learning from the situation helps us to feel better and have more positive emotions. It is important to remember that there is always something we can learn from our mistakes.

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to apply the refocusing on planning strategy.

- **Video:** <http://www.youtube.com/watch?v=iCzcpZC9N5Y> (trying to find a French version of this)
- **Case Example:** Fern and Francine are best friends but one day Fern drew a cartoon of Francine looking like a cow. Soon after, all of her friends started drawing mean cartoons of Francine. This made Francine very sad, she thought that nobody liked her. What Francine didn't realize was that her friends were being mean to her because she had been mean to her friends. Poor Francine pretended not to care, but it's not much fun being a punch line. She realized that she could only make this right by being nice to her friends and apologizing to them. She decided to make Fern cookies, as a nice gesture, and said she was sorry. Fern accepted this apology and the delicious cookies. They promised each other they would always be nice to one another and went back to being the best of friends.
 - *Why was Francine sad?*
 - *Was there a positive side to this situation? What did Francine learn?*
 - Being nicer to your friends can make your relationship better and will make everyone happier.

REINFORCEMENT & ASSESSMENT: Learn how people change the way they think about a stressful situation and apply the positive strategy.

- **Practice Activity**
 - Provide hypothetical stressful situations with 3 different ways of coping with it/or use images. (ie. Car or bicycle accident where no one is injured, making it to the championships and losing, failing a 1% quiz)

- Catastrophizing
- Neutral/avoiding
- Positive reappraisal
- Go through each one and discuss why the positive reappraisal solution is the best way to deal with each situation

LESSON 9: BLAMING OTHERS

Materials Required:

- Video camera

Skill to build:

- Understand the concept of blaming others
- Learn how to recognize blaming other and change thoughts to a more positive emotion regulation strategy

Vocabulary to highlight/clarify:

- **Positive reappraisal:** finding a positive side to a negative experience
- **Blaming others:** thinking that other people are to blame for what has happened
- **Cope:** to deal with a situation successfully
- **Disappointment:** feeling of being unhappy because someone has behaved badly
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about positive reappraisal. We learned that positive reappraisal is a positive strategy to think about stressful experiences. When we use positive reappraisal to think about a stressful experience, we feel less negative emotions. Trying to find the positive part of a negative experience and trying to learn from the experience can help us have more positive feelings about it. Last class we discussed different experiences that make us feel negative emotions and we learned how to learn from them and look at the positive side of each situation as a strategy to improve our feelings about the experience. *Can anyone think of an example in which we might learn from a difficult situation?*

The goal of today's lesson is to teach you about a NEGATIVE way that many people think about stressful situations. I am going to explain this strategy and give you examples of when we use this strategy. Then we will work together to practice changing this negative strategy to a positive one.

LESSON PLAN

PART 1: Overview and definition of the maladaptive strategy
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Today we will learn the strategy of **blaming others**. What does it mean to blame others?

- (32) Thinking about blaming other people for what happened

- (33) We often blame others for the bad things that happen to us, even though it is not their fault
- (34) A negative coping strategy
- (35) This can make you feel more negative emotions, like sadness and disappointment

- When we have negative experiences we think about the consequences in different ways. There are different ways in which we can blame others for the things that have happened.
 - Feel that others are to blame for it
 - Feel that others are responsible for what has happened
 - Think about the mistakes others have made in this matter
 - Feel that basically the cause lies with others

Can anyone think of an example of a time that they blame someone else for something bad that happened? What did you think they did wrong? (i.e. when you do badly on a test, you blame the teacher for making test too hard.)

How did you feel after you blamed someone else? Did it make you feel better or worse? Do you think that person would be happy if you blamed them for something bad that happened?

- It is important to notice when we start to blame others for causing negative situations
- This way we can change our thinking strategy, and use a more positive strategy
- *Can anyone tell me what positive strategy they could use instead of blaming others?*
- Positive reappraisal: try to learn from the experience and see the good side of it

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to replace a negative strategy with a positive one.

- **Case Example:** Courtney has a very important soccer game today. Her team has been practicing for months and doing really well this year. The game was long and very tough. In the end, Courtney's team lost because they didn't play as well as they practiced. Courtney can't understand why they lost and she blames the other team. She thinks that they cheated and that the refs were unfair. On the way home she is really upset, but her mom reminds her that blaming other won't change the score and that next time the just has to play better.
 - What went wrong?
 - How did they react to the situation?
 - Was it the other teams fault or the ref's fault?
 - What can we learn from this? How could they improve?

ASSESSMENT & REINFORCEMENT OF POSITIVE STRATEGY: Learn how people change the way they think about a stressful situation and apply the positive strategy.

