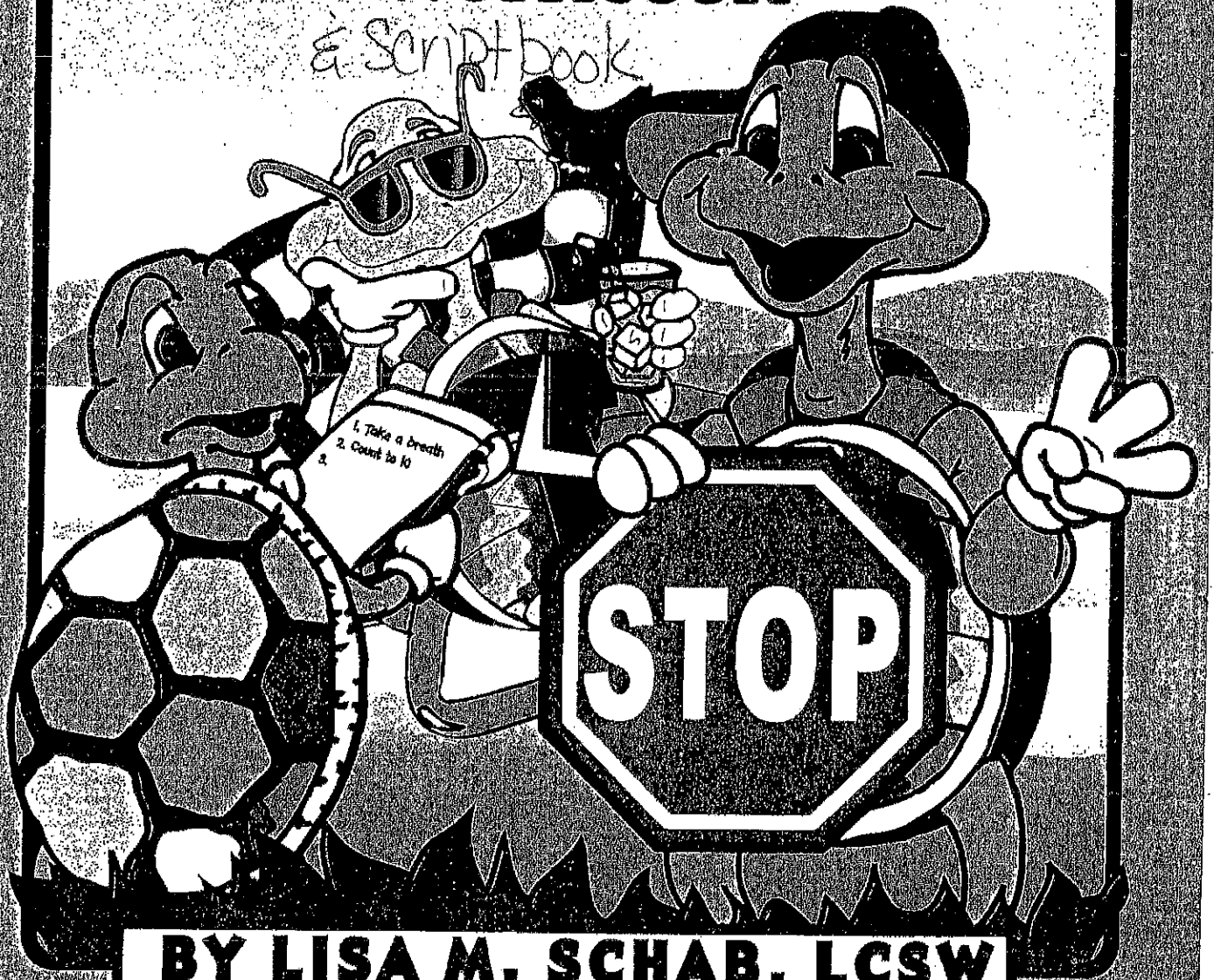


The

# Stop, Relax & Think

**Workbook**

*& Scriptbook*



**BY LISA M. SCHAB, LCSW**

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## Introduction for Adults

All children exhibit impulsive activity at some time and can benefit from learning techniques to help them think before they act. Children diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), particularly, need to spend far more time learning and practicing skills to help them quiet down, slow down, and consider consequences before they act.

The exercises in this workbook are designed to help children understand the impact their personal behavior has on other people and the importance of using self-control so they can make appropriate choices about how to speak and act. They are given basic instruction in eight content areas where, through games and activities, they can learn and practice the skills necessary for using appropriate behavior in a variety of situations.

The content areas are:

1. **Organizing Tasks & Activities:** In this section, children learn the importance of being organized and are taught specific techniques, such as prioritizing and categorizing, to help them develop the basic components of organizational skills.
2. **Staying Focused & Completing One Task at a Time:** This section teaches techniques for increasing concentration and maintaining focus on the task at hand in order to achieve goals successfully.
3. **Listening to Directions & Following Instructions:** In this section, children learn techniques to improve and practice listening skills so they can increase their ability to follow verbal directions. They also learn methods for expanding their comprehension of, and ability to follow, written instructions.
4. **Remaining Calm in Given Situations:** This section teaches a number of simple relaxation techniques that can be used both in prevention—keeping anxiety levels at a manageable level—and intervention—reducing anxiety in situations that provoke it.
5. **Remembering to Do What is Expected of You:** This skill area helps children understand the importance of acting responsibly, and teaches them specific memory techniques that can help them retain and recall information about their obligations and commitments.

**6. Engaging in Quiet Activities without Disturbing Others:** In this section, children are taught the importance of respecting the rights of people with whom they share the environment. They learn techniques to help them quiet their voices, bodies, and minds, so that they can act in ways that don't disturb others.

**7. Thinking About Consequences Before Acting:** This section helps children to practice thinking ahead and predicting consequences of their behavior so that they can make smart choices about how to act.

**8. Behaving Appropriately in Given Situations:** The final skill area teaches appropriate behavior and good manners in situations children commonly encounter, including: meeting new people, visiting other people's houses, being in organized groups of children, attending ceremonies and performances, and being in public places.

Designed to introduce helpful information and concepts, this workbook can be used as a tool for ongoing integration of skills as well. Children should be encouraged to practice their newly acquired skills repeatedly, both in classroom or therapeutic settings, and in real-life situations. Long-term growth and change require repetition over time and in a variety of settings to become a true part of the child's character and skill repertoire.

Permission is granted to duplicate these activity pages for professional use.  
Some exercises require scissors, glue, pencils, pens, crayons, or markers.

## AREA 1: Organizing Tasks & Activities

When children are organized, they can accomplish more. Every time they accomplish something, their self-esteem is raised, and they become more willing to continue trying new things and setting further goals.

While organizational skills are not necessarily inborn, they can be taught and acquired. Some children seem to be more naturally organized, while others, especially those with attention problems, have a more difficult time keeping thoughts, information, or belongings in a set order. This difficulty sets them up for missed appointments, forgotten homework assignments, and frustration, both within themselves and with the adults around them.

Applying structure, both internally and externally, can help to get and keep the scattered child on track. Adults must provide this structure initially, and then continue working with the child until she is able to create and maintain it on her own.



*The Stop, Relax and Think workbook*

## Area 1: Organizing Tasks & Activities

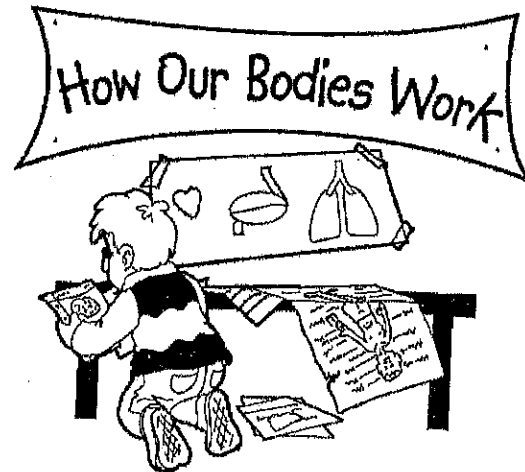
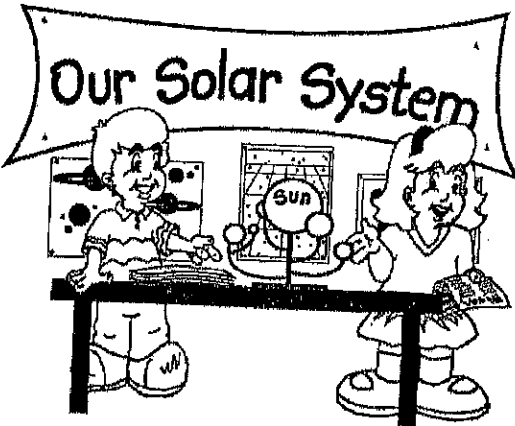
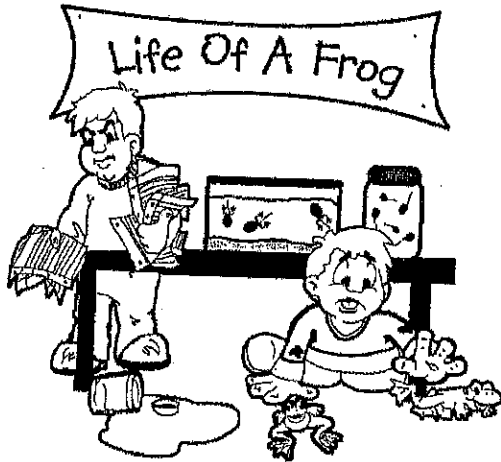
Activity: "O" is for Organized

Objective: To understand the concept of being organized

When someone is organized, it means their things, thoughts, and actions are in a clear and sensible order.

Look at the children in the picture below. Draw a red "O" around the children who are organized. Put a blue "X" over those who are not organized. Then, on the lines below, write three things the unorganized children could do to become more organized.

# Science Fair



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Area 1: Organizing Tasks & Activities

Activity: The Importance of Being Organized

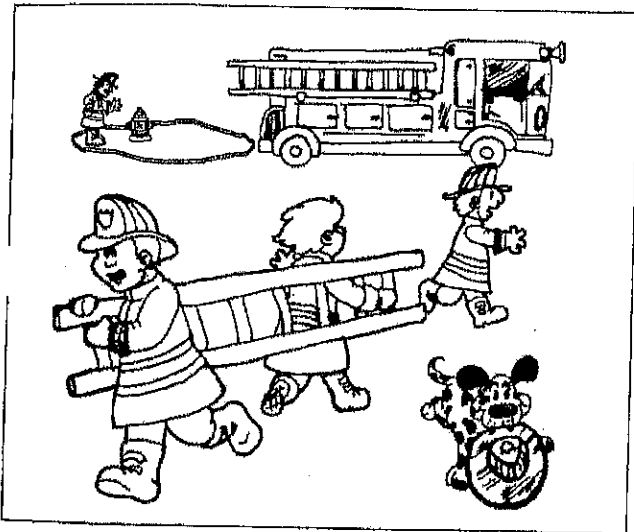
Objective: To understand the benefits of being organized

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It is important to be organized if you want to be successful at what you do. When you are organized:

- You know where to find the things you need
- You focus on one task at a time
- You can work with others as a team

Color the pictures below and tell someone what these people need to do to get organized. Write what might happen if they don't get organized.



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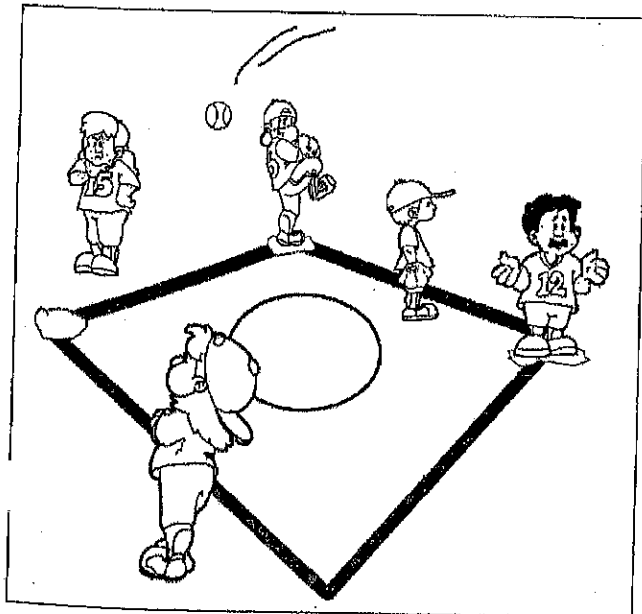
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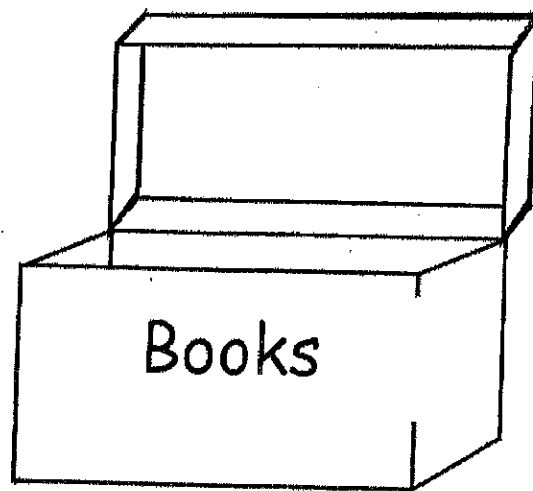
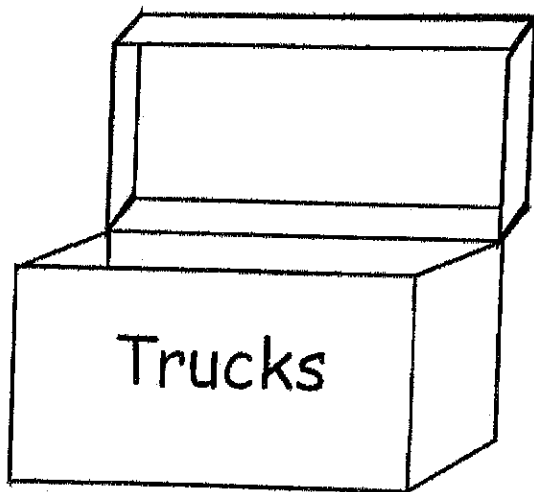
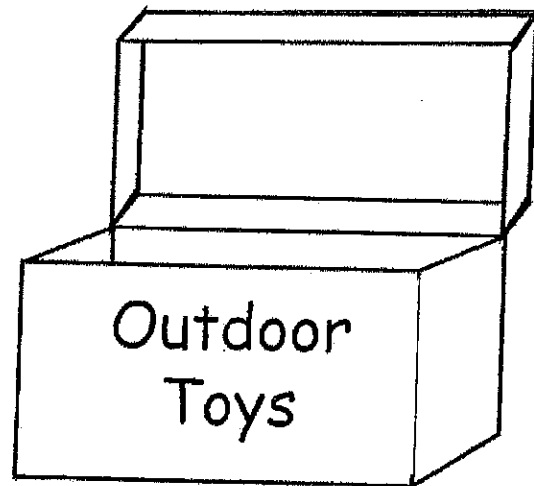
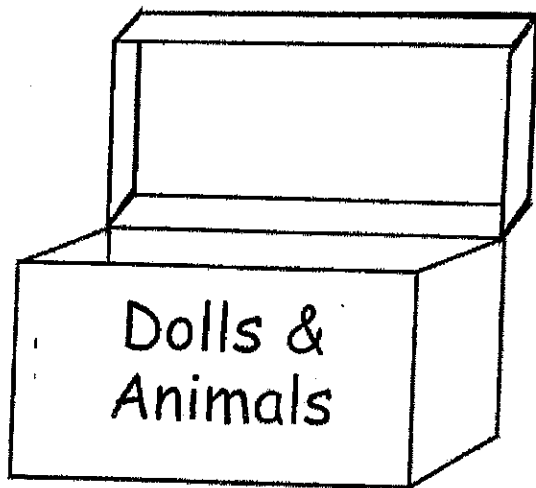
## Area 1: Organizing Tasks & Activities

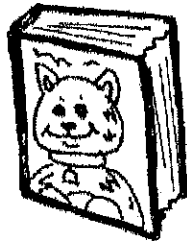
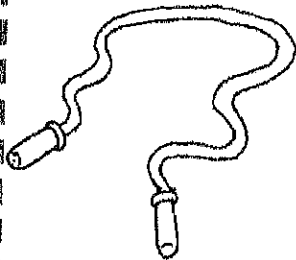
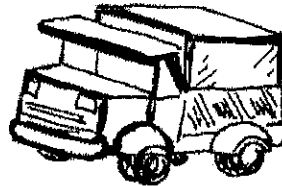
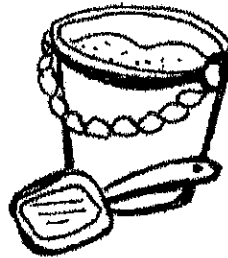
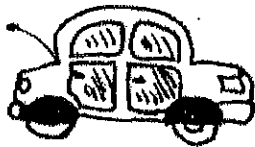
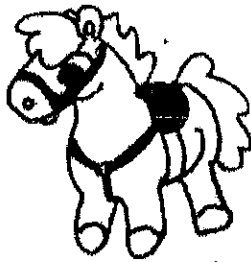
Activity: Category Cleanup

Objective: To learn and practice the organizational skill of categorizing

One way to organize things is by putting them into categories. A category is a group of things that have something in common with each other.

Jill and Jason need your help in organizing their toys by dividing them into categories. Make a copy of the next page. Color all the dolls and animals red. Color all the trucks and cars brown. Color all the outdoor toys blue. Color all the books yellow. Cut out each of the toys and then paste them onto the correct toy box below.





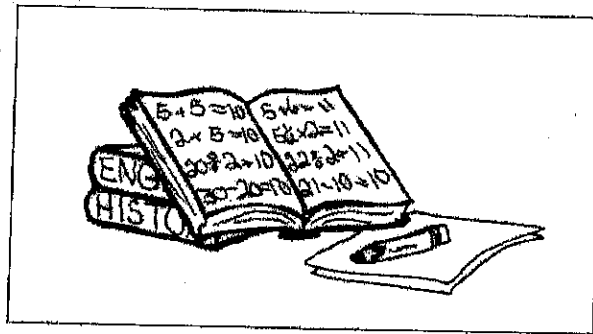
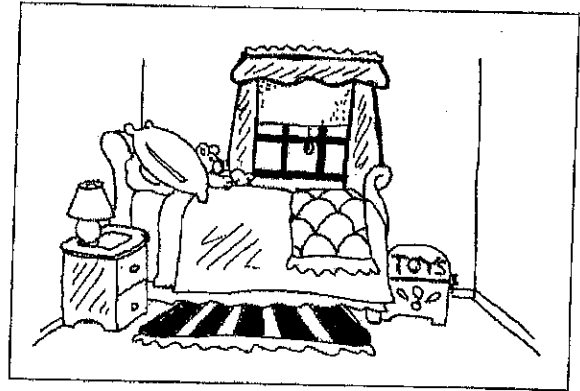
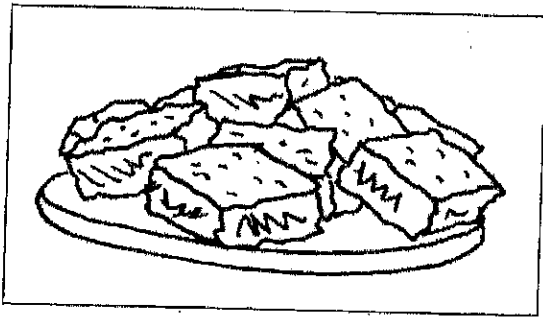


## Area 1: Organizing Tasks & Activities

Activity: Categorizing Tasks and Activities

Objective: To apply the organizational skill of categorizing to tasks and activities

Sara has to clean her room, do her homework, and bake brownies after school. Help her organize her tasks by drawing a line from the task at the bottom of the page to the activity it will help to accomplish. Use brown for the brownie lines, purple for the homework lines, and orange for the clean room lines.



Add eggs

Dust

Spelling

Stir

Make bed

Vacuum

History

Put in oven

Hang up clothes

English

Math

Add chocolate

## Area 1: Organizing Tasks & Activities

### Activity: Top Priority

Objective: To teach the concept "priority"

When you have many tasks to do, the task you should do first is called your top priority.  
In the picture below, you can see many tasks that need to be done. Write them on the lines below.

