



# Rio Grande Educational Collaborative

## Before and After School Program Lesson Plan

TITLE OF LESSON: Headliners 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 will be able to give you examples of strategies to use when emotions have been triggered.
2. Students will be able to recognize emotional stress response.

### ACTIVITY:

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

1. Review Circle Agreement
2. Ask students to think about one stressor in their life that gives them some worry or concern. [give them 30-60 seconds to think]
3. Tell them you are going to go around the circle and invite each student to share -remind of the Circle Agreement-a person can pass, but it is the group's hope that all will participate-just as the group expects we all will listen to each other, be respectful, and ask questions if need clarification.
4. Begin the Sequential Go-Around (as the facilitator- you may want to begin the sharing to model).
5. Remind students how their worries sometimes trigger the amygdala response-when the amygdala takes over our ability to think rationally-the prefrontal cortex goes 'offline' and the amygdala is in the driver's seat.
6. So instead, we need to get in practice of being quicker at recognizing when our amygdala is triggered and activated so we can engage our prefrontal cortex quicker-we need to get our "headliner" in the game as quickly as possible.
7. Distribute the *Headliners* handout.
8. Review the steps again regarding when emotions get triggered, it can be easy for the amygdala to take over instead of engaging the prefrontal cortex. The intent of this activity is to have "go to" phrases that are automatic so we can quickly grab them -just like Headliners in a paper-and use/apply them.
9. Give students time (either individually or students can work in small groups) to work on developing their own Headliner.
10. End lesson with sharing and practicing 1-2 Headliners

**MATERIALS:**

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

1. \_Headliners handout
2. Short video clip (Think Before You Act For the Birds)

**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? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

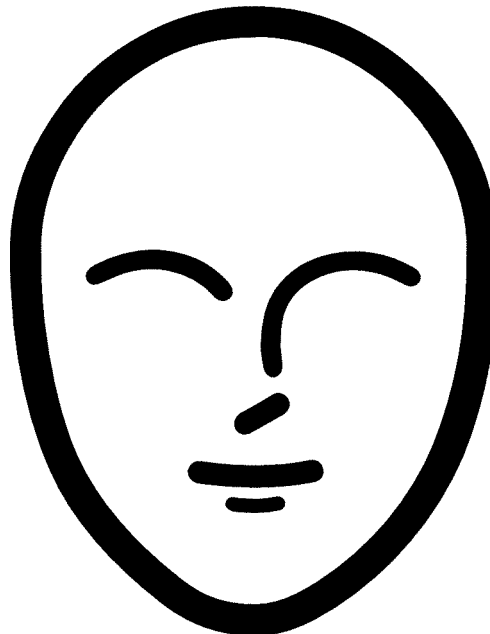
7. Was the content of this lesson difficult for students to understand? Why? \_\_\_\_\_  
\_\_\_\_\_
8. What part of STEAM or literacy was used? (Science, Technology, Engineering, Art, Mathematics or Literacy)  
\_\_\_\_\_  
\_\_\_\_\_
9. Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# HEADLINERS

When you notice an emotion has been "set off," activate your HEADLINER. Be ready to call up one of the short phrases that you have previously created.

Your amygdala has been set off and now it is time to engage your thinking brain to recall one of your HEADLINERS.

**Short statements (one to three words) are used to get your attention once you realize that your emotions have been set off.**



**\*\*It is important that you have HEADLINERS on file and ready to use.**

- Hold it ...  
Own...
- Stop
- Breathe...
- Wait a minute
- Write Your