

Elementary Guidance Poster Pack

Tools and Tips
for the
Teaching Coping Strategies

Created by: Lysa Mullady
www.elementarycounselingmakeitshine.wordpress.com



Creating a learning environment is the first step in establishing a dynamic guidance office.

The following posters will help in your quest to teach coping strategies to elementary students.

The focus of each poster is to support ideas children can easily comprehend, allowing them to develop their skillset.

Tips on how to use each poster is provided. You will quickly find how often you refer to them as you work with students struggling to manage their emotions and experiences. Better yet, you will be thrilled when your students pick up the lingo and use it as they work to help themselves feel better.

Some of the posters are provided in small or larger versions, depending upon the space you are given to work in.

Add an extra element of fun! Keep a laser pointer handy and use it as you teach.

Enjoy!

Copyright © 2105 Lysa Mullady

All rights reserved by author.

Permission to copy for single classroom use only.

Electronic distribution limited to single classroom use only.

Not for public display.

The first set of posters are designed to set the stage for each counseling session.

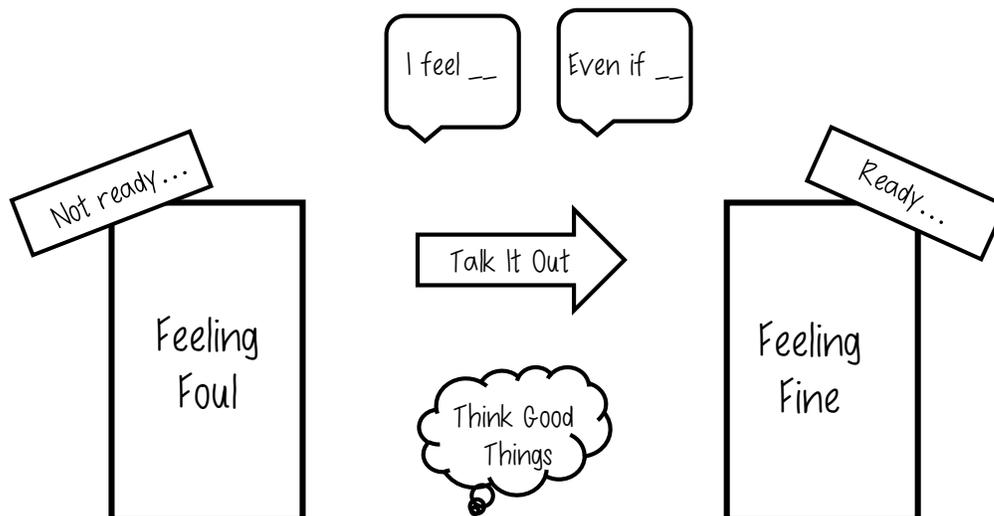
Take the time in the beginning of each group to review the basic ideas outlined.

Students need to be able to identify their feelings in order to build their coping skills.

This set up visually shows the cycle of:

1. Feeling upset.
2. What you can do.
3. How to do it.
4. Feeling better.

Set up the posters as follows:



Feeling Fine

Feeling Fine encompasses all positive feelings.

Students like to stick to "happy" when asked how they feel. By posting many feeling words, you provide opportunities for students to connect situation to emotion.

For example:

You feel "confident" when you study for a test.
You feel "hopeful" when your mom says she will take you to the store.
You feel "calm" when you are ready to learn.

A simple elementary school rule is that you need to be Feeling Fine in order to do your best.

Also, when you are Feeling Fine, you will do positive things.

Ultimately, it is up to the person to choose to be Feeling Fine. If someone is not Feeling Fine, they can "Talk It Out" or "Think Good Things" to feel better. But remember, it is up to whoever is not Feeling Fine to decide that they want to be Feeling Fine.

Our job as school counselors is to point out when students are Feeling Fine and encourage them to want to feel this way. After all, when you are Feeling Fine you are ready to do your best.

proud

hopeful

confident

excited

calm



loved

brave

forgiving

happy



Feeling Fine

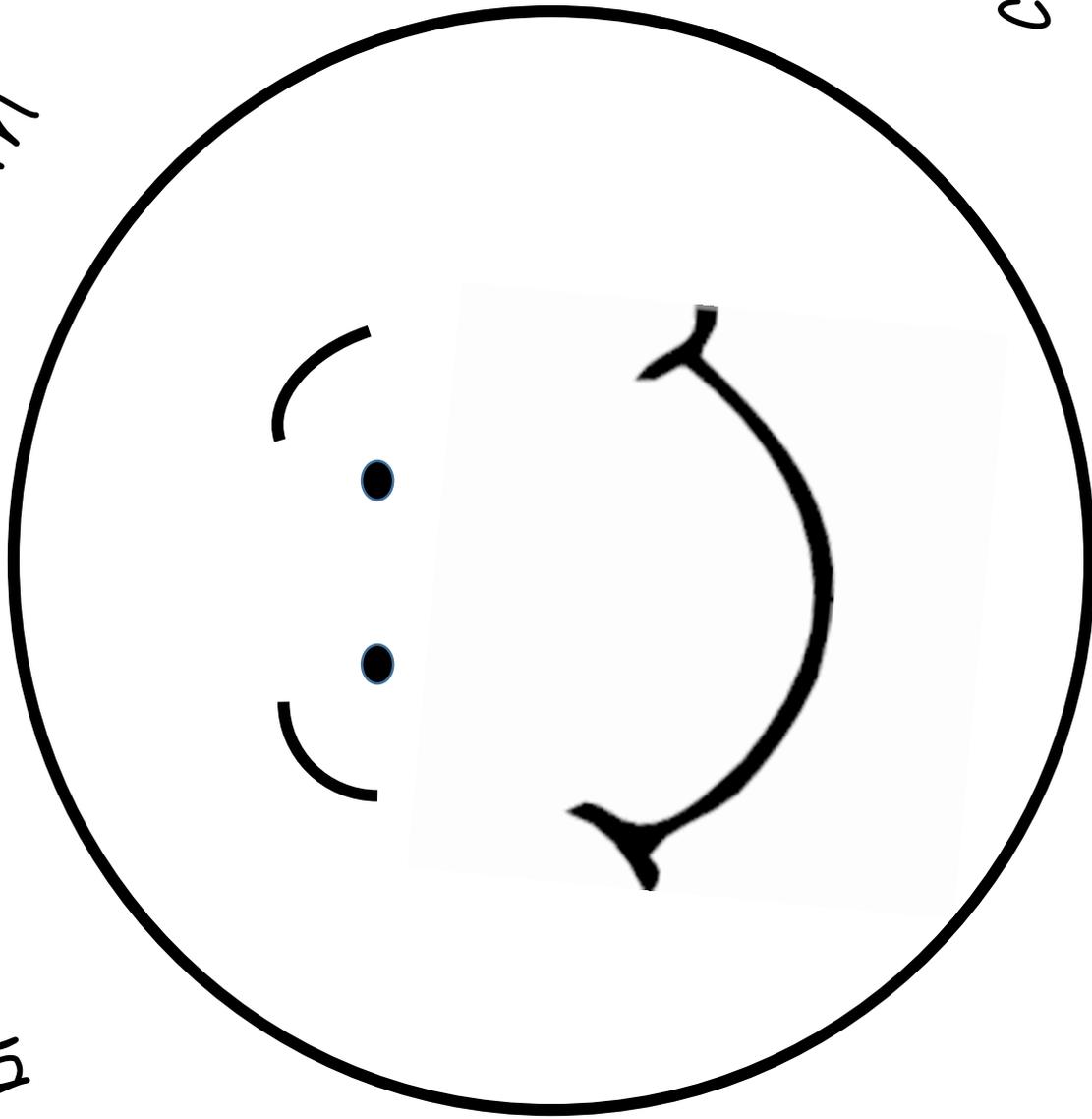
proud

hopeful

excited

confident

calm

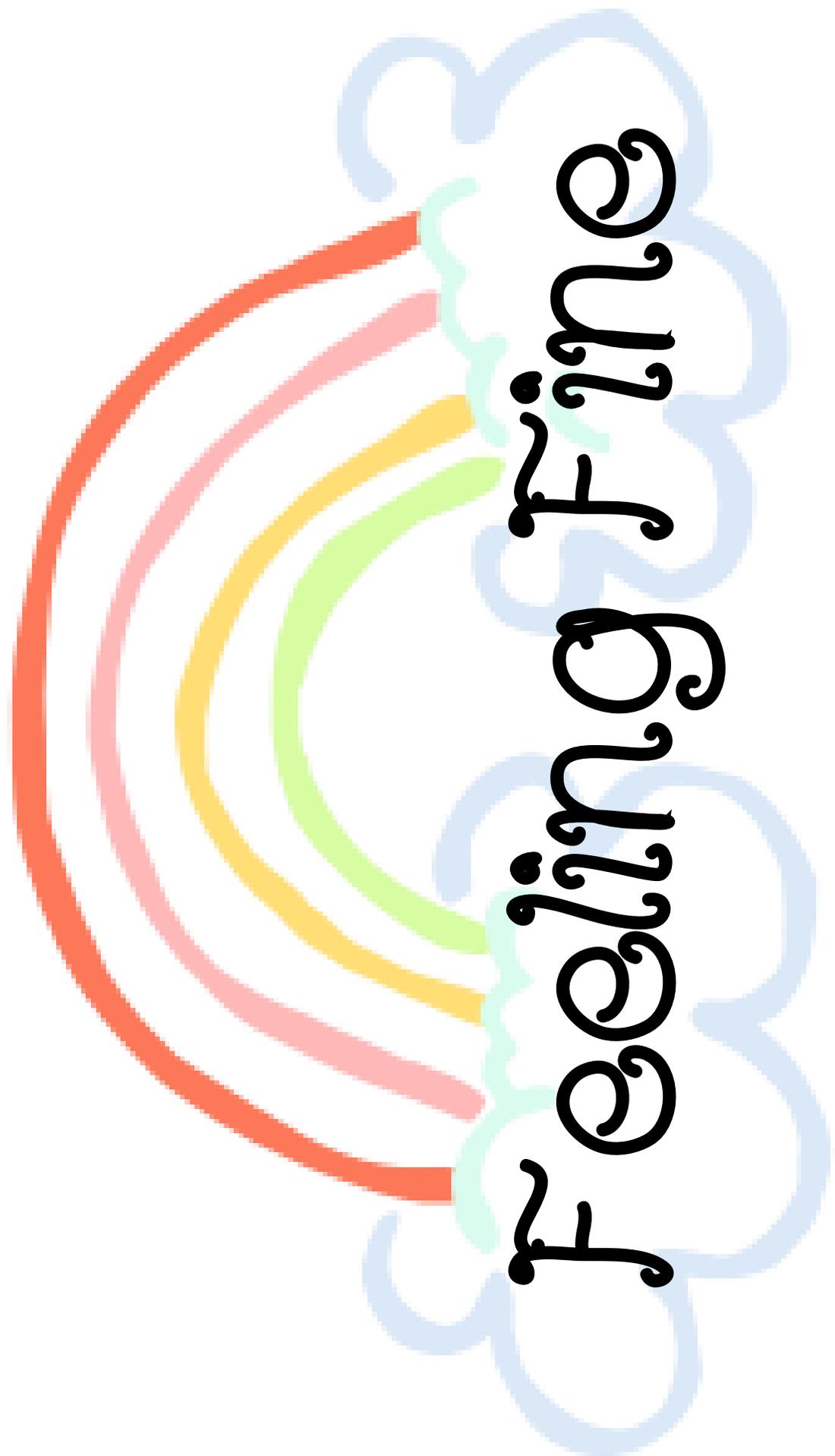


brave

happy

forgiving

loved



Feeling Foul

Similar to Feeling Fine,
Feeling Foul encompasses all negative feelings.

Students like to stick to "mad" or "sad" when asked how they feel.
By posting many feeling words, you provide opportunities
for students to connect situation to emotion.

For example:

You feel "disappointed" when you don't get your way.
You feel "frustrated" when you don't understand your work.
You feel "afraid" when you watch a scary movie.

If you are Feeling Foul, you are not ready to learn.

Also, when you are Feeling Foul you may do negative things.

Again, it is up to the person who is Feeling Foul to want to feel better. The best way to go from Feeling Foul to Feeling Fine is to "Talk It Out" or "Think Good Things".

At times, students will fixate on the actions of others who are Feeling Foul. It is so important to point out that you can't make anyone want to feel better or do good things, they have to decide that on their own.