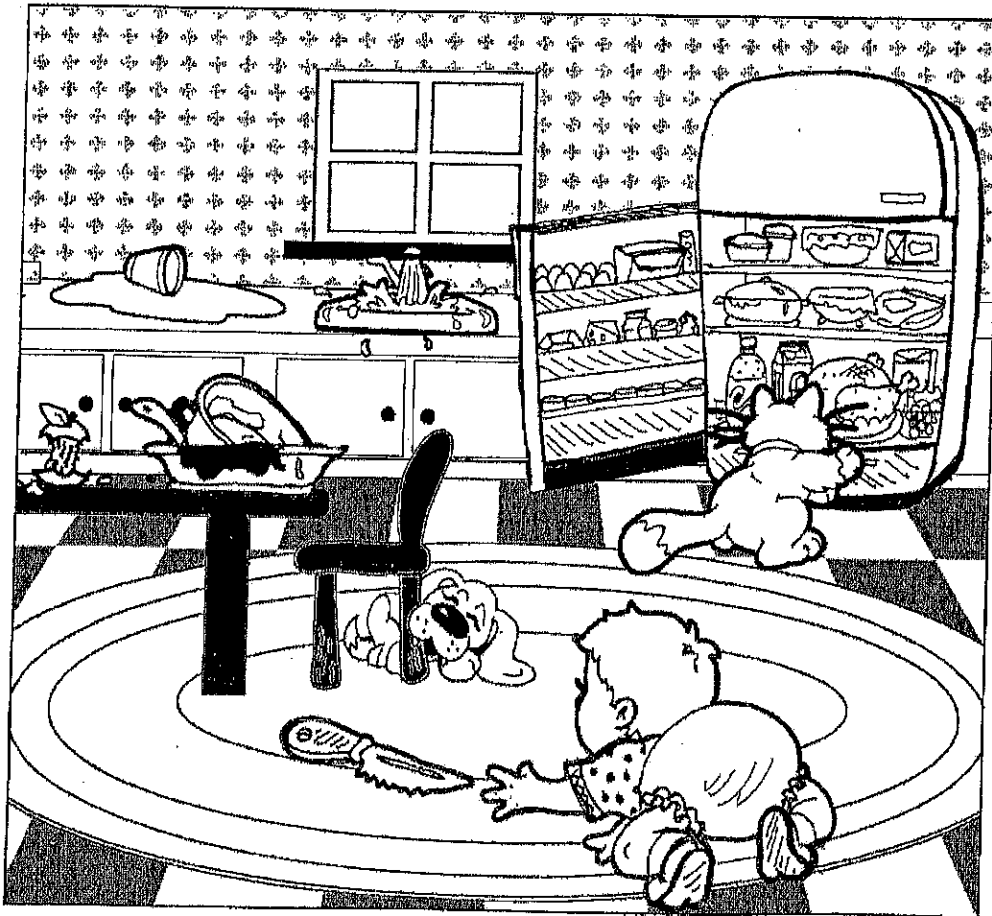
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Decide which task is the top priority and should be done first. Color it in the picture.  
Write the top priority task here. \_\_\_\_\_

Explain why you think this task is the top priority. \_\_\_\_\_



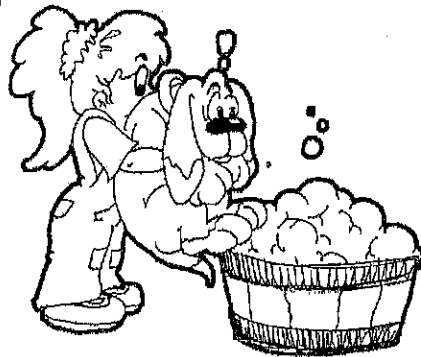
## Area 1: Organizing Tasks & Activities

Activity: First, Second, Third

Objective: To practice prioritizing the steps of an activity

There can be many steps involved in completing one activity. When you choose the top priority, and then also decide the order of the other steps you should take, you are "prioritizing."

Make a copy of this page. Then color and cut out the story pictures below. Rearrange them in the order that shows how Lizzie should prioritize the steps of giving her dog a bath.



## Area 1: Organizing Tasks & Activities

### Activity: Writing a Report

**Objective:** To practice applying organizational skills to the activity of completing a homework assignment

You can use the skills of categorizing and prioritizing to help you organize and complete your homework.

Practice by helping Brandon organize the tasks necessary for writing his social studies report on a foreign country. First, choose his top priority from the list of tasks, and put a #1 next to it. Then number the rest of his tasks in order of priority. Second, write the category title "People" or "Place" next to each area of content he needs to include in his paper.

○	Brandon's Tasks	○	Content Categories: People & Places
	___ Write the report		Language _____
○	___ Write the outline	○	Landforms _____
○	___ Gather information		Climate _____
___	___ Pick a country	○	Style of dress _____
○	___ Hand in report		Geographic location _____
			Jobs _____



## Area 1: Organizing Tasks & Activities

Activity: Party Time

Objective: To practice applying organizational skills to the activity of planning a party

You can use the skills of categorizing and prioritizing to help you plan personal activities, like a party.

Practice by making plans for your own birthday party. Use the party-planning book below to help you prioritize your tasks and categorize what you need for your party.

**Party Tasks**

1. \_\_\_\_\_  
Top Priority
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Party Categories**

People to invite \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Food	Activities
_____	_____
_____	_____
_____	_____
_____	_____

## AREA 2: Staying Focused & Completing One Task at a Time

Children with attention problems often have several projects going at once, with many of them never reaching completion. These children may come to believe they are lazy or unable to accomplish goals, when actually what they need is a better ability to stay on task until a project is finished.

Children of all personality types can benefit from increased concentration and focusing skills. Learning to reduce and ignore distractions, learning to make and follow plans of action, and learning to finish one project before starting another can help children create successes in their daily lives rather than repeated failures.

Adults can work with children to practice setting and accomplishing goals, which will raise self-confidence and self-esteem. Initial goals should be simple enough that success is guaranteed, giving children belief in themselves to try again.



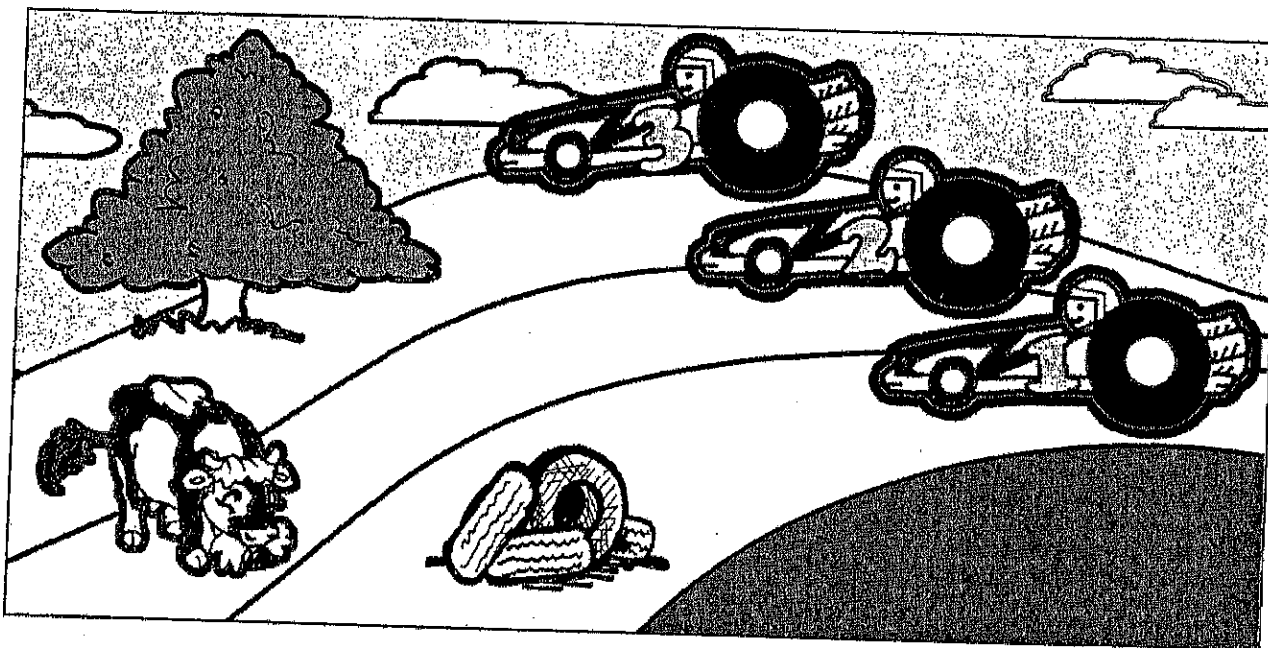
## Area 2: Staying Focused & Completing One Task at a Time

Activity: Staying on Track

Objective: To teach the importance of staying focused

.....  
If you want to be successful at any task you try, it is important to pay attention to, or stay focused on, what you are doing. If you try to do more than one thing at a time, or to pay attention to more than one thing at a time, you will be more likely to make a mistake. Another way to say "staying focused" is to say "staying on track."

The racetrack drivers in the picture below all need to stay focused on what they are doing if they are to get around the track safely. Look at what lies ahead of each driver, and on the lines below, write what could happen if that driver doesn't stay focused.



1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
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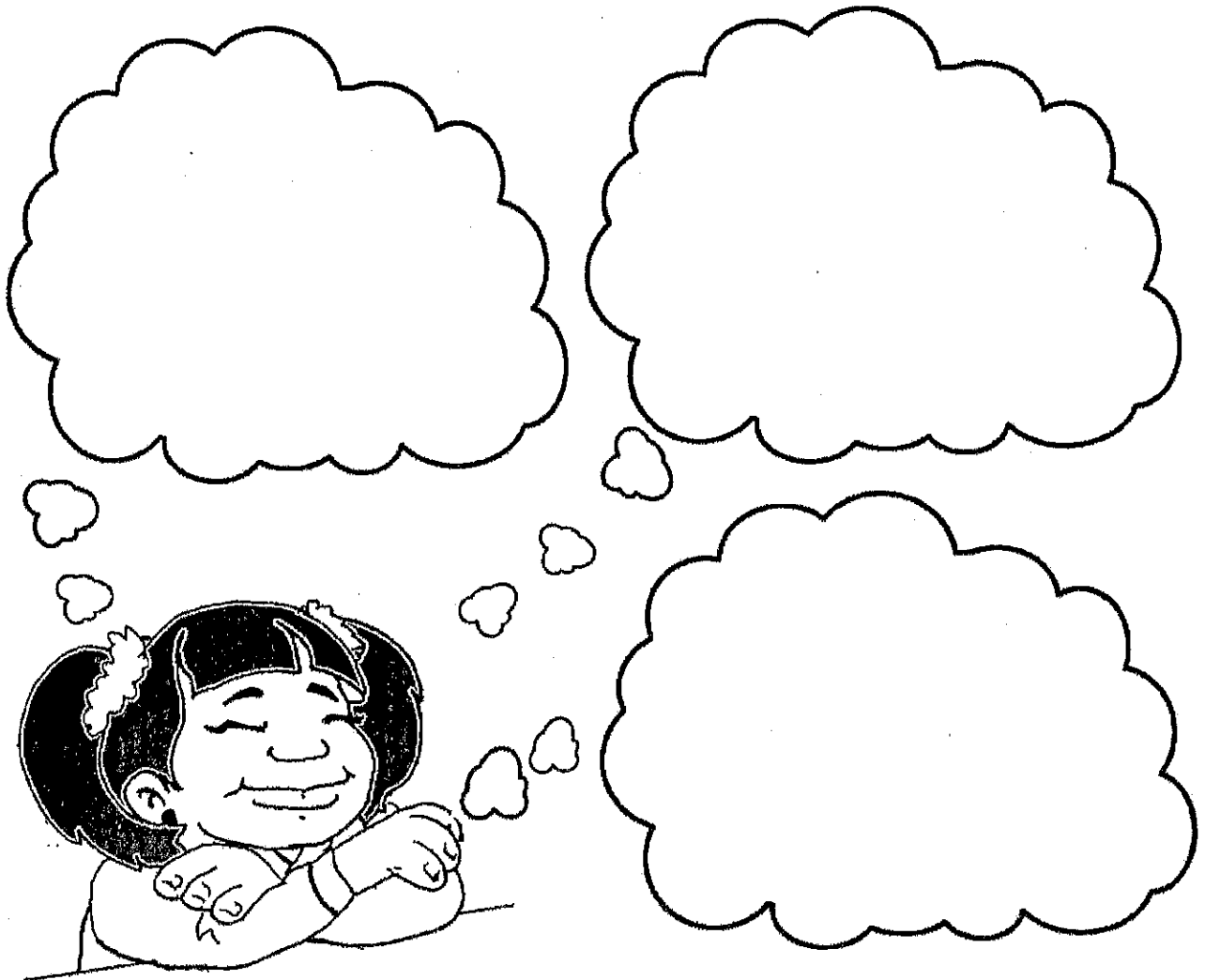
## Area 2: Staying Focused & Completing One Task at a Time

### Activity: My Favorite Things

**Objective:** To teach the concept of meditation as a method of practicing and strengthening the ability to focus

You can teach yourself to focus better by practicing paying attention to only one thing at a time. This is called "meditation."

In the thought balloons below, draw pictures of your three favorite things. Then sit comfortably in a chair and close your eyes. Picture one of your favorite things in your mind. Try to see all the details of this object—its color, size, shape, and texture. If your mind wanders to something else, gently bring it back to your favorite thing. Focus only on this thing for one minute. Next time try it for two minutes. Practice meditating every day, and work up to five minutes. Focusing during meditation will help you to focus at other times too.





**Area 2: Staying Focused & Completing One Task at a Time**

Activity: Opposite Ollie

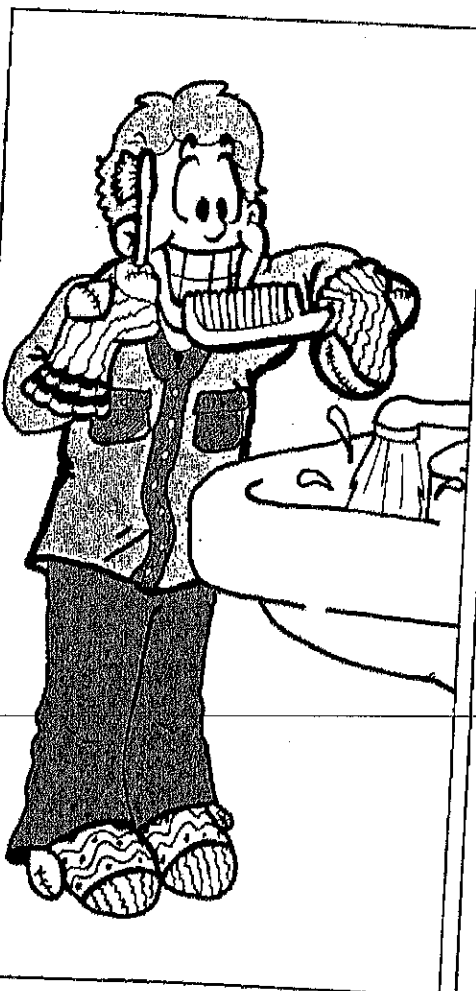
Objective: To teach the importance of a healthy lifestyle to help you focus

.....  
If you make healthy choices about how to live your life, you will have more energy to think clearly and stay focused.

Opposite Ollie does everything the opposite of the way he should. He wears his mittens on his feet and socks on his hands. He combs his teeth and uses a toothbrush on his hair. He also makes unhealthy choices about his lifestyle. On the lines below, write the **opposite** of what Ollie does now, to show him how he can have more energy to stay focused.

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**Ollie's Lifestyle**

1. Eat a lot of junk food.
2. Don't get much sleep.
3. Sit on the couch all day.
4. Get stressed and stay stressed.

**Healthier Lifestyle**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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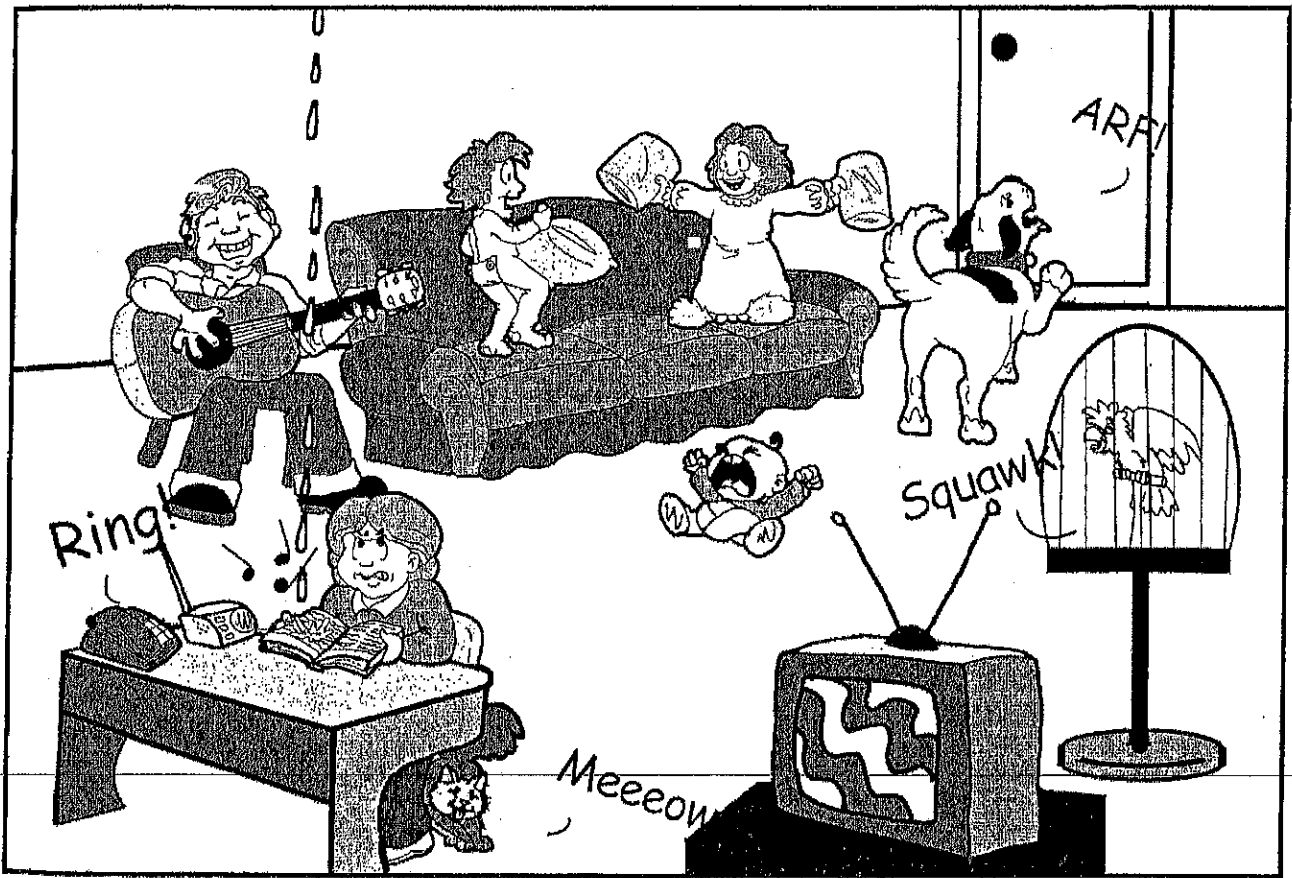
## Area 2: Staying Focused & Completing One Task at a Time

Activity: Leave Lorissa Alone

Objective: To teach the importance of reducing distractions to help you stay focused

It is hard to focus on what you are doing if other things take away your attention or distract you. One way to make focusing easier is to eliminate as many distractions in your environment as you can.

Lorissa is having a hard time trying to study for her math test because there are so many distractions in the room. List the distractions on the lines below the picture. See if you can find all ten.



