

Instructional Design Project: Social-Emotional Learning Unit

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### Abstract

This instructional design project focuses on implementing a Social-Emotional Learning (SEL) unit for fourth-grade students. This project aims to enhance students' self-awareness, self-management, and self-regulation skills through structured lessons and activities. Recognizing the importance of mental health and emotional regulation, particularly for fourth graders who are transitioning into more complex social dynamics, this unit introduces a calming corner as a key resource. The calming corner will serve as a dedicated space where students can practice emotional self-regulation during moments of distress, and utilize strategies learned throughout the unit.

The SEL unit is designed to address the increasing need for mental wellness support within the classroom by providing structured opportunities for students to develop crucial skills such as emotional regulation, stress management, and positive relationship-building. The unit includes interactive lessons, reflective journaling, and role-playing activities aimed towards helping students identify their emotions, understand their triggers, and apply effective calming techniques.

Participants in this project will be a class of 20-25 fourth-grade students, with the potential to extend the program to other classrooms within the school. The goal is to improve students' well-being and academic success by equipping them with the tools to navigate emotional challenges, reduce disruptive behaviors, and foster a more positive classroom environment. Lessons will include multiple opportunities for formative and summative evaluation methods for assessment, such as teacher observations, student reflections, and the use of personalized SEL plans to measure progress and ensure the effective use of the Calming Corner.

By focusing on these core SEL competencies, the project seeks to create a supportive learning environment that not only enhances students' emotional intelligence but also contributes to their overall personal and academic growth.

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## **Project Proposal**

### **Statement of the Problem**

Mental health encompasses our emotional, psychological, and social well-being. And when not in order, affects how we think, feel, and act. In recent years, more focus and recognition has been placed on mental health and social-emotional learning in the development of students. Fourth graders, specifically, enter a critical stage in their development. They begin to transition into a phase where they navigate more complex social dynamics and develop a deeper sense of social awareness. Awareness in this area continues to increase in schools, but finding time to implement or having access to structured SEL lessons or programs can be difficult. Without support in this area, educators might see gaps in students' emotional intelligence, social skills, or relationship management, which could lead to or negatively impact students' well-being, classroom behavior, and academic performance.

### **Explanation of the Suspected Need**

Research shows that SEL programs help to improve mental wellness, social skills, emotional regulation, and academic performance. My district is enforcing the use of "Calming Corners" in every classroom, the need for an SEL unit is critical in the implementation and use of such a designated space. It is critical that they have time to develop social and emotional skills, as fourth grade students are at a transitional age where they are shifting from early childhood to more structured learning environments. Without a dedicated SEL program, it is necessary that such essential skills are taught, so that not only are students using the "Calming Corner" responsibly, but they are getting the most out of it for their own benefit; the ability to identify how they are feeling, manage their emotions and stress, make responsible decisions, and build positive relationships.

**Project Overview**

Overall, this unit will provide participants with the opportunity to develop and strengthen their social and emotional skills. It will demonstrate the use of a calming corner, as a tool to utilize in moments of emotional distress. It will focus on key components of social-emotional learning, such as self-awareness, self-management, social awareness, and self-regulation, while addressing how to use such skills effectively within a calming corner or safe space. The lessons will be interactive and engaging and will utilize a variety of teaching methods to address such needs of fourth graders, while fostering a more supportive and effective learning environment.

**Description of Participants**

The participants will be fourth-grade students. The unit will involve my own roster of students. Once the unit has concluded, the unit and resources will be extended to the other fourth-grade classroom teacher. This unit could be adjusted and adapted for use in other classrooms within my school or district. Parents and guardians could also be engaged in materials and information to reinforce what is being learned, at home.

**Projected Impact of Project**

The projected impact of this unit is to improve students' well-being by developing, strengthening, and enhancing their social and emotional learning skills through lessons and the use of a calming corner. In establishing a foundation with such skills, there is potential to impact their personal and academic success as well. This unit will essentially address the SEL needs of fourth grade students, allowing them to identify and understand their own emotions, to help reduce conduct and risk-taking behavior and create more positive self-talk and social behaviors and relationships.

## Needs Analysis

### What is a need?

There is a need for a social and emotional learning (SEL)-calming corner instructional unit within my classroom. Fourth graders, especially, are at an age where they often experience a range of emotions and have difficulty in managing stress, anxiety, or other strong feelings. It seems imperative to have access to lessons that focus on allowing my students to learn to manage their emotions, thoughts, and behaviors effectively, but also a need for a space for them to practice such things in a healthy and safe way. A calming corner can provide a dedicated space and allows for structured activities to help students learn and practice these skills. Therefore, I sense a need for lessons that focus on two things: navigating this space (calming corner) responsibly and developing their SEL skills; particularly self-regulation, self-management, and self-awareness. This will be crucial in helping my students develop the proper coping skills and strategies that can be applied in this space or in other situations they might face at school or at home.

### What is the root cause?

Fourth graders are at a critical time in their development. They are transitioning to a more structured learning environment and engaging in more complex social dynamics. This puts them in a stage where they experience more cognitive and social development, which sometimes leads to an increase in sensitivity, feelings of insecurity, or heightened and varied emotions. At this age, students also begin to face more stressors between home and school; for example, peer relationships/social dynamics, academic pressures, and family issues. I have noticed that with all these changes, students often lack the proper coping skills or the strategies to help manage their emotions when they are dealing with high levels of stress, anxiety, or other strong feelings. A lack of coping skills and strategies, often times leads to increased disruptive and risk-taking behavior, which has become a rising issue within my school.

Within my district, specifically the elementary school, all classrooms are expected to implement a designated space for students next year- a calming corner. This is to be a space for students to visit when they need a break in moments where they are exhibiting disruptive behavior or emotional distress or feeling triggered. This space is a chance for students to calm themselves down to prevent further escalation of behaviors before being referred to the office or resulting in conduct.

**What are the goals of the instruction/training?**

One of the goals of this instructional unit is to demonstrate and provide strategies to use within the calming corner, so that it is used responsibly. My hope is that my students will gain different strategies, like breathing techniques, for managing stress or helping them to calm down. If students understand the corner's purpose and are given different strategies to apply within the corner, then the more effective the corner will be, and the better off students will be.

Another goal of this unit is to help students to develop and improve their self-awareness, self-regulation, and self-management skills. It is important for students to learn how to manage their emotions in healthy ways. Part of this includes identifying and recognizing their emotions first, and then knowing how to self-regulate those emotions when they become too strong.

