

CL-14B

Calm and Confident

Grades 2–3

Intrapersonal Effectiveness

My Calm-Down Toolbox

Students spot a character's body clues, learn that thoughts and feelings are connected, and practice five calm-down tools as a class to fill a Calm-Down Toolbox.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Toolbox Match

BIG IDEA Notice the body clues. Then pick a tool from the Calm-Down Toolbox.

1 I CAN

- ☐ name body clues that show a character's feeling is getting big.
- ☐ explain how thoughts and feelings are connected.
- ☐ show five calm-down tools and pick one that fits a character's problem.

KEY WORDS / PALABRAS CLAVE

 calm-down tool **herramienta para calmarse**

 body clues **señales del cuerpo**

 thought **pensamiento**

 helpful thought **pensamiento que ayuda**

 stress **estrés**

 trusted adult **adulto de confianza**

2 MATERIALS

- ☐ A small box or paper bag labeled "Calm-Down Toolbox" with five index cards inside: Breathe, Count, Stretch, Helpful thought, Trusted adult
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Toolbox Match cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Write the five tools on index cards and put them in the box or bag.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Toolbox Match cards apart if you plan to do the extension.

3 STANDARDS

Texas Model

5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards

Mindsets & Behaviors, 2021

B-SMS 2 Self-discipline and self-control · B-SMS 7 Effective coping skills

Health TEKS

Gr 2 §115.14(b)(3)(B)

describe and practice calming and self-management strategies

Health TEKS

Gr 2 §115.14(b)(3)(C)

discuss and explain how thoughts and emotions are related

Health TEKS

Gr 3 §115.15(b)(3)(B)

describe strategies for assessing thoughts and applying calming and self-management practices

Health TEKS

Gr 3 §115.15(b)(5)(D)

describe and practice healthy behaviors that reduce stress

PE TEKS

Gr 2 §116.14(b)(12)(C) · Gr 3 §116.15(b)(12)(C)

identify self-management skills to control personal impulses and emotions (Gr 2) / explain and demonstrate self-management skills to control personal impulses and emotions (Gr 3)

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. This is a Calm-Down Toolbox. A calm-down tool helps a big feeling get smaller. Let’s see if Ximena needs one.”

DO Teach the signal. **Body clue:** hold up a pretend magnifying glass, like a detective. Read Ximena’s story; students show the signal for each body clue.

CLUES “Ximena practiced her poem all week. Now she is next to read it to the class. Her heart beats fast. Her hands feel shaky.”

THOUGHT “She thinks, ‘Everyone will laugh at me.’”

ASK “How might Ximena feel?” (Nervous, worried.) “What body clues did you hear?” (Fast heartbeat, shaky hands.) Say: “Body clues are signs in the body that show a feeling. Ximena’s worried thought made her feeling bigger.”

TEACH 5 min

SAY “Thoughts and feelings are connected. A worried thought can make a feeling bigger. A helpful thought can help it get smaller. Stress is the body’s way of getting ready for a challenge. These tools are healthy ways to lower stress.”

DO Show the projector page. Pull each card from the toolbox, read it and practice it together, slowly.

- 1 **Breathe.** Belly breathing: smell the flower (in through the nose), blow out the candle (out through the mouth).
- 2 **Count.** Count slowly to 10 in your head.
- 3 **Stretch or move in place.** Reach up high, then wiggle your fingers and toes.
- 4 **Think a helpful thought.** A helpful thought is a calm, true thought that helps you take the next step: “I can do this one step at a time.” Growth thoughts count too: “I can’t yet, so I’ll keep trying.”
- 5 **Talk to a trusted adult.** A teacher, the counselor, the nurse or a coach.

Practice every tool as a whole class; students may watch. Never ask a student to share their own feelings or worries.

PRACTICE 9 min

DO · 2 MIN Which tool fits? Read each one. Students name the body clue, then hold up fingers for a tool number (1–5). More than one tool can fit.

CLUE 1. Diego’s team loses the kickball game. His face gets hot, and his fists get tight.

CLUE 2. At the fire drill, Valeria can’t find her class. Her tummy feels tight.

CLUE 3. Noah’s spelling test is next. He thinks, “I’ll get them all wrong.” His legs feel jittery.

CLUE 4. Chloe has sat still for a long time. Her body feels wiggly, and she can’t listen.