We are in charge of our own feelings, not anyone else's.

disappointed

distracted

hopeless

mad

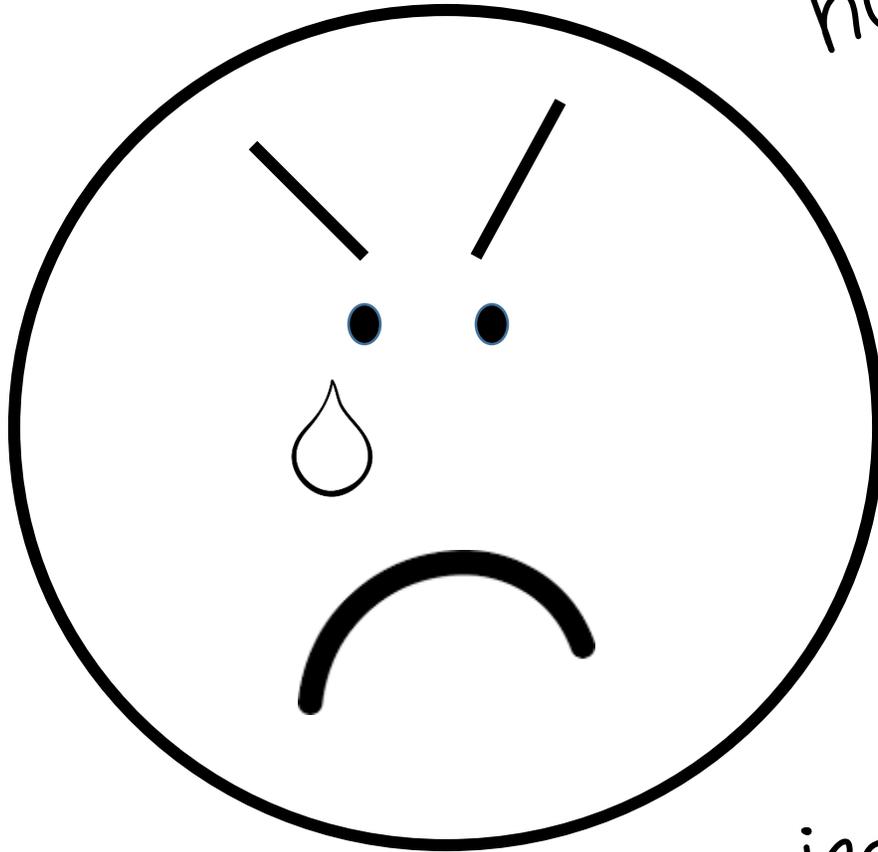
afraid

lonely

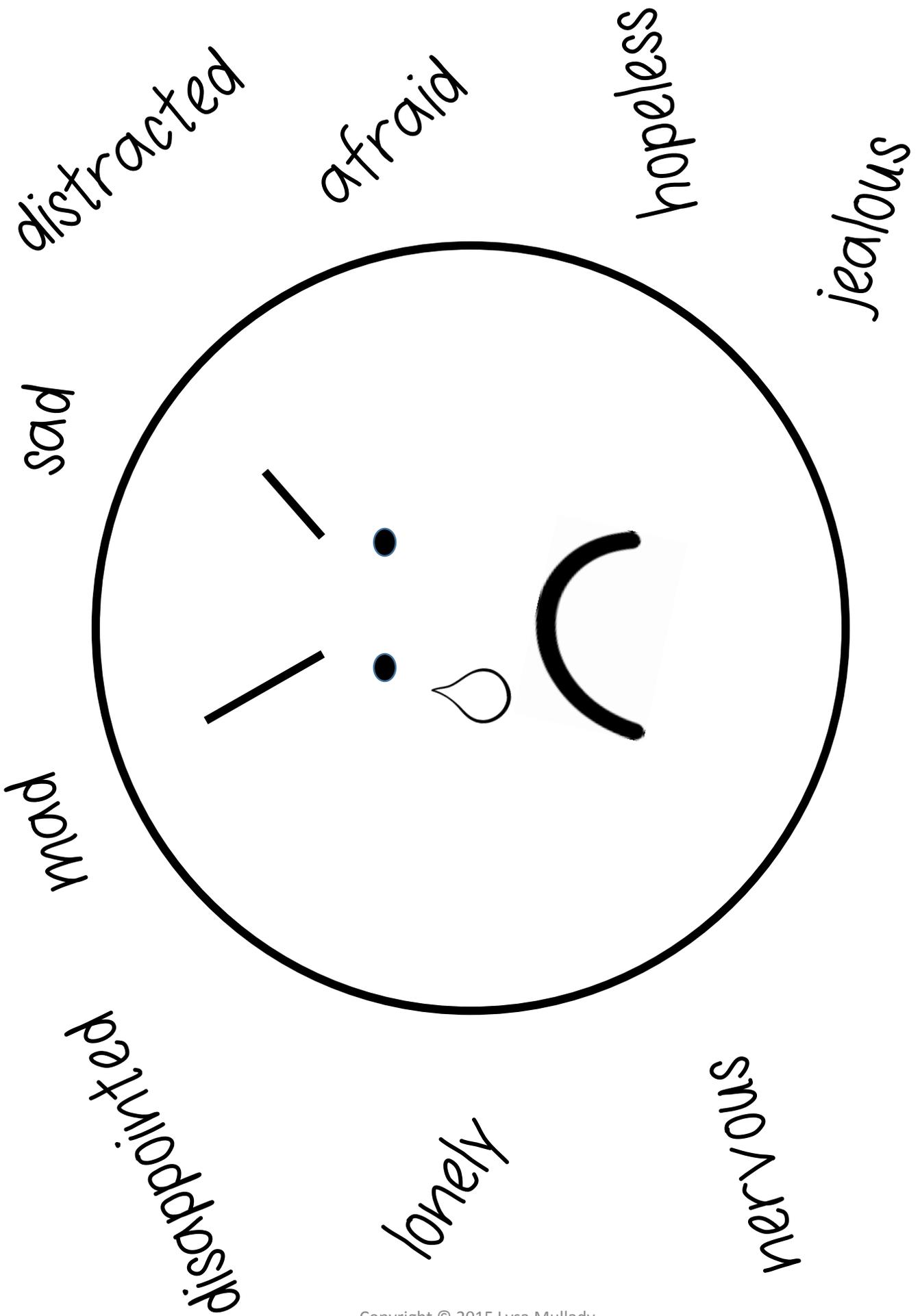
sad

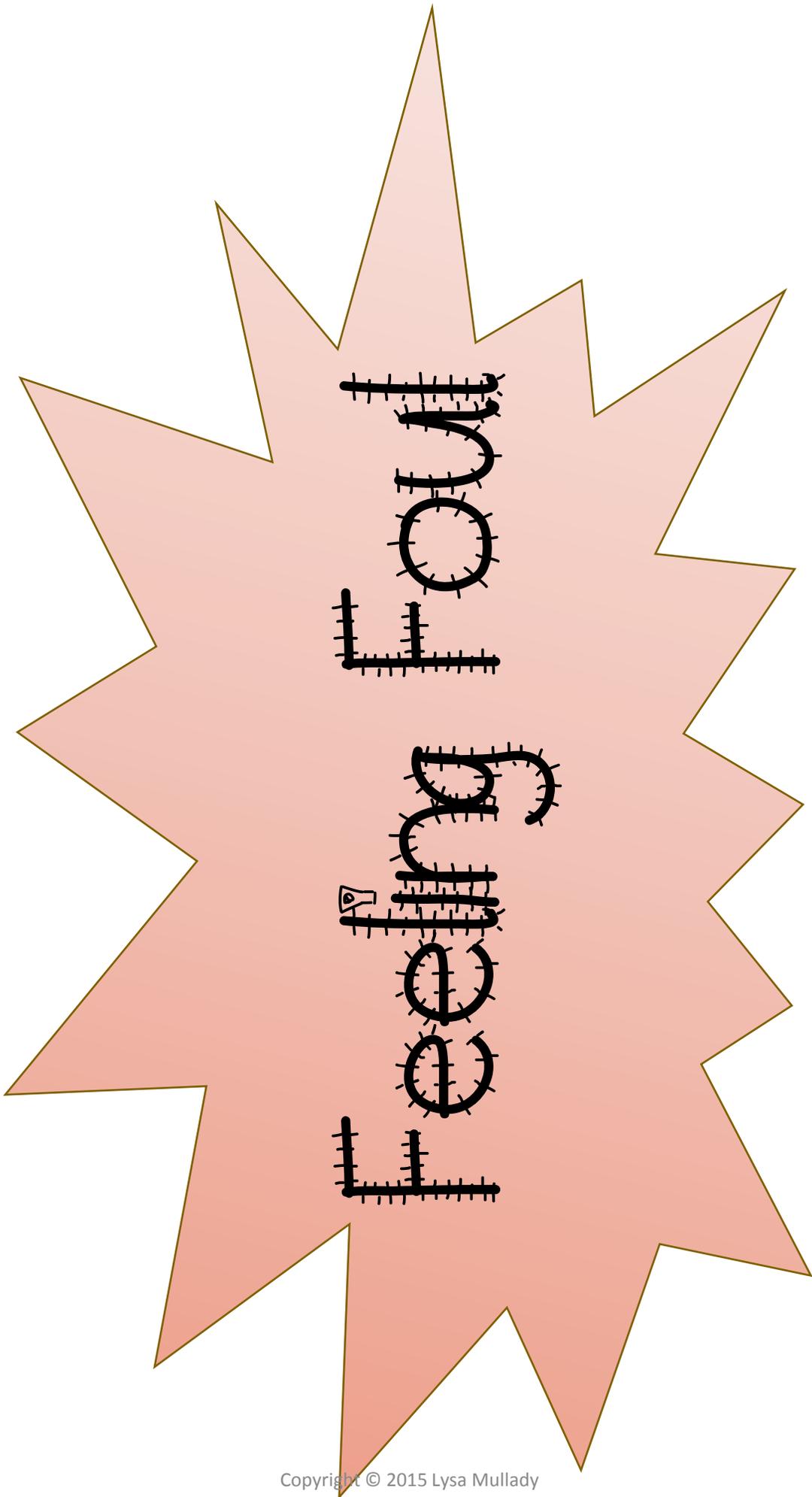
nervous

jealous



Feeling Foul





Fall

Buses

Ready to Learn

Not Ready to Learn

Ultimately, the job of a school counselor is to support students in their learning efforts. Our expertise lies in the ability to help students manage the experiences that cause negative affect and teach them how to regain composure.

Our goal is for students to be ready to learn!

It is important to point out all feelings are ok. If someone's feelings are in the way of them being ready to learn, give it time. Students are resilient. Given support they will soon choose to move towards being ready to learn.



Ready to learn?



Not ready to learn.

Talk It Out

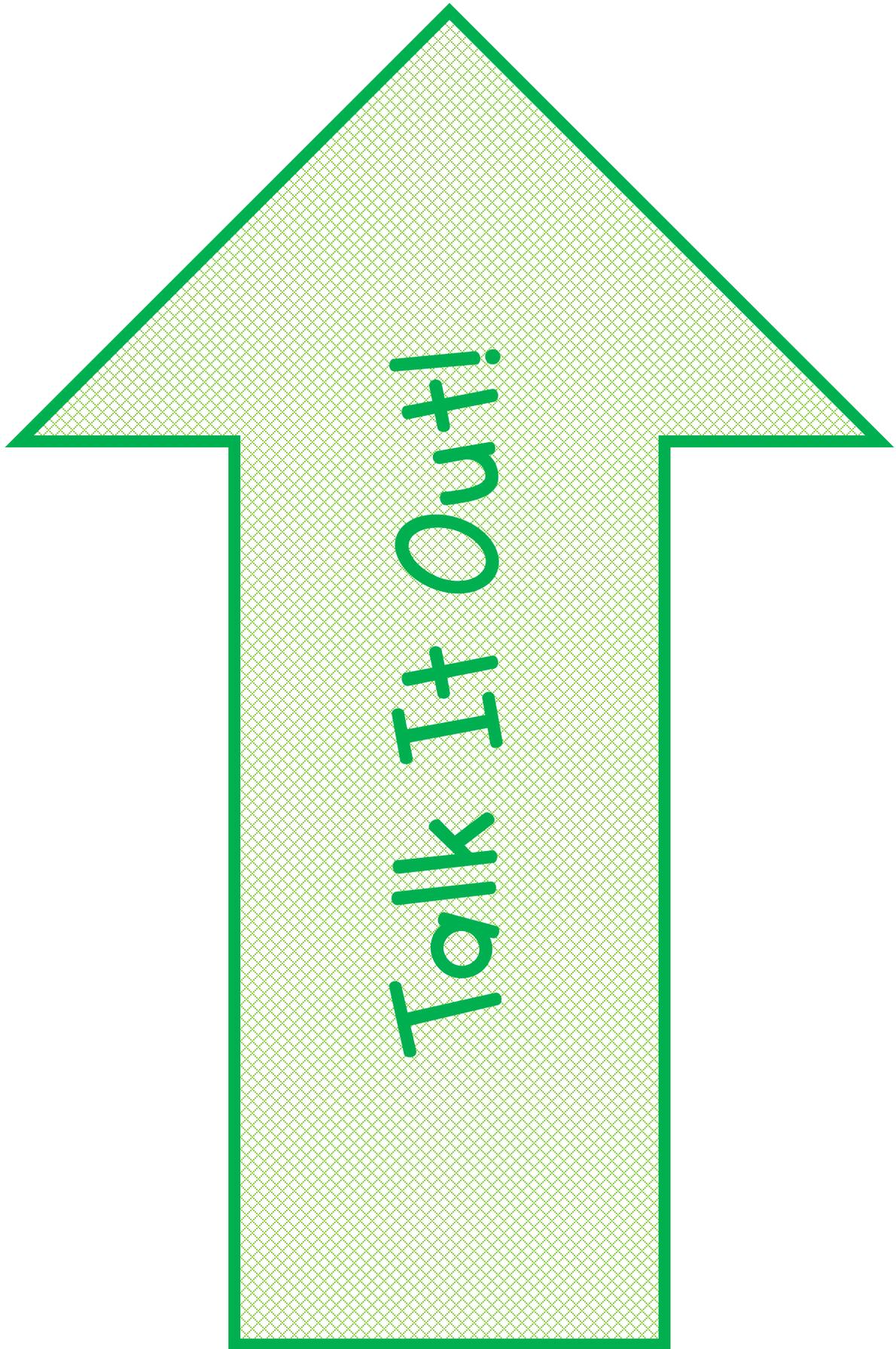
The most important thing we do day in and day out is
Talk It Out!