I hope that in helping my students build these foundational SEL skills, they will also deepen their sense of empathy and compassion for others. In addition to helping them to better resolve conflicts and solve problems for themselves or with others.

**What information is needed and how is it to be gathered?**

To design and develop this unit, there is some information that I need to gather. I need to obtain some baseline data on the students who will be involved in learning for this unit. I need to know their current behaviors. I need to determine their prior knowledge on SEL skills, but also any misconceptions they might have regarding SEL. I also need to understand their current ability to self-regulate or self-manage. This data can be assessed through my own observations of the

students, feedback from other teachers, parents, or school social workers, or through student self-assessments.

I also need to research best practices for SEL skills, strategies, and activities. This will help me as I begin to develop the unit, so that it includes effective best practices, that I can align with learning objectives and students' needs. Information on best practices can be gathered by looking into a variety of SEL programs or different implementations of calming corners.

Information on available resources for this unit, such as physical space, technology availability, materials, and time is also necessary. I will have to know what resources are available for use when implementing this unit. Then any materials would need to be gathered. Since I plan on implementing this unit with my own roster of students, I know that technology is available, as our district has one-to-one devices, and paper and manipulative materials that I have within my own classroom or within the school are also available. I will need to determine where the instruction will take place and the size of the calming corner.

The biggest concern, and piece of information, that needs to be identified is time. I will need to determine what our daily schedule will look like, to decide when lessons will occur each day. And with that, how much time, within the schedule restraints, will be available for these lessons, daily.

### **Population Profile**

Participants:	1 fourth grade teacher, 22 fourth grade students
Ages:	Teacher: 30, students 8-11
Ethnicities:	Caucasian, Hispanic
Primary Language:	English
Gender:	50% male, 50% female
Education:	Kindergarten-3 <sup>rd</sup> grade for majority of students 5 students will IEP's, 2 students with 504 plans
Motivation Level:	Low-High amongst students

### **How will the training be structured and organized?**

The training will be organized by daily lessons and group and individual activities that are SEL centered, specifically focusing on self-awareness, and developing self-regulation and self-

management techniques. The training will focus on repetitive practice, cooperative learning, reflective practice, and reinforcement of positive behaviors. Students will have access to paper and sensory materials in a classroom and will participate in activities daily.

**How will the training be delivered?**

The unit will be delivered by the classroom teacher, starting with myself, with the intent of extending the unit/resources to other educators. It will be delivered face-to-face and will seek to include the integration of technology. A variety of instructional methods will be utilized, such as journaling, whole group discussion, role-playing, and hands-on activities. This will help to make lessons engaging and interactive, while providing daily opportunities for calming corner practice.

**When should the training be revised?**

This unit should be reviewed each year, to help address any gaps or challenges that upcoming students and classes might have. That way it is prioritizes the skills that those students need to develop; essentially ensuring that the unit fits the needs of the students at the current time.

A comprehensive evaluation should be made at the end of the unit. Post-behavioral observations should also be made. This would help to identify what strategies/skills are working well for students and which need improvement. Which would then determine if lessons/skills need to be enriched, extended, or re-taught. Gathering student feedback at the end of the unit would also be helpful. This information would be important in the designer's decisions to revise or enhance the unit.

## Goals and Objectives

### Content Statement

This instructional unit aims to equip fourth-grade students with essential social-emotional learning (SEL) skills by focusing on self-awareness, self-management, and self-regulation.

Through engaging activities, reflective exercises, and practical applications, students will develop a deeper understanding of their own emotions, strengths, and areas for growth. They will learn to manage their emotions and behaviors effectively, set personal and academic goals, utilize a calming corner, and practice strategies for stress management and self-regulation.

### Draft Goals

All 4<sup>th</sup> grade students will be able to:

- Define the term *social-emotional learning*
- Define the term *self-regulation*
- Define the term *self-management*
- Explain the purpose of a calming corner
- Identify different emotions
- Describe different emotions
- Explain the zones of regulation
- Identify situations that are triggering
- Demonstrate positive self-talk
- Apply techniques to manage stress
- Apply calming techniques
- Apply techniques to regulate emotions

### Process Objectives

- Daily check-ins will help guide lessons.
- Engaging in reflective practices is important.

- Students will participate actively in discussions and activities.
- Students will have access to a calming corner.
- Role-playing scenarios will be crucial to applying SEL scenarios to real-life situations.
- Students will develop personal SEL plans.
- Students will develop strategies for managing stress and emotions or calming down.
- Classroom resources will be available for student use.
- Reflect on SEL skills by creating a visual representation.

### **Terminal Objectives**

By the end of the two-week instructional unit, fourth-grade students will demonstrate a comprehensive understanding of self-awareness, self-management, and self-regulation skills. They will be able to identify and explain their emotions, and effectively apply strategies to manage their emotions and behaviors in various situations. Students will create and implement personalized self-management plans and reflect on their progress, which will show a measurable improvement in their ability to regulate their emotions and behaviors both in and out of the classroom.

### **Enabling Objectives**

- After participating during class instruction, students should be able to:
  - Identify and explain the terms social-emotional learning, self-regulation, and self-management.
  - Identify and describe different emotions and the situations that may trigger them.
  - Apply the zones of regulation to reflect on their own emotions.
  - Apply different emotional regulation strategies in various scenarios.
  - Apply mindfulness techniques, such as deep breathing, to manage stress and emotions.
  - Reflect on their emotions and the effectiveness of the strategies they used.

- Demonstrate positive self-talk where they replace negative thoughts with positive affirmations.
- Develop and maintain self-reflective journal entries.
- Create and implement personal calming plans when feeling stressed.
- Explain their SEL progress and how they plan to continue using these skills beyond the unit.
- After participating in discussions and role-playing scenarios, students should be able to:
  - Explain rules and expectations for the classroom calming corner and use it responsibly.
  - Demonstrate self-regulation strategies in situations of conflict or emotional distress and reflect on their effectiveness.
  - Demonstrate active listening and empathy.

### **Performance Agreement**

**Affective Domain Objective:** Students will prioritize and integrate self-management strategies into their daily routines to enhance their emotional and behavioral regulation.

