



Growth: Lesson 3 (K-2)

GROWTH: Manage Yourself

Develop Problem-Solving Skills
Practice Focused Attention
Persevere

Example Practices That Address Self-Management:

- Encourage students to take pride/ownership in work and behavior
- Encourage students to reflect and adapt to classroom situations
- Assist students with being ready in the classroom
- Assist students with managing their own emotional states

The Goals:

As an Arkansas graduate, I am:

- Reflective about my personal needs and manage my emotions effectively
- An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career, and community engagement
- Able to manage time in order to set tasks and goals and achieve them

Personal Competency Addressed: In early elementary (K-2), I am learning to:

- ☐ Communicate my wants/needs appropriately with peers and adults
- ☐ Ask for and accept help when I am in a conflict situation requiring support
- ✓ Identify emotions that I am feeling and identify ways to calm myself when in a stressful situation
- ☐ Adjust tone and behavior in familiar settings with some reminders (e.g., voice level, body movement) appropriate to various settings with support (e.g., library, hallways, restaurants, bus, playgrounds)
- ☐ Recognize the importance of telling the truth
- ☐ Recognize that I can make choices about my behavior
- ☐ Identify personal goals and create steps toward achieving each goal
- ☐ Celebrate goal achievements
- ☐ Adapt to changes in my schedule and environment

Learning Objectives:

I can identify emotions.

I can use writing and focused attention strategies to express emotion and calm myself.

Materials and Preparation:

- Internet and device to show video
- [Balloon Writing Page](#)
- Writing Utensils
- Optional: Package of Balloons + Helium

Key Vocabulary:

Calm: a quiet and peaceful feeling or state of being

Stress: the way you feel when you are worried or uncomfortable about something

Introduction (5 mins):

Introduce the read aloud video of the book [“Imagine If Thoughts Were Balloons” by Rico Vanvenutti](#)

(Length - 5:38)
<u>Explicit Instruction/Teacher Modeling (3 mins):</u> Introduce the balloon strategy. Write how you are feeling on your paper balloon (sad, angry, etc). Color it if you wish. Model releasing that negative thought into the air. Next, write how you would like to feel on a different balloon (calm, patient, etc.) Model reaching for that thought and bringing it back to you.
<u>Guided Practice (3 mins):</u> Participate in a focused attention exercise Bring It Down Flow - Go Noodle (Length - 3:27)
<u>Independent Work Time (5 mins):</u> Writing prompt - free write to express current feelings. Balloon Writing Page
<u>Differentiation:</u> Younger students may draw pictures instead of writing words.
<u>Assessment (5 mins):</u> Completion of independent work writing task.
<u>Review and Close (2 mins):</u> How do you feel after participating in the balloon strategy? Do you understand what calm means? Show an angry face. Show a calm face.
<u>Optional Activities:</u> Host a “balloon release” for your class. Write a negative thought or feeling on real balloons and release them outside together.
<u>Intervention/Support:</u> Teacher holds up Emoji faces (sad, happy, angry, etc.) and students match the facial expressions.
<u>Enrichment/Extension:</u> Incorporate colors into emotions (red-anger, lonely-blue) Read Aloud: My Many Colored Days by Dr. Seuss (Length - 3:11) <u>ePals (Social Studies):</u> Collaborate with a class from around the world on various projects, or follow guided Experiences. As students video-chat with a partner class, practice nonverbal expressions and discuss what they may communicate.
<u>Teacher Self-Care:</u> Write positive sticky notes to yourself and hide them to find later. You are AMAZING!
<u>Sources:</u> Go Noodle Get Moving. “Bring it Down - Flow Go Noodle” <i>Youtube</i> Video. 3:27. August, 24 2016. https://www.youtube.com/watch?v=bRkILioT_NA

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

“My Many Colored Days”, *YouTube Video*, 3:12, November 15, 2016.

<https://youtu.be/JF0UckgQytE>

Adventures and Teaching. “Balloon Writing Freebie” Accessed July 22, 2020.

<https://www.teacherspayteachers.com/Product/Balloon-Writing-FREEBIE-1269829>

Teacher Reflection:

To Ask with Students:

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we’ve done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students’ personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students’ parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?

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