HOME KITS | LEVEL 1 WEEK 7

WALLY THE WAVE

HOME KITS

Simple, fun activities to enjoy at home, strengthening your child's Social & Emotional Learning (SEL) and Character Education.

Kindergarten, Grade 1, Grade 2

WALK THE WAVE

GRADE 1 · SEL 2

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Notes

VOCABULARY

Angry · *Excited* · *Happy* · *Wave* · *Calm* · *Tantrum*

ACTIVITY

Sing the song below

Discuss with your child what we look like when we feel angry:

- For example: "The eyebrows come down, the face gets red, the body gets tight, the fists get tight, and we get ready to fight."

Now describe what we look like when we are happy and calm:

- For example: "Can you describe what happens to your face when you are happy?"

Ask your child if they can remember how they look when they are:

- For example: when you feel scared or when you feel excited or when you feel tired.

- Ask them to describe and discuss the "wave" that happens when we go from positive feelings to negative and judgment about the larger wave (SEL).

Now ask your child if they can remember what happens when they feel a little angry (Not Very Angry)? Ask them what happens when they feel a little angry? Discuss a precision moment.

- If necessary, demonstrate what happens when we feel a little angry.

Remind your child that you will always have them around to help them if they need help with their feelings.

Explain that we at Edison Elementary are learning how to manage our emotions and our feelings. Ask your child if they know what "feelings" are and what they are feeling.

Now, ask your child to describe how they are angry, happy and sad might look or feel like. Ask your child if they can remember a time when they felt angry, happy or sad.

- Have your child help us by sharing a time when they felt angry, happy or sad. Discuss the different expressions and compare and contrast the different feelings and expressions.

Assure your child that everyone feels angry, happy and sad sometimes, and that it's okay. Feelings come, and feelings go, and all feelings are okay.

GOOD LUCK
with this activity

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Notes

VOCABULARY

Wave · *Feelings* · *Feel* · *Wave* · *Feelings*

ACTIVITY

Sing the song from Activity 1

Ask your child if they remember a time when they have felt sad.

- **Encourage them to describe the events that led to the feeling and what it looked like.**

- **Ask them to act out the situation with you** and to tell you how they feel using words and actions.

- **Describe their sad face** and have a conversation about what it looks like when someone is sad and what it looks like when someone is happy.

Talk with your child about a time you felt sad and ask for feelings and examples of the emotion sadness. Ask your child if they can remember a time when they felt sad. Ask your child if they can remember a time when they felt happy.

Now ask your child to describe how their face looks when they are happy.

- For example, their body feels light, their face is smiling, their eyes are bright, their hands are loose, their feet are light and they want to dance.

Now ask your child to describe how their face looks when they are sad.

- For example, their body feels heavy, their face is frowning, their eyes are dull, their hands are heavy, their feet are heavy and they want to sit down.

Look at the Take a break poster and discuss the steps it will cost your child.

Assure your child that everyone feels sad sometimes, and that it's okay. Feelings come, and feelings go, and all feelings are okay.

GOOD LUCK
with this activity

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Take a break poster (Before) *Anger and Psychiatry*

VOCABULARY

Calm · *Relaxed*

ACTIVITY

Sing the song below

Explain to your child that when we feel big feelings, like anger, fear, or sadness, our bodies get ready to fight, run away, or freeze. Our hearts beat faster, our muscles tense, our breathing gets shallow and especially for big emotions, we need to slow down and calm down.

Together, take a deep breath in, and slowly breathe out. Do this three times.

Look at the Take a break poster and discuss the steps it will cost your child.

Assure your child that everyone feels big feelings sometimes, and that it's okay. Feelings come, and feelings go, and all feelings are okay.

GOOD LUCK
with this activity

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Take a break poster (Before) *Anger and Psychiatry*

VOCABULARY

Calm · *Relaxed*

ACTIVITY

Sing the song below

Explain to your child that when we feel big feelings, like anger, fear, or sadness, our bodies get ready to fight, run away, or freeze. Our hearts beat faster, our muscles tense, our breathing gets shallow and especially for big emotions, we need to slow down and calm down.