- Behavior: Student will prioritize and integrate self-management strategies.
- Condition: Given instruction on different self-management techniques and a template for a personal self-management plan.
- Degree: Students will be able to develop a self-management plan that includes at least three strategies and demonstrate the use of these strategies in their daily routines at least 8 out of 10 days.
- Evaluation Task: Students will demonstrate ability by submitting a self-management plan, and daily reflective journal entries that detail the use and effectiveness of the strategies.

**Affective Domain Objective:** Students will demonstrate an appreciation for self-awareness by regularly reflecting on their emotions and sharing insights with the class.

- Behavior: Reflect on personal emotions and share insights.
- Condition: Given a daily reflection journal and opportunities to share.
- Degree: Students will be able to complete their reflection journals for at least 8 out of the 10 days and participate at least two times throughout the unit.
- Evaluation Task: Students will demonstrate ability by submitting daily reflection journals and participation in class discussions with teacher observation.

**Affective Domain Objective:** Students will show a commitment to self-regulation by actively using calming strategies when feeling stressed, overwhelmed, or angered.

- Behavior: Using calming strategies
- Condition: Given access to the classroom calming corner and instruction on different calming techniques.
- Degree: Students will be able to use calming strategies at least four times throughout the unit and reflect on their experiences in their journals.
- Evaluation Task: Students will demonstrate ability by self-reporting, completing journal reflections, and teacher observation of calming corner use.

**Psychomotor Domain Objective:** Students will physically practice and demonstrate emotion regulation techniques such as deep breathing and mindfulness exercises.

- Behavior: Practice and demonstrate techniques.
- Condition: Given instruction and guided practice sessions.
- Degree: Students will be able to practice and demonstrate at least three different emotion regulation techniques.
- Evaluation Task: Students will demonstrate ability by participating in guided practice sessions and role-playing activities with teacher observation.

**Cognitive Domain Objective:** Students will understand and categorize different emotions and their triggers.

- Behavior: Identify and categorize emotions.
- Condition: Given scenarios and the zones of regulation chart.
- Degree: Students will be able to correctly identify and categorize at least four different emotions and their triggers.
- Evaluation Task: Students will demonstrate ability by submitting daily reflection journals, participating in an emotion identification activity, and participation in class discussions with teacher observation.

**Cognitive Domain Objective:** Students will demonstrate their SEL growth by creating a visual representation.

- Behavior: Create a visual representation of SEL growth.
- Condition: Given access to manipulatives and classroom materials.

- Degree: Students will be able to create a visual representation, such as a drawing or picture collage, illustrating personal growth.
- Evaluation Task: Students will demonstrate ability by submitting the visual representation.

## Lesson Plans

**Unit Introduction**

*These lesson plans are designed for fourth grade students. This unit will be delivered in 40-minute sessions over a two-week period.*

The unit will be broken into two modules that focus on understanding and managing emotions and building essential social-emotional learning (SEL) skills for self-regulation and stress management, while addressing the practical use of a classroom calming corner. Throughout this unit, students will engage in interactive lessons, discussions, and activities that promote self-awareness, self-management, and self-regulation.

**Module 1: Understanding Self and Emotions****Lesson 1: Introduction to Social-Emotional Learning and Calming Corner Space**

Lesson Objective: After receiving instruction and viewing a presentation students will be able to define social-emotional learning (SEL) and explain the purpose of a calming corner.

## Materials:

- SMART board or whiteboard
- Chart paper and markers
- Calming Corner Space (designated space in classroom)
- Calming Corner Expectations (see Appendix A)
- Calming corner items (e.g. stress ball, fidget toy, coloring page)
- Reflection Journal Prompt document (see Appendix B)
- SEL journal (notebooks) for each student

## Lesson

- **Gaining Attention (3 minutes)**
  - i. Briefly introduce the concept of social-emotional learning (SEL). Ask if anyone has heard of it and what they think it might mean.
  - ii. Define social-emotional learning (SEL) for the class. “Social-emotional learning is a process that helps us manage and understand our emotions, set positive goals, build positive relationships with others, and make responsible decisions.”
- **Direction – (2 minutes)**
  - i. Share with students that today they will be learning about social-emotional learning and calming corners.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Ask if students have ever heard of a calming corner- what they know about them or what they might look like. Give wait time for students to recall.
  - ii. Ask for responses through show of hands. Record responses on the SMART board or whiteboard.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Explain the purpose of a calming corner. “A calming corner is a special space/place in our classroom where we can go to relax and manage our

- emotions when we feel upset or need a break.”
- ii. Show the designated calming corner space and the items included.
    1. Answer any questions that may arise.
  - iii. Ask students how they think a calming corner might help them when they are feeling different emotions (e.g. anger, sadness, stress).
    1. Ask for responses by show of hands. Record responses on chart paper for future references.
  - iv. Review rules/expectations (Appendix A) for using the calming corner.
- **Application Feedback Level One – Guided Learning**
    - i. Model how to use the calming corner. Pretend to feel upset and demonstrate going to the corner, selecting an item (stress ball) and calming down.
    - ii. Invite a few students to practice using the calming corner in front of the class.
  - **Application Feedback Level Two – Eliciting Performance**
    - i. In pairs, have students discuss what they have learned from today’s lesson.
      1. Questions to guide them might include:
        - a. What is social-emotional learning?
        - b. What is a calming corner and why is it important?
        - c. When might using a calming corner be useful?
        - d. What are some expectations of our calming corner?
        - e. What questions do you still have?
    - ii. Bring students back together to discuss.
      1. Make sure to personally note any/what questions students still have that will need to be answered.
  - **Application Feedback Level Three – Feedback**
    - i. Linked with Level Two.
      1. While students are discussing their answers to the posed questions (see above), wander the room and listen to conversations. Provide feedback to students if their responses are correct/incorrect.
  - **Evaluation – Assessment (5 minutes)**
    - i. Have students get out and write in their SEL journals.
    - ii. Provide and post the prompt for Lesson 1 (Appendix B): “How might you use the calming corner? How could it help you?”
      1. Encourage students to use words and pictures.
  - **Closure – Retention and Transfer (5 minutes)**
    - i. Review the purpose of SEL and the calming corner.
    - ii. Encourage students to share thoughts or feelings about the calming corner space.
    - iii. Remind students that the calming corner space is available whenever they need it and to always respect others using it.

## Resources

- Calming Corner Expectations (Appendix A)
- Reflection Journal Prompt document (Appendix B)

## Lesson 2: Identifying Emotions and the Zones of Regulation

Lesson Objective: After receiving instruction and provided opportunities for student practice, students will understand and categorize different emotions and their triggers.