**Area 2: Staying Focused & Completing One Task at a Time**

**Activity:** Now and Later

**Objective:** To teach the concept of setting goals as a way to stay focused

Setting one goal for yourself, and reminding yourself of that goal, can help you to stay focused. When you are working on a project, set a goal that describes the one thing you have to do first. This is your "Now" goal. Write your "Now" goal on a note card and keep it near you. If you start to think about doing other things, remind yourself that you will do those things later. Then reread your note to remember what you must do now.

To practice concentrating on "Now," complete the word search below. Before you start, write your goal "Do word search" on a piece of paper and keep it near you. If you find your mind wandering to things you may do later, look at your goal and bring your mind back to the word search.

M	X	A	R	O	P	Q	H	V	J	P
A	S	L	E	E	P	O	F	O	P	K
O	K	W	H	K	M	R	U	L	Q	Y
P	A	T	I	E	C	N	A	D	S	U
C	T	R	X	M	F	Y	X	H	H	M
H	E	I	S	X	I	K	T	G	G	T
L	Q	B	W	E	U	A	N	U	R	X
J	Y	B	I	K	E	M	K	A	K	D
F	E	V	N	I	X	E	R	L	J	I
S	I	N	G	H	Y	P	Q	S	F	Y
B	S	Y	Q	J	N	M	L	T	H	G

- |      |       |       |       |      |       |
|------|-------|-------|-------|------|-------|
| Swim | Bike  | Run   | Eat   | Play | Swing |
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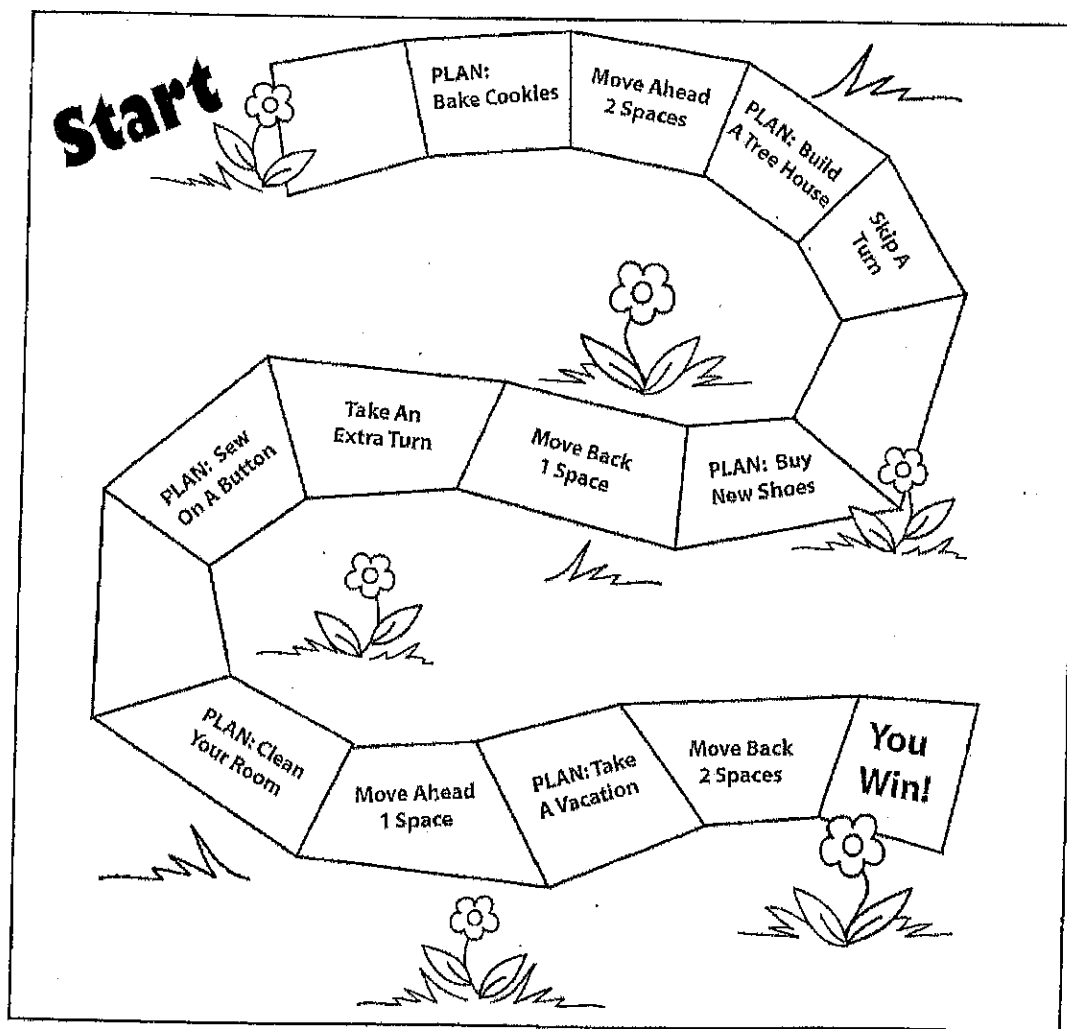
## Area 2: Staying Focused & Completing One Task at a Time

**Activity:** Make a Plan

**Objective:** To teach the concept of making and following a plan as a way to stay focused

When you have a task to complete, you can help yourself stay focused by making and following a plan. A plan is a list of steps that will help you complete your task and reach your goal. For example, if your goal is to go swimming, the steps in your plan would be: put on a bathing suit, get a towel, get a ride to the pool, pay admission—and jump in the water! If you find yourself being distracted, remember to go back to your plan.

You can practice making plans by playing the game below. First, color the game board. Then use an eraser, a paper clip, a button, or another small object as your token. Place the token on "start." Flip a coin and move ahead one space if you get heads, or two spaces if you get tails. Each time you land on a "plan" space, you must tell three or four steps of a plan to accomplish the goal written on the space. Then you can flip the coin again and continue to move ahead. You can play alone or with other people. The first person to get to the end wins.



## Area 2: Staying Focused & Completing One Task at a Time

Activity: The Focusing Telescope

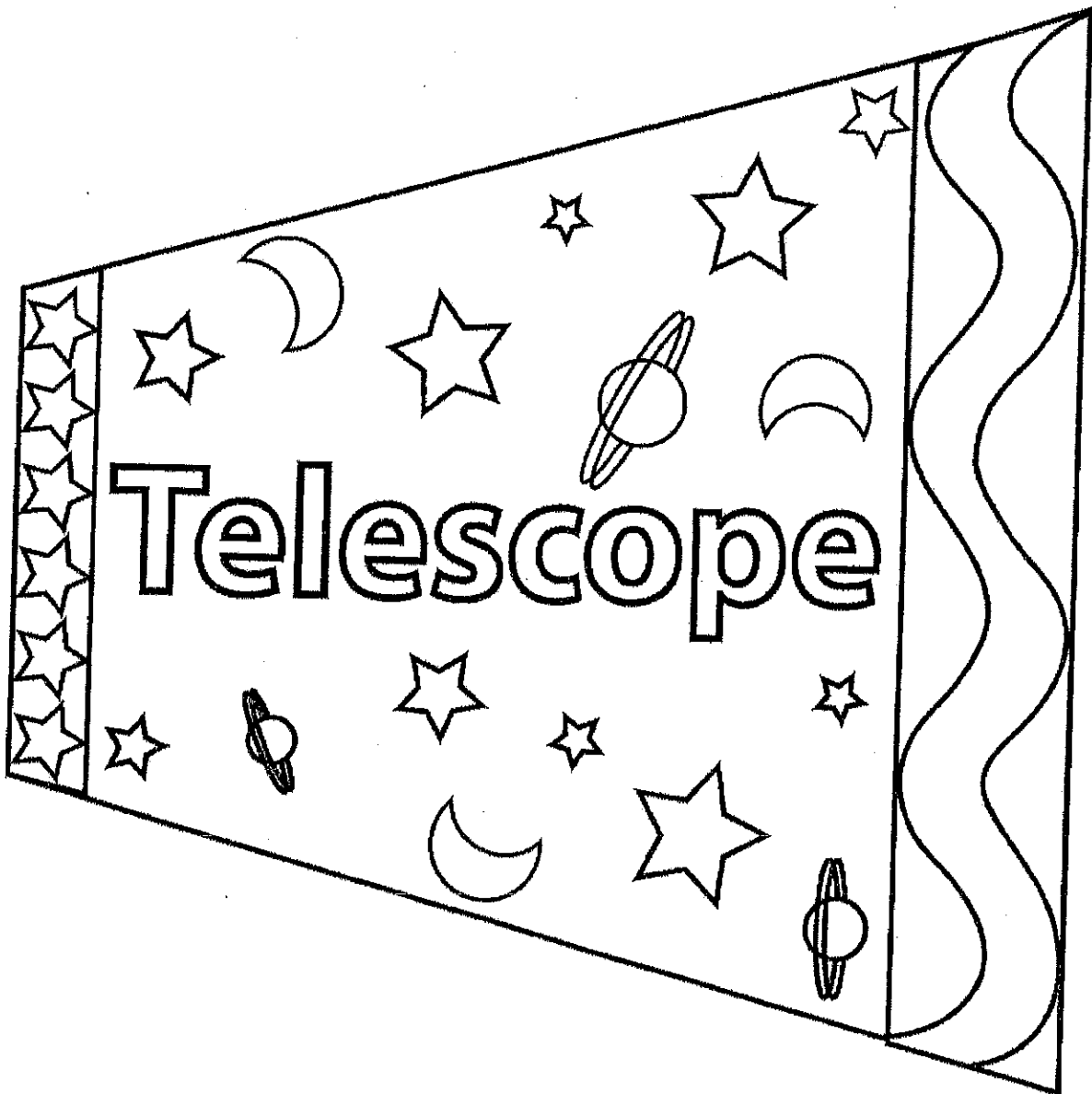
Objective: To practice applying focusing techniques while completing a task

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A telescope is an instrument that helps people focus on things. Before you make your own telescope by following the instructions below, try these focusing techniques:

1. Take a few relaxing breaths
2. Reduce the distractions around you
3. Write a goal for yourself
4. Make a plan to follow

To make the telescope, make a copy of this page, color the telescope, cut it out, roll it up, and tape it. Look through the telescope to see how it helps you focus.



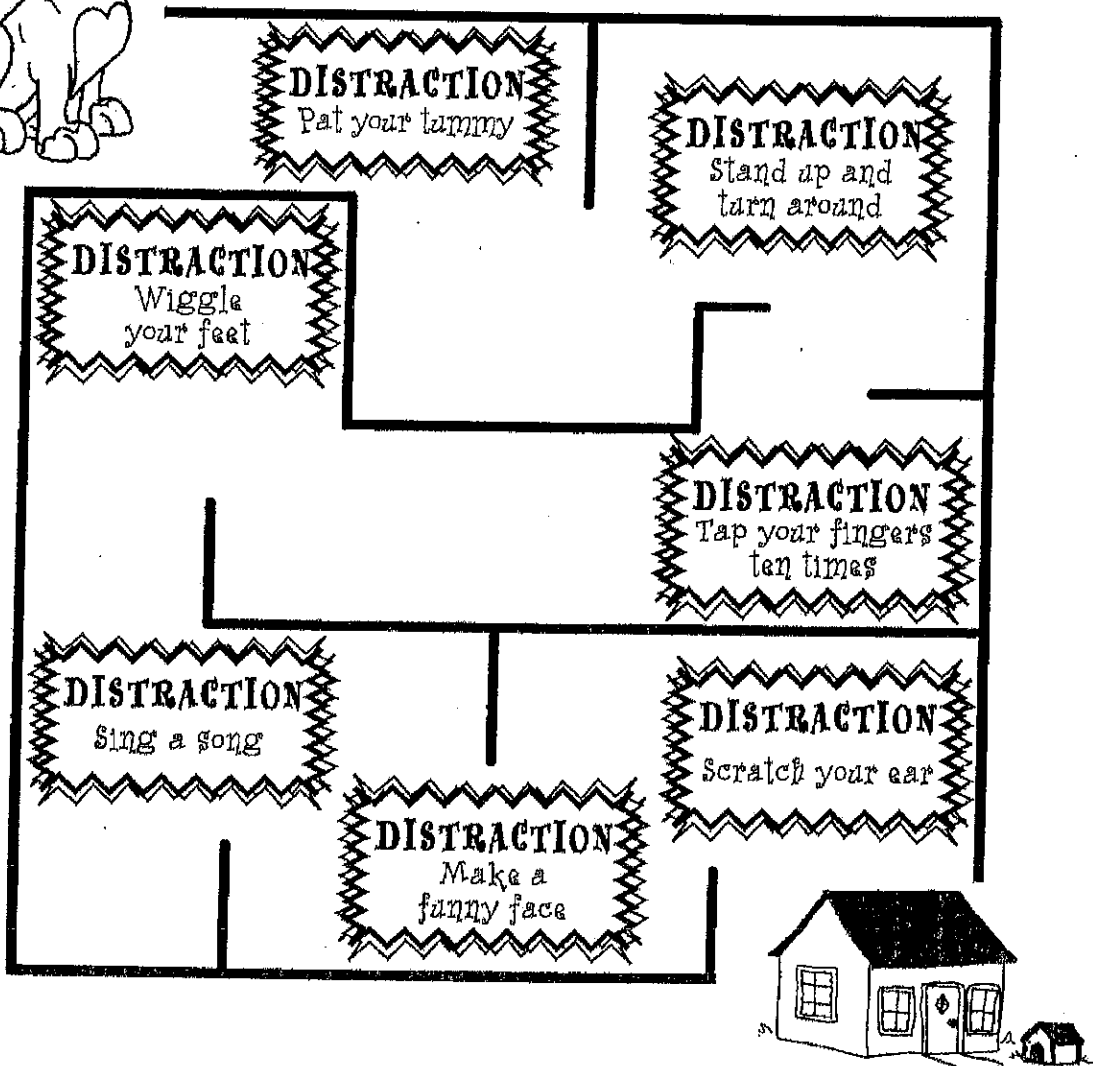
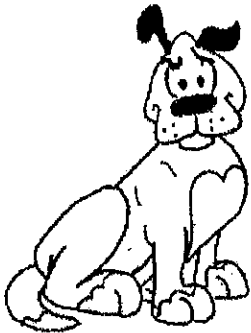
## Area 2: Staying Focused & Completing One Task at a Time

Activity: Maze of Distractions

Objective: To practice returning to the task at hand despite distractions

You can practice staying focused and completing one task at a time by following the Maze of Distractions below.

Thunder, the dog, is lost. Your goal is to help him by drawing a line he can follow to his house. Start drawing at Thunder's picture. Follow the path ahead of him. When you come to a distraction in the path, stop and follow the directions. Then, focus back on your goal and continue drawing the line to help Thunder home.



### AREA 3: Listening to Directions & Following Instructions

Children who have a hard time focusing may appear to be listening to directions, while their minds are actually wandering. Or, they may hear the information as it is spoken, but they may not retain it carefully for future use. Learning and practicing active-listening skills can help them to realize the importance of attending carefully when directions are spoken, and equip them with techniques that will help them tune in to and remember necessary details.

Written instructions may also prove ineffective for children who have a hard time processing or holding procedural information in their minds. They can improve these skills by learning to focus on key words and phrases, and to read instructions more than once, summarizing or paraphrasing the information given.

Children should always be taught that asking for an explanation or further information when something is not clear is a sign of wisdom rather than weakness. Asking questions is an important way to help oneself succeed and accomplish goals.



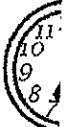
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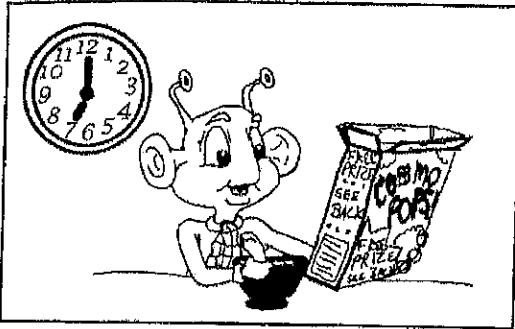
### Area 3: Listening to Directions & Following Instructions

#### Activity: Planet Mix-up

Objective: To teach the importance of following directions

It is important to follow directions so that you can stay safe and accomplish the things you want to do.

Morazaboo lives on Planet Mix-up where no one ever follows directions. Look at what happens to Morazaboo as he goes through his day. In each situation, write what will happen if he doesn't follow directions.



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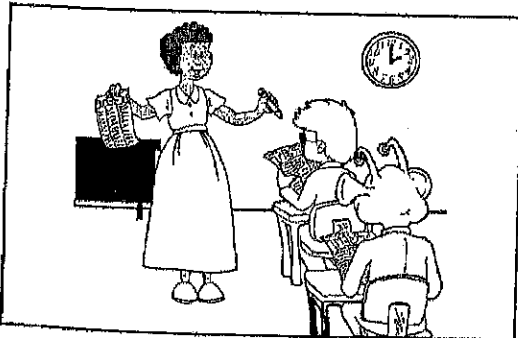
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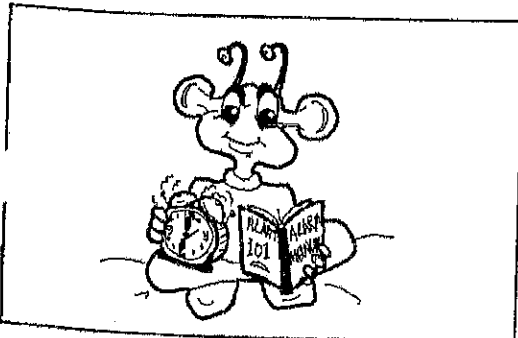
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### Area 3: Listening to Directions & Following Instructions

#### Activity: A Champion Listener

**Objective:** To teach the listening skills of using your eyes, ears, and hands

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Being a good listener can help you remember and follow directions. When you listen to directions, use these parts of your body to help:

- **Your eyes** to look at the person who is giving you directions
- **Your ears** to pay attention to what they are saying
- **Your hands** to write notes so you can remember what they tell you

Make a copy of this page. Then, in the middle of the medal below, draw a picture of yourself as a Champion Listener. Draw big eyes on your face so you can make eye contact, and big ears on your head so you can pay attention. Draw a pencil in your hand so you can take notes. Decorate the medal, and if you'd like to, cut it out and tape it to your shirt. Everyone will see that you are a Champion Listener!



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### Area 3: Listening to Directions & Following Instructions

Activity: Once Again, Please

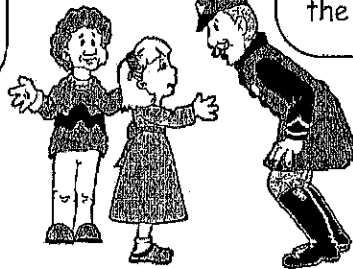
Objective: To teach the importance of asking for help if you don't understand directions

Sometimes when you are listening to directions, you might not understand everything the person is telling you. When that happens, it is important to ask for help so you can be sure to get the instructions right.

The children in the pictures below need help in understanding directions. Choose one of the phrases at the bottom of the page to write in their conversation balloons, so they know what to say to ask for help.

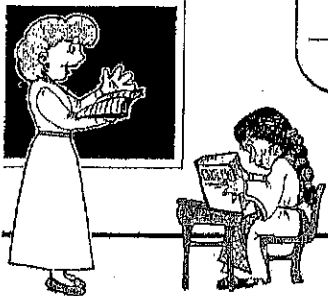
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Bonjour! First you tournez a gauche a la coin de la rue, then you follow the street for deux kilometers.

Please write a two-page essay using only reflexive and indefinite pronouns.

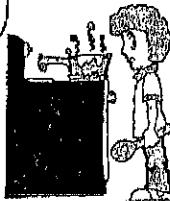


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Honey, could you please add some oregano, and then saute everything until it's translucent?

- Could you please repeat that?
- I don't understand what you said.
- Could you explain what that means?
- Once again, please.
- This is hard to understand. Could you please tell me again in different words?

### Area 3: Listening to Directions & Following Instructions

Activity: Little Roo

Objective: To practice using listening skills to gain information

To practice your listening skills, have someone read you the story of Little Roo and then answer the questions about it. Before you hear the story, read the list of questions below so you know what information you will have to listen for. Remember to use your eyes to look at the person who is reading, your ears to hear what is being said, and your hands to take notes. If there is something you don't understand, ask for help.

Once upon a time, there was a kitten named Little Roo. He was a very curious kitten who liked exploring.