Bad things happen everyday.
We feel sad, mad, frustrated, disappointed.
The most helpful tool to feeling better is to
Talk It Out with someone you trust.

Talking It Out does not erase the bad thing that happened.
Nothing can do that.

Yet, when you Talk It Out you feel
care and concern from
the person you share your feelings with.
That alone can help you feel better about what happened.

Given the choice to stay upset or Talk It Out,
students want to feel peaceful and are very
willing to use their words and Talk It Out.



I feel ___ when ___.

The ultimate tool to help students resolve conflict is by following this sentence structure. Everyday, countless times, students hurt each others feelings.

It is most effective to have help students use this framework when they tell their stories and how they feel.

When students have a conflict, ask them to look at each other and listen to each other's feelings. You may need to guide them through, but students quickly catch on. Most often, the conflict is resolved by listening and saying sorry.

Even if ___ I can ___.

This is the ultimate coping strategy. When Talking It Out, there are times when there is absolutely nothing you can do to change the situation.

Using this sentence structure, you help students find hope in any situation.

These statements help students be optimistic and to "Think Good Things."

I feel _____
when _____.

Even if _____
I can _____.

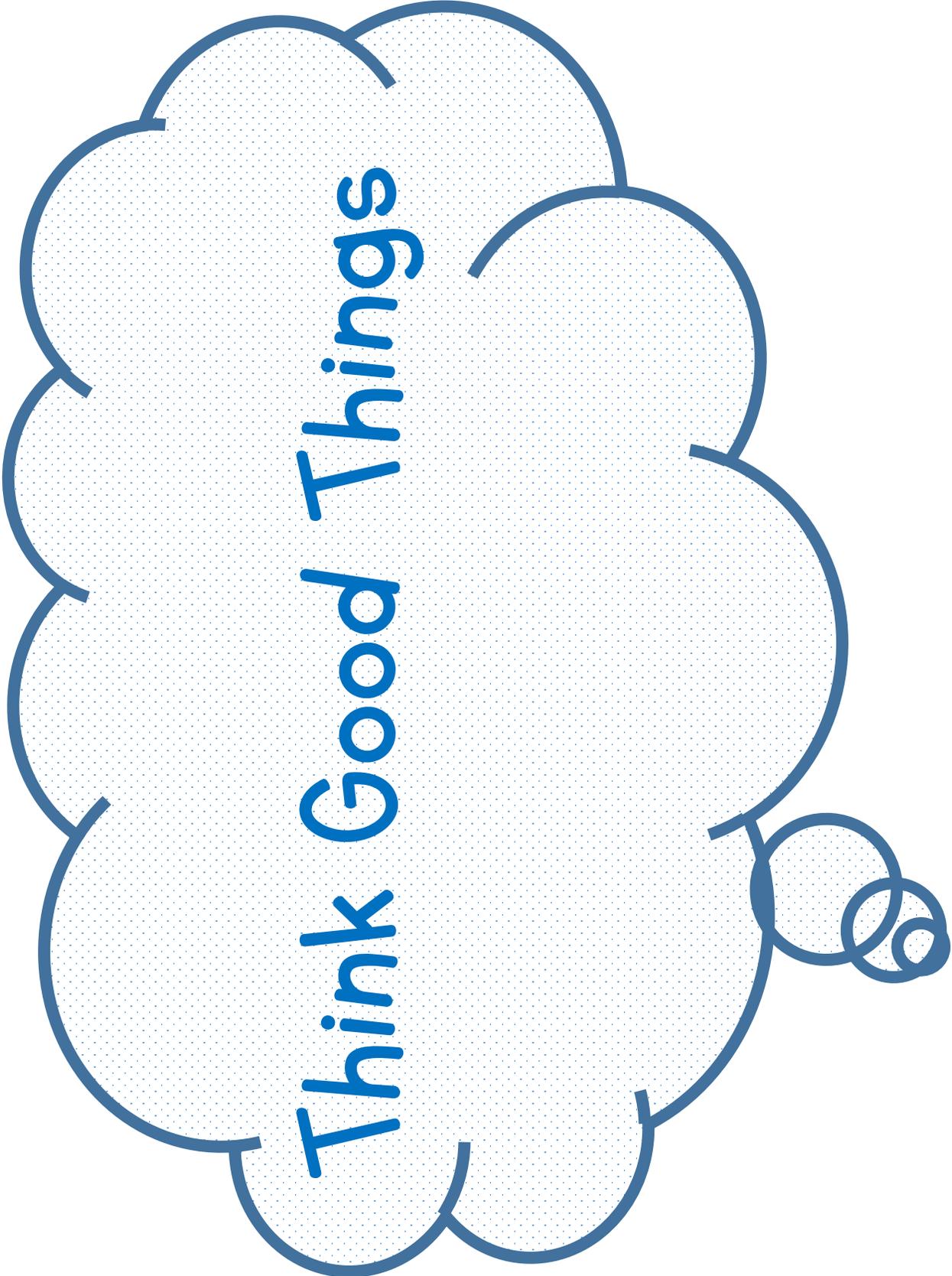
Think Good Things

Thinking Good Things is at the core to being optimistic and feeling positive.

When you Think Good Things, you will feel good and do good things.

Thinking positively does not come naturally to many students. I often ponder the propensity for many to automatically jump to the worst case scenario in any given event.

When building a relationship with a student, an important element is being the "Keeper of Good Things". This means having the ability to remind students of positive events that have occurred in their lives or times they have shown triumph and resilience. Everyone needs a reminder of good things now and again.



What Goes Around Comes Around

Yes, karma.

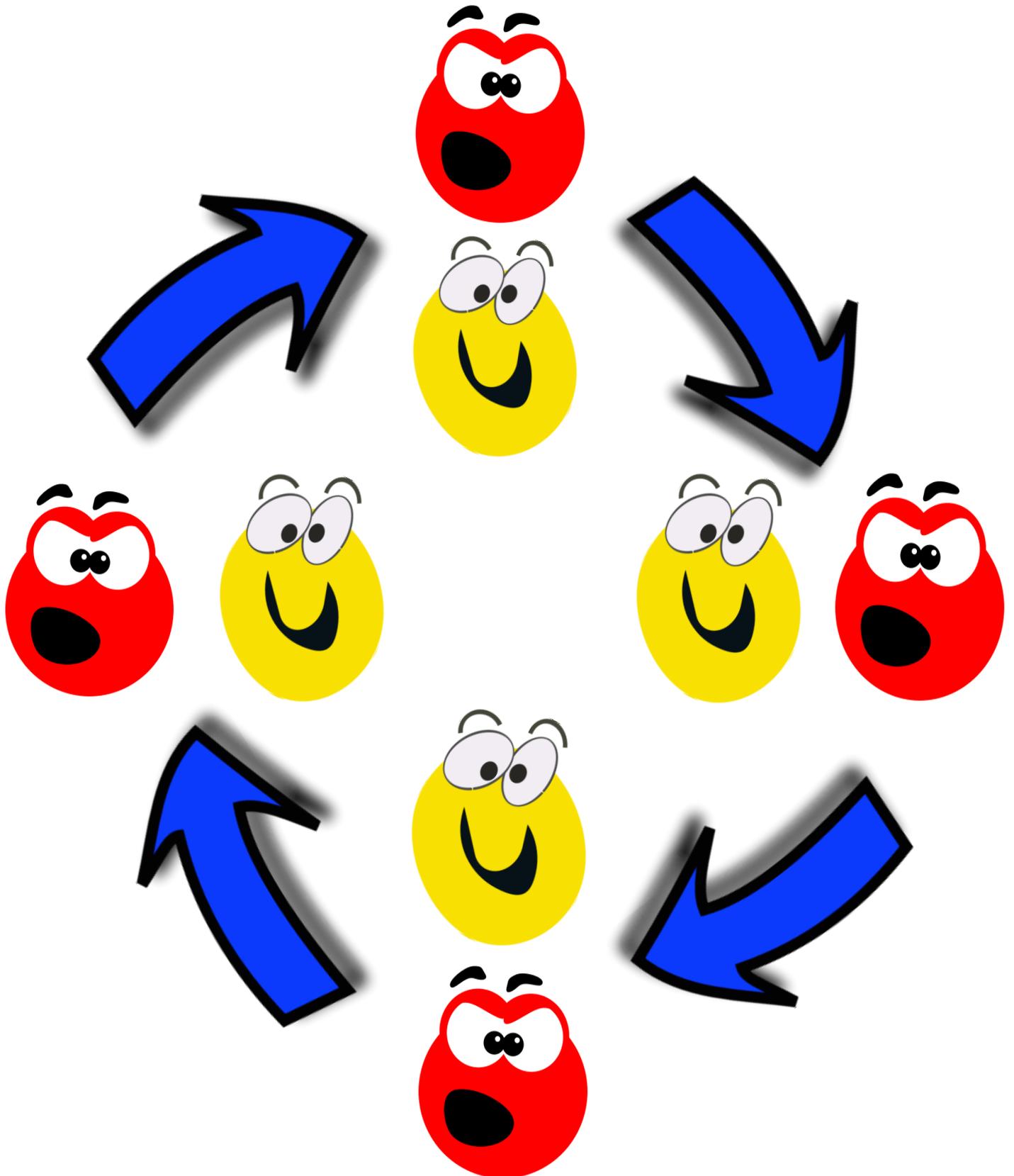
Students often become fixated on the punishment of someone else who breaks the rules or hurts their feelings.

What Goes Around Comes Around visually shows students that someone who does a positive thing will have good things happen to them. Conversely, someone who uses negative actions will end up having something negative happen to them or they will end up Feeling Foul.

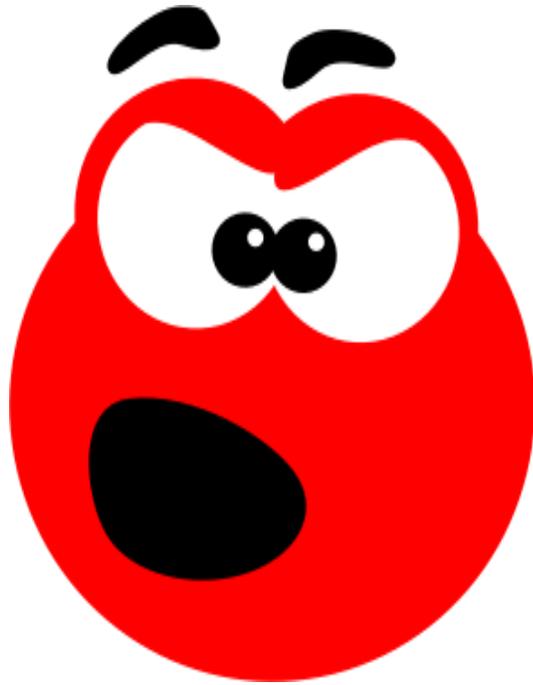
If someone is mean to you, it is important to use positive actions to keep negative things from coming back to you.

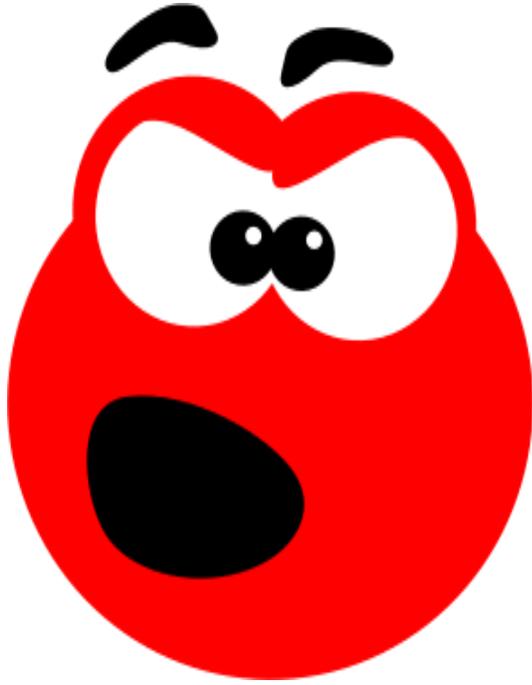
Most important: if you want good things to happen to you, you need to do good things first.