Materials:

- SMART board or whiteboard
- Zones of Regulation chart (Appendix C)
- SEL journal (notebooks) for each student
- Crayons, colored pencils, or markers
- Emotion video clip: [“Snack Attack”](#)
- Emotion flashcards (Appendix D)

Lesson

- **Gaining Attention (5 minutes)**
  - i. Show the [“Snack Attack”](#) video clip of different characters demonstrating various emotions. Ask students to pay attention to the characters’ expressions and body language.
  - ii. After the clip, ask students to share what emotions they noticed.
- **Direction – (1 minute)**
  - i. Explain that today’s lesson is about identifying different emotions and learning about the Zones of Regulation.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review the previous lesson.
    1. Ask students to recall the definition of social-emotional learning.
    2. Ask students to recall the purpose of a calming corner and how it can help them.
    3. Ask students to recall the expectations for the calming corner.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Explain that it is important to recognize and understand our emotions (self-awareness).
  - ii. Introduce the Zones of Regulation (Appendix C). Explain each zone and its emotions with examples.
    1. Blue Zone: sad, tired, sick, bored
    2. Green Zone: happy, calm, focused, ready to learn
    3. Yellow Zone: frustrated, worried, silly, excited
    4. Red Zone: angry, out of control, scared
- **Application Feedback Level One – Guided Learning**
  - i. Discuss how understanding which zone they are in can help them manage their emotions better.
    1. *Note: Management techniques and strategies will be focused on in*

*future lessons.*

- ii. Use an emotion flashcard to illustrate each zone. Hold up a card, name the emotion, and ask the class to decide which zone it belongs in.
    1. This can be repeated a few times.
- **Application Feedback Level Two – Eliciting Performance**
    - i. Divide the class into small groups of 3-4 students.
    - ii. Provide a set of emotion flashcards and Zones of Regulation poster for each group.
    - iii. Allow students to take turns picking a card and acting out the emotion without speaking. The other students should guess the emotion, and which zone it belongs to.
  - **Application Feedback Level Three – Feedback**
    - i. Linked with Level Two.
      1. While students are acting out their emotions, wander the room and observe. Provide feedback to students if their responses are correct/incorrect and clarify why certain emotions belong in specific zones.
      2. Provide suggestions for those struggling with acting out.
      3. Praise students for their participation and correct identification/categorization.
  - **Evaluation – Assessment (7 minutes)**
    - i. Have students get out and write in their SEL journals.
    - ii. Provide and post the prompt for Lesson 2 (Appendix B): “Create your own Zones of Regulation chart, drawing faces or writing words that represent emotions for each zone. Write about a recent experience where you felt a strong emotion.”
      1. Allow students to use crayons, markers, or colored pencils when create their own chart.
  - **Closure – Retention and Transfer (3 minutes)**
    - i. Review the different zones and their emotions within the Zones of Regulation.
      1. Encourage students to be aware of their emotions and to remember to respect others’ feelings.
    - ii. Explain that tomorrow they will investigate what triggers some of our emotions/feelings.

## Resources

- Emotion Video: [“Snack Attack”](#)
- Zones of Regulation Poster by Light and Salt Design Co. on *TeachersPayTeachers*
- Emotion flashcards by Creative Learning 4 Kidz on *TeachersPayTeachers*

### Lesson 3: Understanding Emotional Triggers

Lesson Objective: After receiving instruction and providing opportunities for student practice, students will understand and categorize different emotions and their triggers.

Materials:

- SEL journal (notebooks) for each student
- Chart paper and markers
- Trigger and Response Short Story (Appendix E)
- Understand Your Feelings worksheet per student (Appendix F)
- Emotional Trigger Scenarios per group (Appendix G)

Lesson

- **Gaining Attention (5 minutes)**
  - i. Read aloud the short story, “The Tale of Katie and the Lost Homework” (Appendix E). Ask students to observe what triggered the character’s emotion and how the character responded.
  - ii. Ask students to share what they noticed about the triggers and responses.
- **Direction – (2 minute)**
  - i. Explain that today’s lesson is about understanding what triggers our emotions and how we might respond to them in healthy ways.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (4 minutes)**
  - i. Review the previous lesson.
    - 1. Ask students to recall what they learned about emotions and the Zone of Regulation.
    - 2. Ask students to recall different emotions and the zones they belong to.
    - 3. Ask students what zone they are in and why.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Define an emotional trigger. “An emotional trigger is something that causes us to feel a strong emotion, like anger, excitement, or sadness.”
  - ii. Discuss some common triggers (e.g. losing a game, misplacing a toy, being teased, receiving a compliment) and the emotions associated with each.
    - 1. Record on to chart paper.
      - a. *Note: Triggers and emotions can be added for reference throughout the unit as they are experienced or come up.*
- **Application Feedback Level One – Guided Learning**
  - i. Explain the importance of recognizing our triggers and recognizing the emotions they cause and how that helps us to manage our emotions better.
    - 1. *Note: Tomorrow’s lesson will focus more on responses to triggers and strategies to help self-regulate.*



## Lesson 4: Self-Regulation and Managing Emotions

Lesson Objective: After participating in instruction, multiple occurrences of teacher modeling and student practice opportunities, students will be able to understand the concept of self-regulation and identify strategies to manage their emotions. Students will physically practice and demonstrate emotion regulation techniques such as deep breathing and mindfulness exercises.

Materials:

- SMART board or whiteboard
- SEL journal (notebooks) for each student
- Emotional Trigger Scenarios per group (Appendix G)
- Self-Regulation (Calm-Down) Strategies Flipbook (Appendix H)
- Calming corner and calming corner tools

Lesson

- **Gaining Attention (4 minutes)**
  - i. Start with a quick game of “Emotion Charades” where students act out different emotions and classmates guess which emotion they are illustrating.
    - 1. This will engage students and focus their attention on the topic of emotions.
- **Direction – (1 minute)**
  - i. Explain that today’s lesson will continue from yesterday’s lessons on understanding triggers. Today’s will focus on self-regulation and managing emotions.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review the previous lesson.
    - 1. Ask students to recall the Zones of Regulation and the emotions that relate to each zone.
    - 2. Briefly review the lesson from yesterday on emotional triggers and what causes us to be triggered.
      - a. Ask students to identify different emotional triggers
- **Content – Presentation of New Material (~22 minutes)**
  - i. Define the term *self-regulation*. “Self-regulation means managing your emotions, thoughts, and behaviors in different situations.”
  - ii. Discuss why self-regulation is important, using examples like staying calm during a test or (referring to yesterday’s short story) taking deep breaths when you misplace something to re-focus.
  - iii. Introduce several self-regulation strategies: deep breathing, counting to ten, taking a break, using calming tools (e.g stress ball, fidget).
    - 1. Refer to and review the Self-Regulation (Calm-Down) Strategies Flipbook (Appendix H)