One day, he decided to explore a tree. He climbed to the very top, but he couldn't get down! His family had to call the fire department to rescue him.

Another day, he decided to explore a bowl of cereal. He jumped right into it, and cereal and milk went flying everywhere. His family had to clean it all up.

Another day, he decided to explore the duck pond. The ducks started chasing him and he ran home fast! His family had to shoo the ducks back to the pond.

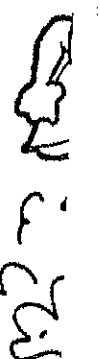
Little Roo's family waited to see what he would explore next, but to their surprise, all he did was lie on his back, close his eyes, curl up his paws, and go to sleep!



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- What kind of animal is Little Roo? \_\_\_\_\_
- What did he climb? \_\_\_\_\_
- What did he jump into? \_\_\_\_\_
- Who chased him? \_\_\_\_\_
- Why was his family surprised at the end? \_\_\_\_\_

### Area 3: Listening to Directions & Following Instructions

#### Activity: Sidney Says

Objective: To practice using listening skills to follow directions

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You can practice your listening skills when you play the game "Sidney Says." Choose another person to help you by taking the part of Sidney. Stand a few feet away from "Sidney," and listen carefully by making eye contact and paying attention with your ears. Sidney will tell you what to do, choosing from the list of actions below. You must do what Sidney tells you **only** if you hear the words "Sidney Says" along with the directions. If you do not hear "Sidney Says," then you should not follow the directions. Sidney may try to trick you into following directions when you shouldn't, so listen carefully!



## Sidney Says

*Scratch your nose*

*Touch your toes*

*Blink your eyes*

*Wiggle your thighs*

*Nod your head*

*Lie down and play dead*

*Turn around*

*Jump up and down*

*Wave good-bye*

*Give a sigh*



Directions to Sidney:

Read these actions or make up your own. If you say the words "Sidney Says" first, the child should follow your directions. If you don't say "Sidney Says," he should remain still.

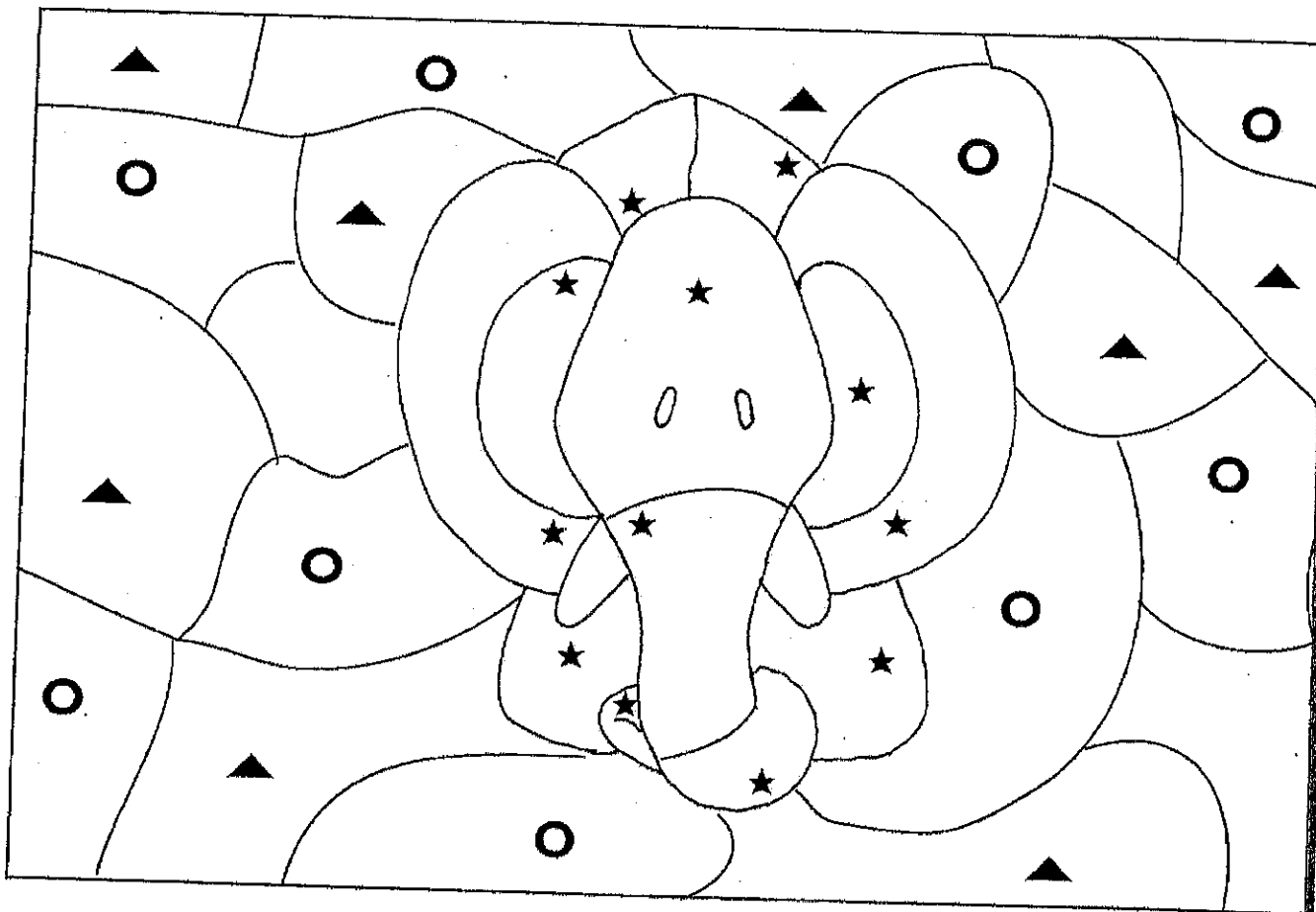
### Area 3: Listening to Directions & Following Instructions

Activity: Coloring Puzzle

Objective: To teach marking the text as an aid to following instructions

When you read written instructions, marking the text as you go along can help you understand and follow through with what you have to do. Marking the text means that you underline or highlight the most important words. The most important words are the verbs, (action words), nouns (things), and adjectives (descriptions). Other important words are those that tell you in what order to do things, like "first," "next," and "last."

Practice marking the important words in the text below, then follow the instructions and complete the coloring puzzle.



In the puzzle above, first color all of the circle spaces yellow. Next, color all of the triangle spaces green. Last of all, color the star spaces gray. When you are done, you will have a picture of an animal who could be a good listener. On the lines below, write why this animal could be a good listener.

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### Area 3: Listening to Directions & Following Instructions

#### Activity: A Paper Hat

**Objective:** To teach rereading and rephrasing as tools for following instructions

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You can understand written instructions better if you read them more than once, or reread them. You can also understand them better if you repeat them over to yourself in your own words, or rephrase them.

Read the instructions below for making a paper hat. Read them again and then rephrase them by writing them in your own words. Finally, follow the instructions and make yourself a hat!

Make a copy of the following page. Color and decorate the paper in any way you like. Set the paper in front of you on your desk, so that the two stars are facing up and are closest to you. Fold the paper toward you on the solid line. Notice where the stars and the dotted lines are. Now turn the paper over to the other side, keeping the stars closest to you. Lift up each corner of the paper with the stars between the thumb and first finger of each of your hands. Bring the corners together so that the paper folds at the smiley face, and the two dotted lines have come next to each other. The paper should form a kind of a cone. Tape the stars together so that the cone stays shut on its own. Put the cone on your head. You have made yourself a hat!



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### Area 3: Listening to Directions & Following Instructions

#### Activity: Secret Message

Objective: To practice marking the text, rereading, and rephrasing as tools for following instructions

Read the instructions below, which tell you how to get a secret message. Read them a second time and mark the important words in the text. In your own words, tell someone what the instructions say. Then, follow the instructions carefully and find out what the secret message says.

This message is written in an ancient language. First, cross out all of the boxes that have English letters in them. With the letters that are left, follow the code to change them to English. Write each of the changed letters in a row on the line below. When you have finished, you can read your secret message.

B	•	F	O	▲	H	~	I	N
~	U	∩	J	T	•	V	A	*
G	A	-	▲	Y	M	C	-	E
P	◇	C	D	□	S	▲	X	J
Z	E	W	⊙	H	L	G	R	~
∩	F	K	B	I	↑	S	D	Q

#### Code

▲ = A

- = G

\* = N

↑ = B

• = I

∩ = O

~ = D

~ = J

◇ = R

□ = E

~ = M

⊙ = T

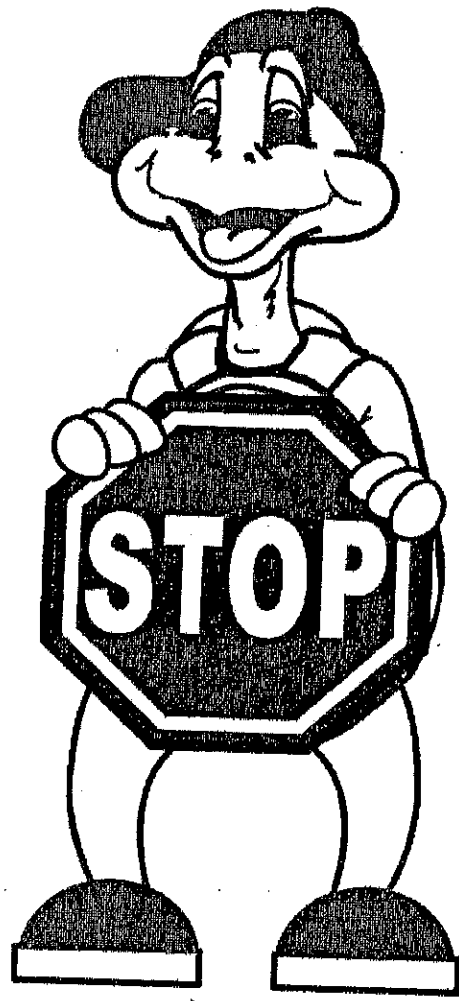


## AREA 4: Remaining Calm in Given Situations

Maintaining a sense of calmness is essential for anyone to appropriately manage their actions and reactions. When we are calm, we can think more clearly and make wise, well thought-out decisions about how to act in given situations.

Children who are prone to impulsiveness are often just acting with their regular, fast-paced, high-energy momentum, and may not even realize what it feels like to be physically and emotionally calm. By practicing relaxation techniques and learning ways to avert impetuous behavior, they can gain the insight and skills necessary to act in calm and appropriate ways.

Relaxation practice can be done on a regular basis to keep tension at a manageable level. To avoid escalating a conflict, techniques can also be used at any time a stressful situation occurs.



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## Area 4: Remaining Calm in Given Situations

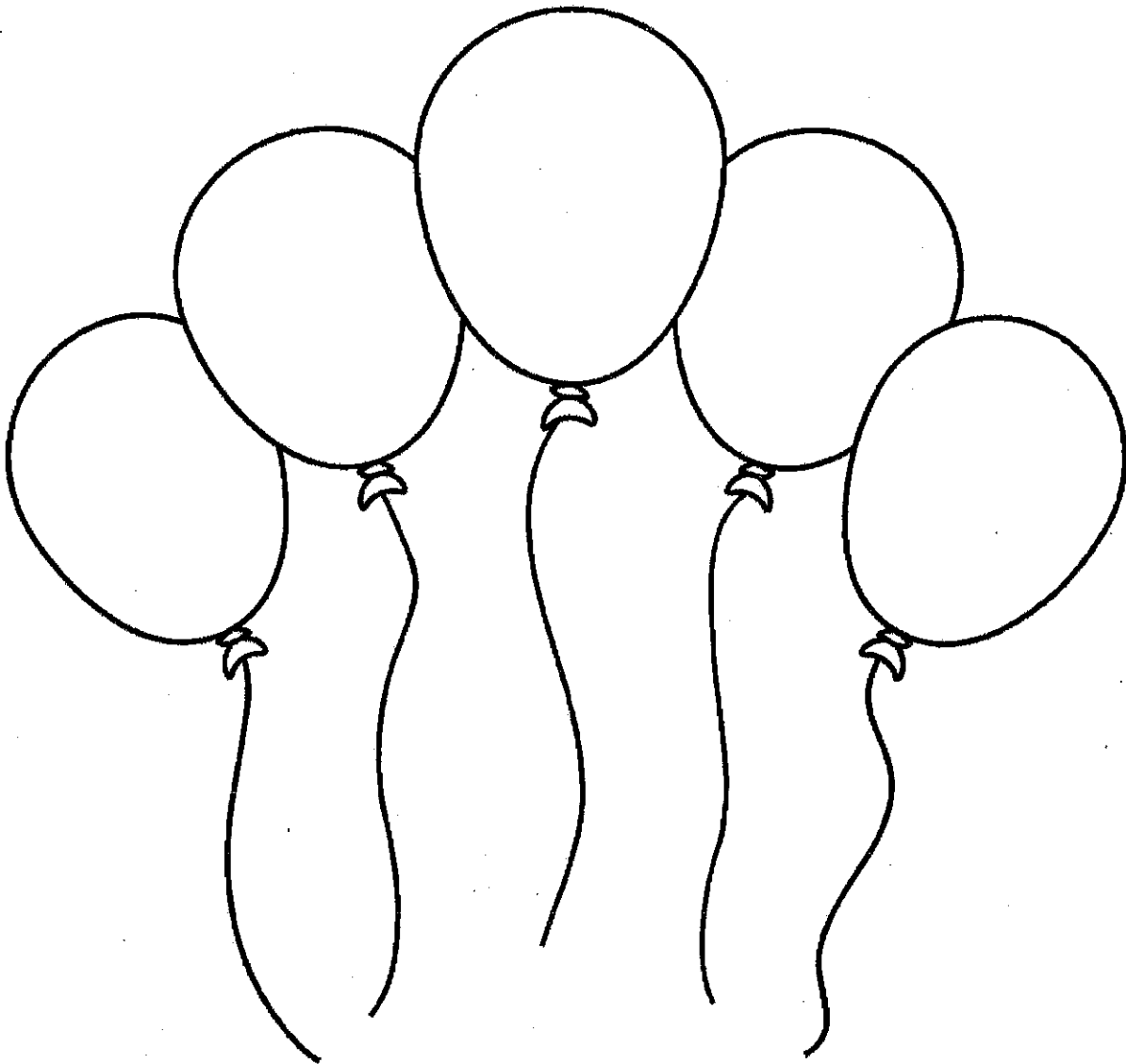
### Activity: Breathing Balloons

Objective: To teach the technique of deep breathing for remaining calm

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When you are tense, your breathing is shallow and fast. When you are relaxed, your breathing is deeper and slower. When you are relaxed, you can make better decisions, do better work, and get along better with people.

Practice breathing slowly and deeply, as you color the balloons below. First, take a very deep breath in, as if you were a balloon inflating. Then, as you blow the air out slowly, color one of the balloons. When all your air is out, stop coloring. Do the same with the next balloon. Repeat until you have colored all the balloons.



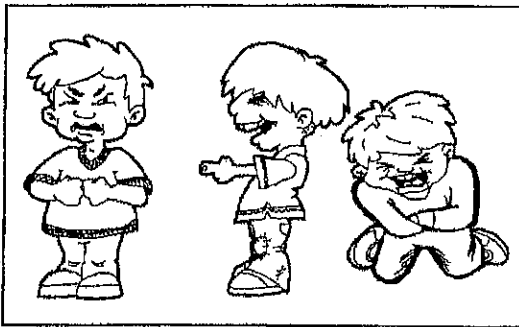
## Area 4: Remaining Calm in Given Situations

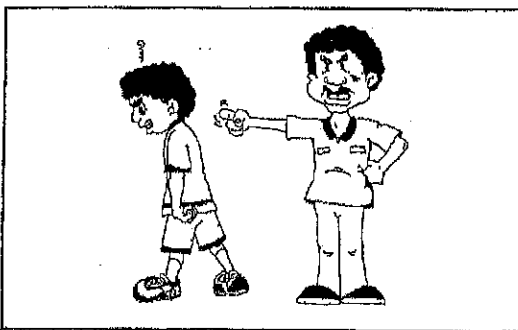
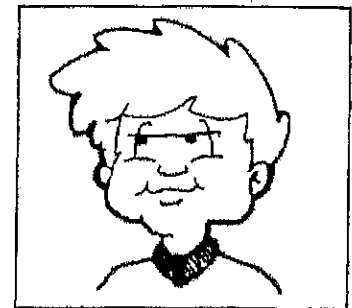
**Activity: Calming Down to the Count of Ten**

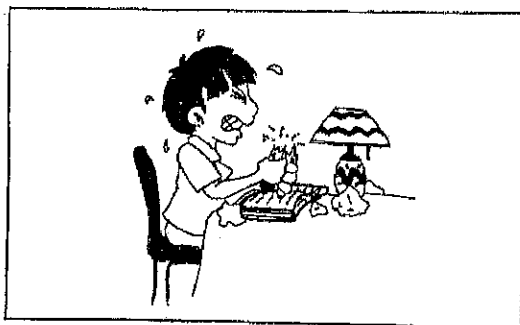
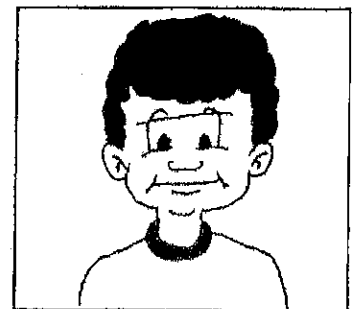
**Objective: To teach the technique of counting to ten for remaining calm**

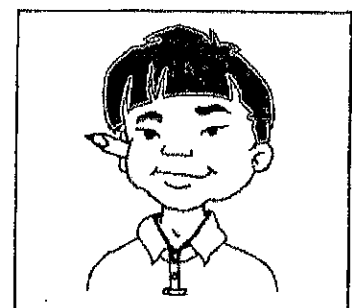
If you can count to ten, you can calm yourself down! When something happens to make you tense, you might feel very angry or upset right away. If you count to ten first, you can calm yourself down before you blow up.

Practice calming down to the count of ten. Look at the first picture on the left below, and think how tense you would feel if this happened to you. Tighten up your muscles and grit your teeth to show how you would look. Then, write the numbers 1-10 in the spaces to the right of the picture. Each time you write a number, let your body relax a little bit. By the time you write the number 10, you should be completely relaxed, and look like the picture on the right of the page. Do the same thing with the rest of the pictures.



## Area 4: Remaining Calm in Given Situations

Activity: Instant Message

Objective: To teach the technique of self-talk for remaining calm

When you feel yourself getting stressed, you can calm down by sending yourself an instant message. As soon as you start getting tense, pretend you are hitting an instant message button in your brain, and send yourself a calming message. Then, act on what you are telling yourself, and calm down.

The kids in the pictures below are experiencing stress. Choose an instant message for each of them from the list under the pictures. Write the message on their computer screen to help them stay calm.



**Instant Message**

Schatzy34: I have so much homework, I'll never get it all done!

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Available Send



**Instant Message**

Fujimon: I'm nervous because I'm trying out for the baseball team tonight!

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Available Send



**Instant Message**

PuppyLuv: I'm worried about my dog. He's VERY sick!

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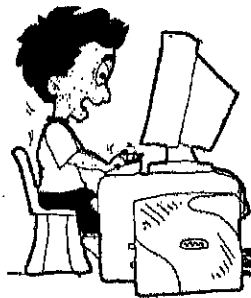
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Available Send



**Instant Message**

Buddy138: Oh no! I just deleted my whole Spanish report!

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Available Send

- I'll stay calm, because worrying doesn't help.
- I'll stay calm so I can think clearly.
- I'll stay calm and take one thing at a time.
- I'll stay calm, so I can do a good job.

**Area 4: Remaining Calm in Given Situations**

**Activity:** Channel Change

**Objective:** To teach the technique of using imagery for remaining calm

Seeing things that upset you can make you feel tense. If you picture things that make you feel peaceful, it will be easier to remain calm. For example, if you are looking at your broken skateboard that your brother borrowed and ruined, you will feel tense. If you close your eyes for a minute and picture yourself lying on a blanket petting a cuddly puppy, it will help you to feel calm.

Pretend you are a big screen television. Your mind is the picture screen and your hand is the remote control. Close your eyes and picture a stressful scene in your mind. Then push the channel-changing button on your remote control and change the channel to a peaceful scene. Look at the peaceful scene for a while, and feel yourself calming down.

