



# SELF-MANAGEMENT

## Cool and Calm



### TEACHER NOTES

Helping students identify and understand specific skills they can focus on to develop Self-Management supports their growth and confidence. When students need to relax, refocus or recoup a steady emotional state, listening to the “Cool and Calm: Self-Management” recording can provide that opportunity.

Once students are confident about using the recording independently, they can be encouraged to help visitors and new classmates become familiar with it.



**DURATION:** 5 minutes (individual use)

**GOALS:** [Teacher/Student Goals](#)

### MATERIALS:

- Cool and Calm: Self-Management (SM) Recording 1 (available in Evo Social/Emotional)
- Cool and Calm: Self-Management (SM) Recording 2 (available in Evo Social/Emotional)
- Optional: Paper copy of [student script](#)
- Optional: Blank paper with crayons and/or colored pencils

### PRE-TEACHING

This is a beneficial exercise for the class as a whole, so experiencing this first all together or in small groups can make the experience even more accessible when individual students go to a quiet area, put on headphones, and listen to the recording.



**MAIN POINT:** Introducing Cool and Calm: Self-Management recording (3 minutes)

Introduce the purpose of this activity. Include both the process (highlighting the benefits of a short, relaxing focusing activity) and the content (pointing out that the text of the recording is based on the DESSA Self-Management skills).



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## GUIDING LANGUAGE

*When we are upset or excited and want to calm ourselves, or when we are tired and want to rejuvenate, it can be helpful to take a few minutes to sit quietly and listen to a relaxing recording. It's also helpful to have a peaceful way to remind ourselves about the Self-Management skills that we're all working to strengthen.*

*We're going to listen this first time together as a group. Then we'll add this recording to (explain location and procedure for student use in your setting).*

Choose (or invite students to choose) whether to listen "to the girl or to the man this time." If you'd like, you may draw while you're listening.

 **MAIN POINT:** Experiencing Cool and Calm: Self-Management (5 minutes)

## GUIDING LANGUAGE

Self-Management Recording Script

**REFLECTION AND CLOSURE:** For group experience

 **MAIN POINT** (2 minutes)

When the recording ends, invite a short, private reflection, followed by sharing from the group using [Quick Pick](#).

## GUIDING LANGUAGE

*Take a moment to think about what we just listened to. What ideas really stood out for you? What was important for you, that you want to remember? Give students a moment to think and then invite students to share.*



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## EXTENSION

### Individual Student Use Introduction

Sit in a way that's comfortable and also that helps you feel grounded. You may want to be in a chair with your feet on the ground or sitting with your back against a wall. You may wish to close your eyes to help you listen more fully, or you might want to rest your eyes on a spot on the floor or a wall, to help you focus. There's no particular way you need to sit, as long as you are comfortable and can relax and concentrate on the words you'll be hearing. If you want, you can draw while you're listening.

This activity works well as a stand-alone experience. If you are debriefing privately with a student who listened on their own, consider having a printed copy of the script as a basis for the conversation. Invite the student to point out skills within the text that they would like to pay attention to growing. Make an action plan for how you can support their interest.



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## Teacher / Student Goals

*Self-Management includes being in control of our emotions and behaviors, accomplishing tasks, and succeeding in new and challenging situations.*

**My students are able to:**

- Recognize feelings that distract them from being ready to learn
- Name strategies for settling themselves
- Recognize strategies for developing Self-Management skills

**I am aware of my individual students' abilities to:**

- Name and describe feelings that distract them from learning
- Name and use proactive strategies for Self-Management
- Contribute to building and sustaining positive classroom climate by responsibly using the "Cool and Calm" recording as a relaxation and refocusing tool

**The environment I create supports my students' growth related to:**

- Supporting self and others in recognizing when they are distracted
- Supporting self and others in actively shifting from distracted to settled and ready to learn
- Recognizing and building confidence about Self-Management skills

**STUDENT:** Self-Management goals and demonstrated behaviors

**Students will:**

- Recognize distracting feelings that interfere with being ready to learn
- Recognize and use strategies for settling themselves
- Recognize and feel more confident about strengthening Self-Management skills

**DESSA SELF-MANAGEMENT INDICATORS**

(Highlighted indicators are directly addressed in this lesson.)