- **Application Feedback Level One – Guided Learning**
  - i. Demonstrate each of the self-regulation strategies. For example, show how to do a counting or deep breathing exercise, use a stress ball, or color a picture.
    - 1. Use calming corner tools for demonstrating as needed.
    - 2. *Note: The positive self-talk will be the focus of the next lesson as it is more detailed and requires more practice.*
  - ii. Use the SMART board/whiteboard to create a chart of self-regulation strategies and when they can be used.
    - 1. Call on students for responses/input.
- **Application Feedback Level Two – Eliciting Performance**
  - i. Divide the class into small groups of 3-4 students.
  - ii. Provide each group with the Emotional Trigger Scenario Cards.
  - iii. Ask students to re-read the scenarios and review the triggers identified from the previous lesson. Then have them discuss which self-regulation strategies could be used for each scenario and have them practice their responses.
- **Application Feedback Level Three – Feedback**
  - i. Linked with Level Two.
    - 1. Wander around the room to observe group discussions and provide immediate feedback.
    - 2. Praise students for their efforts and correct any misunderstanding about using the strategies.
- **Evaluation – Assessment (5 minutes)**
  - i. Have students get out and write in their SEL journals.
  - ii. Provide and post the prompt for Lesson 4 (Appendix B): “What is self-regulation? What are three different self-regulation strategies that you might use when feeling strong emotions?”
    - 1. Encourage students to write and draw pictures.
- **Closure – Retention and Transfer (3 minutes)**
  - i. Remind students why it is important to have a “toolbox” of self-regulation strategies.
  - ii. Encourage students to now use these strategies when visiting the calming corner.
    - 1. Remind them that it is okay to seek help from a teacher or another adult if they need more support.

## Resources

- Emotional Trigger Scenarios (Appendix G)
- Self-Regulation (Calm-Down) Strategies Flipbook (Appendix H)

## Lesson 5: Positive Self-Talk

Lesson Objective: After participating in instruction, multiple occurrences of teacher modeling and student practice opportunities, students will be able to understand the concept of self-regulation and identify strategies to manage their emotions. Students will physically practice and demonstrate emotion regulation techniques such as deep breathing and mindfulness exercises.

Materials:

- SMART board or whiteboard
- SEL journal (notebooks) for each student
- [Positive Thinking](#) video
- [Power of Positive Self-Talk](#) video
- Chart paper and markers
- Positive Self-Talk Scenario cards (Appendix I)

Lesson

- **Gaining Attention (4 minutes)**
  - i. Show the [“Positive Thinking”](#) video of Mojo (ClassDojo) using positive self-talk to overcome a challenge. Ask students to pay attention to what the character says to themselves.
- **Direction – (1 minute)**
  - i. Explain that today’s lesson will focus on a specific self-regulation strategy- positive self-talk.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review previous lessons on identifying emotions and understanding emotional triggers.
  - ii. Ask students to recall some of the self-regulation strategies they learned to handle emotional triggers and manage their emotions. Allow wait time for responses.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Define the term *positive self-talk*. “Positive self-talk is when you tell yourself encouraging (good) things to help you stay calm and confident.”
  - ii. Tell students that they will be watching a video about positive self-talk.
  - iii. Play the [“Power of Positive Self-Talk”](#) video.
  - iv. After watching the video, discuss why positive self-talk is important (the benefits)- boosting confidence, reducing anxiety, worry, or fear, and improving focus.
    - 1. Have students reflect back to the video. What positive self-talk did Taylor use?
  - v. Share examples of positive self-talk phrases:
    - 1. “I can do this”
    - 2. “I am prepared”

3. “I can stay calm”
  4. “I will try my best”
- **Application Feedback Level One – Guided Learning**
    - i. Demonstrate and model how to use positive self-talk in various scenarios. For example, before a test: “I have studied really hard, and I am prepared and ready.”
    - ii. Using the chart paper create a chart with common challenging scenarios (like, giving a presentation, losing a game) and positive self-talk phrases that can be used in each situation.
      1. Call on students to help fill in the chart.
  - **Application Feedback Level Two – Eliciting Performance**
    - i. Divide the class into small groups of 3-4 students.
    - ii. Provide each group with a set of positive self-talk scenario cards. Each card describes a situation where positive self-talk can be used.
      1. Encourage students to read each scenario aloud and act them out.
    - iii. Ask groups to generate positive self-talk phrases that would be helpful in each scenario and to practice saying them out loud.
  - **Application Feedback Level Three – Feedback**
    - i. Linked with Level Two.
      1. Walk around the room, observe group discussions and role-plays.
      2. Provide immediate feedback on positive self-talk phrases. Praise correct uses of positive self-talk and correct any misunderstandings about using positive self-talk.
  - **Evaluation – Assessment (5 minutes)**
    - i. Have students get out and write in their SEL journals.
    - ii. Provide and post the prompt for Lesson 5 (Appendix B): “What is positive self-talk and why is it important” Make a list of positive self-talk phrases that you could use in a challenging situation.”
  - **Closure – Retention and Transfer (3 minutes)**
    - i. Encourage students to share their positive self-talk phrases with the class and discuss how they will use positive self-talk in real-life situations.
    - ii. Close out by saying a positive self-talk phrase whole group- “We can do anything!”

## Resources

- Positive Self-Talk Scenario cards (Appendix I)
- [Positive Thinking](#) video
- [Power of Positive Self-Talk](#) video

## Lesson 6: Stress-Management Techniques

Lesson Objective: After participating in instruction, multiple occurrences of teacher modeling and student practice opportunities, students will be able to understand the concept of self-regulation and identify strategies to manage their emotions. Students will physically practice and demonstrate emotion regulation techniques such as deep breathing and mindfulness exercises.

