

Evidence 10.2 – Lesson Plans

WIN Lesson Plan

Emotional Regulation for cycle 2 students

Every Tuesday, 30 minutes, NEST classroom

Week 1 – October 8th 2024 : What Are Emotions?

Objective: Students will understand what emotions are and learn to identify basic emotions and emotional indicators.

Materials:

- Emotion PowerPoint with photos of facial expressions
- Paper
- Pencils

Structure:

1. Introduction (5 min):

- Ask: “What are emotions?”
- Brainstorm answers on board.

2. Discussion (10 min):

- Talk about different emotions (happy, sad, angry, scared, surprised, calm).
- Explain that all emotions are normal and part of being human.

3. Activity: Mix-and-Match Emotions Game (10 min):

- Show pictures of faces.
- Kids match the face to the correct emotion card.
- Briefly discuss situations when they may have felt that way.

4. Wrap-Up (5 min):

- Feedback from students. What did you learn today? Any comments to share?

Week 2- October 15th 2024: What Is Empathy?

Objective: Students will learn the meaning of empathy and how it differs from sympathy.

Materials:

- Paper
- Scenario cards (short examples of situations: “Your friend fell and hurt themselves,” “Someone is left out of a game,” etc.)

Structure:

1. Introduction (5 min):

- Define empathy: “understanding and sharing how someone else feels.”
- Compare to sympathy: “feeling sorry for someone but not always understanding.”
- Give child-friendly examples.

2. Discussion (10 min):

- Ask: “Can you share a time you felt empathy for someone?”
- Contrast with times they only felt sympathy.

3. Activity: Role-Play Examples (10 min):

- Read scenario cards.
- Kids act out or describe empathetic responses.
- Reinforce how empathy helps people feel supported.

4. Wrap-Up (5 min):

- Reflection: “One way I can show empathy this week is...”
- Feedback from students, answer questions

Week 3- October 22nd 2024: Storybook – My Body Sends a Signal

Objective: Students will recognize how their bodies give signals when emotions become strong.

Materials:

- Storybook: *My Body Sends a Signal* by Natalia Maguire
- Paper and pencils or markers

Structure:**1. Introduction (5 min):**

- Ask: “Does your body ever give you clues when you feel upset, nervous, or excited?”

2. Read-Aloud (10 min):

- Read the story aloud.
- Pause to ask questions like: “What do you think the character is feeling? How can you tell?”

3. Discussion (10 min):

- Make a body chart (draw outline).
- Ask kids: “Where do you feel emotions in your body?” (e.g., tummy aches when nervous, fists clench when angry, heart beats fast when excited). Use anxiety/ anger body chart for reference.
- Write answers on chart.

4. Wrap-Up (5 min):

- Reflection: “One body signal I can notice in myself is...”
- Answer questions and receive feedback from students.

Week 4- October 29th 2024: Emotional Regulation Board Game

Objective: Students will practice strategies for regulating emotions through a fun, interactive game.

Materials:

- Pre-made Emotional Regulation Board Game (or create one with cards, dice, and spaces)

- Example spaces: “Name a calming strategy,” “Take a deep breath,” “Share a time you felt proud,” “Show a happy face.”

Structure:

1. Introduction (5 min):

- Review: emotions, empathy, body signals.
- Explain: “Today we’ll play a game to practice what we learned!”

2. Play Board Game (20 min):

- Kids take turns rolling dice and completing prompts on the board.
- Encourage teamwork and sharing.

3. Wrap-Up (5 min):

- Ask: “What’s one strategy you’ll use next time you feel a big emotion?”

SEL lesson plan

Worrying and Safety: (rewritten for confidentiality purposes)

When: Tuesdays, period 2 (WIN period) for one month

Duration: 30 minutes

| Session / Lesson: | Plan: | Date: | Students: | Notes: |
|--|---|---------------------------|--|---|
| 1 – What does it mean to worry? slideshow / worry jar activity | <ul style="list-style-type: none"> Discussion: what is worrying? Slideshow Worry jar activity | Nov 5 th 2024 | student 1 student 2 student 3 student 4 student 5 student 6 | <ul style="list-style-type: none"> Student 1 did not participate until the end Student 4 -lots of prompting Student 5 – concerning responses – notes for RTM and DYP meeting |
| 2 – Worry jar craft | <ul style="list-style-type: none"> Recap on last session Decorate jars Write worries – put in jar | Nov 12 th 2024 | student 1 student 2 student 3 student 4 student 5 student 6 | <ul style="list-style-type: none"> Went well. Student 1 participated well 4 students shared their worries, 2 wanted to keep them private Most were able to recap on last week |
| 3- what does safety mean to me? / safety drawing activity | <ul style="list-style-type: none"> Discussion- what does safety mean to me? Drawing activity “draw safety” | Nov 19 th 2024 | student 1 student 2 student 3 student 4 student 5 student 6 | <ul style="list-style-type: none"> Most responded inappropriately (i.e. “shooting a gun” or “killing the bad guys”) Needed lots of prompting All except student 1 requested ongoing assistance for drawing activity Lots of brainstorming on the board Did not complete by end of period |
| 4- presentation of safety drawings | <ul style="list-style-type: none"> Recap on last session Students voluntarily present their drawings to group | Nov 26 th 2024 | student 1 student 2 student 3 student 4 student 5 student 6 | <ul style="list-style-type: none"> Continued activity from last week, took almost 20 min Student 1 and student 4 wanted to present, others showed me but not group |

My worry jar

My siblings getting kidnapped
my cat getting sick
grandparents getting cancer
my parents health losing my animal
passing my classes
parents fighting - divorce
police coming 
getting robbed
hearing noises in my sleep
Losing my family
my far teachers leaving