



# Lesson 13: Managing Frustration

## Lesson Concepts

- Feelings vary in strength.
- Feelings that are strong need to be managed.
- Saying "Stop" and naming your feelings are ways to begin to calm down.

## Objectives

Students will be able to:

- Identify "Stop" and "Name your feeling" as ways to begin to calm down
- Demonstrate saying "Stop" and naming feelings in response to scenarios

## Why This Lesson Matters

Research suggests that teaching children the strategies covered in this unit can help them manage strong emotions.

The concept that emotions can vary in intensity is repeated throughout the rest of the curriculum for greater comprehension. This concept also lays the foundation for later lessons, which teach students to treat moderate levels of distressing emotions as cues to use emotion-management strategies. Simply naming the feeling can help decrease the intensity of the feeling, which can be useful to students when they're upset.

During this time of uncertainty, students may be experiencing a whole range of big feelings. Being able to name their feelings and practice Calming-Down Steps will help students manage their emotions appropriately and feel a greater sense of agency in coping with frustration, anger, or worry.

## Before the Lesson

In the previous lesson, students learned to focus their attention on their bodies to find clues about how they feel. They learned that talking to a grown-up helps them feel better when they're worried. Ask students to name someone they could talk to if they feel an uncomfortable feeling.

## After the Lesson

Have students think about a scenario when they might feel frustrated. Here are some examples:

- You really want to show something to mom or dad, but they're busy with work.
- You tore a hole in your favorite pants.
- You are cutting out a star, and you accidentally cut off one of the points.
- You can't zip your coat.

- When students think about the frustrating scenario, have them practice putting their hand on their tummy, saying "Stop," and naming their feeling.

### **Following Through**

Use these strategies to reinforce lesson concepts throughout the week.

- Ask families to play the Clap and Count Brain Builder at home. This game can be made more difficult by increasing the number of claps, adding in taps (tapping heads, tapping knees, etc.), increasing the wait-time before saying "One, two, three, go," or mixing in slow and fast beats to make the rhythm more complex.
- Ask families to listen to "The Calm-Down Song."
- Have students draw a picture of a time when they had a strong feeling. They can write the name of the feeling on their picture or dictate a sentence about the event to a grown-up to write for them.

See the lesson Following Through Card for more ideas about how to build on key lesson concepts.

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