Materials:

- SMART board or whiteboard
- SEL journal (notebooks) for each student
- Self-Regulation (Calm-Down) Strategies Flipbook (Appendix H)
- [“What is Stress & Anxiety”](#) video
- [“Belly Breathing”](#) video
- [“4-7-8 Breathing Exercise”](#) video

Lesson

- **Gaining Attention (3 minutes)**
  - i. Ask students if they have ever felt stressed and how they dealt with it.
    1. Call on students for responses.
- **Direction – (2 minute)**
  - i. Explain that today’s lesson will focus on understanding stress and learning specific techniques to manage it.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review positive self-talk and recall different positive self-talk phrases.
  - ii. Ask students to recall any techniques or strategies they’ve used or heard of to help manage stress.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Explain that students will be watching a video on stress.
  - ii. Play [“What is Stress & Anxiety?”](#) video.
  - iii. Define the term *stress*. “Stress is when you feel worried, nervous, anxious, or overwhelmed by something.”
  - iv. Discuss common causes of stress for fourth graders, like homework, tests, friendships, family issues, new school, etc.
    1. *Note: Causes of stress may vary depending on the age/grade level of students.*
  - v. Introduce a specific stress management techniques: deep breathing
    1. Refer to some of the deep breathing techniques in the Self-Regulation (Calm-Down) Strategies Flipbook.
    2. Remind students that any of these strategies can also help with stress, but we will just focus on two of them today.
- **Application Feedback Level One – Guided Learning**

- i. Demonstrate the stress-management techniques with the class.
      1. Belly-Breathing
        - a. Show the [“Belly Breathing”](#) video
      2. 4-7-8 Breathing Exercise
        - a. Show the [“4-7-8 Breathing Exercise”](#) video
- **Application Feedback Level Two – Eliciting Performance**
  - i. Divide the class into small groups of 3-4 students.
  - ii. Provide each group with a different deep breathing technique from the Self-Regulation (Calm-Down) Strategies Flipbook.
  - iii. Ask each group to practice the technique together.
    1. Suggest switching cards (techniques) with other groups.
- **Application Feedback Level Three – Feedback**
  - i. Linked with Level Two.
    1. Walk around the room, observe any discussion and practice sessions.
    2. Provide immediate feedback or guidance with any misunderstandings of the techniques.
    3. Ask questions such as:
      - a. Can you think of any scenarios where this technique might be helpful?
- **Evaluation – Assessment (7 minutes)**
  - i. Have students get out and write in their SEL journals.
  - ii. Provide and post the prompt for Lesson 6 (Appendix B): “Create a Self-Management Plan. List at least 3 situations that cause you stress and choose a technique to use to help manage that stress.”
- **Closure – Retention and Transfer (3 minutes)**
  - i. Review stress and some of the techniques discussed today.
  - ii. Encourage students to share their plans with a partner and discuss how they might apply these techniques in real-life situations.

## Resources

- Self-Regulation (Calm-Down) Strategies Flipbook (Appendix H)
- [“What is Stress & Anxiety”](#) video
- [“Belly Breathing”](#) video
- [“4-7-8 Breathing Exercise”](#) video

## Module 2: Using the Calming Corner and Building SEL Skills

### Lesson 7: Practicing Mindfulness in the Calming Corner

Lesson Objective: After participating in instruction, multiple occurrences of teacher modeling and student practice opportunities, students will be able to understand the concept of self-regulation and identify strategies to manage their emotions. Students will physically practice and demonstrate emotion regulation techniques such as deep breathing and mindfulness exercises.

#### Materials:

- SMART board or whiteboard
- SEL journal (notebooks) for each student
- Mindfulness aid (glitter jar)
- 5-4-3-2-1 Grounding Technique Poster for Calming Corner (Appendix J)
- [“Mindful Minute Mindful Eyes”](#) video
- [“Melting Mindfulness Exercise”](#) video

#### Lesson

- **Gaining Attention (4 minutes)**
  - i. Begin with showing the [“Mindful Minute Mindful Eyes”](#) video.
    - 1. Encourage students to close their eyes and focus on their breath.
  - ii. After the video, ask students how they felt during the exercise and if they have ever practiced mindfulness before.
- **Direction – (1 minute)**
  - i. Explain that today’s lesson will focus on practicing mindfulness in the calming corner to help manage emotions and stress.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review the previous lessons.
    - 1. Ask students to recall some of the different deep-breathing techniques for stress-management.
    - 2. Ask students to recall the expectations for the calming corner.
  - ii. Ask students to recall any techniques they’ve learned that help them calm down and focus.
- **Content – Presentation of New Material (~24 minutes)**
  - i. Define the term *mindfulness*. “Mindfulness is focusing on the present moment without judging it.”
  - ii. Discuss the benefits of practicing mindfulness, such as reducing stress, improving focus, and helping manage emotions.
  - iii. Introduce different mindfulness techniques.
    - 1. Mindful breathing- focusing on your breath, each inhale and exhale
    - 2. Grounding technique- bringing your focus back to the present moment; usually involves using your five senses
    - 3. Guided Visualization- using mental images to promote relaxation

4. Body scans- noticing tension in different areas of your body and relaxing those areas
  5. Sensory tools- shaking/stirring and watching the material settle (glitter jar)
- **Application Feedback Level One – Guided Learning**
    - i. Demonstrate each mindfulness exercise.
      1. Mindful Breathing: Guide students through a few minutes of focusing on their breath, noticing each inhale and exhale as they breath.
      2. Body Scan:
        - a. Play the [“Melting Mindfulness Exercise”](#) video.
      3. Grounding Technique:
        - a. Show the 5-4-3-2-1 poster (Appendix J) and complete each step.
      4. Guided Visualization:
        - a. Have students close their eyes and ask them to imagine the scene you describe. “Take a deep breath in and close your eyes. Imagine you are walking down a path in a beautiful, green forest, The sun is shining through the leaves, and you can hear birds singing all around you. The air is fresh, and smells like pine tress. As you walk, you notice the soft moss under your feet. It’s like walking on a soft, squishy carpet. Slowly open your eyes and come back to the classroom.”
      5. Sensory Tool
        - a. Show the glitter jar. Give it a shake and watch as the glitter settles to the bottom of the jar. Do this a few times.
  - **Application Feedback Level Two – Eliciting Performance**
    - i. Divide students into pairs.
    - ii. Ask each pair to choose at least two of the mindfulness techniques to practice.
  - **Application Feedback Level Three – Feedback**
    - i. Linked with Level Two.
      1. Observe each pair as they practice their mindfulness exercises.
      2. Provide immediate feedback and support.
      3. Pose questions like:
        - a. How did each exercise make you feel?
        - b. Were there any challenges you encountered?
        - c. Are some mindfulness techniques more challenging than others? Why?
  - **Evaluation – Assessment (3 minutes)**
    - i. Have students get out and write in their SEL journals.
    - ii. Provide and post the prompt for Lesson 7 (Appendix B): “Which mindfulness technique was most helpful to you and why?”
  - **Closure – Retention and Transfer (3 minutes)**
    - i. Review mindfulness and different techniques.

