

Ruler Curriculum Lesson 1: What is Emotional Safety?

In person lesson

Aim	What is emotional safety? What's the difference between emotional and physical safety?
Objective	<ul style="list-style-type: none"> • SWBAT describe the similarities and differences between physical and emotional safety • SWBAT define emotional safety • SWBAT explain the basic brain and body processes when a person feels safe versus threatened
Time	43 min
Set up	<p><i>Suggestions:</i></p> <p>-Set up four pieces of chart paper labeled: Physically unsafe, physically safe, emotionally safe, emotionally unsafe. Or -Set up projector with physically/emotionally safe/unsafe chart; provide students with four sticky notes each. PPT here.</p>
Soft Start Ritual (7 min)	<p>-Play calming/energizing welcome music.</p> <p>-Discuss Halloween/weekend activities.</p> <p>-Remind students to vote for best teacher Halloween costume, PPT here</p> <p>Other Soft Start Ideas</p>
Welcoming Routine (6 min)	<p><u>Mini intro discussion:</u></p> <p>Today's lesson is all about emotional safety and its comparison to physical safety. Open up discussion: what is emotional safety?</p> <p>We will be examining what emotional/physical safety feel like in the body, what happens in the mind and their impact on learning.</p>
Engaging Strategies (20 min)	<p>Either:</p> <ol style="list-style-type: none"> 1) Divide students into four groups, each group will write responses on assigned chart paper (physically safe, physically unsafe, emotionally safe, emotionally unsafe). <p>Or</p> <ol style="list-style-type: none"> 2) Project chart on board; have each student write what physical and emotional safe/unsafe circumstances and feel like in the body/in the mind on a sticky note. Kids take turns posting sticky notes to the board in the corresponding column.

	<p><u>Review whole group & discussion:</u></p> <ul style="list-style-type: none"> -Brainstorm together what the impact of each category is on learning. -Brainstorm situations where students feel emotionally/physically safe and unsafe. <p>Key points for discussion:</p> <ul style="list-style-type: none"> -Point out that feeling physically or emotionally unsafe limits learning where physical and emotional safety make it possible to learn. -Ask students to share how they can tell when they are safe or unsafe, and prompt students to identify that in many physically or emotionally unsafe situations, our bodies and minds can feel very similar. -Our brains and bodies have certain systems to protect us, and when we are unsafe, our bodies and minds focus in on the danger. Our bodies use the same process to protect us from danger, whether it's physical or emotional, and in preparing for danger, the body focuses on the threat and not much else. This process takes away energy from the rest of what our bodies are doing, like digesting food or growing. If the threat is over quickly, our bodies go back to normal. -In contrast, when we are physically safe, our bodies are working at full capacity and all our body systems are doing their jobs. When we are emotionally safe, our minds are ready to learn, relate to others, and think about things other than distress.
<p>Optimistic Closure (10 min)</p>	<p>Final reflection (5 min):</p> <p>Remind students that in an emotionally safe environment, everyone can express how they feel without worrying that others will judge or make fun of them and that our best learning happens in emotionally safe environments.</p> <p>Either in groups or as a whole class, invite students to brainstorm additional behaviors for the Charter to ensure everyone's emotional safety. If needed, prompt students to consider the opposite of what they identified as unsafe examples in the previous activity.</p> <p>Other optimistic closure activities</p>
<p>Reset & Movement Break</p>	<p>Students encouraged to stand up, engage in stretching activities, standing/chair yoga, personal face massage, conscious breathing.</p>
<p>Resources</p>	<ul style="list-style-type: none"> -PPT -Full Ruler lesson here.

Remote Version

Aim	What is emotional safety? What's the difference between emotional and physical safety?
Objective	<ul style="list-style-type: none"> • SWBAT describe the similarities and differences between physical and emotional safety • SWBAT define emotional safety • SWBAT explain the basic brain and body processes when a person feels safe versus threatened
Time	43 min whole group OR break advisory into three groups and facilitate three abbreviated ~12 min lessons.
Set up	<p><i>Suggestions:</i></p> <p>-Make a copy of this Jamboard. Divide group into four, have students create sticky notes and add them to the appropriate columns.</p> <p>OR</p> <p>-Make a copy of this PPT. Make sure all students can edit the slides. Send the link in the Zoom Chat. Assign students to a column and have students jot down their responses in the shared PPT.</p>
Soft Start Ritual (7 min)	<p>-Play calming/energizing welcome music.</p> <p>-Discuss Halloween/weekend activities.</p> <p>-Remind students to vote for best teacher Halloween costume, PPT here</p> <p>Other Images</p> <p>Other Soft Start Ideas</p>
Welcoming Routine (6 min)	<p><u>Mini intro discussion:</u></p> <p>Today's lesson is all about emotional safety and its comparison to physical safety. Open up discussion: what is emotional safety?</p> <p>We will be examining what emotional/physical safety feel like in the body, what happens in the mind and their impact on learning.</p>
Engaging Strategies (20 min)	<p>Either:</p> <p>3) <u>Jamboard option:</u> Divide students into four groups in breakout rooms (or keep in the main room). Each group will create sticky notes with responses to their assigned column (physically safe, physically unsafe, emotionally safe, emotionally unsafe).</p> <p>Or</p> <p>4) <u>Shared PPT option:</u> Assign students to a column and have</p>

	<p>students jot down their responses in the shared PPT. Students can be broken up into breakout rooms or complete the chart in the main Zoom room.</p> <p><u>Review whole group & discussion:</u></p> <ul style="list-style-type: none"> -Brainstorm together what the impact of each category is on learning. -Brainstorm situations where students feel emotionally/physically safe and unsafe. <p><u>Key points for discussion:</u></p> <ul style="list-style-type: none"> -Point out that feeling physically or emotionally unsafe limits learning where physical and emotional safety make it possible to learn. -Ask students to share how they can tell when they are safe or unsafe, and prompt students to identify that in many physically or emotionally unsafe situations, our bodies and minds can feel very similar. -Our brains and bodies have certain systems to protect us, and when we are unsafe, our bodies and minds focus in on the danger. Our bodies use the same process to protect us from danger, whether it's physical or emotional, and in preparing for danger, the body focuses on the threat and not much else. This process takes away energy from the rest of what our bodies are doing, like digesting food or growing. If the threat is over quickly, our bodies go back to normal. -In contrast, when we are physically safe, our bodies are working at full capacity and all our body systems are doing their jobs. When we are emotionally safe, our minds are ready to learn, relate to others, and think about things other than distress.
<p>Optimistic Closure (10 min)</p>	<p>Final reflection (5 min):</p> <p>Remind students that in an emotionally safe environment, everyone can express how they feel without worrying that others will judge or make fun of them and that our best learning happens in emotionally safe environments.</p> <p>Either in groups or as a whole class, invite students to brainstorm additional behaviors for the Charter to ensure everyone's emotional safety. If needed, prompt students to consider the opposite of what they identified as unsafe examples in the previous activity.</p> <p>Other optimistic closure activities</p>
<p>Reset & Movement Break</p>	<p>Students encouraged to stand up, engage in stretching activities, standing/chair yoga, personal face massage, conscious breathing.</p>

Resources	<ul style="list-style-type: none">-PPT-Jamboard-Full Ruler lesson here.
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