On the lines below, make a list of things that make you tense, and a list of things that make you calm. Close your eyes and practice changing your channel from stressful to peaceful pictures, by picturing the different scenes that you have put on your list.

**Things That Make Me Tense**




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**Things That Make Me Calm**




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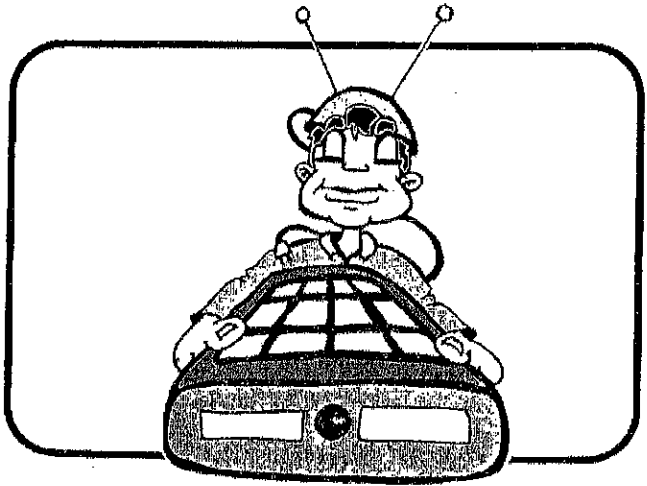
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## Area 4: Remaining Calm in Given Situations

### Activity: Muscle Relaxation

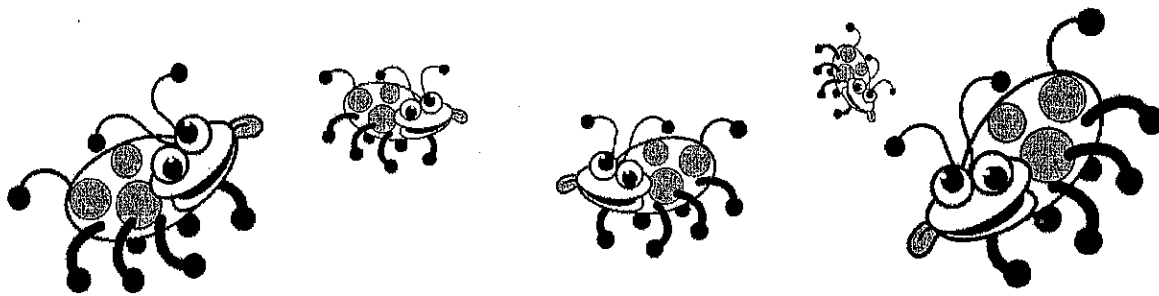
Objective: To teach the technique of muscle relaxation for remaining calm

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When you are in a stressful situation, you can help yourself remain calm by letting out the tension in your body. The exercises below will teach you two ways to do this:

### Google Bugs

Shaking out the parts of your body can help you get rid of tension. Pretend you are on a picnic and suddenly you find yourself covered with Google Bugs! Google Bugs are just pretend. They are cute and harmless, but they tickle like crazy. You have to get rid of them by shaking them off. First, shake your right arm to the count of five. Then, shake your left arm to the count of six. Then, shake your right leg to the count of seven. And finally, shake your left leg to the count of eight. Pretend you can see all the Google Bugs shaking off of your body and falling onto the ground. While you are shaking off the Google Bugs, you are also shaking out any tension in your muscles.



### Tight and Loose

Pretend you are at the doctor for a checkup. After he looks down your throat and listens to your heart, he tells you he is going to give you a Tight and Loose test. Every time he points to one of your muscles, you have to make it as tight as you can. Hold your muscle tight, while you say the word "tight" three times. Then, make your muscle as loose as you can, while you say the word "loose" three times. Do the Tight and Loose test on these parts of your body: face, shoulders, arms, stomach, and legs. Changing your muscles from tight to loose will help you to let the tension out of your body.



### Area 4: Remaining Calm in Given Situations

Activity: Laugh It Off

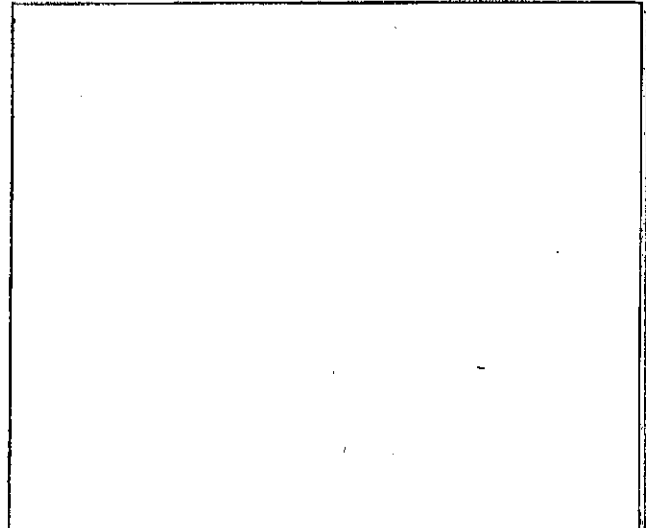

Objective: To teach the technique of using humor for remaining calm

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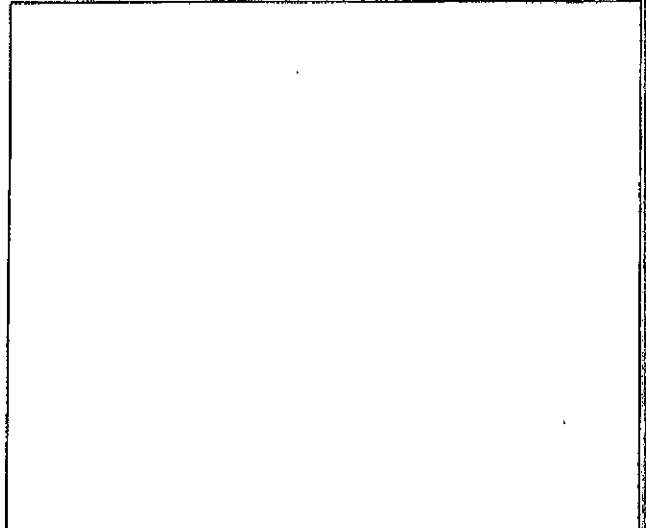
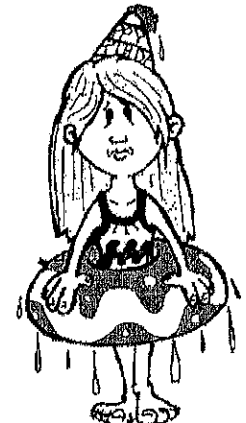
When you are laughing, it is hard to stay tense. Thinking of something funny can help you calm down. Even if nothing seems funny at the time, you can use your imagination to make up something funny. For example, Darla's mom wouldn't let her go out and play until she finished her homework. Darla felt herself getting mad and tense, but then she decided to think of something funny to keep herself calm. She thought about how funny it would be if her one-year-old baby brother tried to do her homework—he would probably sit on the books and try to eat the paper!

Read the situations below, and think up something that could make these kids laugh and calm down. Draw a picture showing your idea.

Peter and Shannon are arguing because Peter wants to watch a movie and Shannon wants to go skating.



Dawn is frustrated because it's raining on the day of her pool party.



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## Area 4: Remaining Calm in Given Situations

### Activity: Expressing Feelings

Objective: To teach the technique of appropriately expressing feelings for remaining calm

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When you are upset, you can help yourself calm down by expressing what you are feeling right at the moment. Saying your feelings out loud, to yourself or others, can help relieve tension. But, it is important to tell your feelings without being hurtful to someone else.

In the pictures below, some children are expressing their feelings in a helpful way, but some are saying things that hurt others. If you think their words are helpful, circle them. If you think they are hurtful, cross them out, and on the lines below the picture write something less hurtful for them to say.



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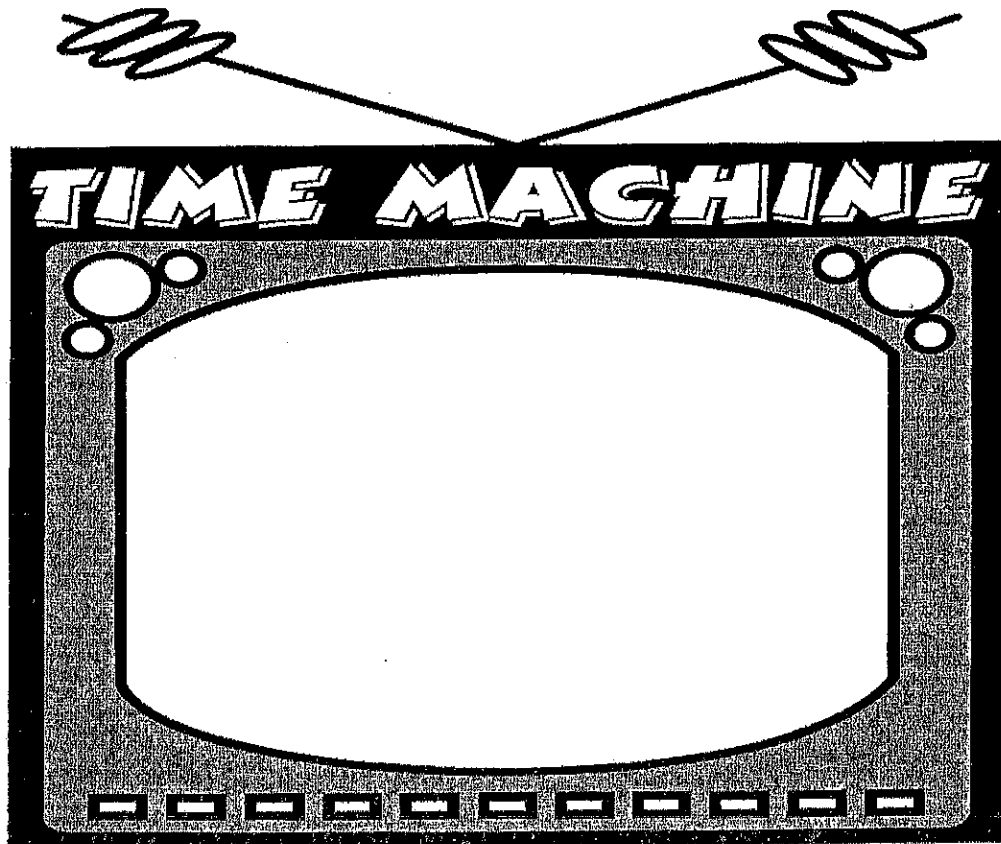
## Area 4: Remaining Calm in Given Situations

### Activity: The Time Machine

Objective: To teach the technique of removing oneself from a situation for remaining calm

Sometimes, no matter what you do, it is very hard to stay calm. If you think you will not be able to calm down before your tension gets higher, you might need to walk away so you can calm down more easily. When you are not right in front of whatever is upsetting you, it can be easier to let go of your tension. When you are calm again, you can go back and try to work out your problem.

Pretend you have a Time Machine. Take a trip back to a specific time you remember when you could not calm down, and your anger or tension got you into trouble. Imagine you are living that situation over again, but this time when you realize you cannot calm down, you decide to walk away before you get too upset. Draw a picture on the Time Machine screen below to show yourself walking away. On the lines below the picture, write how things could have turned out better if you had walked away.



If I had walked away, \_\_\_\_\_

\_\_\_\_\_

## AREA 5: Remembering to Do What is Expected of You

Being responsible requires children to remember the behaviors and obligations that are expected of them. Tasks and commitments that are forgotten cannot be carried out. Children must find a suitable way to keep track of their responsibilities, if they are to become independent and self-sufficient adults.

Children with attention problems have an even harder time placing and holding information in their memory. It is important for them to create structured and consistent methods for maintaining physical or mental records of their duties and obligations.

Mnemonic techniques can help children to retain information in their minds, and the regular use of physical aids such as calendars, date books, and lists can help them keep track of both short- and long-term information.



## Area 5: Remembering to Do What is Expected of You

### Activity: Acting Responsibly

Objective: To teach the importance of remembering to do what is expected of you

Acting responsibly is an important task. Remembering to do what is expected of you is one way to act responsibly. You help yourself and others when you remember to do what is expected of you. When people do not act responsibly, they can cause a lot of problems.

Unscramble the job titles below. Then, write what problems could occur if these people did not remember to do what was expected of them.



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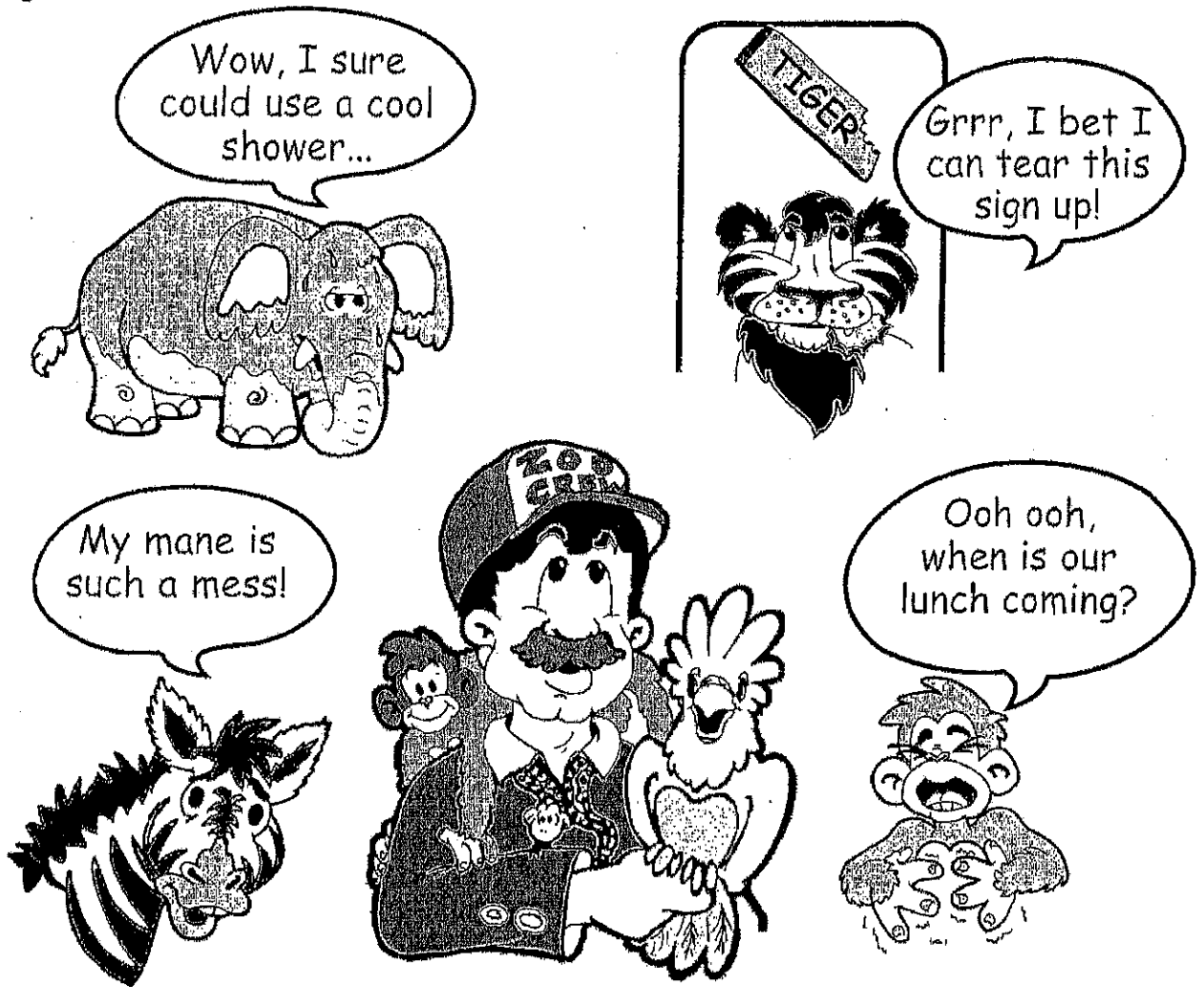
**Area 5: Remembering to Do What is Expected of You**

**Activity: The Busy Zookeeper**

**Objective: To teach the technique of making a list**

When there are a lot of things you have to remember to do, it is hard to keep them all in your mind at one time. If you make a list on a piece of paper, you can remember them more easily.

The zookeeper has a lot to do today. Help him remember all the things he has to do by making a list for him.



**Zookeeper's List**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

## Area 5: Remembering to Do What is Expected of You

Activity: Planning Book

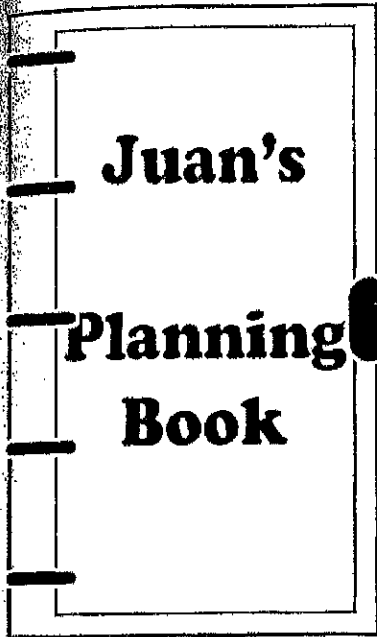
Objective: To teach the technique of using a daily planning book

A daily planning book is a type of calendar you can carry with you. When you learn about something you have to do, write it in the book on the day and time you have to do it. When you need to remember what you have to do, just take out your planning book and see what is coming up next!

Juan found out ten things that he has to do this week. Help him remember them all by making a daily planning book for him. First, make a copy of the following page. Write Juan's activities on the day that he has to do them. Cut out each page, and then staple or tape them together to make a book. Decorate the book in any way you like.



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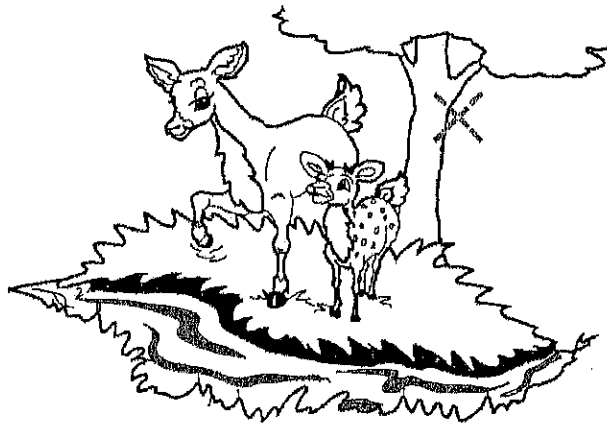
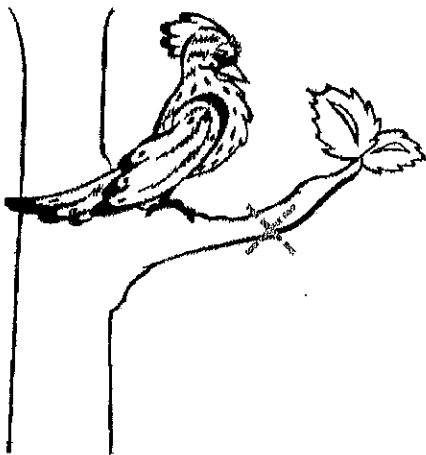
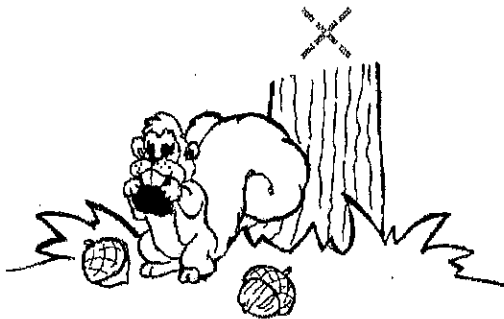
## Area 5: Remembering to Do What is Expected of You

### Activity: Writing Notes

Objective: To teach the technique of writing notes

You can help yourself remember to do what is expected of you by writing yourself a note and putting it in a place where you will be sure to see it. For example, if you have to remember to brush your teeth, you could put a note saying "Brush teeth" on your bathroom mirror. If you have to remember to take your books to school, you could put a note saying "Remember school books," on the door you will walk out of to go to school.