1. Encourage students to add these new techniques to their self-management plans that they created yesterday.
2. Encourage students to practice these techniques at home.

**Resources**

- [“Mindful Minute Mindful Eyes”](#) video
- [“Melting Mindfulness Exercise”](#) video
- 5-4-3-2-1 Grounding Technique Poster (Appendix J) by Teaching 3-2-1 on *TeachersPayTeachers*

## Lesson 8: Role Playing Calming Corner Scenarios

Lesson Objective: Following multiple occurrences of teacher modeling and several student practice opportunities, students will be able to demonstrate a commitment to self-regulation by actively using calming strategies when feeling stressed, overwhelmed, and angered.

Materials:

- SEL journal (notebooks) for each student
- Calming Corner Space (designated space in classroom)
- Calming Corner Expectations (see Appendix A)
- Calming corner items (e.g. stress ball, fidget toy, coloring page)
- Calming Corner Scenarios (Appendix K)

Lesson

- **Gaining Attention (3 minutes)**
  - i. “I woke up late this morning and got ready in a hurry. I forgot my phone and spilled my coffee all over my desk when I got to work. I am so frustrated and upset!”
    1. Ask students to think how the situation should be handled.
- **Direction – (2 minute)**
  - i. Explain that today’s lesson will focus on learning how to use the calming corner effectively through role-playing different scenarios.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review the previous lessons.
    1. Ask students to recall the purpose of the calming corner and how it can help manage emotions.
    2. Ask students to recall different self-regulation strategies that could be used in the calming corner.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Introduce the concept of role-playing and how it can be important to help practice real-life skills.
    1. Ask students if they have every role-played before.
  - ii. Explain to students that they will be acting out different scenarios that will focus on specific emotional situations, like feeling angry, sad, or overwhelmed.
  - iii. Remind students of the Calming Corner Expectations (Appendix A)
- **Application Feedback Level One – Guided Learning**
  - i. Model a role-playing scenario with a student volunteer, demonstrating how to use the calming corner.
    1. Use a scenario from Appendix K.
  - ii. Discuss the steps used to calm down.
- **Application Feedback Level Two – Eliciting Performance**

- i. Divide the class into small groups of 3-4 students.
  - ii. Distribute a different scenario card to each group.
  - iii. Each group will role-play their scenario, taking turns acting out the role of a student using the calming corner and the role of a guide or teacher, and any other parts needed.
    1. Allow time for each group to plan out their role-playing before acting out.
- **Application Feedback Level Three – Feedback**
  1. Observe the groups as they role-play.
  2. Provide immediate feedback and positive reinforcement.
  3. Highlight the effective use of the calming corner and offer any suggestions for improvement.
- **Evaluation – Assessment (7 minutes)**
  - i. Each group will perform their role-play for the class.
    1. After each performance, engage in discussion about what was observed and what strategies were used effectively.
- **Closure – Retention and Transfer (3 minutes)**
  - i. Have students get out and write in their SEL journals.
  - ii. Provide and post the prompt for Lesson 8 (Appendix B): “Write about what you learned today. How can you use the calming corner in your own life?”
    1. Encourage students to share their reflections with the class.

## Resources

- Calming Corner Expectations (Appendix A)
- Calming Corner Scenarios (Appendix K)

## Lesson 9: Creating a Personal Calming Plan

Lesson Objective: After teacher instruction, and multiples occurrences of teacher modeling, students will be able to prioritize and integrate self-management strategies into their daily routines to enhance their emotional and behavioral regulation.

Materials:

- SMART board or whiteboard
- SEL journal (notebooks) for each student
- Personal Calming Plan worksheets per student (Appendix L)
- Art supplies (colored pencils, markers)
- Example Calming Plan (Appendix M)

Lesson

- **Gaining Attention (3 minutes)**
  - i. You need to CALM DOWN! But how!?
    1. Ask students to think about why having a plan for calming down might be important. Ask for responses.
- **Direction – (1 minute)**
  - i. Explain that today’s lesson will focus on creating a person calming plan.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review the previous lessons.
    1. Ask students to recall different emotions and triggers.
    2. Ask students to recall different self-regulation strategies.
    3. Ask students to reflect on using the calming corner.
- **Content – Presentation of New Material (~23 minutes)**
  - i. Discuss the concept of a calming plan and its importance. “A calming plan is a structured way to help us manage our emotions and deal with stress.”
  - ii. Show an example of a completed calming plan (Appendix M).
  - iii. Explain the different components of a calming plan: identifying emotions, recognizing triggers, and selecting calming strategies.
- **Application Feedback Level One – Guided Learning**
  - i. Guide students through each section of the calming plan. For example, discuss how to identify their own emotions and triggers, list places they can go, people they can talk to, and strategies that will help.
  - ii. Provide a list of possible self-regulation (calming) strategies from previous lessons.
    1. Encourage students to reflect on and suggest strategies as you make a list on the SMART board or whiteboard.
- **Application Feedback Level Two – Eliciting Performance**
  - i. Distribute the Personal Calming Plan worksheet (Appendix L).
  - ii. Ask students to start filling out their own plans.

1. Encourage students to reflect back on past lessons and to think about times they have felt upset and what has helped them calm down the best.
  2. Encourage students to use a combination of pictures and words.
    - a. *Note: Have them think about calming corner experiences if they have used the space.*
- **Application Feedback Level Three – Feedback**
    - i. Linked with Level Two.
      1. Walk around the classroom and observe students’ work.
      2. Provide individualized feedback.
      3. Praise their efforts and provide suggestions for improvement or additional strategies.
  - **Evaluation – Assessment (5 minutes)**
    - i. Have students share their calming plans with a partner or in a small group.
    - ii. Encourage them to discuss why they chose certain strategies and how they think these will help them in different situations.
      1. Remind students that all calming plans will be different and to respect the thoughts/feelings of others.
  - **Closure – Retention and Transfer (5 minutes)**
    - i. Have students get out and write in their SEL journals.
    - ii. Provide and post the prompt for Lesson 9 (Appendix B): “When is a time you might use your calming plan? How will it help you manage your emotions?”
    - iii. Encourage students to keep their calming plans in a place where they can easily access them (desk or locker).

