



# Rio Grande Educational Collaborative Before and After School Program Lesson Plan

• **TITLE OF LESSON:** SEL Theater     **DATE:** \_\_\_\_\_  
**SITE NAME:** \_\_\_\_\_ **CLASS SIZE:** \_\_\_\_\_  
**NAME(S) OF INSTRUCTOR:** \_\_\_\_\_  
**CREDIT:** (ie: website, pinterest,) \_\_\_\_\_  
**NM COMMON CORE: (SEL Standard)** Regulation 3B. Student recognizes life stressors and has strategies to manage them.  
**CASEL Standard:** Self-Management\_

## LEARNING OBJECTIVES:

**Students will understand the following:** (What students will be learning)

1. Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress reducing coping strategies that help calm the amygdala and nervous system.

## ACTIVITY:

**Instructional Sequence:** (Step by step instructions, should another instructor pick up and teach the lesson successfully)

1. Instruct students to form a circle.
2. Talk students through a life stressor you recently experience (can be made up factual) Ask them to help you brain storm all the ways you could handle the situation. Then ask them to help you determine which coping strategies are healthy/ productive/safe
3. And which are not. Have the class vote on the best and the worst possible solution. Ask them what natural consequences they might expect then follow the courses of action they selected.
4. Thank students for their help working through your “problem”. Then explain that they will be using the same skills to come up with coping strategies for common stressors seen in schools. Introduce the role play cards. Explain the students will be working in groups to act out the scenario stated on their card. Each group will two performances. The first should end with a healthy/productive/safe solution. Model using the personal example above.
5. Split students into groups. Allow 10-15 min. of role planning. Actively monitor students to ensure they are on task.
6. Bring students back together for presentations. Explain audience expectations (attentive and supportive behaviors)
7. Students present in the same order as groups were assigned.
8. Teacher models audience expectations.
9. After each group performance, give students 1-2 minutes to jot down the coping strategy they saw as well as the natural consequences of that coping strategy (write and display key words at the front of the room if necessary Collect papers at the end of the lesson
10. Invite each group up to the “stage” to take a bow
11. Encourage students to journal or draw about a life stressor they recently experienced and coping skills they could utilize. Ask students to consider natural consequences of each potential response.

## MATERIALS:

**The following materials or equipment needed for this lesson:** (Include special equipment request)

- Role Play Description Cards (see below for examples)
  - o Role Play 1. Jamal asks to use the restroom at the beginning of the school day. When he came back to class, he finds that his things are scattered all over the floor. He knows everything was in a neat pile when he left for the restroom.
    - Suggested roles: Jamal, teacher, classroom peers
  - o Role Play 2. Jasmine really wants the lead role in the school play. She practices hard and is proud of her audition. When the

cast list comes out, Jasmine learns that her best friend, Ali, got the lead instead.

- Suggested roles: Jasmine, Ali, play director, other students
- Role Play 3: Eddie is sitting at the front of the school bus minding his own business when he feels something hit him in the back of the head. He turns around and sees a rubber band on the seat behind him. Alvin, who sits in the back of the bus, carries a rubber band ball with him everywhere he goes. Eddie suspects Alvin aimed the rubber band at him to get even for an argument they had yesterday at recess.
  - Suggested roles: Eddie, Alvin, bus driver, other students
- Community Circle talking piece (encourage students to respect the talking piece by giving the person who is holding it their undivided attention and waiting their turn to talk).

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SITE SUPERVISOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**INSTRUCTOR'S REFLECTION:**

**Reflection on the lesson given:**

1. How many students participated in the lesson given? \_\_\_\_\_
2. Name(s) of instructors participated. \_\_\_\_\_
3. How long did your lesson take? (Amount of time) \_\_\_\_\_
4. How did the students feel about the lesson? \_\_\_\_\_
5. Did the students like the lesson? \_\_\_\_\_
6. What part of the lesson did the students like? \_\_\_\_\_  
\_\_\_\_\_
7. What part of the lesson did the students not like? \_\_\_\_\_  
\_\_\_\_\_
8. Were the students interested in the topic of the lesson? \_\_\_\_\_
9. Was the content of the lesson difficult for the students? \_\_\_\_\_
10. What could you have changed to make the lesson interesting? \_\_\_\_\_  
\_\_\_\_\_
11. Did you have any trouble getting your lesson together? (Idea & Materials) \_\_\_\_\_  
\_\_\_\_\_
12. How do you rate your lesson? (1-10) Why? \_\_\_\_\_  
\_\_\_\_\_

**SITE SUPERVISOR'S REFLECTION:**

**Reflection on the instructor's lesson:**

1. How many students participated in lesson? \_\_\_\_\_
2. How many instructors participated in lesson? \_\_\_\_\_
3. Did the students enjoy the lesson? \_\_\_\_\_
4. What part did the students enjoy? \_\_\_\_\_  
\_\_\_\_\_
5. What part did the students NOT enjoy? \_\_\_\_\_  
\_\_\_\_\_
6. What could have been changed to make the lesson interesting? \_\_\_\_\_

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7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_

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8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)

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9. Comments: \_\_\_\_\_

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