Help the animals below remember what they have to do. First make a copy of this page and color the pictures. Read the notes below, and decide which note belongs to which animal. Cut out each note and tape it to the picture in a place where that animal will be sure to see it.



Build  
a nest

Give  
my fawn  
a bath

Bury  
nuts

Clean  
my house

## Area 5: Remembering to Do What is Expected of You

### Activity: Bright Ideas

Objective: To teach the technique of using physical reminders

You can help yourself remember things you have to do by putting a physical reminder in a place where you will be sure to see it. For example, if your mother asks you to vacuum your room before you watch television, you could put the vacuum cleaner right in front of the television set so that you will see it before you turn on the TV. If you have to remember to bring your pet frog to school for Show and Tell, you can set his cage next to your shoes so you will see it when you get ready to leave for school.

Read about what these kids have to remember, and then color the light bulb yellow next to the idea that suggests a good way for them to use a physical reminder.

I must remember to bring my gym clothes home to be washed.



Put gym clothes in your backpack.



Put gym clothes on the soccer field.



Put the shirt in the driveway.



Put the shirt on top of your suitcase.

I must remember to bring my new shirt when I visit Aunt Shira.



I must remember to wash my hair when I take my bath tonight.



Put the shampoo on the edge of the tub.



Put the shampoo under your pillow.



Put the invitations in your desk drawer.



Put the invitations next to your school books.

I must remember to mail my birthday party invitations.





## Area 5: Remembering to Do What is Expected of You

Activity: Story Time

Objective: To teach the mnemonic device of making up a story

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You can help yourself remember things you have to do by making up a story about them. For example, if you have to **feed your hamster**, **go to the library**, and **take a bath**, you could make up a story like this: *Once upon a time, there was a hamster named Harry who lived in a library. One day as he was climbing up the wall, he lost his balance and fell right into the drinking fountain! Someone came to get a drink, and when they turned on the water, Harry got an unexpected bath.*

Jason has a long list of things to remember to do. Help him remember by making up a story using the things on his list. Write the story in the book on the following page.

### Do These TODAY!

- Vacuum downstairs
- Call Melissa
- Play baseball with Charles
- Study for computer test
- Practice guitar
- Get my bike back from Julia



**O**nce upon a time,

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*The End*

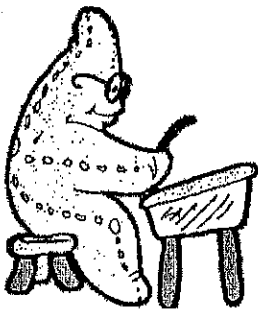
## Area 5: Remembering to Do What is Expected of You

### Activity: Fish School

**Objective:** To teach the mnemonic device of using the first letters of a list to make a sentence

You can help yourself remember things you have to do by using the first letter of each task to make up a sentence. For example, if you have to wash dishes, make your bed, cut the grass, and dust your room, you could use the letters **w**, **m**, **c**, and **d**, to make up the sentence: "We m catch dragons." When you say the sentence, you will remember your chores.

Help the sea creatures in Fish School remember what they have to do by making up sentences using the first letters of their tasks. Write the sentences on the chalkboards in front of each of them.



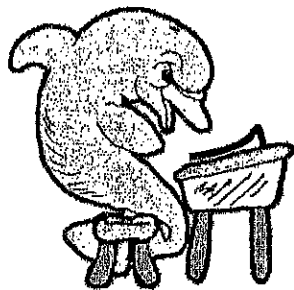
#### Things To Do

- Exercise arms
- Play with oysters
- Eat minerals
- Crawl around




#### Things To Do

- Swim upstream
- Polish fins
- Eat plankton
- Stretch out

#### Things To Do

- Brush my teeth
- Chase a ship
- Dive
- Whistle


# Area 5: Remembering to Do What is Expected of You

## Activity: Silly Pictures

Objective: To teach the mnemonic device of using nonsensical visualization

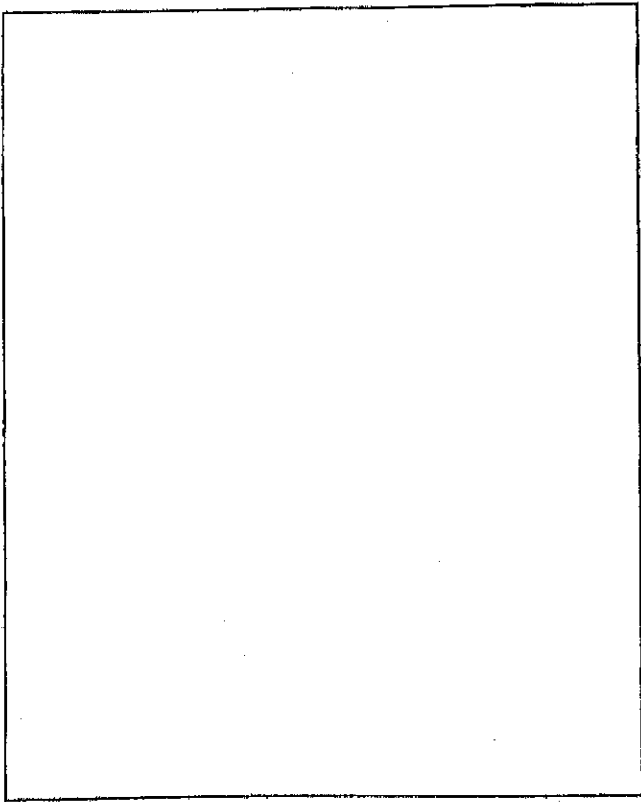
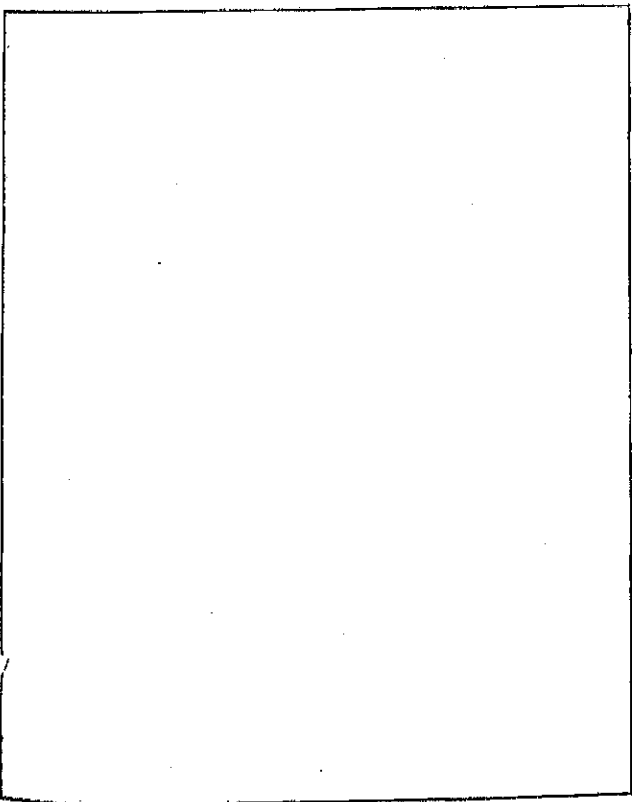
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You can help yourself remember things you have to do by using "silly pictures." For example, if you have to walk your dog when you get home from school and then go to your piano lesson, close your eyes and picture your dog with a piano on his head. Look at all the details of the picture. See your dog trying to shake off the piano, and hear the noise it makes while he shakes. Think about how silly your dog looks with a piano on his head! When you get home from school and see your dog, you will think about the piano on his head, and remember that you have to walk him before your piano lesson.

Read what you have been asked to do today, and then draw a silly picture that could help you remember to do what is expected of you.

Please put away  
your toys and your  
clean laundry.  
Love,  
Mom

Please weed the  
garden and take the  
letters to the mailbox.  
Love,  
Dad



## AREA 6: Engaging in Quiet Activities without Disturbing Others

Impulsive children with short attention spans may have a hard time sitting quietly and keeping themselves busy in ways that don't disturb other people. They are often more in need of physical and emotional attention from those around them. They may be more fidgety and restless, finding it hard to rein in their energy.

Children can learn to quiet their bodies, minds, and voices by understanding the importance of maintaining a quiet demeanor in certain circumstances, and by learning specific activities that will help them to keep their behavior subdued. Adults should recognize that this goal may be harder than usual for children with ADD or ADHD to achieve, and should allow for a good deal of practice without expecting immediate change.

Practicing the relaxation techniques described in Area 4 of this workbook can be a helpful adjunct to working toward the goals in this skill area.



# Area 6: Engaging in Quiet Activities without Disturbing Others

## Activity: Noisy Natalie

Objective: To teach the difference between situations where it is important to be quiet and situations where it is all right to be noisy

There are some situations where it is very important to be quiet and not disturb others. There are some situations where it is okay to be noisy. It is most important to be quiet when other people need to concentrate, or when they need to be able to hear something.

Noisy Natalie likes to make noise all of the time, but this can get her into trouble. Draw an open mouth on Natalie's picture next to the places where it is okay for her to make noise, and draw a closed mouth on her picture where it is not okay.


**Area 6: Engaging in Quiet Activities without Disturbing Others**

**Activity: Quiet Activities Collection**

**Objective: To teach the difference between quiet and noisy activities**

Some activities are quiet and do not disturb other people, but some are noisy and disruptive. It is important to have a "collection" of quiet activities you can do when you don't want to disturb other people.

Pretend you are taking your "quiet activities" collection to school for Show and Tell. You have to clean it out first, because some noisy activities have gotten mixed in with the quiet ones. Clean out your collection by putting a big X over the noisy activities. Add more quiet activities to your collection by writing or drawing them in the empty spaces.

The illustration shows a collection of activity cards and empty boxes arranged on a surface. The cards include:

- A card with a person thinking, with a thought bubble showing a sailboat.
- A card with a person playing a board game.
- A card with a person reading a book titled "Once Upon A Time".
- A card with a person watching television.
- A card with a person eating.
- A card with a person playing a musical instrument.
- A card with a person shouting or singing loudly.
- A card with a person playing a game, with the text "1-2-3 Come play with me!"

There are three large empty rectangular boxes for sorting activities. At the bottom of the collection, the words "Quiet Activities" are written in a large, stylized font.

## Area 6: Engaging in Quiet Activities without Disturbing Others

### Activity: A Quiet Voice

Objective: To learn how to use a quiet voice

Using a quiet voice is less disturbing to others than using a loud voice. Whispering is an example of a very quiet voice. Shouting is an example of a very loud voice.

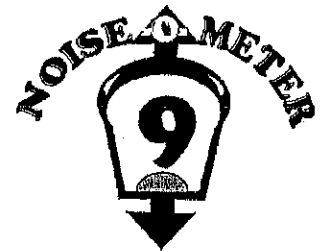
Read the sentences below to practice listening to the difference between your quiet voice and your loud voice. If the Noise-O-Meter shows a high number, read very loudly. If the Noise-O-Meter shows a low number, read very quietly. Then, read the poem at the bottom of the page using a quiet voice.



Caterpillars are very soft and quiet.



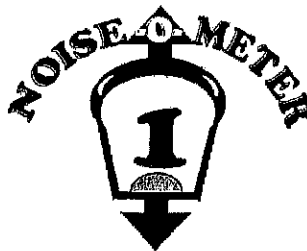
I love the sound of the brass marching band in the Fourth of July parade.



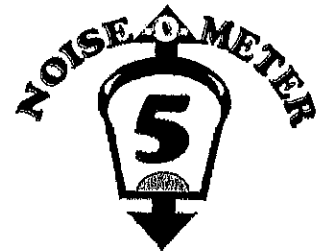
Thunder makes a big, booming noise.



Cats meow, dogs bark, and horses neigh.



It is important to be quiet in a library.



I like to play the piano and the drums.

*If you are very quiet, you can hear the fairies sing,  
If you are very quiet, you'll hear winter turn to spring.  
If you are very quiet, hear a spider spin its web,  
If you are very quiet, hear the dreams inside your head.  
If you are very quiet, you'll hear sounds you never knew,  
If you are very quiet, you'll hear what's special about you.*



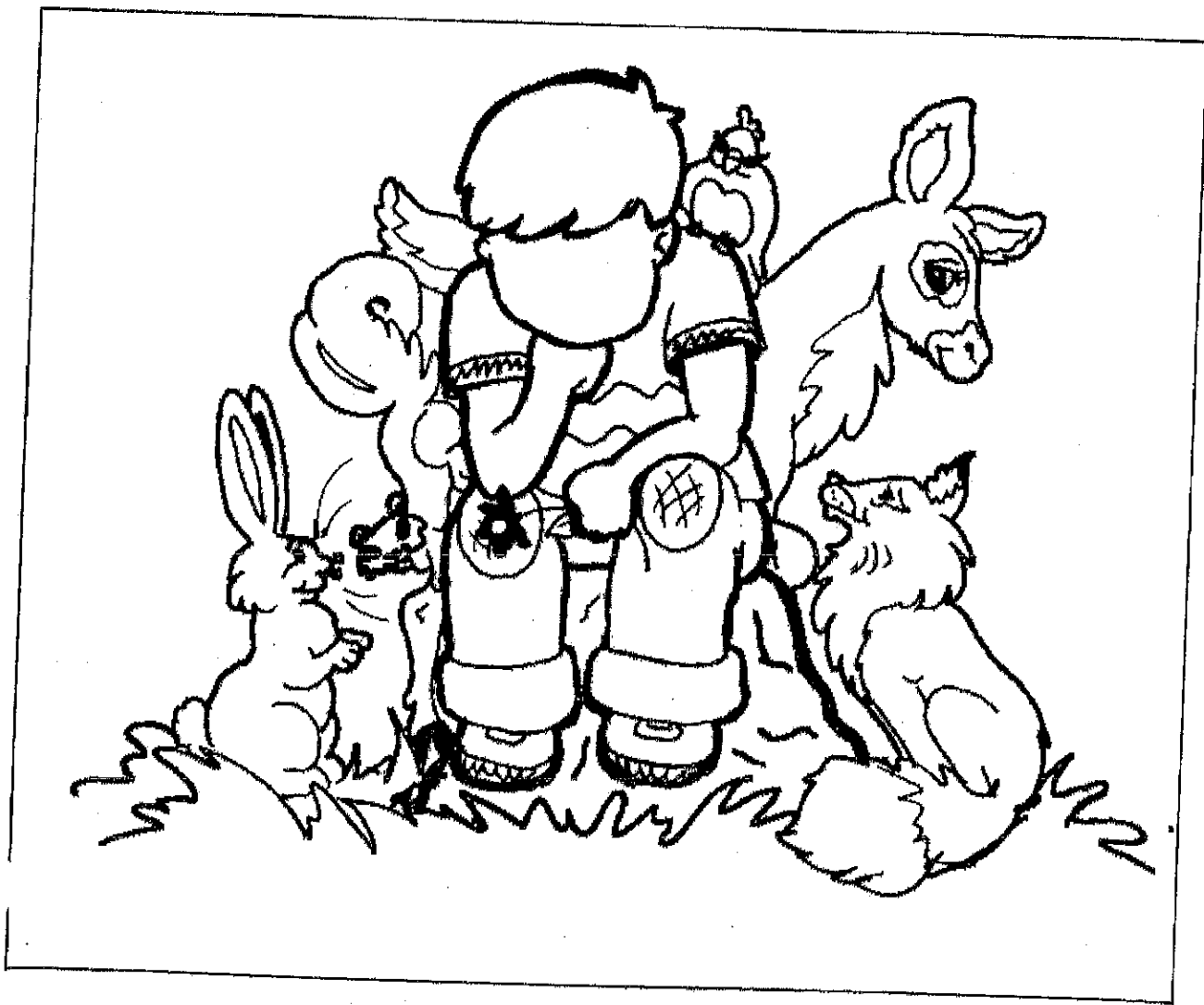
## Area 6: Engaging in Quiet Activities without Disturbing Others

**Activity:** Statue in the Garden

**Objective:** To learn how to keep your body quiet

When you are sitting quietly and comfortably without moving around or making noise, you will not disturb others. When you are jumping up and down, tapping your feet or hands, squirming in your seat, or making noises with your body, you will probably disturb other people.

You can practice keeping your body quiet by pretending you are a statue in a beautiful garden. Before you start, draw your face on the person below. Then sit very still and take a deep breath. When you exhale, let all the movement and wiggles blow out of your body. Pretend you are a statue made of stone. All the animals in the garden love to come and sit near you, but you must keep your body very still so that you don't scare them away. Close your eyes and feel how still you are. Pretend you can see all the animals coming toward you, one by one. You are so quiet that squirrels and rabbits come, birds come, foxes, and even deer come. See how long you can sit as quietly as a statue. You can also play this game when you are in real situations where you can't disturb other people.



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## Area 6: Engaging in Quiet Activities without Disturbing Others

### Activity: Your Center Point

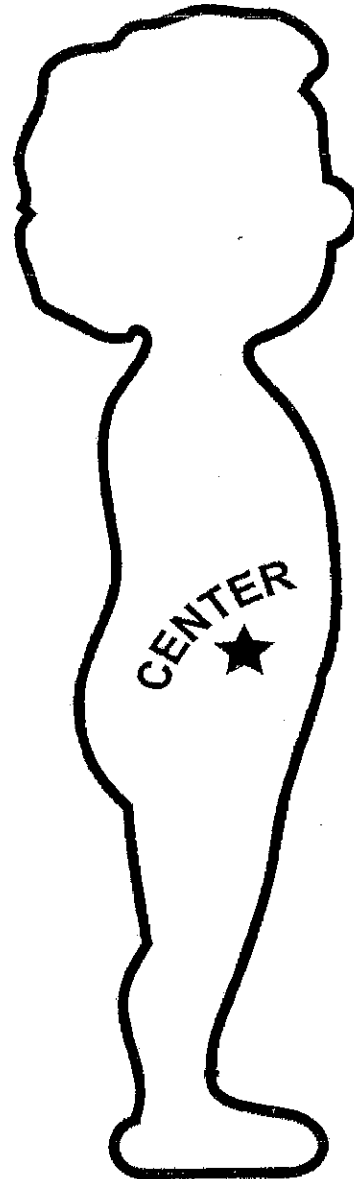
Objective: To learn the technique of centering to help yourself stay quiet

Sometimes it is hard to stay quiet because it feels like your body and mind are filled with lots of energy that needs to come out. You can help yourself let go of that feeling by trying to "center" yourself, which means you concentrate on bringing all of your energy and attention to one center point in your body. When you are focusing on your center, you have more control over your energy and it is easier to stay quiet.

Look at the picture to see where the center point is in a person's body. Then find your own center. Sit or stand in a comfortable position and close your eyes. First, put all of your attention on your nose. Without opening your eyes or moving, think about where your nose is on your body. Try to feel it in your mind without really touching it with your hand. Now put all of your attention on your right hand. Without opening your eyes or moving, think about your hand. Try to feel it without touching it. Next, put all of your attention on your belly button.

Without opening your eyes or moving, think about where it is and feel it. Now, move your attention back behind your belly button toward the middle of your body, and then move it down just a little bit. This place is your center.

When you feel like there is too much energy in your body and mind and it is very hard to stay quiet, picture a small, strong container in your center where you will put your energy. Pretend to pull all of your body and mind energy in to your center and lock it into the container. Now you have a point to focus on inside of you that will help to keep you quiet and still, instead of noisy and disruptive.



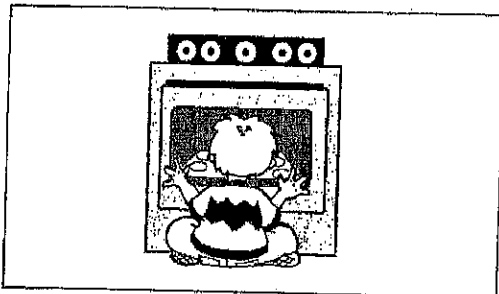
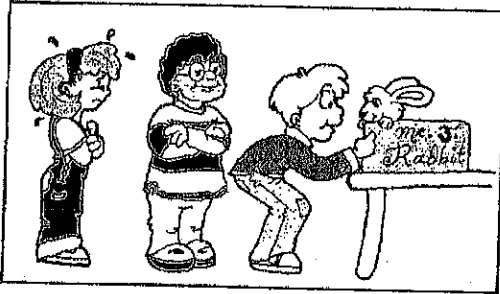
## Area 6: Engaging in Quiet Activities without Disturbing Others

### Activity: Reassuring Messages

**Objective:** To learn how to use reassuring messages to stay patient and calm

Being patient means you can wait for what you want without complaining or disturbing others. It means you can stay calm and use self-control. You can help yourself be patient by giving yourself reassuring messages, to remind you that things usually turn out okay.

