



Rio Grande Educational Collaborative Before and After School Program Lesson Plan

TITLE OF LESSON: Headliners

DATE:

SITE NAME:

CLASS SIZE:

NAME(S) OF INSTRUCTOR:

DURATION OF LESSON:

CREDIT (website used):

STANDARDS: (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:

- Students will be able to give you examples of strategies to use when emotions have been triggered
- 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. Ask students to think about one stressor in their life that gives them some worry or concern.
2. 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 anyone needs clarification.
3. Begin sharing. Find an opportunity to share with 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. 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.
4. Review the steps if necessary 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 and apply them. These are simple one-to-three-word phrases like, "Stop," "I'm upset," "Calm down," "Take a breath," "Don't overthink it," etc.
5. Give students time (individually or in small groups) to work on developing their own headliner.
6. End lesson with sharing and practicing these headliners in context. Create a roleplay scenario where you can demonstrate how your emotions have been triggered and how students should respond to it using what we've learned today.

MATERIALS:

The following materials or equipment needed for this lesson:

(Include special equipment request)

- _____

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: _____