What Goes Around Comes Around



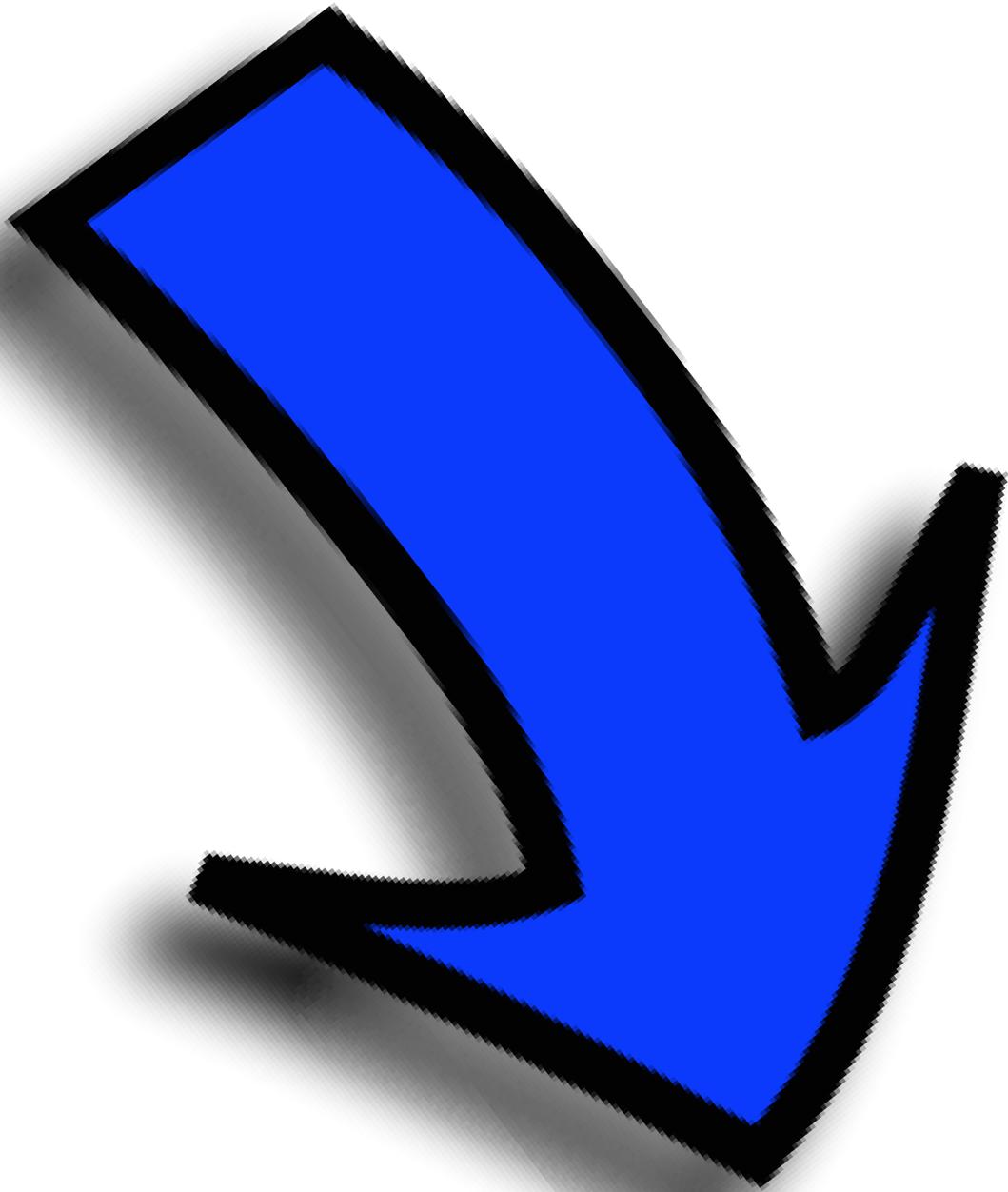
What Goes
Around
Comes Around

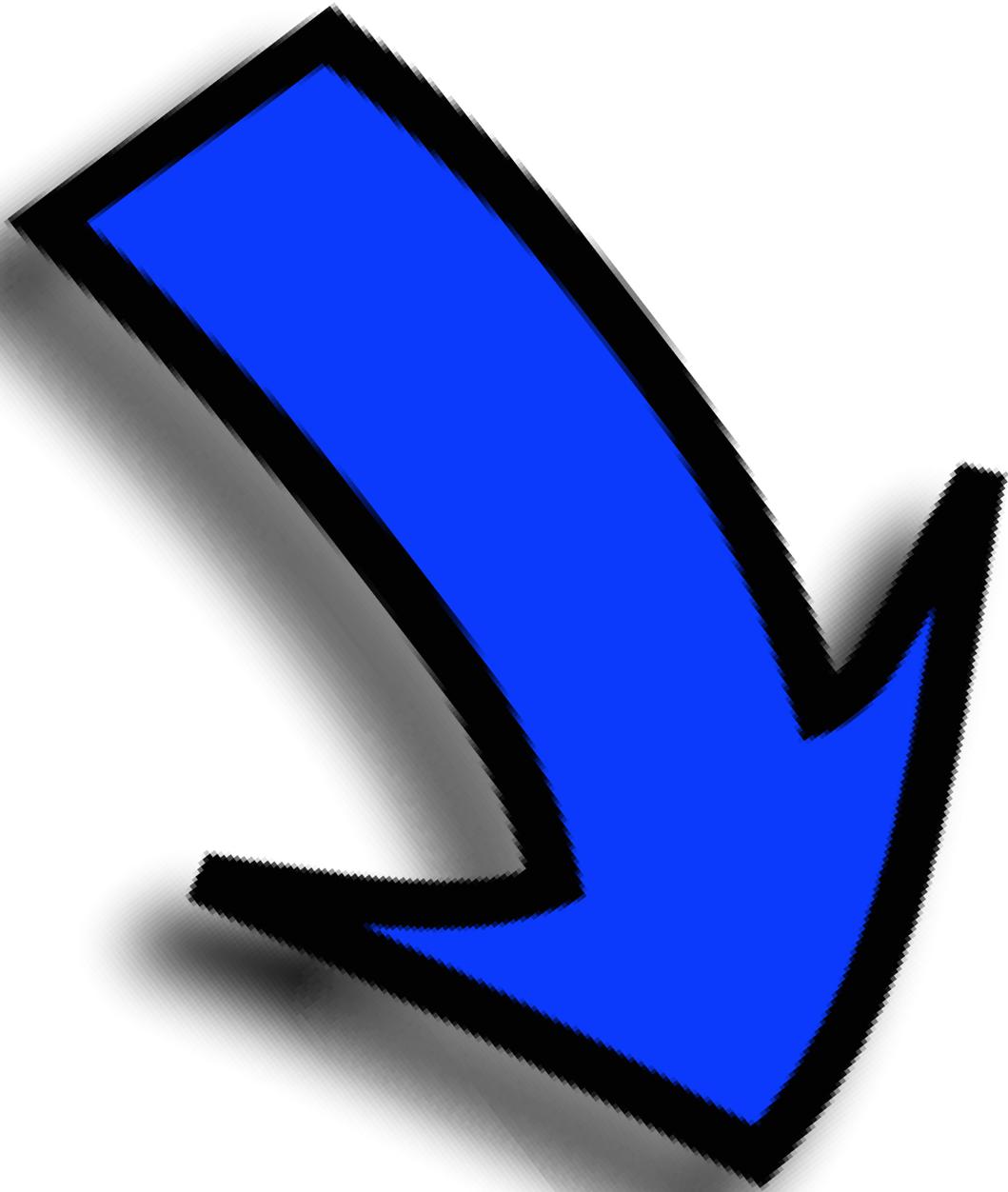


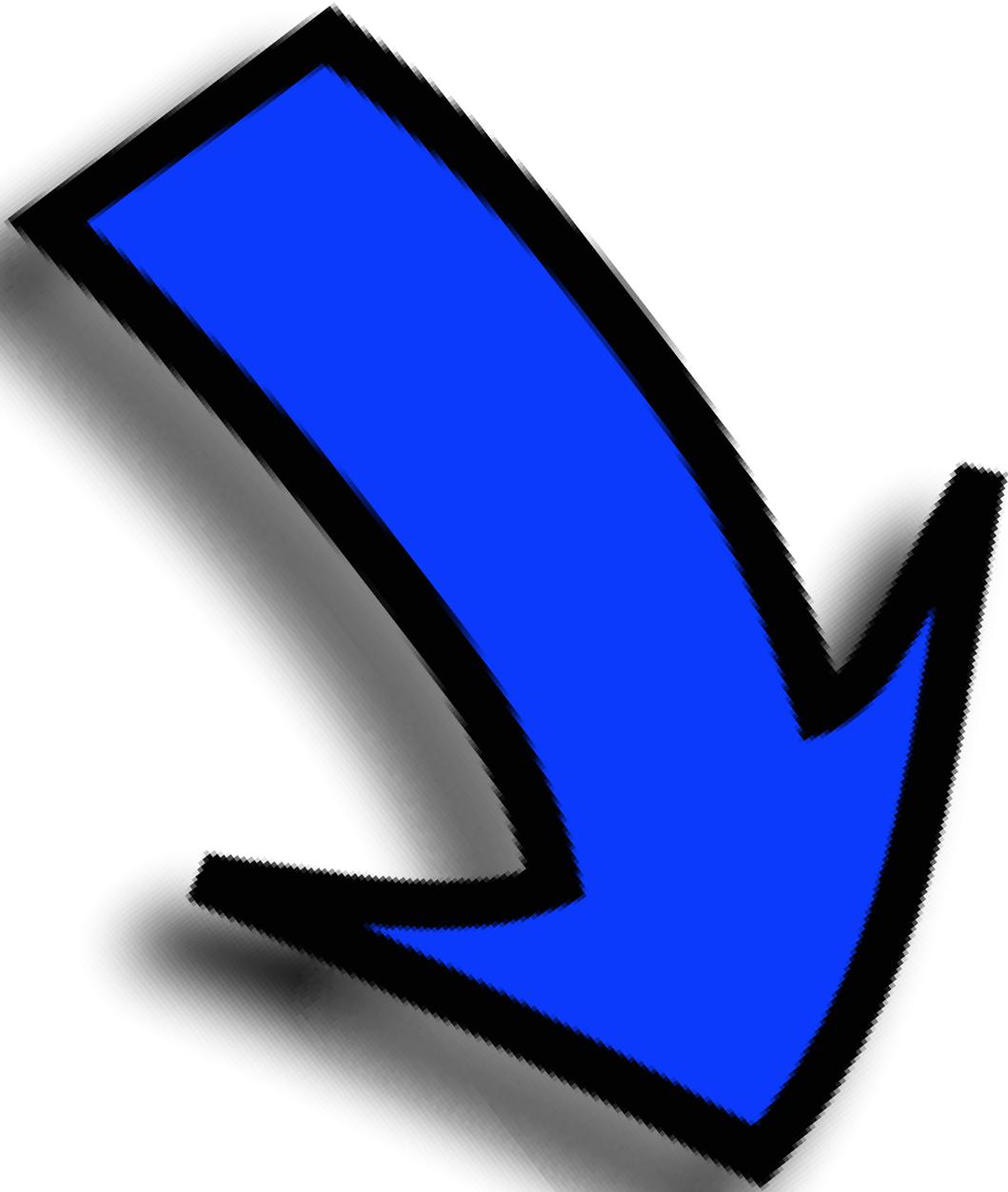


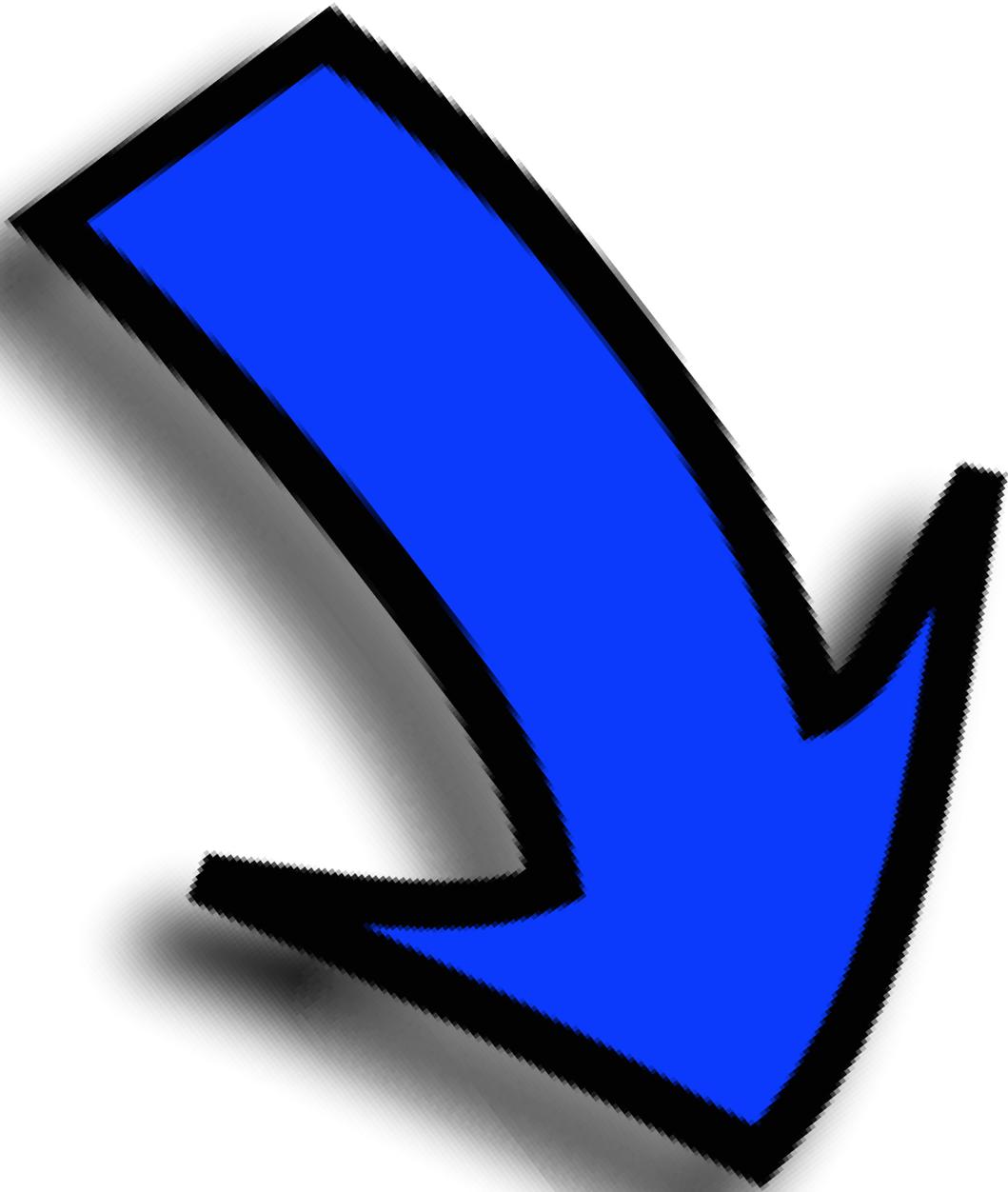












Think Feel Do

Like What Goes Around Comes Around, students benefit from understanding the connection between what they think...what they feel... and what they do.

If you think good things, you will feel good and you will do good things.

Wanting to feel good is universal.

If you think negative thoughts, you will fall into a negative cycle. The same is true for feeling negative feelings or doing negative actions.

The power to feel good lies in the understanding that you can work on any one of the parts in the cycle to turn around what is happening.

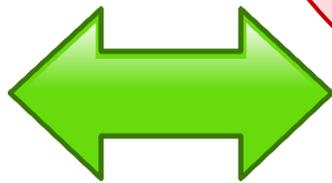
Simply, if you are feeling sad and you volunteer to help someone, you will soon be feeling good again.

If you are feeling sad, you can tell yourself
"Even if _____ I can _____" and soon you will be feeling good again.

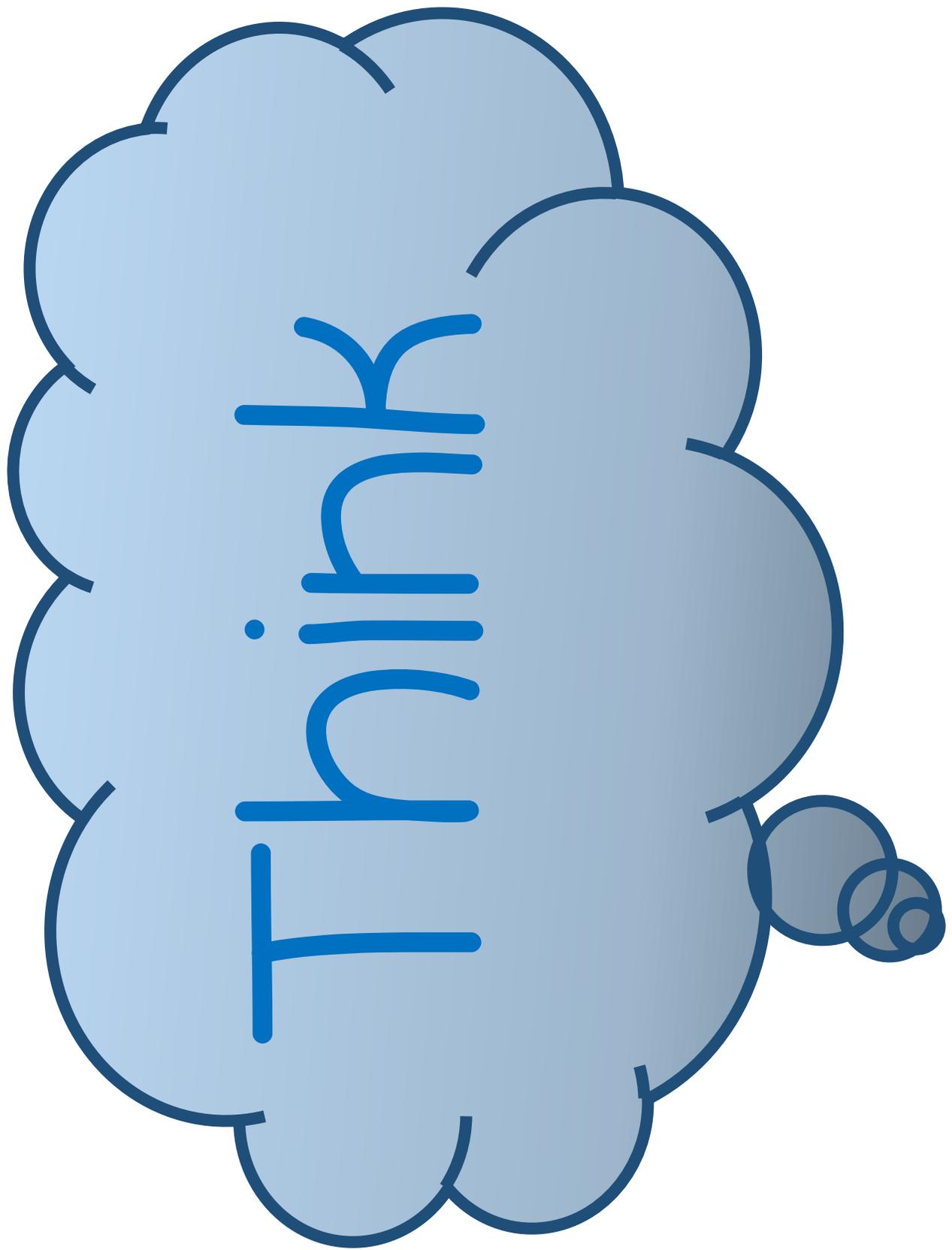
"You choose" allows students to understand they are responsible for their own feelings, thoughts and actions.

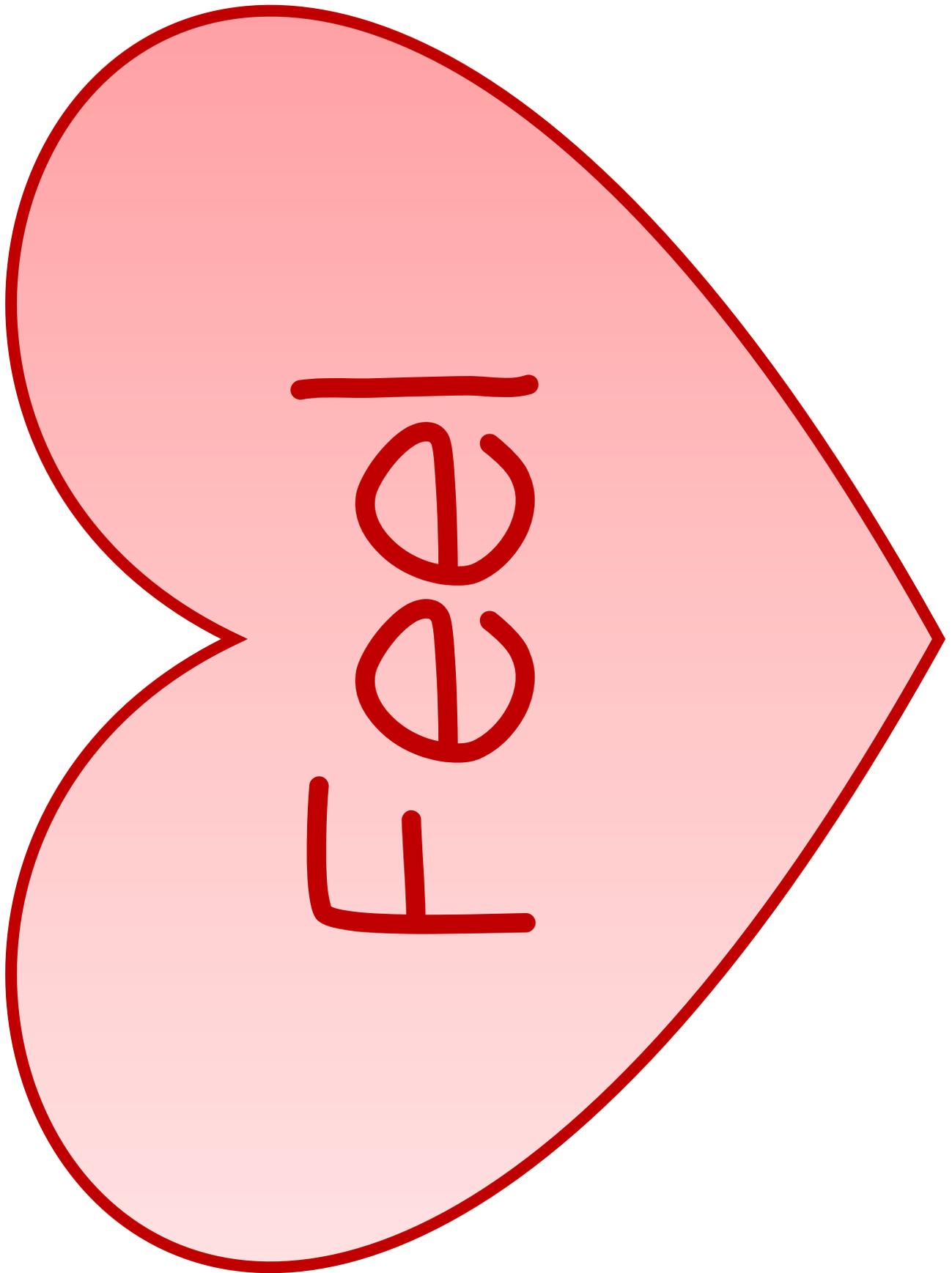


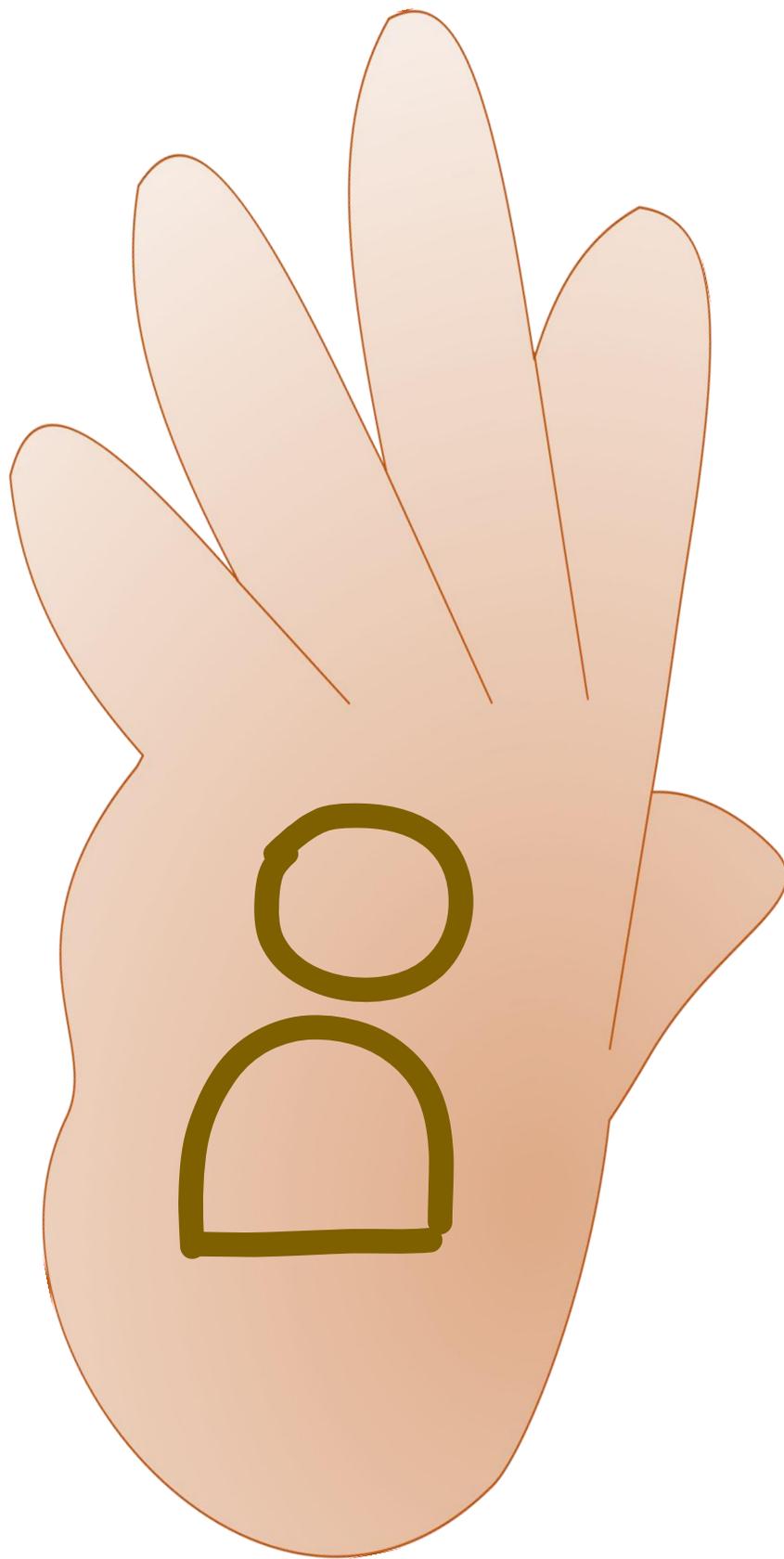
You choose.

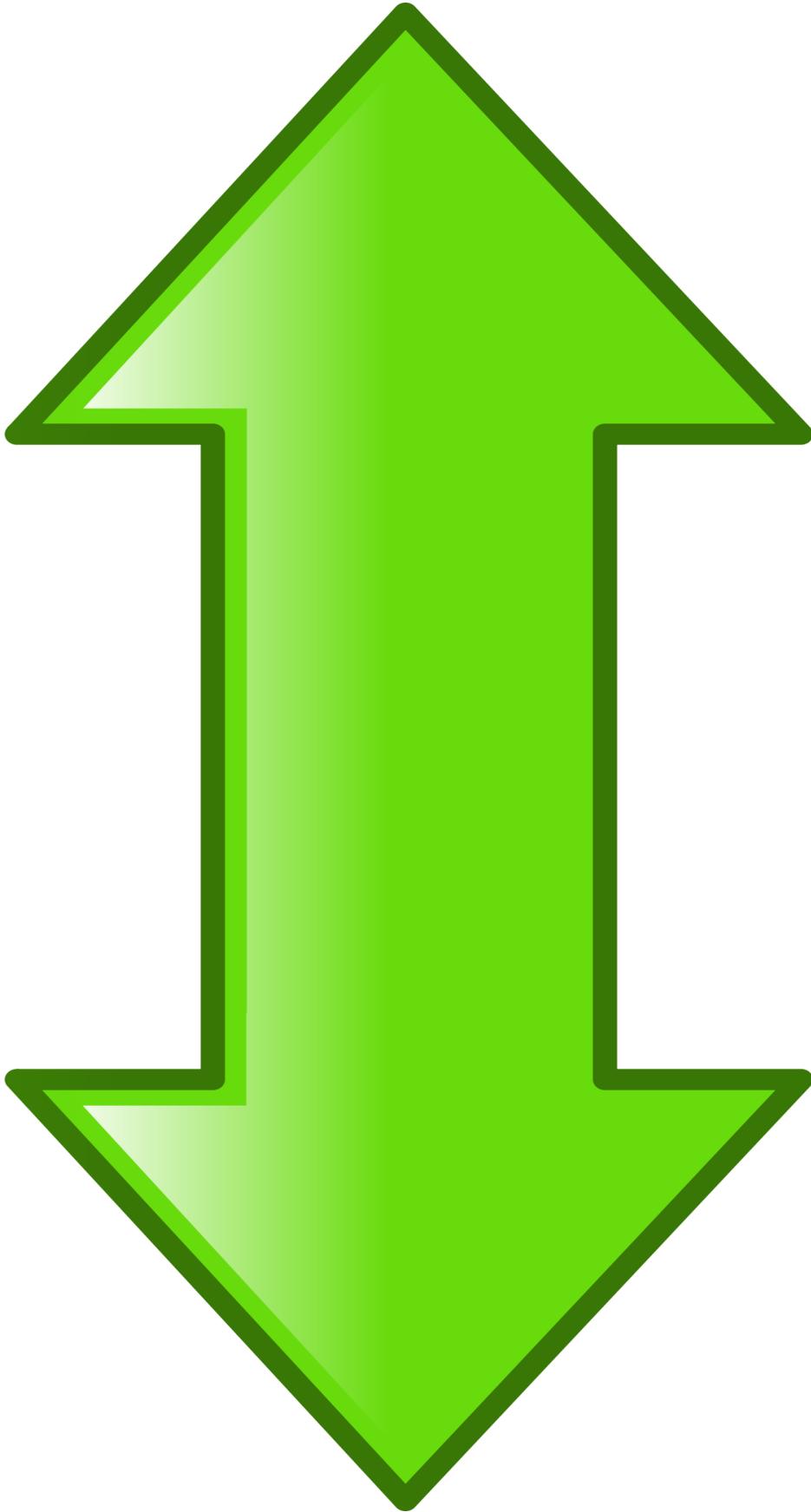


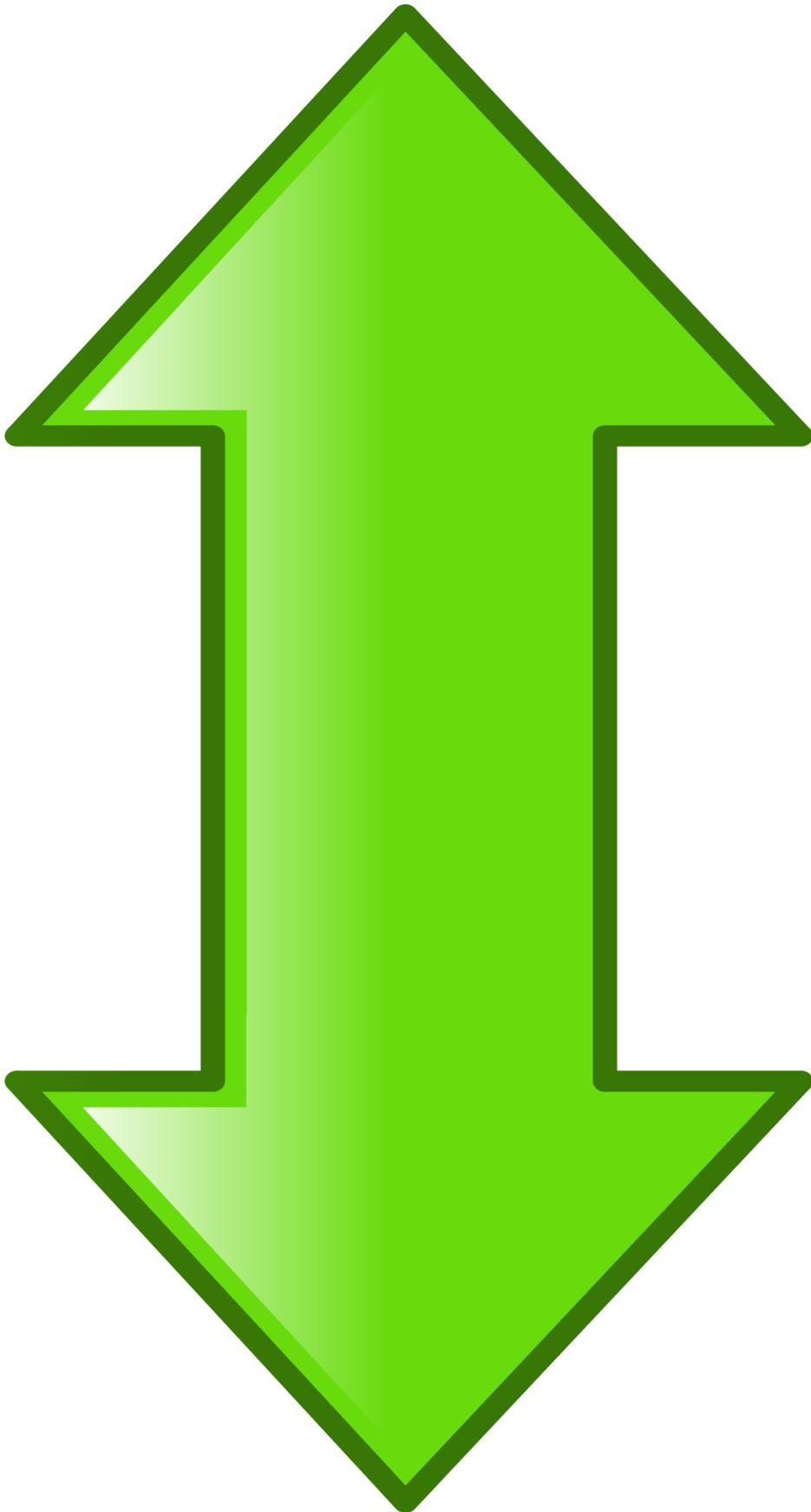
you choose.













Troubled Times

These are adverse childhood experiences.

The events that occur outside of school, along with difficulties in school; have a tremendous impact on a child's ability to cope and feel peaceful inside.

By putting these pictures on display, you are giving permission to students to discuss the negative experiences they have.

Often review elementary explanations for each Troubled Time, allowing the students to make connections. When one brave student speaks to their sadness, it paves the way for another.

Also, if a child lives in turmoil, they may not realize that the events happening around them can cause stress or anxiety. By hearing how others react to happenings, students will feel validation for their own experiences.

Troubled Times

Divorce or Separation: That's when your mom lives in one house and you dad lives in another.

Foster Family: This is when a mom or dad is not ready to take care of their children and the children need to live with another family.

Hitting: Sometimes you see people hit each other at home or sometimes you get hit or maybe you hit someone.

Yelling: Sometimes people yell at each other at home or you get yelled at or maybe you yell when you are upset.

Touching: This is when someone touches you and you don't like it or you touch someone and they don't like it.

Drugs and Alcohol: When an adult drinks too much they may act in a way that makes you feel unsafe. It is against the law to use illegal drugs.

Jail: Sometimes people we love make mistakes and they go to jail.

No Money: Some families don't have enough money to pay rent, buy food or get new clothes.

Moving: Some families move around a lot. Sometimes it happens in the middle of the night without any warning.

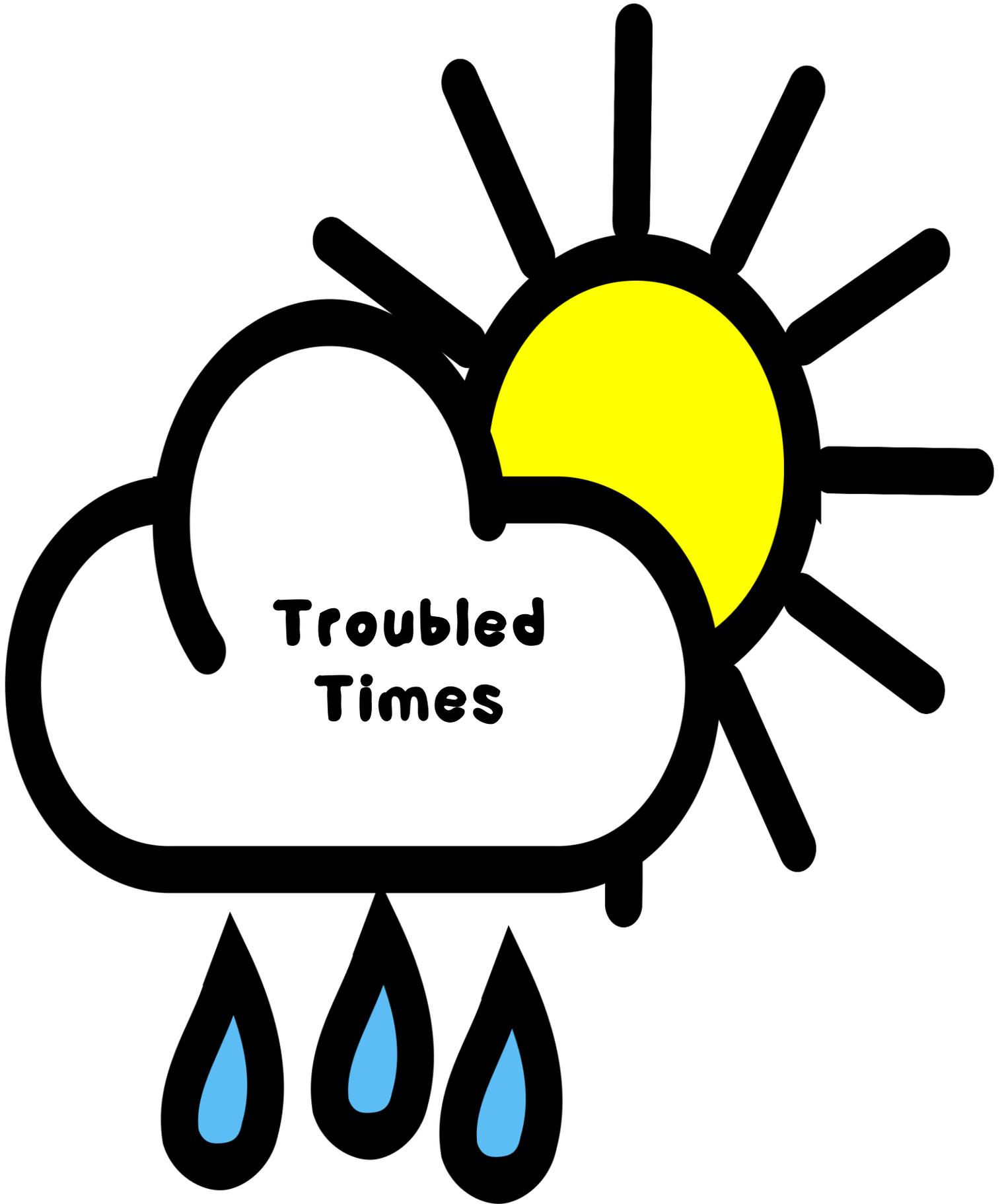
Death: People we love die. This is when you have to grieve.

Illness: People we love get sick. Sometimes they get better fast and sometimes it takes longer like when a person has cancer. Some illnesses you have to live with your whole life, like diabetes.

Trouble Learning: School is hard. Some things are harder to do than others. When something is really hard it can be frustrating.

No Friends: Sometimes you don't have a friend. This can make you feel lonely.

Conflict: Sometimes people don't get along or someone hurts your feelings.



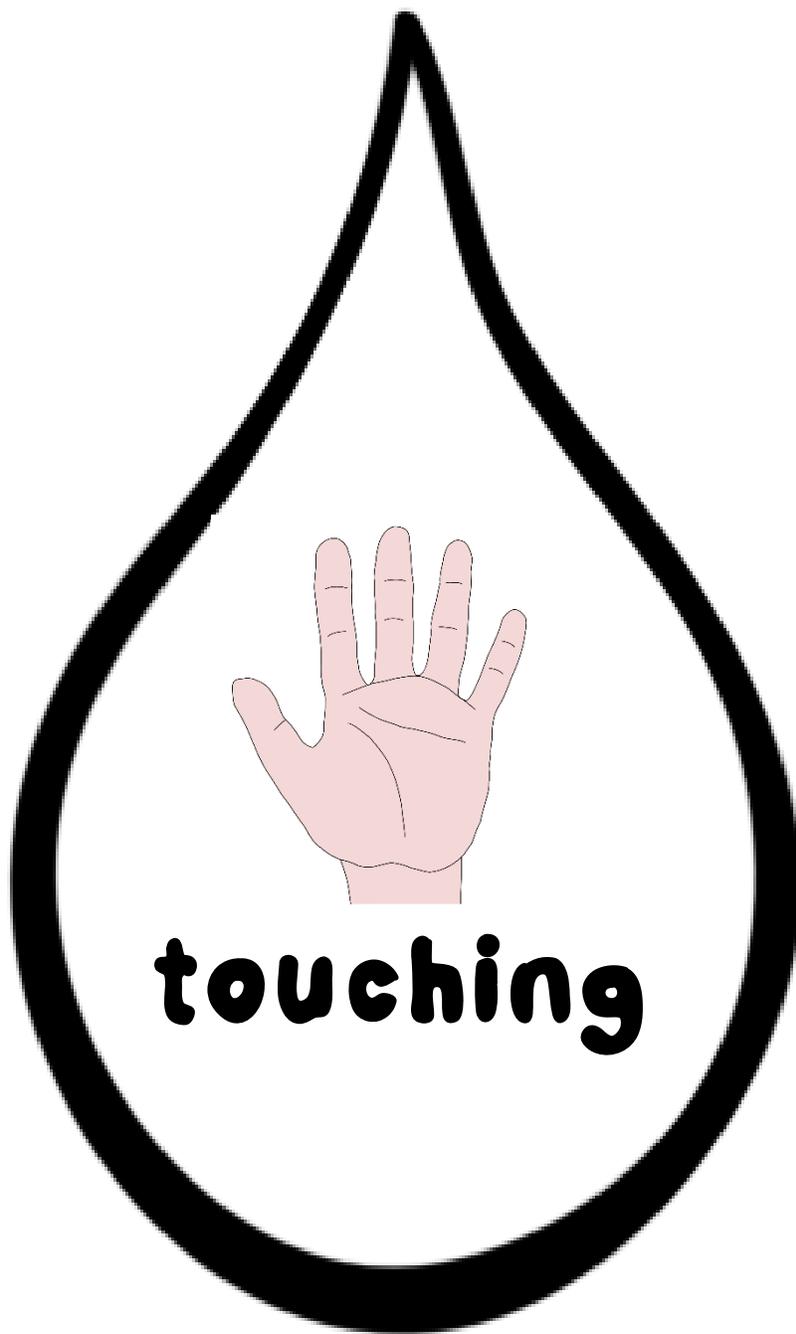
**Troubled
Times**







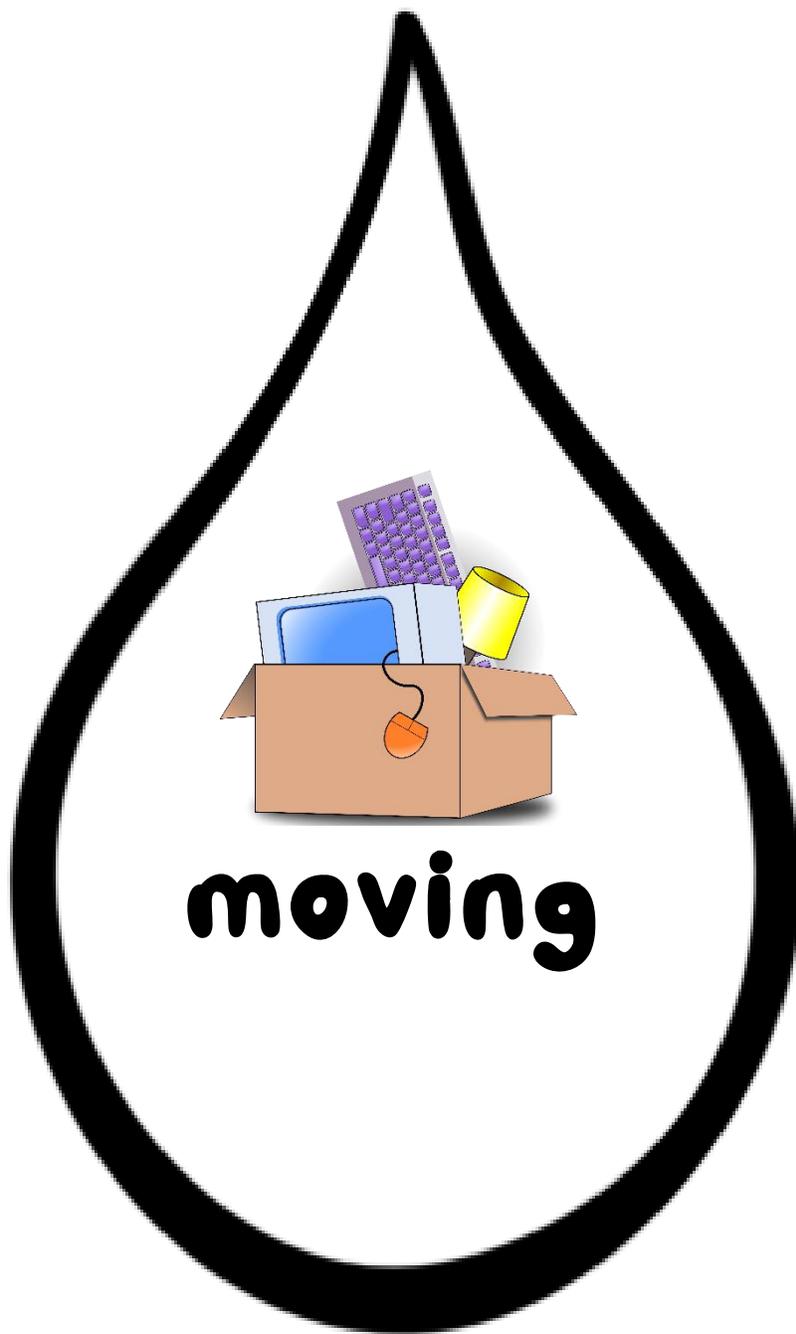


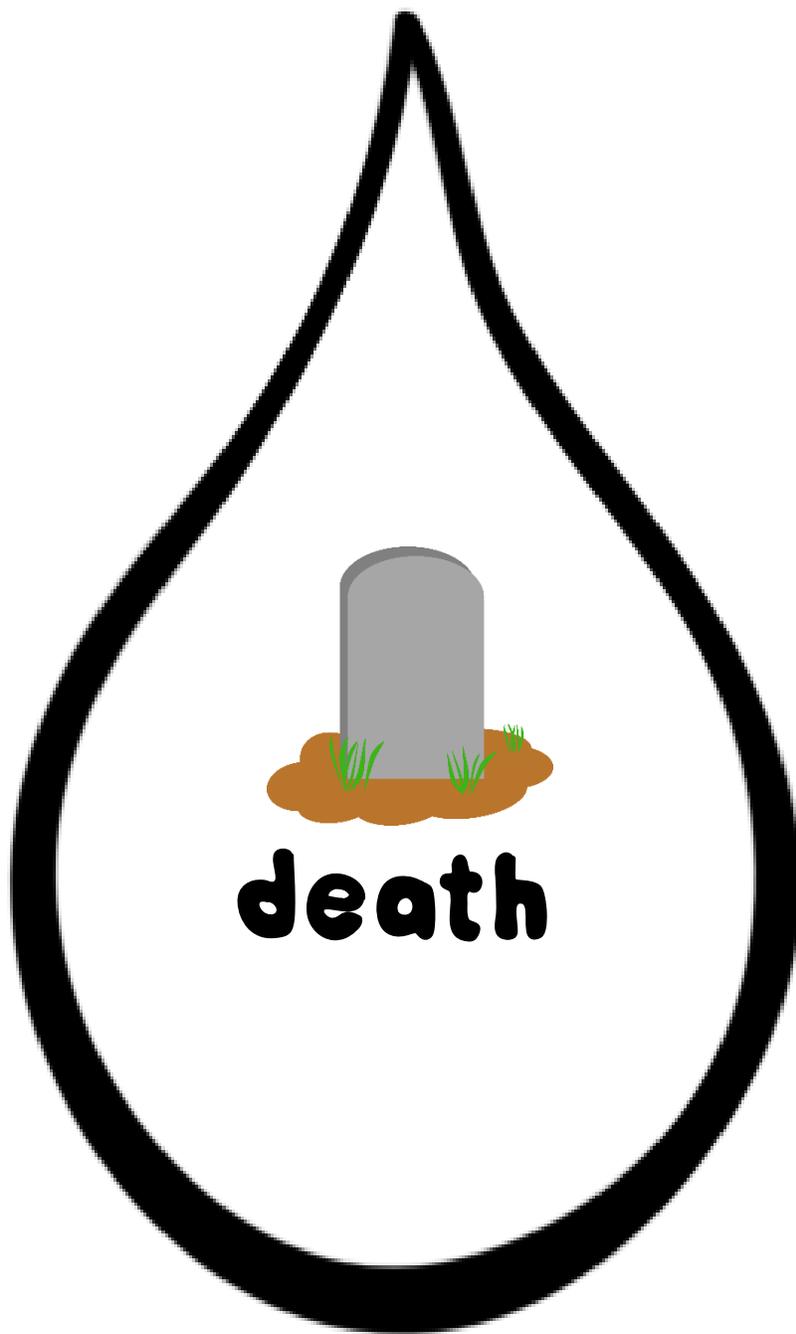












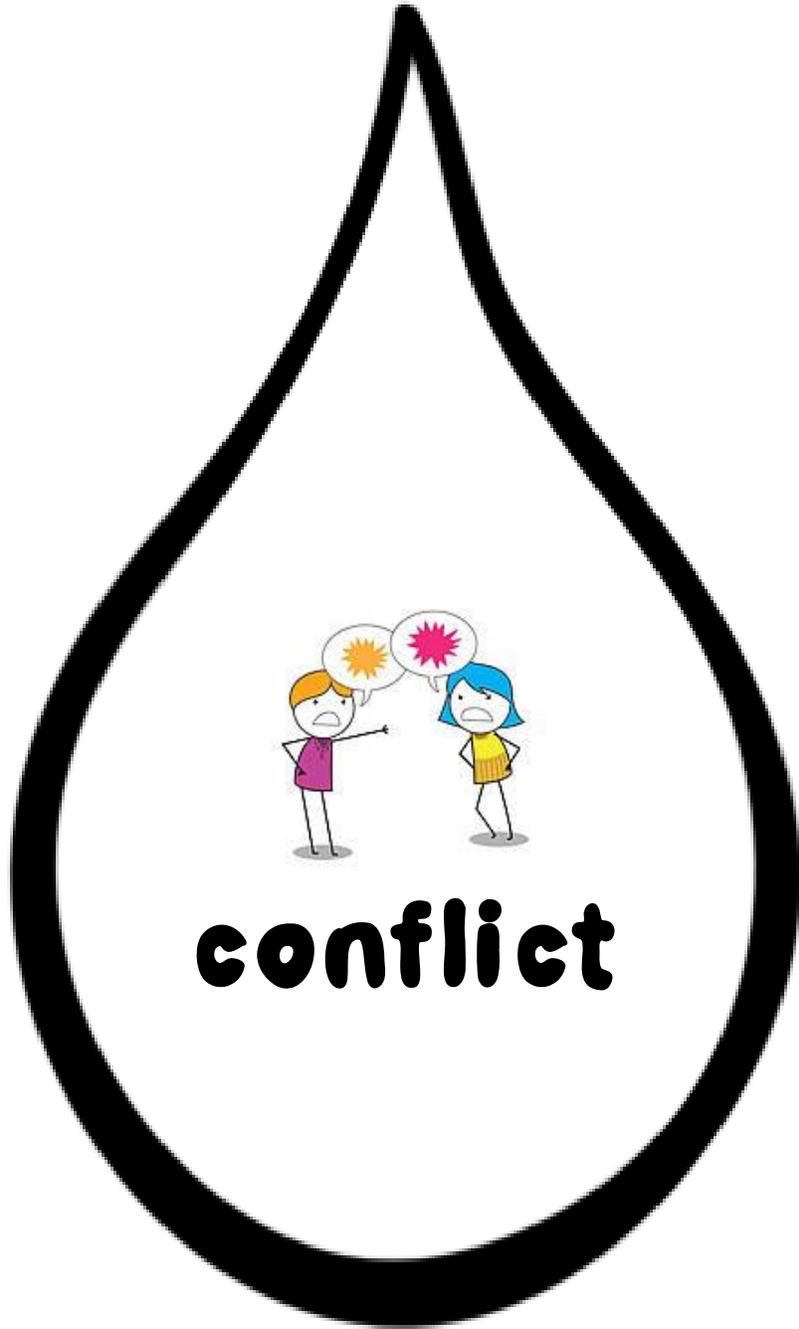


illness



**trouble
learning**





Fighting Never Helps!

When students fight to resolve conflict, this statement serves to remind them that fighting never ends well. Often, students report that their parents support them hitting back if they get hit. It is important to provide them with the expectations for school. Anyone who hits back will also receive consequences.

We all must cope.

Bad things happen everyday. No one is immune from them. Teaching the word "cope" gives children the expectation that they have the ability and power to deal with things that happen to them and around them.

Instead of telling...

