Lesson Concepts
- Calming down helps you stay focused and on task at school.
- Using positive self-talk helps you stay focused and on task so you can be a better learner.

Key Words
On task, annoyed, jealous

Why This Lesson Matters
The ability to stay on task and complete assignments is integral to academic success. This lesson applies Calming-Down Strategies students have learned to this important challenge. Once students get control of themselves by calming down, they can use positive self-talk to stay focused and finish a task.

Using Skills Every Day
Have students ANTICIPATE when they might have difficulty staying focused and on task.

Daily Practice

Day 1
Teach the lesson.

Day 2
Play Choral Clapping Challenge, Version 2. Have students use the Calming-Down Steps to manage frustration and use positive self-talk to stay focused.

Day 3
Have students do the Calm It Down Dance. Have students name the Calming-Down Steps.

Day 4
Play Feelings Football, Version 2. Have students use the Calming-Down Steps to help them wait when they are eliminated.

Day 5
Have students complete the Weekly Skill Check. Sample check-in statements:
- Calming down helps me stay focused and on task.
- I can use positive self-talk to stay focused and get my work done.

Home Link Reminder
Collect the Lesson 15 Home Link.

Notice when students manage to stay on task, and REINFORCE the behavior with specific feedback:
Using positive self-talk is helping you stay focused and calm even though you’re really excited about the field trip.
- Model calming down and using positive self-talk when you’re finding it difficult to stay on task.
- Remind students that using positive self-talk helps you finish a task so you can do the things you really want to do.

Have students REFLECT on how calming down and using positive self-talk helped them stay calm and focused.
Choral Clapping Challenge, Version 2

Preparation
Have students stand.

Steps
1. Split the class into two halves: Group A and Group B.
2. Tell Group A to clap on every second and fourth beat; tell Group B to clap on every third and fifth beat.
3. Begin a steady clapping rhythm while counting out loud: One, two, three, four, five. One, two, three, four, five.
4. Signal for both groups to begin counting from beat one. Group A claps on beat two, Group B on beat three, Group A on beat four, and Group B on beat five.
5. Set a goal to clap the correct rhythm for a short time period (such as 30 seconds).
6. When a mistake is made, start the timer over.
7. Have students use belly breathing to calm down before playing another round.

Feelings Football, Version 2

Preparation
Have students stand in a circle. Find a soft ball or beanbag for students to pass.

Rules
• Rule 1 is, when the music starts, pass the ball.
• Rule 2 is, when you get the ball, name a feeling. It’s okay to name the same feeling as someone else, but not right after them.
• Rule 3 is, when the music stops, the student holding the ball must count to five, repeat the last two feelings named, then name another feeling.

Steps
1. Start the “Calm It Down” song or other music.
2. Have students pass the ball and name feelings (or choose a different topic, such as fruit, frozen foods, flying animals, or farm animals).
3. Stop the music.
4. Have the student holding the ball wait five seconds, repeat the last two feelings named, then name another feeling, or be eliminated. Remind students who are out to stop and name their feelings to calm down while they wait for one round.
5. Play a few rounds.