

Unit Title: Emotional Regulation

Grade Level: Grades 3-5

Subject Area: Social Emotional Learning

Duration/Length/Number of class periods: Five 30-minute lessons

Description:

Teach students to identify, name and use different strategies to appropriately express their emotions focusing on anger, sadness, fear, happiness, nervousness, frustration, excitement, boredom. They will work with various online platforms such as Padlet, ChatterPix, Seesaw, iMovie, and Zoom.

Established Goals (National, State, Local):

Learning Goal 1 from MDE SEL Implementation Guidelines

Self-Management skills:

- Demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress.
- Recognize that they have choices in their behaviors.
- Use coping skills such as calming down, walking away, self-talk, seeking help or mediation to manage their emotions and behaviors.
- Understand causes and effects of their emotions, thoughts, impulses, stress and distress.
- Use constructive and creative ways of expressing their emotions, thoughts, impulses and stress such as through using “I” statements.

What Enduring Understandings are desired?

People experience a variety of feelings. It is normal to have more than one feeling at a time. It is important to remain in control of our emotions.

Remaining in control of our emotions allows us to keep a level head and to problem-solve in a variety of situations.

What Essential Questions will be considered?

How does my body feel when I am experiencing an emotion? How can I safely express my emotions? Why do I need to stay in control of my emotions? How can I calm my body down?

Students will know / be able to:

Learn the meaning of a variety of emotions such fear, sadness, jealousy, anger, and frustration.

Learn synonyms to numerous emotions.

Recognize that there is a continuum of feelings ranging from mild to intense.

Identify their feelings as well as other peoples’ feelings.

Recognize the difference between a variety of emotions.
 Recognize various emotions on their own and others' faces.
 Describe emotional triggers (events that cause intense emotions).
 Recognize and describe what their bodies are feeling when they have an emotional response to a trigger.
 Name choices of activities to help calm their feelings.
 Share with others how to calm down.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1: Intro unit, read a book together about emotions (When Sophie Gets Angry - Really, Really Angry.. or Millie Fierce or The Way I Feel), play an emotion matching game, place feeling words on a continuum (i.e. irritation up to rage)			X	X	X	X	
Day 2: Students will share how they are feeling on padlet, Open with “point to feeling” activity, Animated short video (“Pip” or a “Simon’s Cat” youtube video) - tell how the characters are feeling. Discuss calming strategies (i.e. deep breaths, counting to 10, drink of water, taking a walk). Students will share what works best for them (verbally or on padlet).	X			X	X	X	2b, 2d
Day 3: Students will check in regarding feelings on padlet, Review calming strategies, Show your feelings - make a face - photo booth app, “how would they feel” quiz.	X			X	X	X	
Day 4: Students will check in regarding feelings on padlet, Make an iMovie about calming strategies.				X	X	X	2c, 2d 6b, 6d
Day 5: Students will check in regarding feelings on padlet, Finish iMovies and present to group.		X			X	X	2c, 2d 6b, 6d

Materials, tools and resources: ipads, laptop, Second Steps curriculum, paraprofessionals, teachers, students, rubric for iMovie <https://rubric-maker.com/pdf/rubric.php?/dq221rdll57gouOf1lokp2muk2onbaeeqd064tofmshdubd9g2a0/rubric/1/316304>

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Additional credit given to: Rubric-maker.com