SOCIAL EMOTIONAL LEARNING

Building Self-Regulation Skills

A pupil workbook for recognising feelings, calming down and solving problems. Print the whole workbook or just the pages you need. Every page works on its own.

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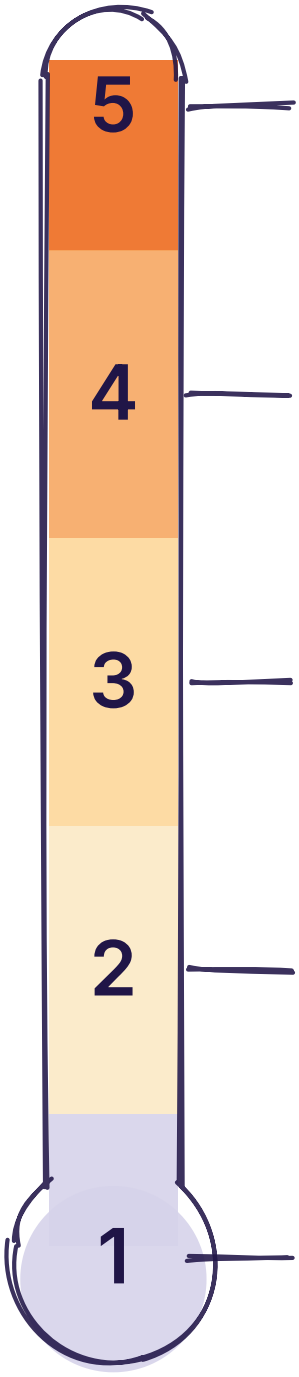
My name _____ **Class** _____

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SELF-REGULATION

Emotion Thermometer

All feelings are okay. Colour the thermometer. Then write what each zone feels like in your body and what helps you.



5 Overwhelmed My feelings are too big right now

In my body I feel _____

What helps me _____

4 Upset My feelings are getting big

In my body I feel _____

What helps me _____

3 Wobbly Something is bothering me

In my body I feel _____

What helps me _____

2 Okay I feel fine and ready to learn

In my body I feel _____

What helps me _____

1 Calm I feel slow and relaxed

In my body I feel _____

What helps me _____

Where am I today? (1 to 5) _____

Morning _____ **After break** _____ **Home time** _____

Name _____ **Class** _____

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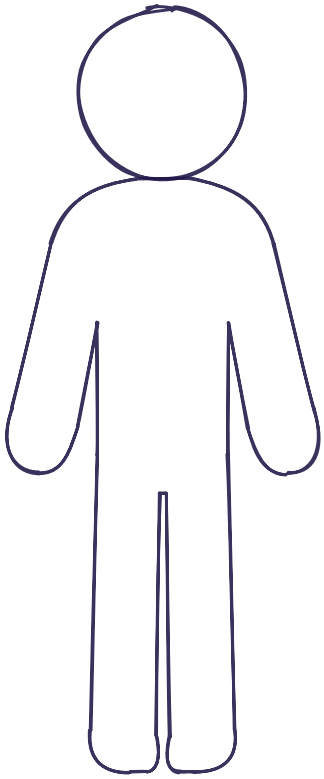
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SELF-REGULATION

Self-Reflection

Feelings show up in our bodies. Pick a colour for each feeling. Then colour where you feel it.

My body map



My colour key

Colour each box. Use the same colour on the body.

- ☐ **Happy**
- ☐ **Worried**
- ☐ **Angry**
- ☐ **Sad**
- ☐ **My own:** _____

When I feel _____

I notice it in my _____

Then I can _____

Feelings word bank

Circle the words that fit you this week.

Good feelings

happy, proud, excited, calm, safe, silly

Tricky feelings

angry, sad, worried, jealous, lonely, embarrassed

In between

tired, bored, shy, confused, nervous, surprised

One thing I want my teacher to know

Name _____ **Class** _____

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SELF-REGULATION

Calm Down Plan

Tick what is true for you. Then pick your calm ideas and write your own plan.

My warning signs

- [ ] My heart beats fast
- [ ] My face feels hot
- [ ] My tummy feels tight
- [ ] My fists clench
- [ ] My voice gets loud
- [ ] My hands feel shaky
- [ ] It is hard to think
- [ ] I want to cry or run

What can set me off

- [ ] A loud noise
- [ ] Being told no
- [ ] Losing a game
- [ ] Making a mistake
- [ ] Being left out
- [ ] A change of plan
- [ ] Someone annoying me
- [ ] Hard work

My calm menu

Tick one idea from each group, or write your own.

Move

- [ ] Stretch up high
- [ ] Walk and get water
- [ ] Push my hands together

Or my own idea _____

Breathe

- [ ] Smell the flower, blow the candle
- [ ] Take 5 slow breaths
- [ ] Count to 10 slowly

Or my own idea _____

Quiet

- [ ] Go to my calm spot
- [ ] Cover my ears
- [ ] Draw or doodle

Or my own idea _____

Ask

- [ ] Ask for a break
- [ ] Tell my teacher
- [ ] Ask a friend to sit with me

Or my own idea _____

My plan

1 I notice

My warning sign is

_____

_____

_____

2 I will try

My calm idea is

_____

_____

_____

3 I can ask

Who helps me:

_____

_____

_____

Name _____ Class _____

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SELF-REGULATION

Conflict Resolution Comic Strip

Draw a problem between two friends, or one you have had. Follow the steps to fix it. Say it kindly and listen too.

Step 1 Stop and breathe

Take 3 slow breaths. ☐ ☐ ☐

Step 2 What happened

Step 3 Say how you feel

It was about _____

I say: I feel _____

Step 4 Listen

Step 5 Fix it together

They feel _____

We will _____

Did it work?

☐ Yes ☐ A bit ☐ Not yet

Next time I will _____

Name _____ Class _____

SELF-REGULATION

My Toolbox

Fill your toolbox with things that help you feel calm. Write or draw.

With my body

Try: stretching, walking, squeezing my hands

With my words

Try: "I can do this." "This feeling will pass."

Places and things

Try: my calm spot, a book, a soft toy

People who help

Try: my teacher, a friend, someone at home

✂ **My toolbox card**

My top 3 calm tools

1 _____ 2 _____ 3 _____

What I learned

- [ ] I can name my feelings
- [ ] I know where I feel them
- [ ] I have a calm plan
- [ ] I know who can help me

Name _____ **Class** _____

SELF-REGULATION

For Teachers

A short guide to using this workbook. Each page takes about 10 minutes.

What pupils learn

- Name their feelings using more words
- Notice where feelings show up in the body
- Spot their own warning signs and triggers
- Choose calm ideas and make a plan
- Use simple steps to fix a problem with a friend
- Know who they can ask for help

How to use each page

- **Thermometer:** model it with your own example first. Use it as a daily check-in.
- **Self-Reflection:** read the feelings aloud. Pupils colour the key before the body. Sharing is optional.
- **Calm Down Plan:** complete it when pupils are calm, not during an upset. Keep a copy on the desk.
- **Conflict steps:** role play a pretend problem first, then use the steps after a real one.
- **Toolbox:** cut out the card and keep it in the pencil case.

Talk about it

- Where do you feel nervous in your body?
- What helps when your feelings get big?
- Who can help you in school?

Good to know

- Some pupils may not want to colour their body map. Offer to talk it through instead.
- This workbook builds everyday skills. It does not replace professional support.
- It links to SPHE and the Wellbeing area of the Primary Curriculum Framework.