Any tool that fits is right. Suggested: 1 breathe or count · 2 trusted adult · 3 helpful thought (“I practiced. I’ll do my best on each word.”) · 4 stretch or move.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner, Part 2 alone. Grade 2: read Part 2 aloud first.

Answer key. Part 1: Tool 1, 4, 5; Not a tool 2, 3, 6. Part 2: face gets hot, fists get tight. Bubble: any calm, true thought (“... try one problem at a time”). Last lines: any other tool with a reason (it helps his body calm down, so he can think).

WRAP-UP 3 min

SAY “Ximena’s heart beats fast. She thinks, ‘Everyone will laugh at me.’ Which tools can she use?” Take three answers; the class does one together. “Ximena breathes and thinks, ‘I practiced. I can read one line at a time.’ Her feeling gets smaller, and she reads her poem.”

CHECK “Show me with your fingers: which tool is Ximena using when she thinks, ‘I can read one line at a time?’” (4, a helpful thought.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 3 only, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Toolbox Match. Groups of 3 or 4 each draw one Toolbox Match card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together. Find the body clue and how the character might feel (2 minutes).
- 2 Pick a tool that fits. Write the tool and why it helps on a sticky note. Practice the tool together, slowly (4 minutes).
- 3 Each group reads its card and shows its tool. The class joins in (4 minutes).

Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *calma*, *estrés*, *adulto*. Teach *pensamiento* (thought). Let partners talk in Spanish first. Frame: “___’s body clue is ___. ___ can ___.”

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Use the word bank. Students may draw the tool instead of writing it. Shorten Part 1 to items 1–4 if needed.

STRETCH

Ask: “Why can a helpful thought make a feeling smaller?” Early finishers write a helpful thought for one Toolbox Match card on a sticky note.

7 QUICK CHECK

During practice: listen for a body clue and a tool that fits. If many students name a feeling but no body clue, reread Ximena’s story and pause at each clue.

After class: I collect the worksheets and sort them into “clues + tool” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

Ruby Finds a Worry by Tom Percival (Bloomsbury, 2019). Ruby’s worry grows bigger and bigger until she talks about it.

Listening to My Body by Gabi Garcia (Skinned Knee, 2019). Spanish edition: *Escuchando a mi cuerpo*. A child learns to notice body clues and feelings. Preview first: skip any page or question that asks readers about their own body or feelings, and keep the talk on the character.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 14

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! A calm-down tool helps a big feeling get smaller. Our toolbox has five: breathe, count, stretch, think a helpful thought, or talk to a trusted adult. Let’s breathe together: smell the flower... blow out the candle.”

ES “¡Buenos días, Yellow Jackets! Una herramienta para calmarse ayuda a que un sentimiento grande se haga más pequeño. Nuestra caja de herramientas tiene cinco: respirar, contar, estirarse, usar un pensamiento que ayuda o hablar con un adulto de confianza. Respiremos juntos: huelan la flor... soplen la vela.”

HALLWAY IDEA

Post a big paper toolbox near the office with the five tools. After a class practices a tool together, it adds a paper wrench with its class name, such as “Room 12.”

TEACHER TIP

Before a test or after recess, lead one tool for the whole class: “Let’s all stretch up high and take one belly breath.”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Ximena could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

My Calm-Down Toolbox

A calm-down tool helps a big feeling get smaller.



Body clues: a fast heartbeat, tight fists, shaky hands



Worried thought

“Everyone will laugh at me.”
The feeling gets bigger.



Helpful thought

“I practiced. I can read one line at a time.”
The feeling gets smaller.

Calm-Down Toolbox · Notice the body clues. Pick a tool.

1



Breathe.

2



Count slowly to 10.

3



Stretch or move in place.

4



Think a helpful thought.

5



Talk to a trusted adult.

Respira: huele la flor, sopla la vela · Cuenta despacio hasta 10 · Estírate o muévete en tu lugar · Piensa algo que te ayude · Habla con un adulto de confianza



Breathe: smell the flower, blow out the candle.

Breathe in slowly through the nose. Blow out slowly through the mouth.

My Calm-Down Toolbox

A calm-down tool helps a big feeling get smaller.

Part 1 Tool or not? Read each one. Circle **TOOL** or **NOT A TOOL**.