I can:

Pay attention
Wait for my turn
Focus on a task despite a problem or distraction
Act comfortable in a new situation
Perform the steps of a task in order
Think before I act
Pass up something I want, or do something I don't like, to get something better in the future
Accept another choice when my first choice is unavailable
Stay calm when facing a challenge
Adjust well to changes in plans
Adjust well when going from one setting to another



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## **STUDENT SCRIPT:**

*I am learning to manage my emotions and my behaviors so that I can be my best self.*

Feelings come and go. Things change.

But the core part of me, the strong, calm part of me, is always there.

It's where I hold my power, and I strengthen it by breathing deeply and giving it my quiet, focused attention.

Self-control is like a muscle and as I work on it,

I become stronger at managing my emotions and my actions.

I settle myself by taking in deep breaths,  
letting my belly expand while my lungs fill up,  
Then releasing the breaths slowly.

I feel confident taking on new challenges.

I keep trying even when things get hard.

I know that confusion is a natural part of learning something new.  
Even when I'm feeling frustrated, I am strong enough to keep trying  
and to ask for help when I need it.

I feel strong enough to wait for my turn and to think about what's fair for others.

I feel strong enough to stop and think before I act, so I can make choices that I am proud of.

I feel strong enough to persevere, to stick with what I need to do,  
even when I don't feel like it.

I work hard because I care about my future.

I am strong enough to be flexible and  
accept that I can't always have what I want.

I can adjust when plans change, even when I am disappointed.

When I don't get what I most wanted, I accept it with  
the best attitude I can.



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I am strong enough to find ways to work well with everyone in my group.

I stay on task even when I am working with someone I really like to talk with.

When someone else gets distracted, I can stay focused and help them get back on track.

I make a fresh start when working with someone who I have had a hard time with in the past.

We all need fresh starts sometimes.

I am strong enough to take time with my work  
and give it my very best effort.

I am strong enough to do things that are hard for me,  
or aren't what I feel like doing right now,  
because I know it's the right thing for my future.

Sometimes I feel overwhelmed by difficult or discouraging feelings.

Even though I know I'll feel better after some time passes,

I am strong enough to ask for help when I need it.

I know that sometimes talking about what's going on for me  
can help me feel calmer.

I can help others by listening when they need to talk.

When I'm in a new situation, I can help myself feel comfortable by paying attention to my breathing and  
by thinking calming thoughts.

And even though this is new, I belong here.

I understand that sometimes things are challenging,  
and I'm patient and kind to myself, like I would be to a good friend.

Each day is a new day, and I have fresh energy to start again.

I am learning to manage my emotions and my behaviors  
so that I can be my best self.



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## Quick Pick Strategy

*“Quick pick” is a strategy to engage participants in calling on one another. It’s particularly effective during sharing times, group discussions and when the teacher/facilitator is publicly recording on the board or a chart (writing responses to brainstorming; webbing ideas from the group, and so forth).*

Among the many benefits of the quick pick strategy are:

Shared responsibility for the flow of group discussions

Building a bond among participants as they use one another’s names to call on each other in a welcoming and respectful way

Providing an alternative to “teacher/facilitator choice” for who speaks when

Promoting healthy risk-taking and leadership opportunities

### GUIDING LANGUAGE:

*During our discussion (or sharing time), you’ll be calling on one another. When you have something you’d like to contribute, please raise your hand. The person who shared last will call on the next speaker. Remember to give everyone a chance before calling on anyone for a second time.*

*Please be sure to use one another’s names when calling on each other. If someone raises their hand and you’re not sure of their name, it’s fine to go ahead and call on them and ask to be reminded of their name.*

*Also, it’s nice to say “Thank you” to the person who called on you to speak.*

*I’ll start...*

Give a topic of discussion or sharing. Ask who would like to contribute. Model calling on someone by using their name, making eye contact, and using a friendly, welcoming tone of voice.