You are probably wondering what you are doing here today and why I am here. This class is about helping you do two things:

- **Practice Activity**
 - Role play
 - Scenario that will illicit negative emotion (i.e. blaming teacher for bad test result, blaming parents when you don't get what you want, blaming other children for getting into a fight at school)

- Role play with blaming others first
- Change strategy to positive reappraisal
- After practicing the skit, record both scenarios with a camera
 - To be played during wrap up session

LESSON 10: PUTTING INTO PERSPECTIVE

Materials Required:

- Video Camera
- Computer

Skill to build:

- Understand the concept of positive reappraisal
- Learn how to use positive reappraisal in various situations

Vocabulary to highlight/clarify:

- **Blaming others:** thinking that other people are to blame for what has happened
- **Putting into perspective:** comparing your situation to other, more serious situations
- **Cope:** to deal with a situation successfully
- **Consequences:** the result of an action
- **Strategy:** a method used to achieve a goal

RECAP and GOALS OF CURRENT CLASS: Last class we talked about blaming others. We learned that sometimes when we have negative experiences, we blame other people for making us feel angry or sad. Blaming others can lead to having more negative emotions in general. Last class we talked about different situations in which we have blamed others. We also practiced recognizing our negative thoughts so that we can stop them in the future. It is important for us to learn how to stop blaming others for negative events so that we can feel better and have better relationships.

The goal of today's lesson is to teach you another POSITIVE way to think about stressful situations. I am going to explain this strategy and give you examples of how it can be used in different situations. Then we will work together to practice using this strategy.

LESSON PLAN

INTRODUCTION: Overview and definition of the adaptive strategy

Today we will learn the strategy of **putting into perspective**. What does it mean to put things into perspective?

- (36) Thinking that an experience was less negative or stressful than it seemed
- (37) Comparing it to other situations, and realizing that things could be worse

(38) A positive coping strategy

Can anyone tell me about a time when they overreacted about a stressful situation? (i.e. getting upset about doing a difficult homework exercise). Is there another way to think about your homework? Writing a test would probably be more stressful wouldn't it?

- When we experience stressful or negative situations, we can change the way that we think about them to make ourselves feel better:
 - Think that it all could have been much worse
 - Think that other people go through much worse experiences
 - Think that it hasn't been too bad compared to other things
 - Tell ourselves that there are worse things in life
- When we put things into perspective, it helps us change our negative emotions into positive ones

ACTIVITY: Learn to recognize the stressful event and the accompanying emotion. Understand how to think about the situation and how to apply the refocusing on planning strategy.

- **Case Example:** Ben got his favorite movie on DVD for his birthday this year. He watched it every day, until his brother Jerry accidentally stepped on it and broke it. Ben was really upset and would not talk to Jerry. One day, when Ben got back from school, he saw his mom fall in the house. She was in a lot of pain, so they went to the hospital. At the hospital, they found out her arm was broken and she had to get a cast. She could no longer play with Ben and Jerry and needed a lot of help from their dad. Ben noticed how much pain she was in and was sad that he couldn't play with his mom anymore. He realized that his broken DVD wasn't really important and that it could be easily and quickly replaced. He started talking to Jerry again and they came up with ways to help their mom get better.
 - What happened to make Ben upset?
 - How did Ben react to the situation?
 - What happened to make Ben realize that worse things can happen?
 - What strategy did he use to change the way he reacted to Jerry breaking his DVD?

REINFORCEMENT & ASSESSMENT: Learn how people change the way they think about a stressful situation and apply the positive strategy.

- **Practice Activity**
 - Give children various stress-inducing situation (starting with least stressful and getting more stressful). Ask them to rank the level of stress from 1 to 10. Discuss answers and stress levels allotted for each. Compare more stressful situations and least stressful ones.
 - *I will read a list of 10 situations. After I read all of the situations I would like you to rank them in the order going from the situation you find the least stressful (1) to the situation you find the most stressful(10).For each situation, explain why you chose to rank it this way.*
 - *Did you change your mind during this activity? Do the situations at the beginning*

of the list seem less bad when you compare them to the experiences at the bottom of the list?

- **Role play**
 - With student, come up with a scenario in which they would react negatively to a situation and can then use the putting into perspective strategy to change their emotional reaction to the situation
 - Video tape this role playing exercise

RECAP & HOMEWORK:

- **Recap:**
 - Watch videos of role play
- **Homework**
 - Fun worksheets with word search games, crosswords, matching strategies to situations etc. (being created)
 - These will be a review of all of the strategies

IS IT REALLY THAT BAD?

Rank the following situations from 1 to 5 and explain your choice

1 = The least stressful situation

5 = The most stressful situation

SITUATION	RANK	REASON
A. I forgot to study for a test		
B. A family member is very sick		
C. I was grounded		
D. I failed my test		
E. My pet died		
F. I have a bad cold		
G. My team lost the game (soccer, basketball, football, volleyball...)		
H. I lost my favorite toy, game or movie		
I. I wasn't invited to a birthday part		
J. My friend said something mean to me		

Putting things into perspective → hypothetical order: C, H, G, F, A, I, D, J, E, B