On the bus, in the classroom, at lunch, at recess, in the halls....
wherever students are – they are quick to tell each other
what to do. This doesn't ever go over well. Kids don't like it when
other kids tell them what to do. Kids who continually "boss" other
kids around, end up being alienated. By suggesting students show
others what to do, you encourage proactive social skills.

Always be ready to make a new friend.

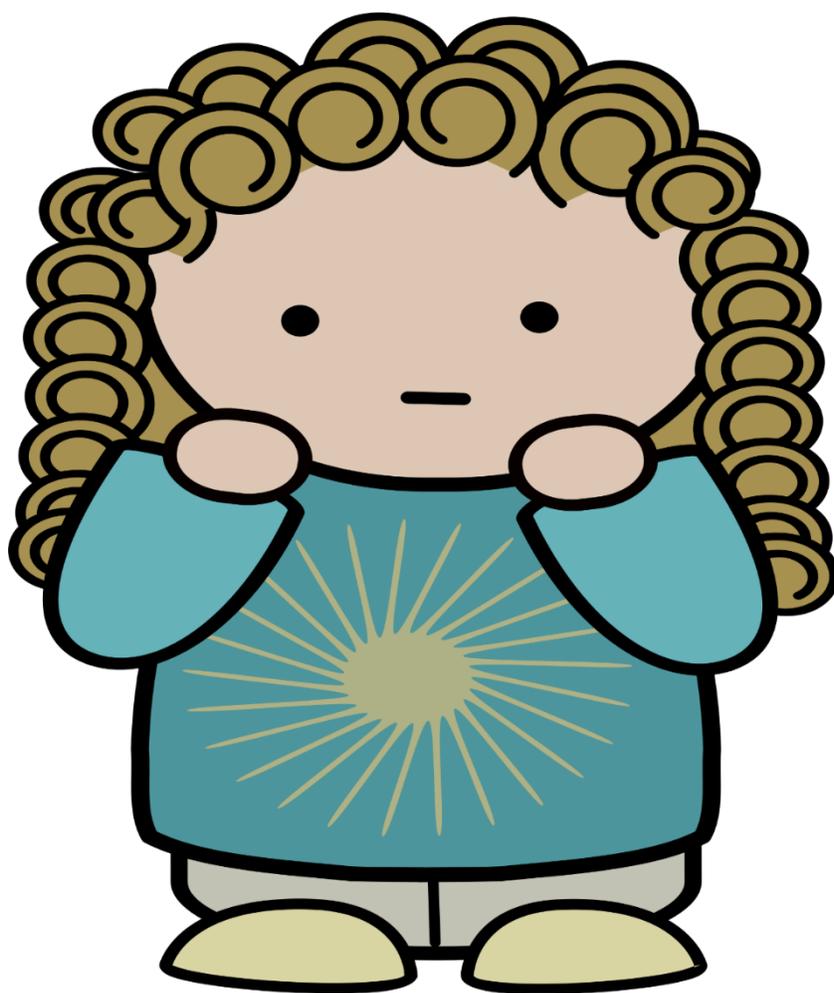
Friends disappoint us. It is part of the nature of friendship.
Children can become locked into the feeling of being
wronged. An important way to get past that, is to
accept what has happened and move on. This also
provides opportunity to discuss how to make new friends.

Fighting



never helps!

We all must cope.

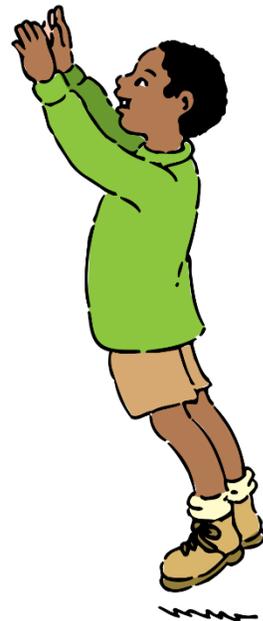
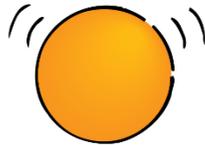


Instead of telling someone
what to do...



show them!

Always be ready...



to find a new friend!

Assertive

Being Assertive is the best way to solve a problem. When you are Assertive you Talk It Out, Compromise and Create Solutions.
You can solve your problems by being assertive.

Passive

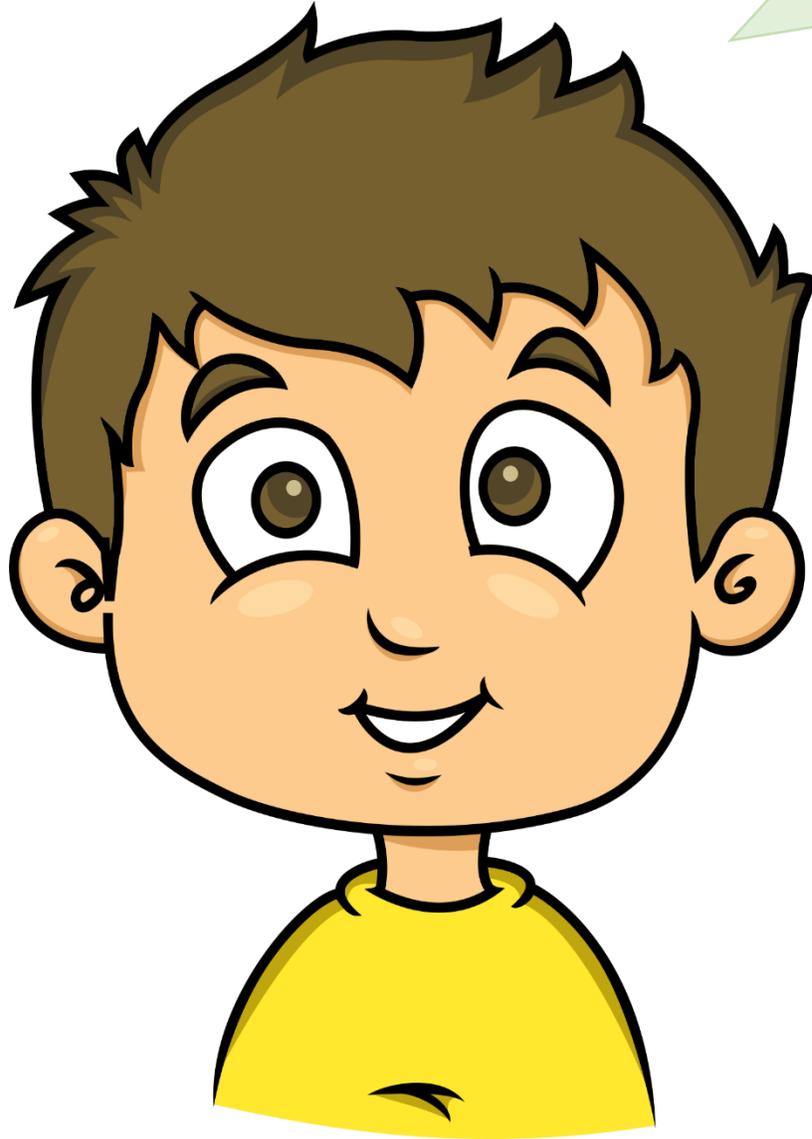
Passive is when you are afraid to say how you are feeling.
If you don't tell someone how you are feeling, the feelings can get locked up inside of you. When the feelings are locked up inside, you will not be able to feel better.
Passive is also when you pretend nothing is bothering you even when something bad has happened.
Pretending you are not upset is silly.
When you are Passive, your problems stay the same.

Aggressive

When you are being aggressive, you are acting in anger.
By fighting or blaming others for your mistakes, things only get worse.
If you are being aggressive, the problem gets bigger.

Assertive

Problem
Solved!



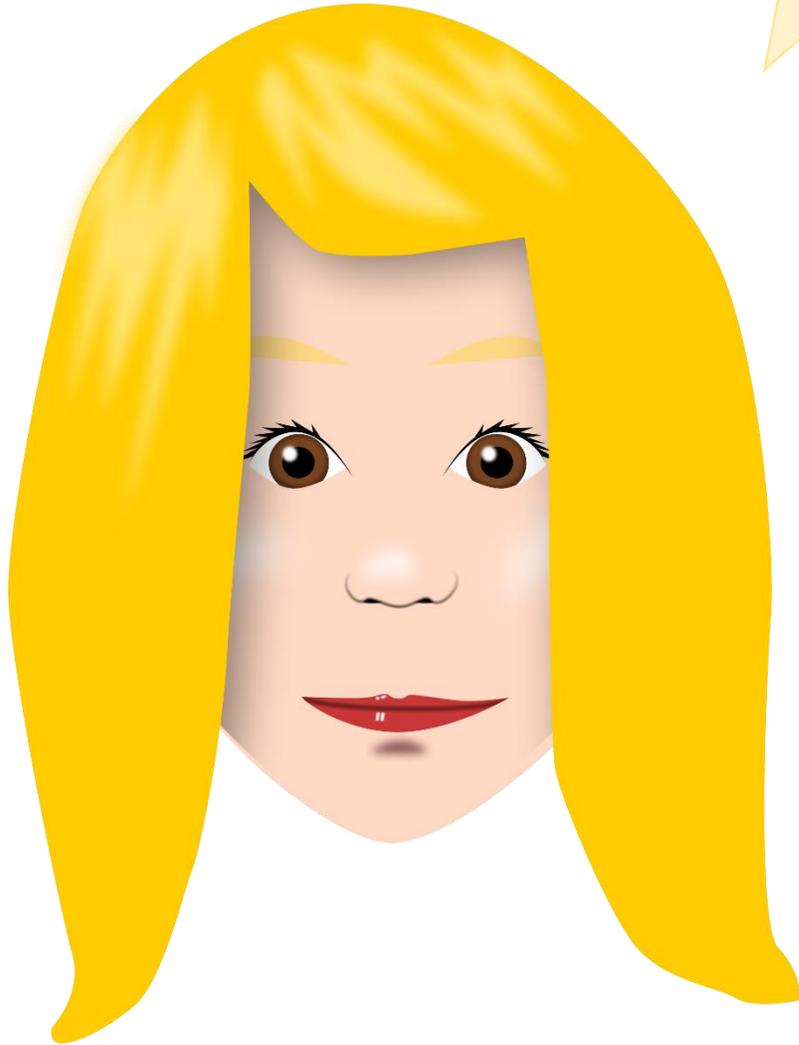
Dudley Do Right

Talk it Out Compromise

Create Solutions

Passive

Problem
stays the
same.



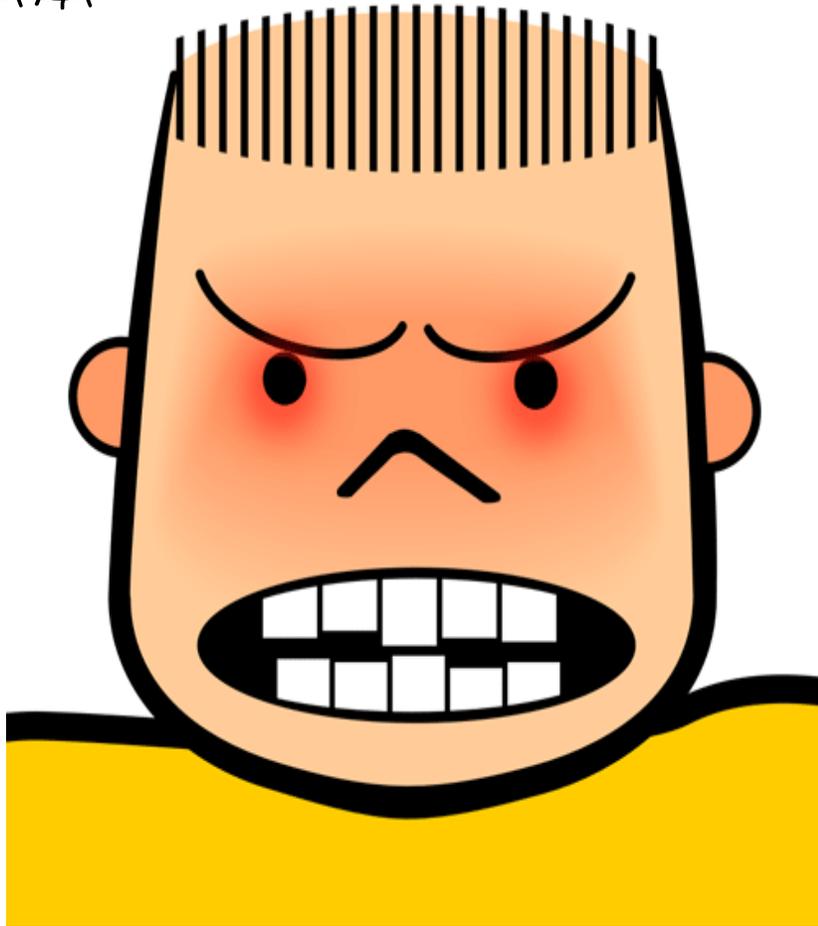
Silly Sally Shy

Afraid to Talk

Pretends Nothing is Wrong

Aggressive

Problem
gets
bigger!



Bertram Bully

Fights

Blames Others

Thank you!

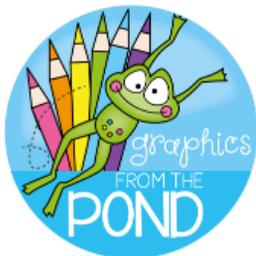
You may also like:



Find me at:



Graphics by:



Fonts By



CLIPARTHUT

Cool Collection of Free Clipart!