Together, take a deep breath in, and slowly breathe out. Do this three times.

Look at the Take a break poster and discuss the steps it will cost your child.

Assure your child that everyone feels big feelings sometimes, and that it's okay. Feelings come, and feelings go, and all feelings are okay.

GOOD LUCK
with this activity

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Colored Pencils/Crayons *Pages*

VOCABULARY

Angry · *Calm* · *Tantrum*

ACTIVITY

Sing this activity by singing the song below

Talk with your child about a time you felt angry and the feelings and emotions that were present.

- **Ask your child how they felt when they were angry.** If your child needs help, **ask them if they felt like a volcano, a tornado, or a tantrum.**

Talk with your child about a time you felt calm and the feelings and emotions that were present.

- **Ask your child how they felt when they were angry.** If your child needs help, **ask them if they felt like a calm lake, a calm ocean, or a calm sky.**

Ask your child if they think about what happens when they feel angry? Ask your child if they think they feel better after a tantrum or if they feel better after a calm lake?

- If necessary, demonstrate what happens when we feel angry.

Remind your child that you will always have them around to help them if they need help with their feelings.

Explain that we at Edison Elementary are learning how to manage our emotions and our feelings. Ask your child if they know what "feelings" are and what they are feeling. Ask your child if they know what "feelings" are and what they are feeling.

GOOD LUCK
with this activity

ACTIVITY 6

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Mirror

VOCABULARY

Wave · *Feelings* · *Feel* · *Wave* · *Feelings*

ACTIVITY

Sing the song from Activity 1

Ask your child if they remember a time when they have felt sad.

- **Encourage them to describe the events that led to the feeling and what it looked like.**

- **Ask them to act out the situation with you** and to tell you how they feel using words and actions.

- **Describe their sad face** and have a conversation about what it looks like when someone is sad and what it looks like when someone is happy.

Talk with your child about a time you felt sad and ask for feelings and examples of the emotion sadness. Ask your child if they can remember a time when they felt sad. Ask your child if they can remember a time when they felt happy.

Now ask your child to describe how their face looks when they are happy.

- For example, their body feels light, their face is smiling, their eyes are bright, their hands are loose, their feet are light and they want to dance.

Now ask your child to describe how their face looks when they are sad.

- For example, their body feels heavy, their face is frowning, their eyes are dull, their hands are heavy, their feet are heavy and they want to sit down.

Look at the Take a break poster and discuss the steps it will cost your child.

Assure your child that everyone feels sad sometimes, and that it's okay. Feelings come, and feelings go, and all feelings are okay.

GOOD LUCK
with this activity

ACTIVITY 7

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Begin to demonstrate self-regulation and impulse control
- Demonstrate understanding that feelings change

RESOURCES

Pages

Crayons/Pencils

Take a break poster (Activity 2)

VOCABULARY

Calm · *Zone*

Create a space at home where your child can go whenever he or she needs to calm down. Our angry, sadness, anxiety, or tantrum feelings are big feelings.

Together, choose a place and help them make it a calm zone. Make it a place that your child feels safe and happy and there is little noise, and no TV or other distractions. Make it a place where your child can be alone and calm down.

- **Form the Take a break poster** with the **steps** as well.

Together, choose a calm zone and follow the steps when they choose.

Remind your child that we are learning how to manage our emotions and our feelings.

Sequel Note, as a family, you respect each other's feelings and emotions and you know how to calm down. Your child's anger is angry and and for everyone to calm down, you need to calm down. Your child's feel and feel and feel and feel.

Invite others to see the Take Break Poster and Zone.

GOOD LUCK
with this activity

TEEKIQUAL

The Teekiqual Foundation is a non-profit organization that creates and implements advanced social and emotional learning curriculum for schools and families. Please visit our website at www.teekiqual.org or contact us at info@teekiqual.org for more information. Thank you for your support!

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