

Building Skills Through Recreation and Leisure

Activity Name: Emotion Color Wheel

Level/Grade: Middle School/High School

Performance area: ☐ Activity Skill Instruction
☒ Coping/Navigating Emotions
☐ Exploring Interests/ Functional Leisure Routines
☐ Games Reinforce Academic Skills
☐ Joint Attention
☐ Leisure Education
☐ Perspective Taking/Social Cognition
☐ Reciprocal Interactions

For students who have difficulties with: expressing their feelings/emotions.

This activity will support student by: providing an artistic outlet for exploring their emotions.

Materials:

- White piece of paper or poster board.
- Colored pencils, crayons or markers.

Starter Activity:

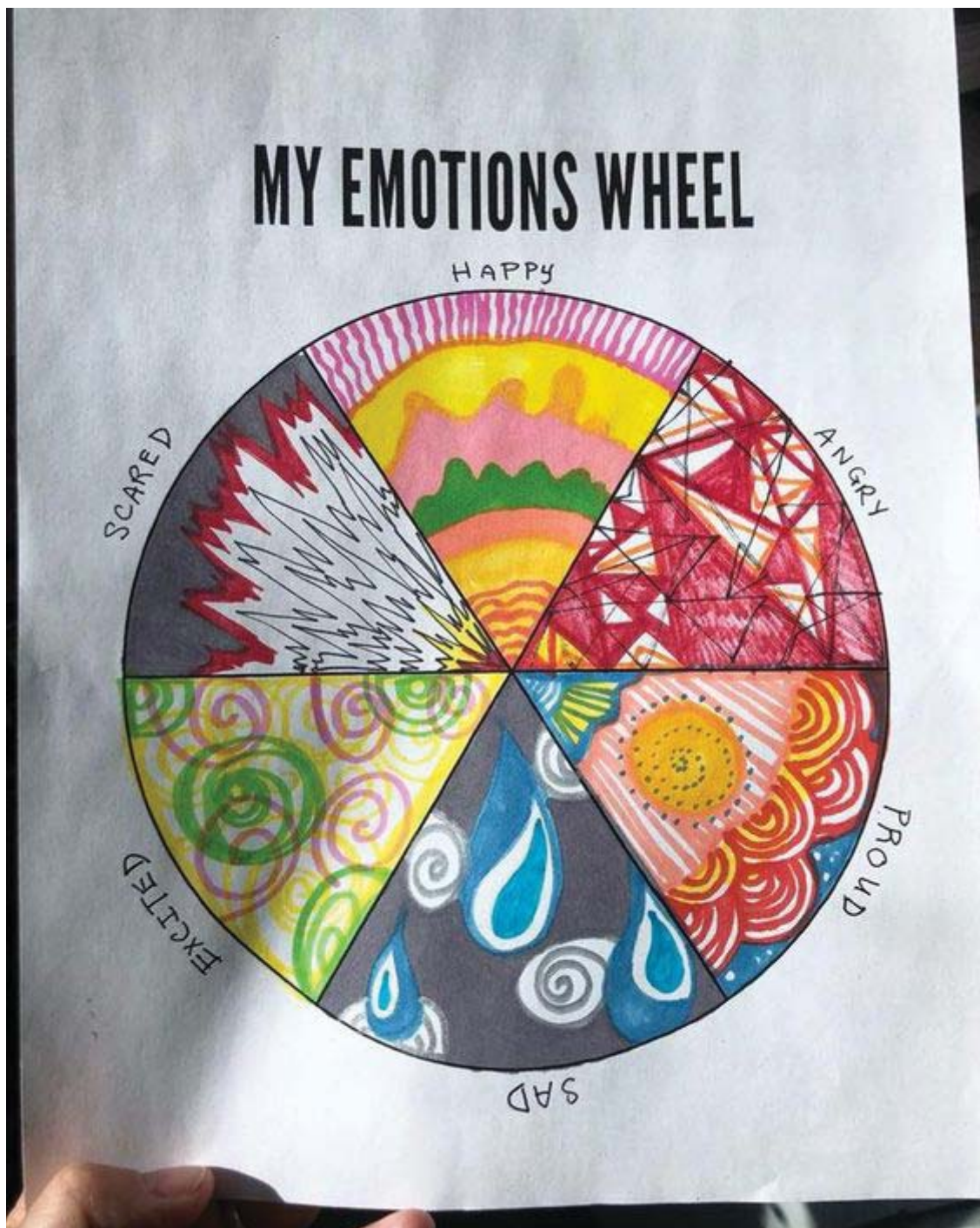
- Have the child/teen draw a circle on a piece of paper or poster board.
- Have them divide the circle into six or eight (roughly) equal slices.

Activity Description:

- 1) Draw a line straight down the center of the circle, then draw a line down the center, criss-crossing the first line. Follow this by halving the other pies and again until you have 6 or 8 pies.
- 1) Ask what eight emotions they would like to put on their Color Wheel.
- 2) Write the name, or have the child/teen write the name, of each of the emotions outside the circle on each slice.
- 3) Have the child/teen fill the slice with a color, or color a picture or representation of each emotion in the corresponding slice.
- 4) Talk to the child/teen about why they chose the emotions they did for the chart.
- 5) You may discuss what they drew and how they chose to represent each emotion in the circle.

***Other ways to modified or adjust challenge level:**

SAMPLE OF EMOTION COLOR WHEEL



Building Skills Through Recreation and Leisure

Activity Name: Inside Out Emotions

Level/Grade: 4th-12th grade

Performance area: ☐ Activity Skill Instruction
☒ Coping/Navigating Emotions
☐ Exploring Interests/ Functional Leisure Routines
☐ Games Reinforce Academic Skills
☒ Joint Attention
☐ Leisure Education
☐ Perspective Taking/Social Cognition
☐ Reciprocal Interactions

For students who have difficulties with: Coping skills, navigating emotions

This activity will support student by: Body language cues and positive social interactions

Materials:

No materials needed - indoor activity!

Starter Activity:

1. Have the entire group sit in a circle - with everybody facing each other.
2. Select one person to go out of the room.
3. Now the group decides on a "problem," explained below.

Activity Description:

Activity:

The group has a EMOTION.

They will have a PSYCHIATRIST, who will try to figure out the EMOTION by asking each person a YES or NO question.

Ex. Let's say the EMOTION was "Sadness"

Then while answering the PSYCHIATRIST's question, each person will say it slowly and sadly.

The PSYCHIATRIST will need to notice this pattern as the EMOTION while interacting with the various group members.

***Other ways to modified or adjust challenge level:**

You can be creative in setting up each problem if you are leading the activity.

During review, you can discuss how reading emotions and navigating them go hand in hand!

There is an attachment to go along with the activity during review.

Building Skills Through Recreation and Leisure

Activity Name: 5 Senses Grounding Technique

Level/Grade: Preschool through 5th grade

Performance area: ☐ Activity Skill Instruction
☒ Coping/Navigating Emotions
☐ Exploring Interests/ Functional Leisure Routines
☐ Games Reinforce Academic Skills
☐ Joint Attention
☐ Leisure Education
☐ Perspective Taking/Social Cognition
☐ Reciprocal Interactions

For students who have difficulties with: Emotional regulation

This activity will support student by: Teaching the child self-regulation using their 5 senses.

Materials:

Any items around the child. They will also need to have something they can eat or drink for their sense of taste. This can be as simple as a small amount of their favorite snack like gold fish or gummies.

Starter Activity:

An adult can talk to the child about their 5 senses and model the technique.

Activity Description:

The child learns to use their 5 senses to regulate their bodies/emotions and bring them back to what is happening in the moment.

When the child starts to feel anxious have them go thorough their five senses:

1. LOOK! Name 5 things you see.
2. FEEL! Name 4 things you feel.
3. LISTEN! Name 3 things you hear.
4. SMELL! Name 2 things you smell.
5. TASTE! Name 1 thing you taste.

They child then verbally shares (tells) their 5 senses' observations to the person they're with, a pet, a doll, or to themselves!

This technique can be used when entering into new social situations. Helping the child look for and recognize what is familiar to them by using their five senses.

***Other ways to modified or adjust challenge level:**

You can make printable cards for a visual reference. The site below has free printable cards and a poster for The 5 Senses Grounding Technique.

<https://www.andnextcomesl.com/2019/04/free-printable-coping-cards-for-kids.html>

Recreation Therapy

Building Skills Through Recreation and Leisure

Coping Skills Fortune Teller

Grade Level:

3rd-5th Grade

Materials:

Paper, pencil

Targeted Skills:

Coping skills

Optional: Attached printable, crayons, markers, colored pencils

Directions:

You may choose to use the attached printable or use a blank sheet of paper.

Follow directions to fold the paper to make the fortune teller. (instructions are attached)

Color the corners or write the name of a color on each corner.

In the middle triangles write numbers 1-8

Have your child choose 8 coping strategies in the inner triangles. (either from the list provided or think of your own)

Decorate and color the fortune teller!

Your child can practice their coping skills by playing with their fortune teller with a partner or a group. They can use it to help pick a coping strategy when they feel stressed, sad, angry or upset.

6 Name: _____

Date: _____

COPING STRATEGIES LIST



1. Take deep breaths
2. Do a positive activity
3. Play sports
4. Think of something funny
5. Take a quick walk
6. Practice yoga
7. Stand up and stretch
8. Listen to music
9. Take a time out
10. Slowly count to ten
11. Use positive self-talk
12. Say something kind to yourself
13. Talk to a friend
14. Talk to an adult
15. Close your eyes and relax
16. Say, "I can do this"
17. Visualize your favorite place
18. Think of something happy
19. Think of a pet you love
20. Think about someone you love
21. Get enough sleep
22. Eat a healthy snack
23. Read a good book
24. Set a goal
25. Jog in place
26. Write in a journal
27. Hum your favorite song
28. Doodle on paper
29. Draw a picture
30. Color a coloring page
31. Clean something
32. Meditate
33. Use a stress ball
34. Dance
35. Write a letter
36. Look at pictures you've taken
37. Make a gratitude list
38. List your positive qualities
39. Do something kind
40. Give someone a hug
41. Put a puzzle together
42. Do something you love
43. Build something
44. Play with clay
45. Hug a stuffed animal
46. Rip paper into pieces
47. Play an instrument
48. Watch a good movie
49. Take pictures
50. Garden
51. Write a list
52. Keep a positive attitude
53. Schedule time for yourself
54. Blow bubbles
55. Write a positive note
56. Chew gum
57. Paint your nails
58. Write a story
59. Blog
60. Read a joke book
61. Write a poem
62. Drink cold water

Name: _____

Date: _____

COPING STRATEGIES LIST



- | | |
|---------------------------------|---|
| 63. Draw cartoons | 82. Cook or bake |
| 64. Read a magazine | 83. Plan a fun trip |
| 65. Write a thank you note | 84. Use an I-statement |
| 66. Count to 100 | 85. Identify your emotions |
| 67. Make a list for the future | 86. Express your feelings to someone |
| 68. Read inspirational quotes | 87. Write down your thoughts |
| 69. Compliment yourself | 88. Identify a positive thought |
| 70. Visualize a stop sign | 89. Make your day's schedule |
| 71. Laugh | 90. List 10 positives about you |
| 72. Smile in the mirror | 91. Ask yourself, "What do I need right now?" |
| 73. Smile at others | 92. Tell someone you are thankful for them |
| 74. Do schoolwork | 93. Pet an animal |
| 75. Look at animal pictures | 94. Make a list of choices |
| 76. Hyperfocus on an object | 95. Ask an adult for help |
| 77. Notice 5 things you can see | 96. Organize something |
| 78. Paint with water colors | 97. Play a card game |
| 79. Use a relaxation app | 98. Listen to nature sounds |
| 80. Watch a funny video | 99. Sit and relax all your muscles |
| 81. Drink some tea | 100. Ask for a break |

CAN YOU THINK OF ANY MORE?

Name: _____

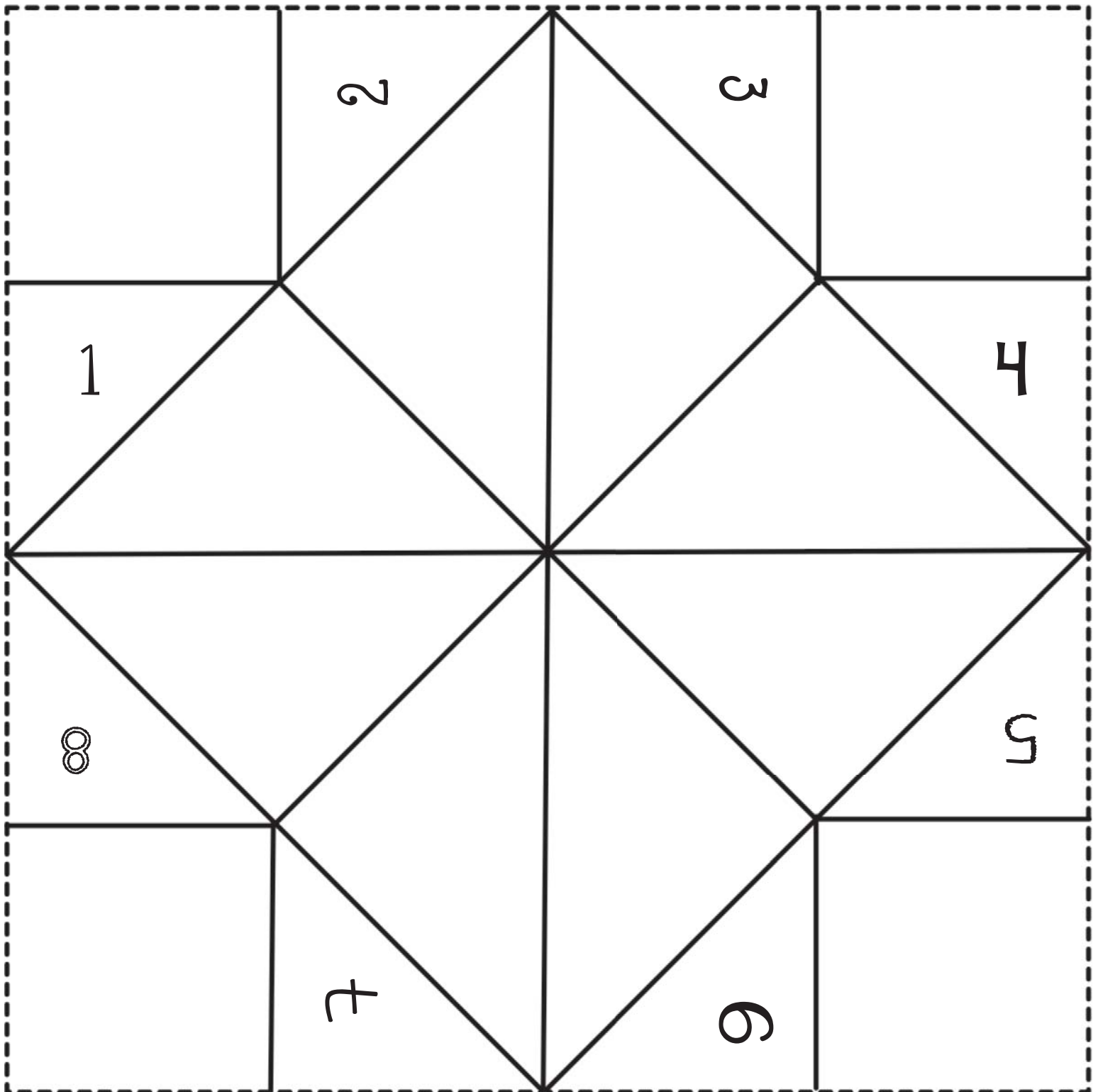
Date: _____

COPING STRATEGIES FORTUNE TELLER



Choose a color name
for each square.

Write a coping strategy in each
triangle.



Name: _____

Date: _____

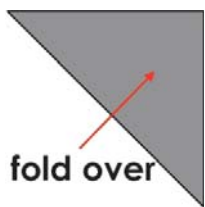
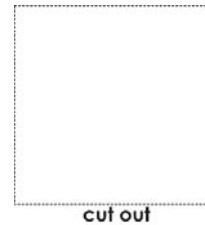
FORTUNE TELLER FOLDING DIRECTIONS



Make your own coping strategies fortune teller. After you create it, use it to help you with your coping strategies when needed.

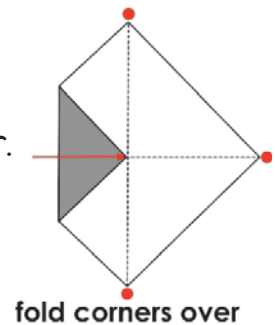
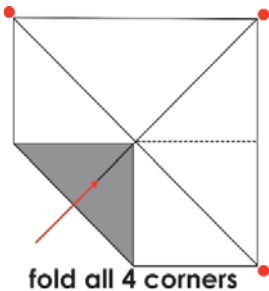
Directions:

1. Cut around the dotted lines to cut out the fortune teller.



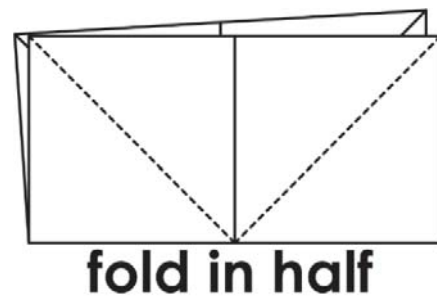
2. Fold the opposite diagonal corners together and open it back up.

3. Fold the outside 4 corners so they meet in the center.



4. Flip it over and fold those 4 corners inward to meet in the center.

5. Fold in half both ways.



6. Flip it over and place your fingers under the flaps.

How to Use: First pick a color. Spell the color out by flapping back and forth for each letter of the word. Then, choose a number. Flap back and forth that many times, counting as you go. Choose another number and open up your coping strategy!

Name: _____

Date: _____

FORTUNE TELLER FOLDING DIRECTIONS

1. Cut along the dotted lines. Your fortune teller should be a perfect square.



2. Hold it with the colored side face down. Then fold opposite diagonal corners to meet. Do this to both sides.



3. Open it back up with the colored face down. Fold all 4 corners so they meet in the center.



4. Flip it over so the inside writing will be showing on top. Fold all 4 corners so they meet in the center. This will leave the numbers on top.



5. Fold in half both ways. It will look like a small rectangle.



6. Flip it over and place your hands under the flaps. Open and close the fortune teller several times to help it move freely.



How to Use: First pick a color. Spell the color out by flapping back and forth for each letter of the word. Then, choose a number. Flap back and forth that many times, counting as you go. Choose another number and open up your coping strategy!

Building Skills Through Recreation and Leisure

Activity Name: A Jar full of Feelings

Level/Grade: 1-3

Performance area:

☐	Activity Skill Instruction
☒	Coping/Navigating Emotions
☐	Exploring Interests/ Functional Leisure Routines
☐	Games Reinforce Academic Skills
☐	Joint Attention
☐	Leisure Education
☒	Perspective Taking/Social Cognition
☐	Reciprocal Interactions

For students who have difficulties with: recognizing feelings/emotions & responding to them

This activity will support student by: understanding that at times we may have mixed emotions

Materials:

- 1) Pom poms (different colors)
- 2) Clear jar

Starter Activity:

Have the child assign a feeling to each color of pom pom. For example, blue can mean frustration and red can mean angry.

Activity Description:

- 1) Have the child label (state) the emotion they are feeling. Then they pick the corresponding pom-pom and place it inside the jar.
- 2) Instruct the child to keep on adding pom-poms for every different emotion they are feeling. For example, if they are having mixed feelings about being out of school and are seeing their teacher/friends virtually, they might choose a blue pom-pom for sad, a red one for feeling anxious or worried, and a green one for excited.
- 3) Mix all the pom-poms in the jar and explain to the child that it's normal to have a mix of feelings/emotions.
- 5) Ask them, which emotion is the biggest and tell the child to add more of that pom-pom. For example, if he is mostly feeling anxious or worried, have the child add more red pom-poms to the jar.
- 6) If the jar is mainly filled with positive emotions, mention that it's okay to feel a little nervous or sad. If the jar is mainly filled with negative emotions, discuss with the child how to solve the problem or deal with these emotions.

*Other ways to modify or adjust challenge level:

For older children, you can present different scenarios. Have the child imagine what it would be like to be the person feeling in those scenarios. Have the child say how he might have mixed feelings.

Example of Scenarios:

- You got a Christmas present but it wasn't what you were hoping for.
- You lost your favorite pen but your friend gives you a new pen.
- Your aunt is visiting for a few days and you'll need to be on your best behavior.

Building Skills Through Recreation and Leisure

Activity Name: Zones of Regulation Cootie Catcher

Level/Grade: 6th-8th

Performance area: ☐ Activity Skill Instruction
☒ Coping/Navigating Emotions
☐ Exploring Interests/ Functional Leisure Routines
☐ Games Reinforce Academic Skills
☐ Joint Attention
☐ Leisure Education
☐ Perspective Taking/Social Cognition
☐ Reciprocal Interactions

For students who have difficulties with: identifying and regulating their emotions

This activity will support student by: serving as a reference for how to tackle their emotions

Materials:

paper cut into squares

markers/crayons/colored pencils/pencil/pens

Starter Activity:

Ask the student to assign an emotion they struggle with to each color (4 colors/emotions in total). For example: Blue is sadness, Red is anger, Yellow is anxious, and Green is jealous.

Activity Description:

1. Fold the square paper in half on both sides of the paper, so you have 4 squares when you unfold. Then fold diagonally, touching point to point, so you create 8 triangles when you unfold.
 2. Fold the corners in towards the center of the paper, creating a smaller square.
 3. Flip the paper over and fold the new corners towards the center of the paper, creating an even smaller square.
 4. Fold the square in half along the center lines, and tada you have your cootie catcher!
 5. Color each of the 4 squares with a color picked out earlier. You may write the emotion down on the squares too if you like.
 6. Unfold and turn over the cootie catcher. On the first set of triangles, lightly color in the corresponding triangles to match the square. So if the triangles are connected to the blue square, then color in the triangles lightly in blue.
 7. Then alternate writing "Feelings" and "Coping Skills" on the triangles, so that each color has one of each.
 8. On the same first set of triangles, write random numbers on each.
 9. Unfold the points from the center. On the inner triangles, write descriptions of the feelings under "Feelings" and coping strategies under "Coping Skills."
- ex:
square: RED
first triangle: Feelings, inner triangle: Angry
first triangle: Coping Skills, inner triangle: vent, listen to music, get some space
10. Assist and discuss coping skills for each emotion as you complete the cootie catcher.

How to play: Alone or with a partner

1. Pick a color
2. Spell out the color with the cootie catcher, moving fingers back and forth
3. Pick a number
4. Count out the number, moving fingers back and forth
5. Pick another number
6. Unfold the flap associated with that number
7. Read through the list

*Other ways to modified or adjust challenge level:

For the main squares, you can spell out the name of colors along with coloring in the squares.
For the numbered triangles, you can also add emotion phase the student may be in.

Ex:

Square: Blue *sad

first triangles: I am feeling slow; I need to rant

Recreation Therapy

Building Skills Through Recreation and Leisure

Grade Level:

Materials:

Targeted Skills:

Directions:

Recreation Therapy

Building Skills Through Recreation and Leisure

Building Skills Through Recreation and Leisure

Activity Name: "I Can Cool Off" Foldable Activity

Level/Grade: 3rd through 8th grade or similar development level

Performance area:	☐ Activity Skill Instruction
	☒ Coping/Navigating Emotions
	☐ Exploring Interests/ Functional Leisure Routines
	☐ Games Reinforce Academic Skills
	☐ Joint Attention
	☐ Leisure Education
	☐ Perspective Taking/Social Cognition
	☐ Reciprocal Interactions

For students who have difficulties with: controlling their anger and utilizing coping skills to calm
This activity will support student by: identifying anger, anger triggers and coping skills.

Materials:

Print outs of the activity sheet with the flower, something to write with (pen or pencil), scissors, and coloring supplies: markers, crayons, or color pencils.

Starter Activity:

Take turns sharing a personal experience when you have felt frustrated or angry. Then individually explain what you did to calm down during that moment.

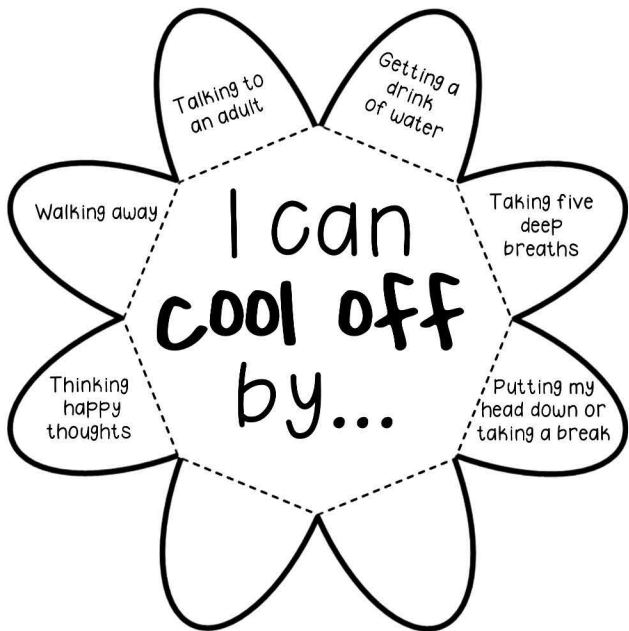
Activity Description:

1. Cut out the outline of the foldable activity.
2. If desired, glue the center of the foldable to another piece of paper, or an interactive journal. DO NOT glue the flaps down.
3. Have the students read through the coping skills and add two of their own to the blank flaps, or use the blank foldable and have students write their coping skills on each flap.
4. Students will take turns sharing coping skill ideas/methods and add them to their pedals if they use the same coping skill to calm down.
5. The students can draw a picture of them exhibiting each coping skill either on the back of the flaps, or behind the flaps on the page that the foldable page was glued onto.
6. Lastly, each student will debrief and share how they felt during the activity, and choose 3 main coping skills from their pedals in order to create a calming down plan for the next time they get angry or frustrated.

*Other ways to modified or adjust challenge level:

- If students do not have strong writing skills, have them draw pictures of themselves using the coping skills under each flap.
- To help students know where to write, instruct them to trace the flap before they start writing.
- This foldable page can be glued into an interactive notebook.
- The students can also demonstrate how they practice the coping skills (ex: take 5 deep breaths).
- Provide discussion questions such as the following:
 1. Which of these ideas do you think will work best for you?
 2. Which of these ideas do you think will not work for you?
 3. Have you ever tried any of these ideas? What happened?
 4. Have you ever seen anyone else do these things when they are angry?
 5. Tell me about a time when it would have been a good idea for you to make one of these choices.

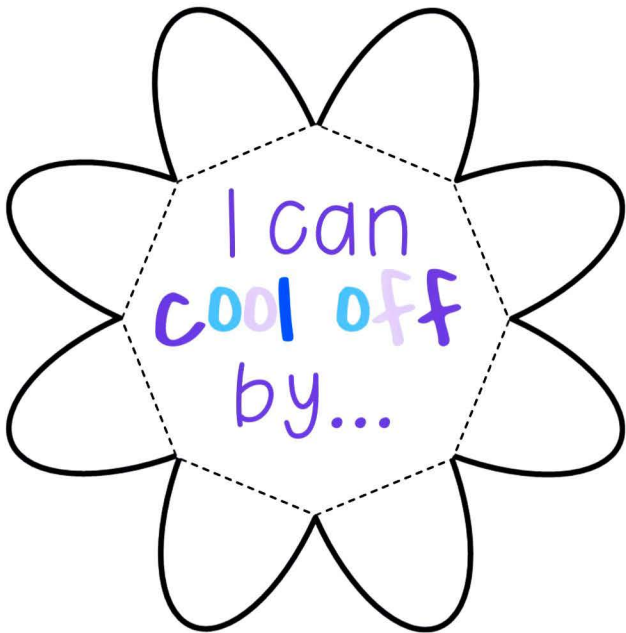
"I Can Cool Off" Foldable Activity



"I Can Cool Off" Foldable Activity



"I Can Cool Off" Foldable Activity



"I Can Cool Off" Foldable Activity

