



## SCOPE-IT Strategy

### Materials:

- Worksheet

### Brainstorm

Ask students: Can you think of a time you said or did something that you later came to regret? Ask students to write their responses down, but do not have students share their responses at this time.

### Discuss

We've all done something or said something that we have come to regret later. Perhaps you said something mean to a family member or friend, or acted impulsively and did something that was wrong. Why do you think we sometimes do these things? Encourage students to engage in a discussion. You may need to start it by offering your own personal experience with saying or doing something you regretted.

### Dive in!

Detail: Sometimes we can say or do things that we wish we hadn't done. Today we are going to talk about a strategy we can use when we are in those situations. This strategy will help us step back and think about what's happening and what we should do next. Using a strategy to calm yourself down enough to be able to think things through is called **self-regulation**, and it's an important skill to learn; it's one that you'll use throughout your life! There are 4 tiers for self-regulation. They are: Self-monitoring, self-instruction, goal setting, and self-reinforcement. The SCOPE-IT Strategy, which you will also learn today, will help you with all 4 tiers! Let's look at this in more detail on your worksheet.



# High School

## Activity

Distribute the worksheet to students. Review each of the 4 tiers of self-regulation with students. After reviewing each tier, ask students to provide input for ways they could use the strategy. Then, review the SCOPE-IT Strategy.

- Stop and take some deep breaths.
- Consider how you are feeling and why.
- Options - what can you do?
- Plan - what are the steps?
- Evaluate the outcome.
- Insights: How can I use what I've learned? What do I know about myself now?
- Transform: Is that consistent with who I want to be? If not, what do I need to do differently?

## Reflect

Have students respond to the prompt on the worksheet: Think about the situation you wrote down during the Brainstorm activity. How could you have handled it differently?

## Professional Development

What are your favorite ways to self-regulate? Do you model self-regulation in your classroom?

## For Further Study:

- Edutopia, Emotional Regulation Techniques for Tween and Teens: [www.edutopia.org/article/emotional-regulation-activities-tweens-and-teens](http://www.edutopia.org/article/emotional-regulation-activities-tweens-and-teens)
- IRIS Center, 4 Types of Self-Regulation Strategies: [iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p08/](http://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p08/)
- Positive Psychology, What is Self-Regulation?: [positivepsychology.com/self-regulation/](http://positivepsychology.com/self-regulation/)