The children in the pictures below are having a hard time being patient. Choose one of the reassuring messages below and write it under their picture. Write your own message for the fourth picture.



There will still be candy left when I get there.

This is a big theater, so I know there will be enough tickets.

She said everyone will get a turn. That means me too.

## Area 6: Engaging in Quiet Activities without Disturbing Others

Activity: Quiet Five

Objective: To practice engaging in a quiet activity

You can practice doing a quiet activity by playing Quiet Five. Sit comfortably and quietly and use your five senses. Without talking or moving, count how many different things you can see with your eyes. Can you see five or ten things, or even more? Use your ears...how many different things can you hear? Use your nose...are there different smells in the air? Use your skin...can you feel the wind, your clothes, the sun? Use your tongue...what are the tastes in your mouth or in the air?

Play Quiet Five right now and then write the things that your senses notice on the lines in the picture below. Play Quiet Five any time you have to be quiet and still. Later, you can tell somebody about what your senses discovered.

**Sight**

**Hearing**

**Smell**

**Touch**

**Taste**

**Area 6: Engaging in Quiet Activities without Disturbing Others**

**Activity: Quiet Time**

**Objective: To teach the importance of regular "quiet time" as a tool for increasing the ability to remain quiet and still**

If you want to remember your lines in a play, you have to rehearse. If you want to be a good basketball player, you have to practice shooting baskets. Likewise, the more you practice being quiet without disturbing other people, the better you will get at it.

Scheduling a quiet time for five minutes every day can help you. Your parents or teacher can remind you to do this. During your quiet time, do an activity you like, but one that makes no noise, doesn't require you to talk, and doesn't disturb other people. Make a list here of some things you would like to do during your quiet time. Then draw a picture of yourself doing one of them.

**My Quiet-Time Activities**

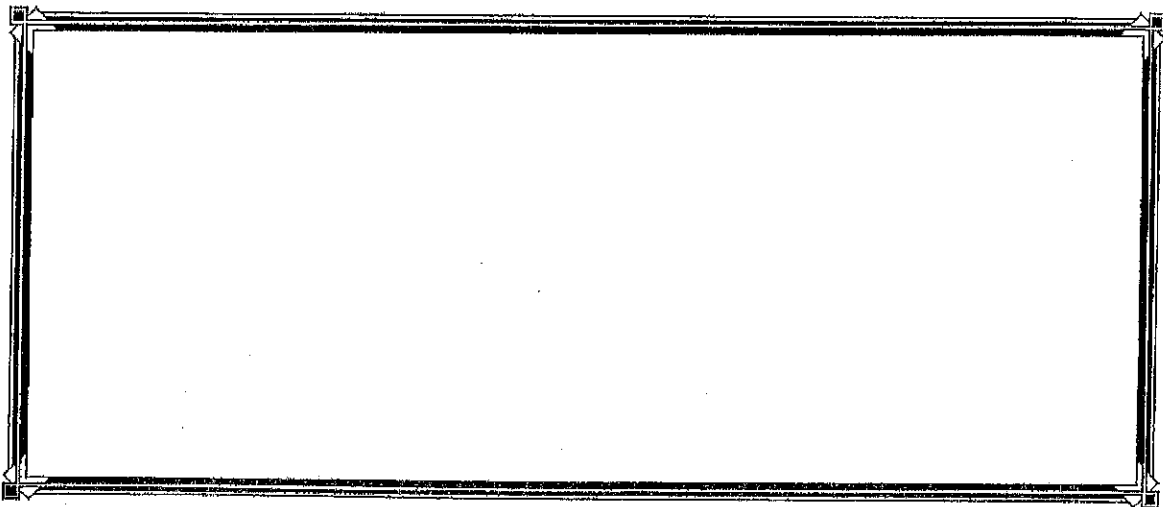
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## AREA 7: Thinking about Consequences before Acting

So often, children act without thinking, as if their behavior “just happens.” They don’t understand how they get into trouble or hurt other people as a result of their impulsivity.

Understanding the concept of consequences can help kids learn to think ahead before they act. When they realize the importance of thinking before acting, they can also learn and practice decision-making skills to help them consider a number of different actions before they determine which will be the best one to take.

Learning about consequences also helps children realize how actions in general are part of a cause-and-effect sequence, and how their actions in particular impact the people and the environment around them. This helps them broaden their perspective and move beyond their self-centered concept of the world.



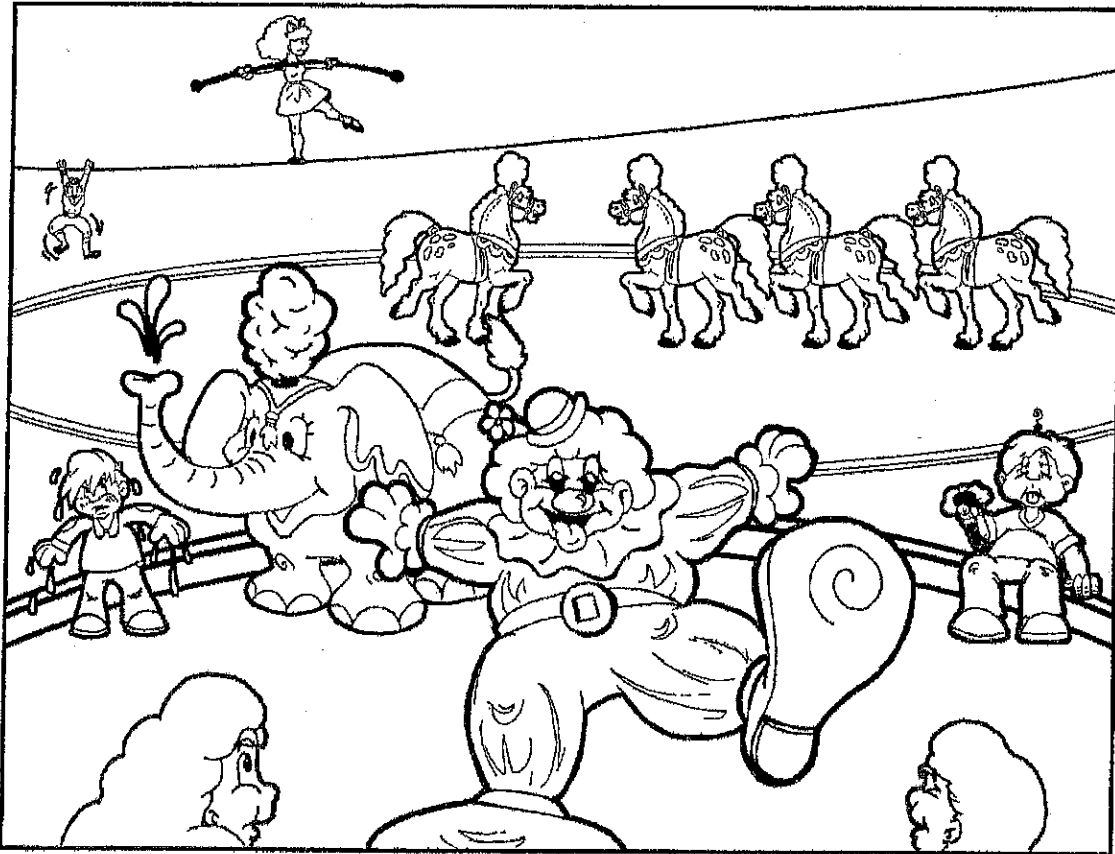
## AREA 7: Thinking About Consequences Before Acting

Activity: What Are Consequences?

Objective: To teach the concept of consequences

A consequence is something good or bad that happens as a result of something else that happened first. If you fall down and then hurt yourself, hurting yourself is the consequence of falling down. If you study hard and then get a good grade, the good grade is the consequence of studying hard.

Look at the picture of the circus below. Then answer the questions about consequences and color the consequences in the picture. Make each consequence a different color.



What are the consequences of:

- Practicing how to walk on a tightrope? \_\_\_\_\_
- Never practicing how to walk on a tightrope? \_\_\_\_\_
- Not training all the horses together? \_\_\_\_\_
- Putting on lots of make-up, a funny suit, and big shoes? \_\_\_\_\_
- Eating too much cotton candy? \_\_\_\_\_
- Sitting close to the elephant act? \_\_\_\_\_

## AREA 7: Thinking About Consequences Before Acting

Activity: Problems in the Snow

Objective: To teach the importance of thinking about consequences before acting

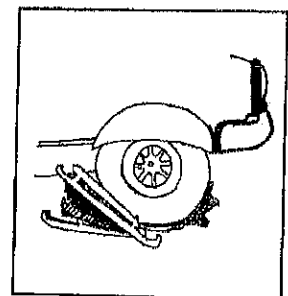
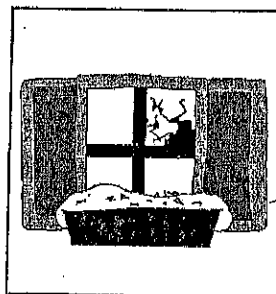
If you think about the consequences before you act, you can make better decisions about how to act.

In the story below, Sema went outside to play in the snow without thinking about the consequences of her actions. As you read, fill in the blanks to tell what happened.



### Sema's Snowy Day

Sema was happy when she woke up and saw her yard covered with snow. She got dressed quickly and ran outside. When she got to the yard, she heard her mother yelling. Because Sema hadn't closed the door behind her, snow was \_\_\_\_\_. She decided to make a snowman. But as she began rolling the snow into a ball, she realized she had forgotten to put on her mittens, and her hands got very \_\_\_\_\_. She used her mother's good scarf to put around the snowman's neck, but she hadn't asked her mother if she could use it. When her mother couldn't find her scarf, she \_\_\_\_\_. Sema built a small hill out of snow, so she could go down it on her sled. But she didn't look carefully before she built it, and there was a tree in the way. When she went down the hill, she and the sled both \_\_\_\_\_. Sema made some snowballs to throw, but she didn't pay attention to where she was throwing. One of her snowballs hit a window and \_\_\_\_\_. When Sema was done playing, she went inside. She left her sled in the driveway and when her older brother drove in after work, he \_\_\_\_\_.





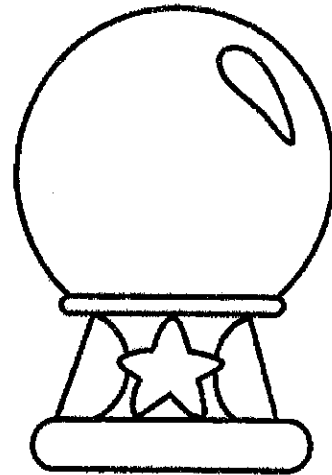
## AREA 7: Thinking About Consequences Before Acting

### Activity: Crystal Ball

**Objective:** To practice predicting short-term and long-term consequences

Short-term consequences are things that happen right away as a result of your actions; long-term consequences are things that will happen in the future. Thinking ahead about the short-term and long-term consequences can help you decide how to act now.

Use the crystal ball to practice looking into the future. Color the ball, then pretend to use it to predict the consequences of the situations below. Write what could happen right now, one month from now, and one year from now, if you took the actions described.



### Action

### Consequences

1. Never brush your teeth.

Right now: \_\_\_\_\_

In one month: \_\_\_\_\_

In one year: \_\_\_\_\_

2. Save half of your allowance every time you get it.

Right now: \_\_\_\_\_

In one month: \_\_\_\_\_

In one year: \_\_\_\_\_

3. Play video games instead of doing your homework.

Right now: \_\_\_\_\_

In one month: \_\_\_\_\_

In one year: \_\_\_\_\_

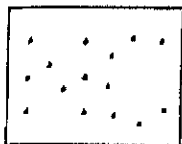
## AREA 7: Thinking About Consequences Before Acting

**Activity: You Have a Choice**

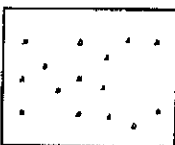
**Objective: To teach that you have a choice about how you will act**

Sometimes it may feel like your actions just "happen." There are some situations when you don't have a choice, but you always have a choice about how you will act.

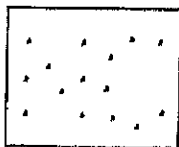
Read the phrases below. If the phrase describes something you have a choice about, connect the dots in the box to make a letter "C" for "choice." If it describes something you don't have a choice about, connect the dots to make the letters "NC" for "no choice."



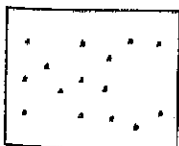
What the weather will be today



Sticking out your tongue at someone in class



Talking back to your mother



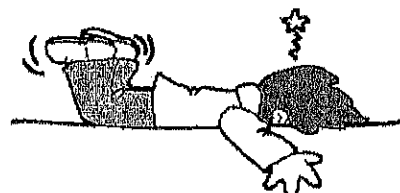
How old you are



How fast your hair grows



Pushing your little brother



## AREA 7: Thinking About Consequences Before Acting

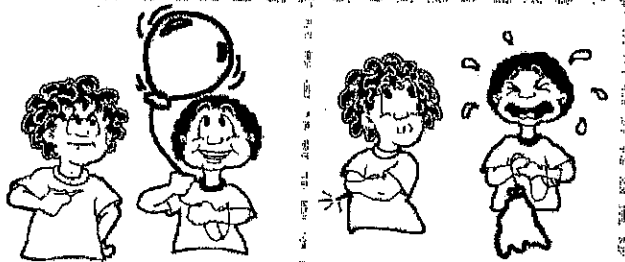
**Activity: Time to Think**

**Objective: To understand the importance of putting thinking time between a thought and an action.**

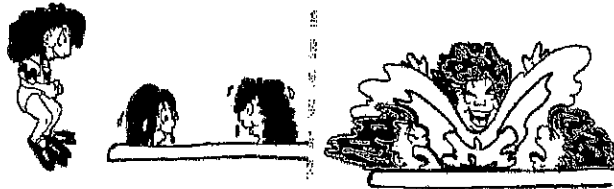
It is important to think about consequences between the time you have an idea to do something and the time you actually do it. This allows you to make a smart decision about how to act.

Help the children in the pictures below to put some thinking time between their thoughts and their actions. Make a copy of this page, and then cut out the pictures. Tape or glue the thought and action pictures far apart from each other in the spaces on the next page. On each line, write what the children might do differently if they took the time to think before acting.

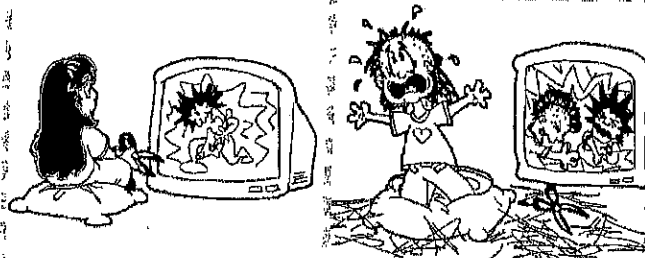
I could use this pin...



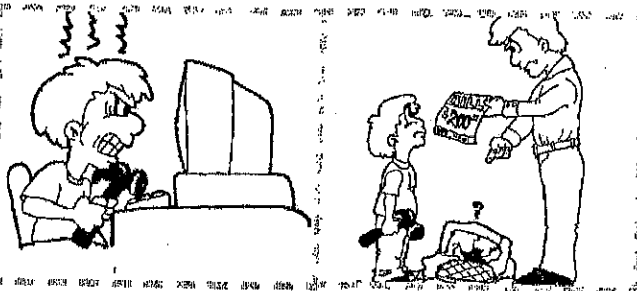
I could splash them by jumping right here...



My hair would look great like that...



This computer makes me so mad, I'll break it!





## AREA 7: Thinking About Consequences Before Acting

Activity: Slo-Mo

Objective: To practice slowing down your thoughts and actions

It can be hard to stop and think if you are used to moving and acting quickly. If you practice slowing down, it will be easier to take time to stop and think.

Pretend you have moved to Slo-Mo Land, where everything moves in v-e-e-e-r-r-y s-l-o-o-o-w-w m-o-o-o-t-i-o-n-n. Take a moment to think about what you will do. Then, act out how you will look when you do the following actions in Slo-Mo Land.

Write  
your name

Swim

Play  
basketball

Eat  
your lunch

Climb  
a tree

Dance

Skip

Run

Comb  
your hair

Think about a time when you acted too quickly and negative consequences occurred. Write how things could have turned out better if you had acted more slowly.

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## AREA 7: Thinking About Consequences Before Acting

### Activity: Smart Decisions

**Objective:** To teach steps for smart decision making

If you make smart decisions about how to act, you can create better consequences. To make smart decisions, ask yourself these questions:

1. What am I feeling?
2. What do I want?
3. If I act on my first thought what will the consequences be?
4. How can I act to create positive consequences?

For example, if you have been waving your hand for 5 minutes waiting for the teacher to call on you, you might want to shout the answer out loud. But first, ask yourself: What am I feeling? (frustrated) What do I want? (to be called on) If I act on my first thought, what will the consequences be? (the teacher will be mad) How can I act to create positive consequences? (take a deep breath and relax, so I can wait my turn patiently.)

Help the children below to make smart decisions by answering the decision-making questions for them.

Mario's little brother has been following him around and bothering him all afternoon. Mario has had enough and feels like hitting his little brother to make him stop.



1. What is Mario feeling?
2. What does Mario want?
3. If Mario acts on his first thought what will the consequences be?
4. How can Mario act to create positive consequences?

Kayla has been working on her math homework by herself for half an hour and she still doesn't understand it. She feels like tearing up the homework papers and the book too.



1. What is Kayla feeling?
2. What does Kayla want?
3. If Kayla acts on her first thought what will the consequences be?
4. How can Kayla act to create positive consequences?

## AREA 7: Thinking About Consequences Before Acting

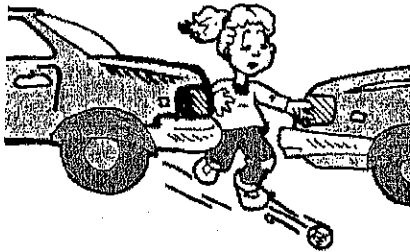
Activity: Stop and Change

Objective: To practice stopping in the middle of a negative action and changing to a positive action

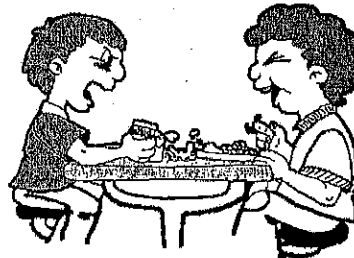
If you have already started to do something that will create negative consequences, it is not too late to change your actions. You can stop what you are doing, and then change to actions that will create better consequences.

Practice by making a copy of the following page. Color the stop sign, cut it out, and tape it to a piece of heavier paper. Find a partner and take turns acting out the scenes below. While one person is acting, the other person will hold the stop sign. At any time, this person can raise the stop sign up high. Right then, the actor must stop and change to actions that will create better consequences. After you finish the scenes below, make up some of your own.

Your ball rolls out into a busy street. You start running after it without looking both ways for cars.



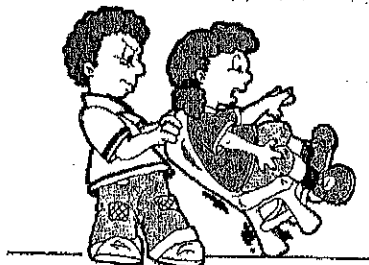
Your friend is teasing you at the lunch table. You pick up his milk and start to pour it all over his lunch.

