

Social Emotional Learning – Self-Management

Lesson Title: Self-Calming Strategies to Manage Emotions
Grade level: Grades 3-5
Lesson Length: 30-45 minutes

Lesson Plan	
Prior Learning: Understanding of social emotional learning: five core competencies – self-management, self-awareness, social awareness, responsible decision-making, relationship skills (CASEL handout)	
Learning Objective: Students will develop and demonstrate self-management skills, the ability to regulate emotions and to self-monitor and will develop behaviors related to school and life success	
Student Expectations: Applies self-calming strategies; demonstrates understanding of managing emotions and behaviors through identification of coping skills such as calming down and walking away	
Guiding Questions: <ol style="list-style-type: none"> 1. What are some emotions that people feel? (<i>happiness, anger, excitement, frustration, impatience, sadness, fear</i> etc.) 2. Is it good to keep all our <i>fears</i> on the inside? Why or why not? 3. Why do you think it might be hard to talk about our <i>fears</i>? 4. What self-calming strategies can you use to work through your <i>fears</i>? Will these strategies work for other strong emotions? 	
Vocabulary	
Essential: <ul style="list-style-type: none"> • <i>emotion</i> – a strong feeling (e.g. excitement) • <i>self-management</i> – the act of handling or control of oneself • <i>self-calming</i> – the act of soothing oneself • <i>coping</i> – to manage with success • <i>fear</i> -- an unpleasant and often strong emotion caused by expectation of harm or danger 	Supporting: <ul style="list-style-type: none"> • <i>behavior</i> – the way in which a person acts in response to a particular situation
Teacher Preparation	
<ul style="list-style-type: none"> • Preview <i>Inside Outside</i> YouTube video clip https://www.youtube.com/watch?v=8Cn1pYnAZSE • Read/analyze <i>Life Doesn't Frighten Me at All</i> by Maya Angelou. Be prepared to display the poem via a document camera, on a whiteboard, on a chart tablet, or post/email students • Write essential vocabulary (with definitions) and guiding questions on whiteboard or chart tablet or post/email students • Label chart tablet, white board, or poster: <i>Self-Calming Strategies</i> • Remind students to have paper handy for record their thinking 	
Anchors of Support	
Whole group discussion, chart of self-calming strategies to display for future reference	

21st Century Skills

Critical thinking and problem-solving

Activity – 30 minutes

Warm Up (whole group):

1. Share the focus of the lesson: learning objective and student expectations
2. Introduce vocabulary words and review definitions
3. Review guiding questions
4. Identify *fear* as a strong emotion and invite students to brainstorm a list of what situations can cause *fears* (teacher scribe on whiteboard or chart tablet)

Discussion (whole group):

1. Watch the **first 50 seconds** of the *Inside Outside* YouTube video clip (**Set up ahead of time to avoid ads**)
2. Invite students to participate in a whole group discussion of guiding question #2 (above)
3. Repeat this activity with guiding question #3 (above)

Skill Practice (whole group):

1. Read *Life Doesn't Frighten Me* poem with the whole group
2. Invite students to identify the strategies Maya Angelou suggests in the poem to overcome her fears – *saying "boo", making fun, not crying, and smiling*
3. Ask students to consider whether they believe these are useful strategies to overcome fear and calm down, then have students indicate their opinions with thumbs up (yes) or thumbs down (no) or thumbs to the side (not sure) to indicate whether they believe each of these strategies are effective self-calming strategies
4. Propose one self-calming strategy and then allow students to share 2-3 additional examples, such as *take deep breaths, ask for help, take a walk, listen to music, write about it, draw a picture*, etc. Accept all viable strategies.
5. Invite students individually to write 2-3 additional self-calming strategies that they will personally use to calm down when confronting a fear
6. Students share thoughts with the whole group

Wrap Up

Wrap Up (whole group discussion):

1. Review lesson learning objective, student expectations, and guiding questions
2. Invite students to reflect on "what they learned from the lesson today" and ask several students to share with the whole group
3. Invite students to discuss how and when they will use self-calming strategies in the future to effectively manage their strong emotions

Check for Understanding (evaluation)

Formative:

- Check for understanding periodically throughout the lesson, providing guidance as necessary
- Monitor student engagement and active participation of all each and every student
- Evaluate each student's list of *self-calming strategies* and provide clarification as needed