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

Lesson Date: 5/9/18 & 5/16/18 Subject Area: Emotion Regulation

Lesson Time: 25 minutes Number of Students: 25

Grade Level: 3rd grade

**Materials**:

Second Steps Empathy Poster

Second Steps “How to Calm Down” Poster

Pre-made tri-fold pamphlet “Calming Steps”

Blank Tri-fold papers – one for every student (Mastery)

Calming Stories Template (Understanding)

Role Play Scenarios (Interpersonal)

“Calming Scenarios” Blank Page (Self-Expressive)

**Lesson Objective**:

* Students will be able to recognize strong or triggering feelings when they arise (**Mastery**)
* Students will be able to describe the different parts of the brain and explain how they work in relation to strong or overwhelming feelings **(Understanding)**
* Student will be able to determine what their individual “Stop” signal is when they recognize a strong feeling taking over and express their individual feelings using their own vocabulary. **(Self-expressive)**
* 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 to use in their lives (**Interpersonal**)

**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
* “During this lesson and our next one, you will be able to choose two different ways to learn more or share your learning about calming strategies. Please choose two of the following activities to demonstrate your learning.

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| **Calming Steps – Task Rotation** |  |
| **Calming Steps Pamphlet - Mastery**  Make a “Calming Steps” Pamphlet. Each page will show one step for calming (Stop, Name your feeling, Calm down). | **Calming Role Play - Interpersonal**  With a partner, choose 2 scenarios and role play the scenario showing how to use the calming steps. |
| **Calming Stories - Understanding**  Write a narrative story about a calming down scenario using the perspective of the person and the parts of their brain involved in working through the calming steps. | **Calming Illustrations - Self-expressive**  Pick four feelings that would require using the calming strategies. Draw a scenario for each feeling and illustrate how you would use the calming steps. |

* “We will have today and next week’s lesson to work on these activities. We will have time to start a first activity today and finish both next week.”
* “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.”
* Walk around room, check in with students for understanding if noticing a need
* Give notices at 5 and 2 minutes left.

**Lesson Adaptations:**

* **Implementation of each learning style with options for students to choose which to use in order to demonstrate their learning.**

**Lesson Reflection**

I cover the content of this lesson with both 2nd grade and 3rd grade at my school. I thought 3rd grade would be the ideal grade to adapt the lesson and incorporate the various learning styles as they will be able to dive into the content in a way that is significant to them.

When introducing task rotation model and letting students know they will have a choice among the activities I was going to present to them, I noticed an immediate eagerness and excitement from the class. This was even before I began describing any of the options. As I shared the options students were eagerly deciding which options they would use.

During the work time, students had a number of questions still since the task rotation was a new model for them as well. With some questions answered, I noticed an increased level of activity and engagement during the tasks. I think the options and choice for students helped to increase that engagement.

With the increased options I took some time to go through each and describe the expectations for each. One thing I would change is to bring written directions and hard examples of each for students to reference which might address the number of questions and confusions.

If I can manage to find a little more time for the lessons I would also add an option for students to share their work with the class since there are so many ways I saw students tackle the task options. Lastly, I would add a reflection component for students to briefly share what they learned from each of the tasks they participated in. This can help them sum up their learning and inform me of how to improve the task options.