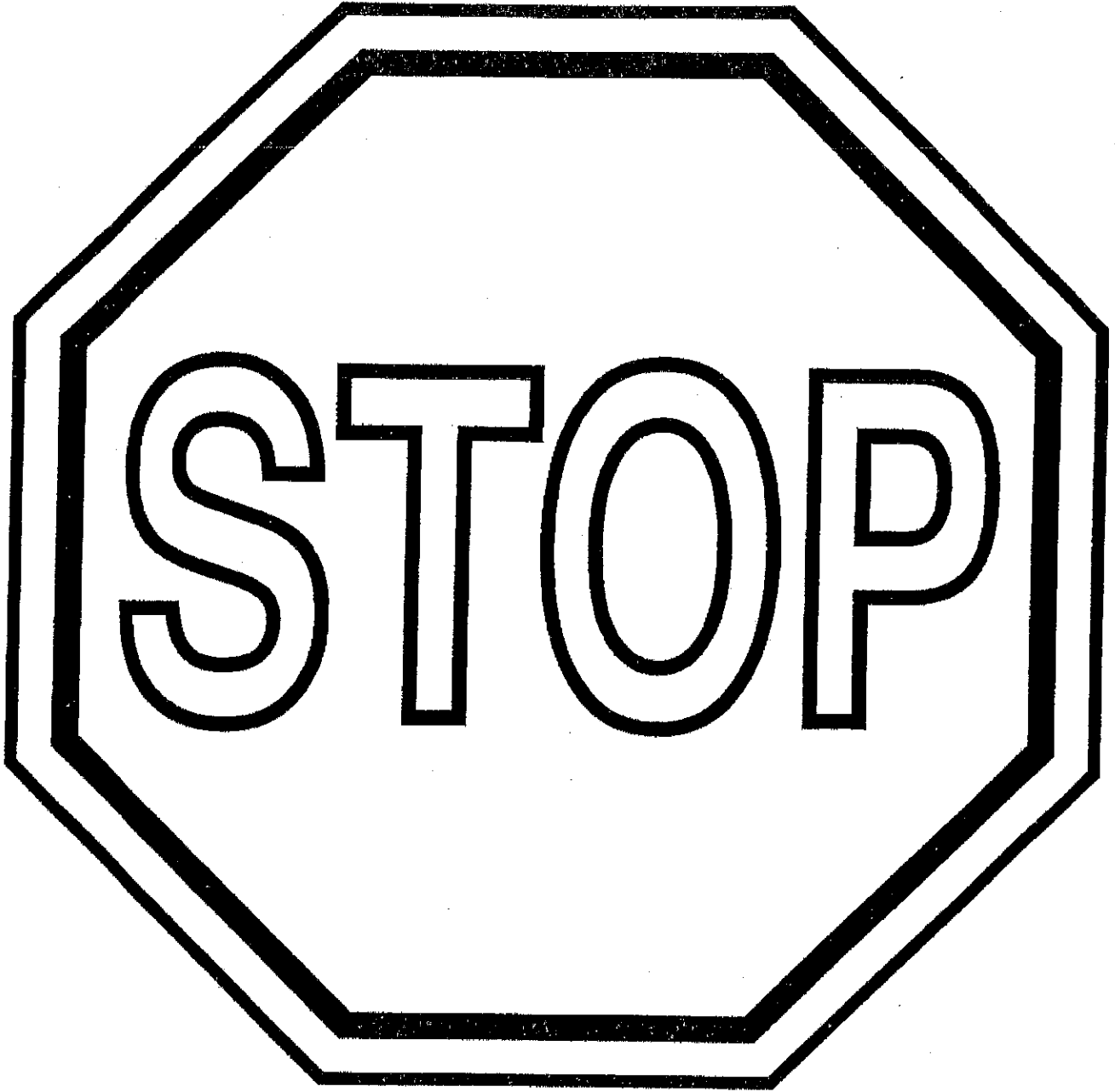


Your class is studying in the library and you are bored. You start bothering the classmate next to you by poking her with your pencil.



You come to the dinner table and see your sister sitting in your chair. You start to tip the chair backwards to make her fall.







## AREA 8: Behaving Appropriately in Given Situations

All children need to learn how to use different behaviors in different circumstances. Part of developing and growing socially requires that a child learn how to accurately determine what behavior is appropriate in any given situation, and then have the self-discipline to act accordingly.

While overly impulsive children may know correct behaviors intellectually, they can still have trouble carrying them out if they do not take the time to stop and think before they act. Practicing the relaxation techniques discussed in Area 4 of this workbook can help reinforce the need for slowing down and remaining calm in order to be in a position to act appropriately.

Once a child understands the importance and basic precepts of good manners, he can make choices to vary his behavior appropriately according to the situation.



## AREA 8: Behaving Appropriately in Given Situations

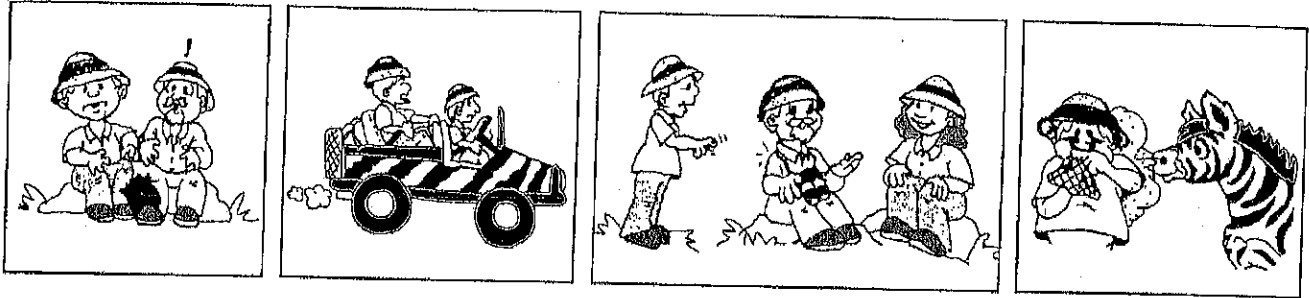
### Activity: Ari on Safari

Objective: To teach the three basic phrases of good manners

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There are three phrases you can use to show good manners in any situation. Use the phrase "please" before you ask for something. Use the phrase "thank you" when you receive something. Use the phrase "excuse me" when you do something that may bother someone else.

Ari was so excited about going on a safari, he forgot how to use the polite phrases. Help him by writing the phrase he should use next to each situation he is in.



Ari should say:

Ari drops his lunch bag on the foot of the person sitting next to him.

Ari asks the safari taxi driver to slow down because he is feeling a little carsick.

The driver slows down because Ari asked him to.

Ari taps another passenger on the shoulder, interrupting a conversation.

Ari asks to borrow another passenger's binoculars.

The passenger gives the binoculars to Ari.

Ari sneezes four times because he is allergic to zebras.

Ari asks another passenger to take a picture of him in his safari clothes.

The passenger takes the picture for him.

## AREA 8: Behaving Appropriately in Given Situations

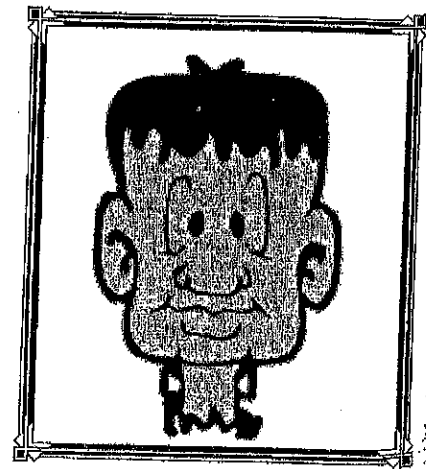
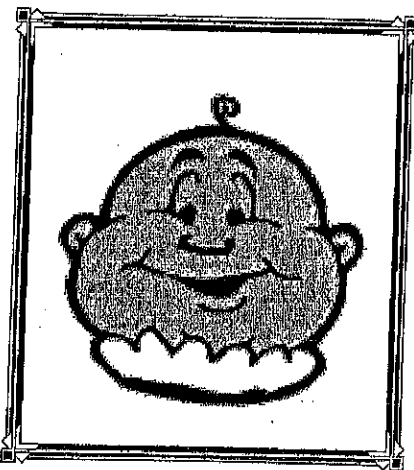
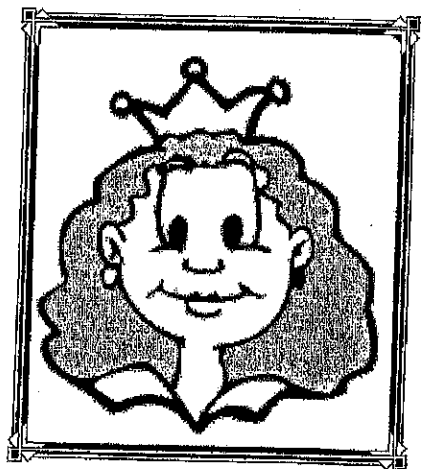
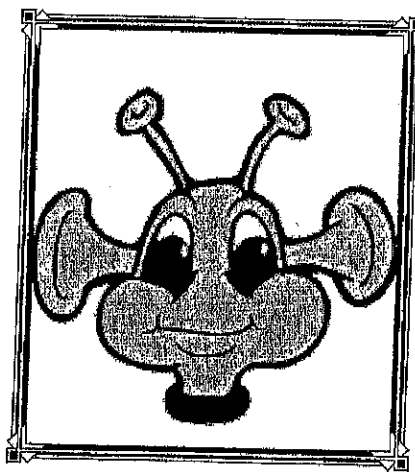
Activity: Meeting New People

Objective: To teach appropriate behavior when meeting new people

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When you are meeting a person for the first time, you can be polite by saying, "Hello, my name is \_\_\_\_\_. It's nice to meet you." You can smile and look the person in the eye. Grownups often shake hands when they meet; you can too. These are polite words and actions.

Practice these polite words and actions. Make up a name for each person below and write it in the space below the picture frame. Then pretend you are the person in the picture, and use polite words and actions to introduce yourself. You can take turns introducing yourself with a partner if you would like.



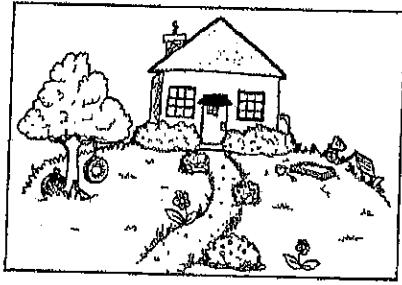
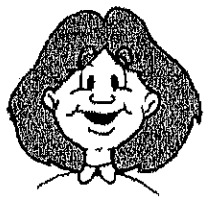
**AREA 8: Behaving Appropriately in Given Situations**

**Activity: Different Houses, Different Rules**

**Objective: To learn to adapt to different rules in different houses**

Different people have different rules in their houses. It is important to follow the rules wherever you are, even if they are not the same as the rules in your house.

Misha and Maria are best friends, but the rules in their houses are different. Write what you think the rules might be in each of their houses. Then draw a picture of your own house and your best friend's house. Write the rules for each of your houses under each picture.

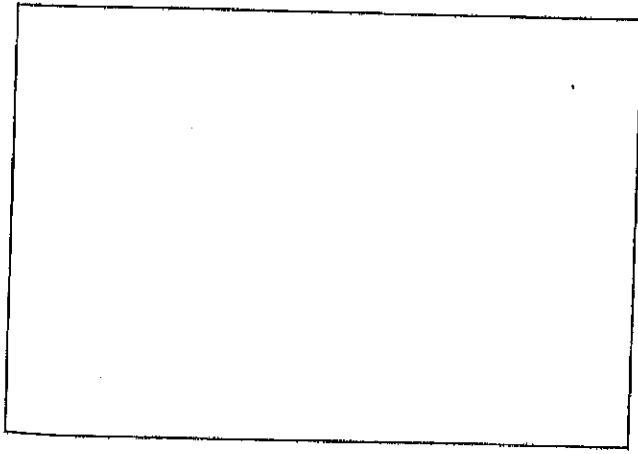


**Misha's House Rules**

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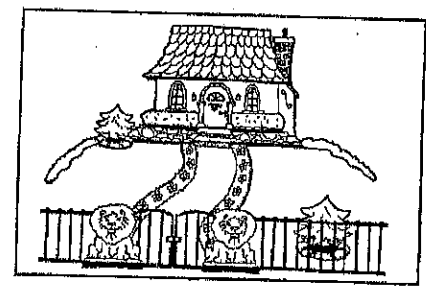
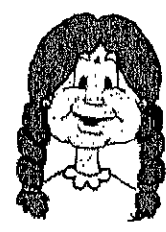


**My House Rules**

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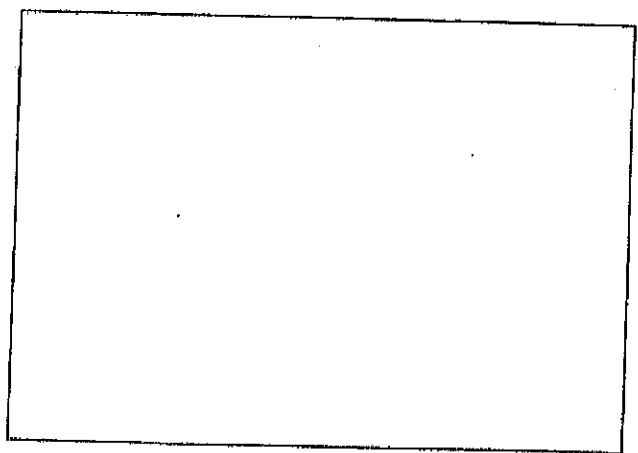


**Maria's House Rules**

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**My Best Friend's House Rules**

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**AREA 8: Behaving Appropriately in Given Situations**

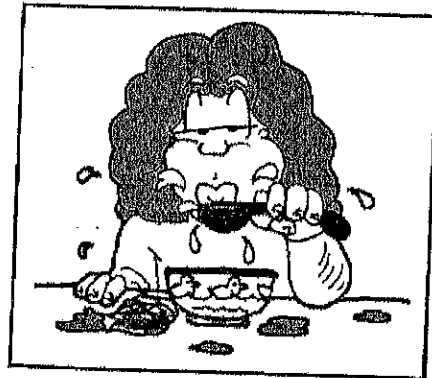
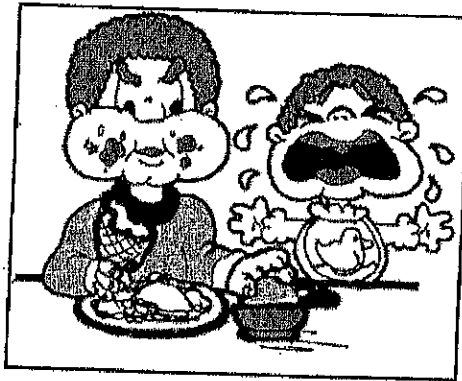
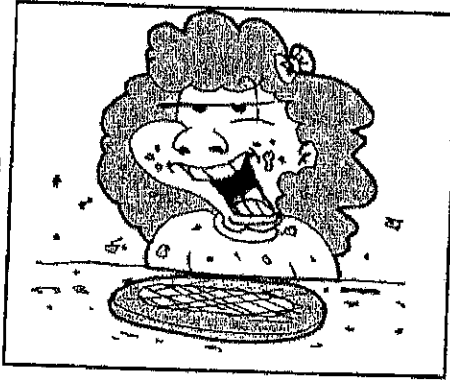
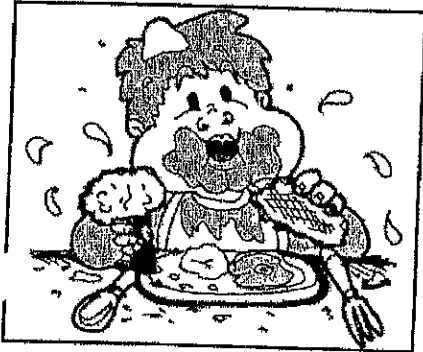
**Activity: Mealtime Manners**

**Objective: To teach appropriate behavior when eating**

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It is important to use good manners when you are eating, whether you are at home, at a friend's house, at a restaurant, on a picnic, or at school.

The kids in the pictures below need help learning mealtime manners. Identify what each of them is doing wrong, and write a rule about it in their Mealtime Manners book.



## Mealtime

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

## Manners

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

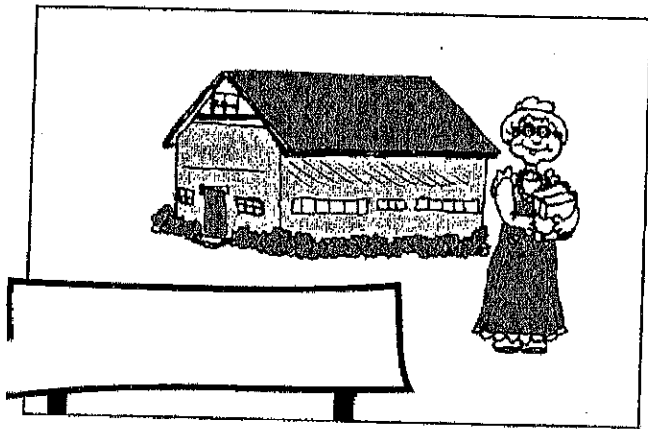
## AREA 8: Behaving Appropriately in Given Situations

### Activity: Places to Be Quiet

Objective: To teach appropriate behavior in places where quiet is expected

There are some public places where you are expected to be quiet. It is important to follow the rules in these places, or you may be asked to leave. The rules are set up so that many people can enjoy the places at the same time.

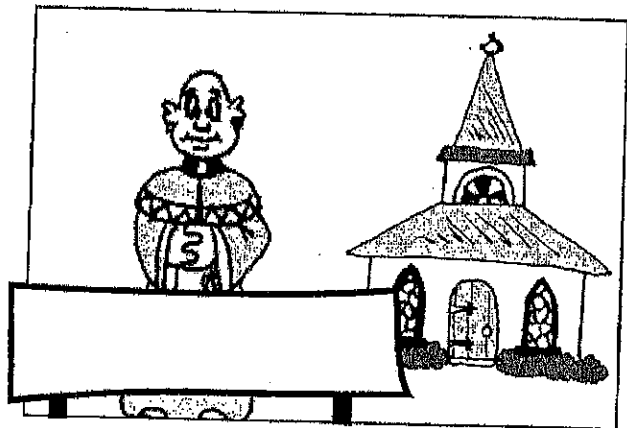
The pictures below show places where it is important to be quiet and people who work in those places. Write the name of the place on the sign in front of the building. On the lines below, write why you should be quiet when you are there.



You need to be quiet in my building because:

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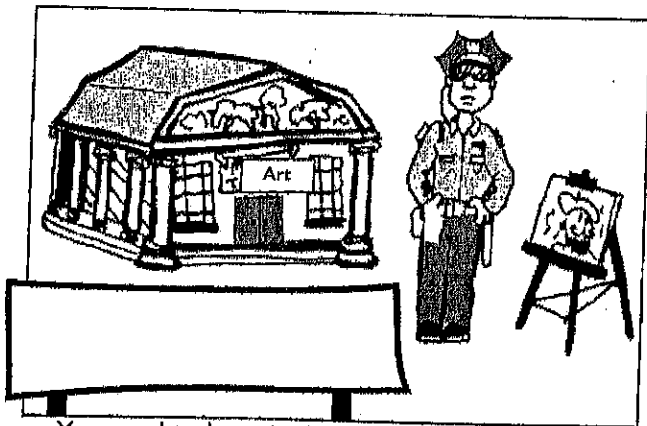
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You need to be quiet in my building because:

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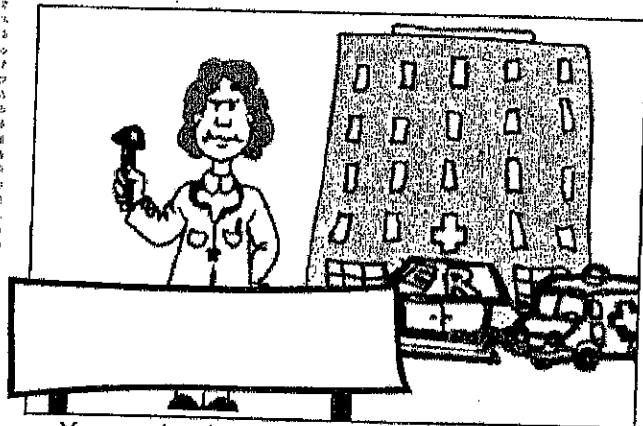
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You need to be quiet in my building because:

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You need to be quiet in my building because:

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