



40 Years of Inspiring, Educating, Connecting.

## Technology Integration Workshop 2016

**Unit Title:** I Have Feelings

**Grade Level:** K, 1, 2

**Subject Area:** *Social Emotional Learning*

**Duration/Length/Number of class periods:** 6 weeks - 10-20 minutes a day

**Description:** Teach scholars to identify, name and use different strategies to safely express their emotions focusing on anger, sadness, fear, happiness, nervousness, frustration, excitement, boredom. They will work through a paper workbook, which will be turned into an iBook to be used throughout the year and with their IEP meetings.

**Established Goals (National, State, Local):**

Show progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. (Self Control 1)

Develops growing understanding of how their actions affect others and begins to accept others and begins to accept the consequences of their actions. (Self Control 2)

Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (Self Control 3)

**What Enduring Understandings are desired?**

People have feelings.

It is ok to have feelings.

Different people do not always feel the same thing at the same time.

We are all unique individuals.

**What Essential Questions will be considered?**

How does my body feel when I am experiencing an emotion?

How can I safely express my emotions?

What do I do when I don't like how I am feeling?

Who is in charge of my feelings?

Who is in charge of my actions?

**Students will know / be able to:**

Identify feelings.

Recognize the difference between fear, anger, frustration and other confusing emotions.

Describe triggers (situations that spark intense emotions that get in the way of life).

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.

Select from a menu of choices an activity to help shift their feelings to a calmer state.

Practice the various activities to become familiar with how they work.

Description	F o r m a t i v e	S u m m a t i v e	Intro duct ory Acti vity	Learni ng Activi ty	Stu dent Tec hno logy Use d	Teac her Tec hno logy Used	<a href="#">ISTE Stan dard s</a>
<b>Each day will involve most of these activities:</b>							
<b>Learning Activity to introduce Emotion/State of Being:</b> questioning, discussion, relevance, personal experience with emotion. Teacher may use story book or movie to introduce.			<b>X</b>	<b>X</b>		<b>X</b>	
<b>Role Play:</b> Puppet is feeling the emotion, students will help the puppet choose activities to help them self-regulate & safely express their feelings. Or Choose your own Adventure on Scratch - how does the Sprite make choices and what happens when they do?	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	
<b>Workbook:</b> Students fill in pages for that emotion including: -map of their body -sentences/words describing how they feel -what the triggers are for that emotion -how they can safely express that feeling - strategy to self-regulate	<b>X</b>			<b>X</b>			
<b>Recording:</b> Students will take a photo and narrate a video of their pages to be uploaded to their ibook.	<b>X</b>				<b>X</b>	<b>X</b>	<b>2b</b>
*** data on their IEP goals with regards to self regulation will be collected and stored in Numbers on their ipads. The graphs will also be smashed into ibook along with their I Have Feelings book. Their daily data will be used in reflection, building self-awareness, setting goals and being metacognitive about their behavior.		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	


**Materials, tools and resources** : Story books, puppets, ipads, workbook, laptop, paraprofessionals, teachers, students.

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**Additional credit given to**