

Activity Objectives

Domain	Title	Objectives
Caregiver Exercise – 1	<i>Noticing Sensations</i>	The adult caregivers will observe sensations in the body such as shaky, relaxed, calm, tense, and numb. The caregiver will then focus on particular sensations, change focus, find a comforting resource, and identify a changed sensation based on accessing a comforting resource.
Caregiver Exercise – 2	<i>Experiencing the Power of Words</i>	Participants will reflect on personal experiences to acknowledge the power of words on their perceptions. As they discover the connection between the words expressed and their feelings, they will gain insight into using words effectively with students when they are in distress.
Caregiver Exercise – 3	<i>Identify Internal and External Resources</i>	Participants will identify their internal and external resources.
Caregiver Exercise – 4	<i>Tracking Sensation With a Partner</i>	Participants will concentrate on internal sensations, practice tracking sensation, and practice creating safety and expanded awareness.
Grounding – 1	<i>Grounding Basics</i>	The students will experience being grounded and observing their thoughts without judgment or action.
Grounding – 2	<i>Finding a Still, Quiet Place</i>	This activity will introduce young students to grounding and mindful awareness and how it feels in their minds and bodies.
Grounding – 3	<i>Seaweed Practice</i>	The students will experience the feeling of grounding and mindful awareness. Students will use the awareness of breathing to slow things down in everyday life.
Grounding – 4	<i>A Simple Centering Exercise</i>	The students will experience the feeling of grounding and being centered.
Grounding – 5	<i>Tai Chi Grounding Exercise</i>	In order to connect with themselves physically, the students will relax and slow down.
Grounding – 6	<i>Grounding After a Troublesome Interaction</i>	The students will learn a helpful technique for self-regulation after a difficult interaction with another person.
Mindful Awareness – 1	<i>Paying Attention Through Mindful Awareness</i>	The students will strengthen their ability to focus on the present moment by experiencing mindful awareness.
Mindful Awareness – 2	<i>A Game of I-Spy</i>	The students will experience noticing objects in the room in great detail.

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Mindful Awareness – 3	<i>Being a Noodle</i>	The students will develop awareness of their bodies using muscle relaxation and visualization.
Mindful Awareness – 4	<i>Mindfully Eating a Raisin</i>	The students will experience bringing their full attention to an activity and discover the difference really paying attention makes.
Mindful Awareness – 5	<i>Paying Attention</i>	The students will experience bringing their full attention to an activity and discover the difference that really paying attention makes in their ability to notice and remember details.
Mindful Awareness – 6	<i>What's Different About Me?</i>	The students will experience bringing their full attention to the features of another person and discover the difference really paying attention makes in the ability to notice and remember details.
Tracking Sensation – 1	<i>Establish Body Awareness</i>	The students will develop their own vocabularies to describe sensations and emotions they are experiencing.
Tracking Sensation – 2	<i>Body Cues Check-In</i>	The students will learn the signs of stress.
Tracking Sensation – 3	<i>Sensation Language</i>	The students will demonstrate sensation language or emotion vocabulary.
Tracking Sensation – 4	<i>Making a Sensation Treasure Chest</i>	The students will develop vocabularies to describe sensations they are experiencing.
Tracking Sensation – 5	<i>Making a Sensation Tasting Tray</i>	The students will develop their own vocabulary to describe sensations they are experiencing.
Self-Awareness – 1	<i>Emotion Portfolio</i>	The students will identify their emotions and learn some additional terms to describe their emotions.
Self-Awareness – 2	<i>Anchors: Our Favorite Things</i>	The students will establish at least one anchor to use as a braking tool anytime they encounter difficulties regulating.
Self-Awareness – 3	<i>Mirroring</i>	The students will develop body awareness and a sense of control over their bodies. They will use mindful awareness to achieve calming.
Self-Awareness – 4	<i>Imaginary School Bus</i>	The students will identify people at home and at school who are resources to them and use that information to internalize a more positive self-image.
Self-Awareness – 5	<i>Anchoring Yourself in Calm Waters</i>	The students will learn a method for calming themselves when facing stressful situations.
Self-Awareness – 6	<i>Experiencing Sensations</i>	The students will experience a variety of sensations and learn to describe how they experience the sensations in their bodies.

