



SEL Unit: Resilience, We Can do Hard Things **Version 2.0**

[Resilience Unit Teacher Guide](#), [Original Lesson](#) (Some content may be different)

Lesson 7, Grades 6-8, Resilience & Emotion Regulation

Lesson Objectives

Students will be able to

- connect with their teacher and peers;
- notice, identify and interpret emotions related to non verbal communication (body language); and
- review emotional regulation (coping) tools and choose one to try for the week when experiencing difficult emotions.

Materials

Why Do We Lose Control of Our Emotions Youtube Video (6:47 mins)	Slide Deck
Feelings Chart or Mood Meter	Family Connect Resource
Resilience Toolkit	Noticing My Emotions Worksheet
Family Connect: Flyer for Noticing My Emotions Worksheet (At-Home Strategy on 11/30/20)	Family Connect: Video on Noticing My Emotions Worksheet (At-Home Strategy on 11/30/20)

Lesson Activities

Welcoming Activity:

- Welcome each student to class with a friendly greeting and using each student's name. When possible, as a class name the students who aren't in class to remember them as community members even in their absence.



- Virtual Learning Confidentiality Review: Please take a moment to review classroom agreements that support the confidentiality of these community meeting times.
- Ask students to share something nice they have done for someone or something recently. This could be something as simple as smiling at someone, saying good morning, picking up after yourself. Students could also share something someone or something has done nice for them, i.e. an adult made dinner for them, a sibling played with them, etc.
- Emotional Check in
 - Ask students to draw their own or choose one of the following weather patterns to share how they are feeling: 1) clear skies and sunny, 2) partly cloudy with a chance of rain, 3) rain showers, or 4) stormy with thunder and lightning. OR
 - Use the [Feelings Chart](#) or the [Mood Meter](#) to enhance emotional vocabulary and give them language for their feelings.

Engaging Activities:

- Ask students if they tried using any breathing strategies last week. Invite them to share how they used Breathing as a [Resilience Tool](#). If they didn't try using a Breathing tool last week, explore with them why not? Was it because they forgot? Was it because they didn't find it helpful? The goal of this part of the conversation is not to tell them they *should* use a Breathing tool as a coping strategy/resilience skill, but to help them think through for *themselves* if they want to try it and if it is a tool they find helpful. We each select our own tools that work for us.
- This lesson focuses on "Emotion Regulation." Alongside your students, you will explore the concept of "Flipping One's Lid" and how, if we can pay close attention to our bodies and thoughts and have a set of useful tools, we can manage our difficult emotions. When talking about managing emotions, remind students that no emotions are bad and that the goal is *not* to push them away. Instead, we want to understand our bodies, emotions, and thoughts. This knowledge can help us to work with our emotions rather than having them be in charge of us.
- Invite students to watch this video: [Why Do We Lose Control of Our Emotions](#) (6:47 minutes).
- After watching the video, review the concepts of "Flipping Your Lid," "Upstairs Brain," and "Downstairs Brain." Ask students to explain either to each other on the Google Hangout or to someone in their house the concept of flipping your lid while using the hand model to demonstrate it. If this is a new concept for you,



practice explaining the hand model to someone you know. Here's another [short video](#) (2:31 minutes) for you to watch for additional information. The concept of Flipping Your Lid can be very empowering for children and adults. It gives us language for understanding what happens when we feel out of control. When we understand what happens to our bodies when we flip our lids, it can help us to notice our bodies BEFORE losing control which can trigger us to use our tools to prevent losing control.

- Ask students if they know what their bodies do when they have flipped their lids. You may want to share what your body does when you flip your lid. Some possibilities are increased heart rate, rapid breathing in our chests, sweaty palms, headache, stomach ache, among many other physical manifestations. Tell students that it is important to practice tuning into your body, so that you can act before you flip your lid.
- Next, review the [Resilience Toolkit](#). Ask students to put emotion words to the emojis. Ask students to identify which emoji and/or color best matches their feelings at the moment.
- Then, referring to the Resiliency Toolkit again, remind them the video suggests that when students feel like or flip their lids they should go find an adult for help--this is the Helper tool.
- Ask students to think about an adult they might want to go to or that they go to for help. Let students know that if they can't think of an adult to go to for help, to reach out to you privately. In that discussion, you can help students find an adult to go to.
- Some people, when they have flipped their lids, don't want to ask an adult for help, but want to be alone.
- What's important is to know you have choices when you are in the red zone. By talking about it now when we aren't in the red zone, it will help us--over time--be able to know what to ask for when we are in the red zone.
- Ask students to talk about which tools they have tried before and which tools work for them. Invite them to share with tools how they have used them in different situations.
- Invite students to think about and share something that makes them mad or frustrated. Encourage them to think about what tool they could use when they notice they are angry or frustrated.
- Activity Option A) Have students write the following:



“When I am feeling _____ I will use the _____ tool.”

Encourage students to put this somewhere they can see it to be reminded of it. Students can also draw pictures instead of using words--or do both.

- Activity Option B) Work through this [Noticing My Emotions Worksheet](#) together--You are encouraged to work on this over time and for students to make changes and they get to understand their emotions better throughout the year..

Optimistic Closure: Shout Outs

- A “Shout out” is a brief and informal statement of acknowledgement, congratulations, support, or appreciation.
- Inform students that a timer will be set for five minutes, and during that time the class will see how many people can get a chance to share.
- Students think silently about one thing they would like to acknowledge, congratulate, support, or appreciate about someone in class.

[Feedback Form](#) Teachers, please take 2 minutes to complete the lesson feedback form *AFTER* you teach the lesson. This will help the PPS Social Emotional Learning team develop lessons that meet your needs.

Teacher Wellness

The SEL team here in PPS appreciates you and we acknowledge the amazing work you do every day. We believe that we can only support our students when our own wellness is healthy and thriving. We have compiled a list of [Wellness Resources for Educators](#) that you may find helpful Thank you for all you do for our students. 🧡

Family Resources

Connecting with families is one way to reinforce and extend student learning. The SEL team has developed a [Family Connect Resource](#) (translated in 5 languages), available to teachers to share with families if they feel it will be a valuable resource.





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