**Empathy for Self – Emotion recognition and regulation**

Lesson Date: 12/12/17 Subject Area: Emotion Regulation

Lesson Time: 25 minutes Number of Students: 25

Grade Level: 2nd grade

**Materials**:

Second Steps Empathy Poster

Second Steps “How to Calm Down” Poster

Pre-made tri-fold pamphlet “How to Calm Down”

Blank Tri-fold papers – one for every student

**Lesson Objective**:

* Students will understand how to recognize strong or triggering feelings when they arise.
* Students will determine what their individual “Stop” signal is when they recognize a strong feeling taking over.
* Students will know and be able to use common calming strategies (deep breathing, counting silently, positive self-talk) and determine their own individual calming strategies.

**Anticipatory Set**:

* “Raise your hand is you have ever felt (really frustrated, angry, sad, embarrassed, etc.)”
* Students raise their hand whenever the feeling applies to a time they have experienced it.
* “Keep your hand raised if you felt (your heart beat faster, faster breath, warm/red in the face, butterflies in your stomach, etc.) when you had that feeling.
* Students raise their hand when those events apply to their experience
* “These things sometimes happen when he have a really strong feeling. It is actually happening because of something that happens in our brain. When we have a very strong or difficult feeling like being angry or embarrassed or annoyed, we don’t know how to handle it. Our brain doesn’t know how to handle it. In these moments, the “feelings” part of our brain takes over and the “Thinking/Problem solving” part of our brain isn’t sure how to help.”
* “Today we are going to learn about how we can recognize when we have a strong feeling like that and how we can help our brain calm and find solutions when we need to.

**Teaching/Instructional Process**:

* Introduce calming poster and steps
  1. “Stop – Use your signal” – “I need to take a break”
  2. “Name your Feeling” – “I’m feeling frustrated”
  3. “Calm Down”
     + Take deep breaths
     + Count
     + Use positive self-talk
* “It is helpful to have a reminder of these steps and to have something to share with out people (friends, family, etc.) that we would like to share these steps with. So today we are going to make our own pamphlets with our new calming steps.
* Share pre-made pamphlet with students, showing each side and what to include on each side of the pamphlet.
* “We will have today and next week’s lesson to work on these so today we will break it down and work on just the cover and the first page inside”
* “Today we will have about 15 minutes to work on our pamphlets. I will us all know when we have 5 minutes and then 2 minutes left so you can plan on a good stopping point for today.”
* Hand out blank pamphlets to each student to begin working
* Walk around room, check in with students for understanding if noticing a need
* Give notices at 5 and 2 minutes left.
* Ask students to pack up utensils.
* Collect pamphlets to bring to next lesson.

**Lesson Adaptations:**

* **Consider a variety of learning styles within a lesson plan – verbal instruction, visual, creative and hands-on activity for students to explore the lesson content.**
* **Frequent check ins and contact, helping learner remain on task.**
* **Share time for working and time cues when preparing to finish or for a transition – 5 and 2 minute notice before finishing and transitioning back to lesson with classroom teacher.**
* **Break up work or multi steps into smaller, attainable tasks – two lessons for completing pamphlets, start with just cover and first inside page.**

**Lesson Reflection**

This lesson is an adaptation from the Second Steps curriculum which focuses on social-emotional learning. I took the concept of the developed lesson and added the student created pamphlet idea in order to engage all students with the lesson content in a new and novel way. I also felt this allows students to take something physically from the lesson that they are proud to show and share. By sharing the lesson content with others, students can demonstrate their understanding of the material and the concepts can be shared with other members in our community where the emotion regulation method can be practiced and strengthened amongst everyone.

I felt the addition of this activity was successful and engaged all learners. I noticed those with AD/HD or other challenges with focus did well with the lesson. Where before there was more auditory learning happening as a whole class or in small groups, the visual and hands on piece helped those students focus in on the subject more. Most were also able to share their pamphlets and what they illustrated to me, demonstrating their understanding of the content.

Also, having that independent student work time allowed me to be able to respond more to the individual needs of students as I walked throughout the room to see how students were progressing. For those students stuck or needing help remembering a next step I was able to check in as needed.

I did however find that with the students being fully engaged in their work and wanting to do their best, the pamphlet turned out to be a larger project than I expected. Even with two lessons there was not quite enough time for students to fully complete the pamphlet as they would have liked. With only two lessons some students needed to bring their pamphlets home to fully complete there.

While I did break the project down in to smaller tasks (cover first, then first inside page, and so on) I think next time I will break it down in more specific ways, giving specific targets for them to get to during their working time.