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Social Awareness – 1	<i>Getting Along at School</i>	The students will identify a number of ways they are getting along successfully at school and use that information to improve interpersonal skills.
Social Awareness – 2	<i>Anger: Use It and Lose It</i>	The students will describe the purposes of anger and the feelings underlying anger, such as fear and sadness. Students will demonstrate ways to express anger to avoid violence and resolve it.
Social Awareness – 3	<i>Nini the Cat Helps With Anger</i>	The students will learn ways to respond to feelings of anger and frustration in ways that help.
Social Awareness – 4	<i>Emotional Drama</i>	The students will be able to identify emotions apparent in others' actions and conversations.
Social Awareness – 5	<i>Interpersonal Boundaries</i>	The students will be able to identify their personal boundaries in relation to others.
Social Awareness – 6	<i>Role Play Activity</i>	The students will rehearse self-regulation in a variety of situations that involve interaction with others.
Self-Management – 1	<i>Keep Calm Activity</i>	The students will learn a method to calm themselves when they face a stressful situation.
Self-Management – 2	<i>Getting Relaxed: Progressive Muscle Relaxation</i>	The students will learn a way to relax their bodies.
Self-Management – 3	<i>Creating a Calming Plan</i>	The students will identify the strategies for self-calming at home and at school.
Self-Management – 4	<i>Quick Six</i>	The students will learn the "Quick Six," six methods to calm themselves when they are facing a stressful situation.
Self-Management – 5	<i>Calming Supports</i>	The students will learn about several methods to help calm themselves.
Self-Management – 6	<i>Affirmations</i>	The students will identify and practice using affirmations that they can use when they are becoming upset.
Self-Management – 7	<i>Tensing Peripheral Muscles—Holding Together</i>	The students will learn how to tense and release specific muscles to help calm anxiety or panic.
Self-Management – 8	<i>Deep Belly Breathing</i>	The students will learn to do deep breathing to quiet the mind and relax the body when upset.
Self-Management – 9	<i>Getting Relaxed: Progressive Muscle Relaxation</i>	The students will learn a way to relax their bodies and quiet their minds.
Self-Management – 10	<i>Body Scanning</i>	The students will learn a way to relax their bodies and quiet their minds.
Self-Management – 11	<i>The Three Rs for Managing Stress</i>	The students will learn three strategies for managing stress and create a list of activities they prefer to use when stressed.

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Self-Management – 12	<i>Verbal First Aid</i>	The students will be reassured that whatever happened is over and will experience a calmer state.
Responsible Decision Making – 1	<i>Solution-Focused Decision Making</i>	The students will describe the steps to effective problem solving and decision making. Students will demonstrate applying the solution-focused steps to making a decision or resolving a problem in their lives.
Responsible Decision Making – 2	<i>Is It My Problem?</i>	The students will identify the problem and determine ownership.
Responsible Decision Making – 3	<i>Three-Step Plan for Success: Improving on a Weakness</i>	The students will identify strengths and weaknesses in academic areas and develop plans for improving in areas of relative weakness.
Responsible Decision Making – 4	<i>What to Do, What to Do?</i>	The students will learn and practice a decision-making process.
Responsible Decision Making – 5	<i>Taking Action to Solve Problems: A Three-Step Problem-Solving Process</i>	The students will learn a 3-step problem-solving process and practice the process by solving problems of their own.
Responsible Decision Making – 6	<i>Steps for Solving a Problem Responsibly</i>	The students will understand and describe how decisions are influenced. The students will develop and practice a process for effective problem solving.
Relationship Skills – 1	<i>When No One Wants to Play</i>	The students will learn skills for asking to play and waiting to play with others. Caregivers will learn several techniques to alleviate problems that occur when no one wants to play.
Relationship Skills – 2	<i>Dealing With Teasing</i>	The students will learn skills to deal with teasing without becoming upset.
Relationship Skills – 3	<i>Managing Conflict With I Am Statements</i>	The students will learn to use I Am statements to manage conflicts.
Relationship Skills – 4	<i>The Pretend Jump Rope</i>	The students will notice sensations in their bodies as they become more self-regulated and will learn to assist others in learning self-regulation.
Relationship Skills – 5	<i>Coyote Chases Rabbit</i>	The students will notice sensations in their bodies as they become more self-regulated and learn to assist others in learning self-regulation.
Relationship Skills – 6	<i>Personal Boundaries</i>	The students will learn what personal boundaries are and how respecting them can be helpful in getting along with others.