

## Social Emotional Learning – Self-Management

**Lesson Title:** Self-Calming Strategies to Manage Emotions  
**Grade level:** Gr. 6-12  
**Lesson Length:** 30-45 minutes

Lesson Plan	
<b>Prior Learning:</b> Understanding of social emotional learning: five core competencies – self-management, self-awareness, social awareness, responsible decision-making, relationship skills (see CASEL handout)	
<b>Learning Objective:</b> Students will develop and demonstrate self-management skills, the ability to self-monitor and regulate emotions and develop positive behaviors related to school and life success	
<b>Student Expectations:</b> Applies self-calming strategies; demonstrates understanding of managing emotions and behaviors through identification of coping skills such as calming down, walking away, and asking for help when they are overwhelmed by strong emotions.	
<b>Guiding Questions:</b> <ol style="list-style-type: none"> <li>1. What are some strong emotions that people feel? (<i>happiness, anger, excitement, frustration, impatience, sadness, fear</i> etc.)</li> <li>2. Is it good to keep all our <i>fears</i> on the inside? Why or why not?</li> <li>3. Why do you think it might be hard to talk about our <i>fears</i>?</li> <li>4. What self-calming strategies can you use to mitigate or work through your <i>fears</i>? Will these same strategies work for other strong emotions like anger and frustration?</li> <li>5. Who can you turn to for help with managing strong emotions?? (<i>family, friends, school counselor, trusted adult</i>)</li> </ol>	
Vocabulary	
<b>Essential:</b> <ul style="list-style-type: none"> <li>• <i>emotion</i> – a strong feeling (e.g. excitement)</li> <li>• <i>self-management</i> – the act of handling or control of oneself</li> <li>• <i>self-calming</i> – the act of soothing oneself</li> <li>• <i>coping</i> – to manage with success</li> <li>• <i>fear</i> -- an unpleasant often strong emotion caused by expectation of harm or danger</li> </ul>	<b>Supporting:</b> <ul style="list-style-type: none"> <li>• <i>behavior</i> – the way in which a person acts in response to a particular situation</li> <li>• <i>mitigate</i> – make less severe, serious, or painful</li> </ul>
Teacher Preparation	
<ul style="list-style-type: none"> <li>• Preview <i>Inside Outside</i> YouTube video clip <a href="https://www.youtube.com/watch?v=8Cn1pYnAZSE">https://www.youtube.com/watch?v=8Cn1pYnAZSE</a></li> <li>• 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</li> <li>• Write essential vocabulary (with definitions) and guiding questions on whiteboard or chart tablet or post/email students</li> <li>• Label chart tablet, white board, or poster: <i>Self-Calming Strategies</i></li> <li>• Remind students to have paper handy to capture their thinking</li> </ul>	
Anchors of Support	
Whole group discussion, chart of self-calming strategies to display in classroom for future reference	
21st Century Skills	
Critical thinking & problem solving	

## Activities

### 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 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)
4. Ask students to reflect on how the current pandemic may cause *fearful* emotions and how these fears can be mitigated

### 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 are effective self-calming strategies
4. Propose one self-calming strategy and then allow students to share 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 to write down 2-3 additional self-calming strategies that they can utilize 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 think about “what they learned from the lesson today” and ask several students to share with the whole group
3. Invite students to discuss self-calming strategies they will use in the future in stressful situations to effectively manage strong emotions like *fear*

## Check for Understanding (evaluation)

- Check for understanding periodically throughout the lesson, providing guidance as necessary
- Monitor student engagement and active participation of each and every student
- Quick Write activity – students have 5 min. to respond to the prompt: “Who can students who are struggling with strong emotions turn to for help? What resources are available to students?” (*family member, friends, counselor, trusted adult, mental health professionals, Fortify Florida app, etc.*). Invite students to share.