1 Emiliano takes three slow belly breaths.



TOOL



NOT A TOOL

2 Lucía throws her pencil on the floor.



TOOL



NOT A TOOL

3 Kayla thinks, “I can’t do anything right.”



TOOL



NOT A TOOL

4 Ethan stretches up high and wiggles his fingers.



TOOL



NOT A TOOL

5 Rodrigo tells his teacher, “I need help.”



TOOL



NOT A TOOL

6 Marisol yells at the kids in line.



TOOL



NOT A TOOL

Part 2 Help Esteban! Read the story.

Esteban’s math page is hard. He erases so much that he makes a hole. His face gets hot, and his fists get tight. He thinks, “I’m bad at math.”



Check ✓ Esteban’s 2 body clues.

☐ His math page is hard.

☐ His face gets hot.

☐ His fists get tight.

☐ He thinks, “I’m bad at math.”

Change Esteban’s worried thought into a helpful thought. Write it in the bubble.

Math is hard, but I can _____

Pick one more tool for Esteban.

Esteban can also _____

This helps because _____

Word bank: breathe · count · stretch · trusted adult · try · practice · one step · yet

Toolbox Match

✂ Cut on the dashed lines.

1. Read your card. 2. Find the body clue. 3. Pick a tool and write why on a sticky note. 4. Practice the tool together.



1. Breathe



2. Count



3. Stretch or move



4. Helpful thought



5. Trusted adult

TOOLBOX MATCH #1



Paola is next to read her report to the class. Her voice feels shaky, and her tummy flips.



Body clue?



Tool + why?

TOOLBOX MATCH #2



Wyatt's cup tower falls down for the third time. His jaw feels tight.



Body clue?



Tool + why?

TOOLBOX MATCH #3



Fernanda can't find her class after library time. Her heart races.



Body clue?



Tool + why?

TOOLBOX MATCH #4



Ramón sat through a long assembly. Now his legs feel jumpy, and he can't listen.



Body clue?



Tool + why?

TOOLBOX MATCH #5



Lily's partner picks another group. Lily's eyes feel teary.



Body clue?



Tool + why?

TOOLBOX MATCH #6



Julián thinks, "I'll never finish this puzzle." His shoulders feel tight.



Body clue?



Tool + why?

Calm and Confident

Con calma y confianza

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **calm-down tools** with the school counselor. A calm-down tool helps a big feeling get smaller. We learned that body clues, like a fast heartbeat or tight fists, show that a feeling is getting big, and that thoughts and feelings are connected.

FIVE TOOLS IN THE CALM-DOWN TOOLBOX

1. Belly breathing: smell the flower, blow out the candle. · 2. Count slowly to 10. · 3. Stretch or move in place. · 4. Think a helpful thought: "I can do this one step at a time." · 5. Talk to a trusted adult.

TRY THIS AT HOME

1. Pick one tool and practice it together at a calm time, so it is ready when a big feeling comes.
2. When a character in a book or show has a big feeling, ask: "What body clues do you see? Which tool could help?"

TALK ABOUT IT AT HOME

"Which calm-down tool would you pick for a character who feels nervous before a test? Why?"

Your child may bring home a worksheet about Esteban. Ask your child which tool could help Esteban.

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **las herramientas para calmarse** con la consejera escolar. Una herramienta para calmarse ayuda a que un sentimiento grande se haga más pequeño. Aprendimos que las señales del cuerpo, como el corazón que late rápido o los puños apretados, muestran que un sentimiento está creciendo, y que los pensamientos y los sentimientos están conectados.

CINCO HERRAMIENTAS DE LA CAJA PARA CALMARSE

1. Respirar con la pancita ("huele la flor, sopla la vela"). · 2. Contar despacio hasta 10. · 3. Estirarse o moverse en su lugar. · 4. Usar un pensamiento que ayuda: "Puedo hacerlo paso a paso." · 5. Hablar con un adulto de confianza. (En clase la llamamos en inglés *Calm-Down Toolbox*.)

PARA PRACTICAR EN CASA

1. Escojan una herramienta y practíquennla juntos en un momento tranquilo, para que esté lista cuando llegue un sentimiento grande.
2. Cuando un personaje de un libro o programa tenga un sentimiento grande, pregunten: "¿Qué señales del cuerpo ves? ¿Qué herramienta le podría ayudar?"

PARA PLATICAR EN FAMILIA

"¿Qué herramienta para calmarse escogerías para un personaje que se siente nervioso antes de un examen? ¿Por qué?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Esteban. Pídale que le cuente qué herramienta podría ayudar a Esteban.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar