

# Managing Emotions

Learning how your body copes with emotions is the first step towards managing it.

## Rest and Digest

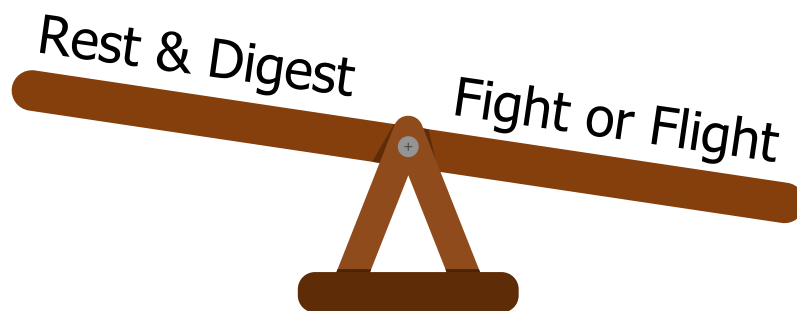
Your body is calm, able to conserve energy, and focus on tasks like

- Rest
- Digest
- Growth
- Recovery
- New skills

## Fight or Flight

Your body perceives a threat and readies itself to handle to conflict using energy for tasks like

- Fight - physically or verbally
- Flight - leaving or escaping
- Fawn - appease the threat
- Faint - unconscious to escape



Our bodies are always in movement between these two states. It is essential to learn how to understand, cope, calm, and regain balance. Children in a heightened state of emotions need to be seen, heard, and validated so they are able to regulate themselves.

# Calming Exercises

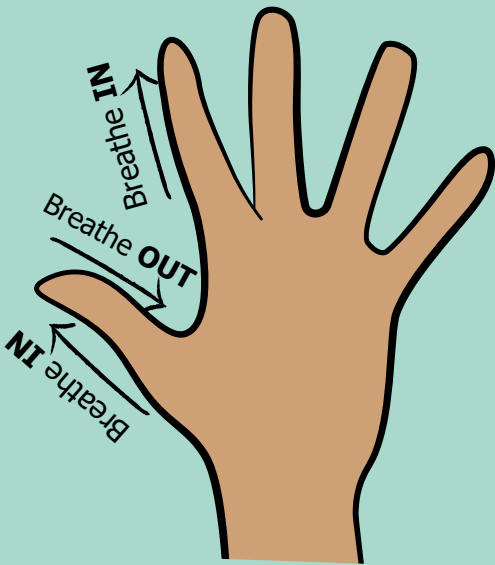
## Deep Breathing

Smell the flower, blow out the candle  
Take a deep **slow** breath in through your nose like smelling a flower, release the breath as if you're **slowly** blowing out candles on a big birthday cake. Repeat 3 times



## Finger Breathing

Tracing the outline of your fingers, take a slow breath in every time you trace your finger up, and a slow breath out as you trace your finger back down.



## 5-4-3-2-1 Grounding

Name 5 things you can **see**.  
Name 4 things you can **touch**.  
Name 3 things you can **hear**.  
Name 2 things you can **smell**.  
Name 1 thing you can **taste**.



# Anger Iceberg

What we  
see on the  
surface



May be  
different  
underneath

Anger is an emotion easily displayed, but sometimes the true feelings of what is going on may not be as obvious. Take the time to find what is happening underneath the anger iceberg.

# Feelings Wheel

We are made of a spectrum of emotions and feelings. **Simple feelings can have various undertones of other emotions.** Pinpointing a more precise term for your feelings can help you better understand them and determine steps to address them.



**Find your primary emotion and explore if there is another feeling that better describes it.**