

## Evidence 10.2 – Lesson Plans

### WIN Lesson Plan

Emotional Regulation for cycle 2 students

Every Tuesday, 30 minutes, NEST classroom

#### **Week 1 – October 8<sup>th</sup> 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 15<sup>th</sup> 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 22<sup>nd</sup> 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 29<sup>th</sup> 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"> <li>• Discussion: what is worrying?</li> <li>• Slideshow</li> <li>• Worry jar activity</li> </ul>	Nov 5 <sup>th</sup> 2024	student 1 student 2 student 3 student 4 student 5 student 6	<ul style="list-style-type: none"> <li>• Student 1 did not participate until the end</li> <li>• Student 4 -lots of prompting</li> <li>• Student 5 – concerning responses – notes for RTM and DYP meeting</li> </ul>
2 – Worry jar craft	<ul style="list-style-type: none"> <li>• Recap on last session</li> <li>• Decorate jars</li> <li>• Write worries – put in jar</li> </ul>	Nov 12 <sup>th</sup> 2024	student 1 student 2 student 3 student 4 student 5 student 6	<ul style="list-style-type: none"> <li>• Went well. Student 1 participated well</li> <li>• 4 students shared their worries, 2 wanted to keep them private</li> <li>• Most were able to recap on last week</li> </ul>
3- what does safety mean to me? / safety drawing activity	<ul style="list-style-type: none"> <li>• Discussion- what does safety mean to me?</li> <li>• Drawing activity “draw safety”</li> </ul>	Nov 19 <sup>th</sup> 2024	student 1 student 2 student 3 student 4 student 5 student 6	<ul style="list-style-type: none"> <li>• Most responded inappropriately (i.e. “shooting a gun” or “killing the bad guys”)</li> <li>• Needed lots of prompting</li> <li>• All except student 1 requested ongoing assistance for drawing activity</li> <li>• Lots of brainstorming on the board</li> <li>• Did not complete by end of period</li> </ul>
4- presentation of safety drawings	<ul style="list-style-type: none"> <li>• Recap on last session</li> <li>• Students voluntarily present their drawings to group</li> </ul>	Nov 26 <sup>th</sup> 2024	student 1 student 2 student 3 student 4 student 5 student 6	<ul style="list-style-type: none"> <li>• Continued activity from last week, took almost 20 min</li> <li>• Student 1 and student 4 wanted to present, others showed me but not group</li> </ul>

## my worry jar

my siblings getting  
Kidnapped

my cat getting sick

grandparents getting cancer

my parents health <sup>losing my animal</sup>

losing my friends

passing my classes

parents fighting-divorce

police coming

getting robbed



hearing noises in my sleep

Losing my family

my fav teachers leaving