## Resources

- Personal Calming Plan worksheets per student (Appendix L)
- Example Calming Plan (Appendix M)

## Lesson 10: Reflection of SEL Skills and Calming Corner

Lesson Objective: After instruction from the teacher, multiple occurrences of teacher modeling, and given access to manipulatives and classroom materials, students will be able to demonstrate their SEL growth by creating a visual representation of different SEL skills.

Materials:

- Blank white paper per student
- SMART board or whiteboard
- SEL journal (notebooks) for each student
- Art supplies (colored pencils, markers, crayons)
- Anchor charts from any previous lessons

Lesson

- **Gaining Attention (4 minutes)**
  - i. Start by stating an example of a student who, at some point during the unit, has successfully used SEL skills and the calming corner to handle a difficult/challenging situation.
- **Direction – (1 minute)**
  - i. Explain that today’s lesson will focus on reflecting on the SEL skills they have learned and how the calming corner has helped them manage their emotions.
  - ii. In your own words, state the objective listed above.
- **Recall – Prerequisite (5 minutes)**
  - i. Review the SEL skills that have been covered throughout the unit, such as identifying emotions and triggers, self-regulation strategies, positive self-talk, and stress management techniques.
  - ii. Review the purpose and use of the calming corner.
- **Content – Presentation of New Material (~20 minutes)**
  - i. Introduce the concept of self-reflection and its importance in learning and personal growth.
  - ii. Explain that they will be thinking about and writing down their experiences with SEL skills and the calming corner.
    - 1. Remind students of past lessons by posting past anchor charts around the classroom.
- **Application Feedback Level One – Guided Learning**
  - i. Provide examples of reflective statements or questions to guide their thinking.
    - 1. “One time I used positive self-talk when...”
    - 2. “I felt calm after using the Calming Corner because...”
    - 3. “I know I can use \_\_\_\_\_ to help me calm down.”
- **Application Feedback Level Two – Eliciting Performance**
  - i. Distribute blank white paper to each student.

- ii. Explain to students that they will be creating a poster that reflects what they have learned about SEL skills and the calming corner.
    - 1. Encourage students to write about their experiences, to think about specific situations and how they used what they learned.
    - 2. Encourage students to draw pictures of experiences using the calming corner or of self-regulation strategies they have used.
- **Application Feedback Level Three – Feedback**
  - i. Linked with Level Two.
    - 1. Walk around the classroom as students' complete their reflection posters. Read students' posters/reflections, and offer individualized feedback.
    - 2. Praise their insights and provide suggestions for deeper reflection. Some questions might include:
      - a. How can you show strategies you have found helpful?
      - b. How can you illustrate a time were you felt a strong emotion?
      - c. How can you include parts of your calming plan in your reflection?
- **Evaluation – Assessment (5 minutes)**
  - i. Have some students share their posters with the class.
    - 1. Encourage them to discuss their experiences and what they have learned from using SEL skills and the calming corner.
- **Closure – Retention and Transfer (5 minutes)**
  - i. Have students get out and write in their SEL journals.
  - ii. Provide and post the prompt for Lesson 10 (Appendix B): “How has learning about SEL skills and the calming corner impacted you? Are there skills that you’re still struggling with? If so, what are they?”
  - iii. Encourage students to think about how they can continue to use these skills in the future- in school or at home.

### Resources

- Anchor charts from previous lessons

## **Implementation**

### **Proposed Implementation Strategy**

The instructional unit is intended to be delivered to 20-25 fourth-grade students to help enhance their own social-emotional skills, such as self-regulation and self-management, while utilizing a calming corner. Preferably, this unit should be delivered at the beginning of the school year, with additional lessons continuing throughout the remainder of the school year as needed.

The proposed implementation strategy for delivering the Social-Emotional Learning (SEL) instructional unit was designed to create a structured, engaging, and supportive learning environment. This strategy will incorporate various instructional techniques, room arrangements, and resources to ensure that students are fully engaged with the material and develop critical social-emotional learning skills.

The instruction will begin as a whole group for each lesson, before transitioning to a guided practice and eventually, small group activity. The students will be asked to engage in role-playing scenarios, as well as different mindfulness and breathing techniques. Each lesson will end with students completing a reflective journal entry related to the skill for that day. The teacher will encourage students to utilize the calming corner when role-playing or during other times of day when it is necessary. The teacher will use data gathered through behavioral observations and reflective journal entries to guide and help individual students, small groups, or the whole class with any activities or techniques that students are struggling with.

### **Location**

The SEL instructional unit will take place in a fourth-grade classroom at St. Charles Elementary School. Using a familiar setting will allow students to feel more comfortable and at ease, which is important when discussing topics related to emotions and self-regulation. The

primary location will be the students' regular classroom, which provides consistency and helps to minimize distractions. A dedicated space within the classroom will be transformed into a calming corner, where students can practice the SEL strategies learned from the unit. This area will be used during instruction and whenever students need a quiet space to self-regulate.

There will be a scheduled 40-minute block from 8:00 AM to 8:40 AM for this unit to be delivered. This unit will last for two weeks and occur Monday through Friday each day.

### **Classroom Design**

The classroom will be arranged to facilitate both whole group and small group activities, and individual work, while providing space to introduce a calming corner. This arrangement will be flexible to allow for easy transition between the different activities.

Desks will be arranged in clusters of four, which enables group discussions and collaborative activities. This setup will encourage peer interaction and support cooperative learning. When there are collaborative activities, each cluster of desks can serve as a group of 3-4 students, or the teacher can choose the partners or groups by pairing them up (random or selective).

There will be a designed calming corner set up within the classroom. This will be a low-traffic area of the classroom, away from the main instructional space. The area will need to be visually distinct, including using soft lighting, calming colors, and comfortable seating to create a peaceful atmosphere. The calming corner will also contain a variety of sensory tools (e.g. stress balls, fidgets), visual aids (e.g. posters or flipbooks with self-regulation techniques), and SEL-related books.

There will be a designated teaching area located in the front of the classroom. This area will be dedicated to whole-class instruction. It will include a large whiteboard, SMART board,

and mounted projector, which will be used for teaching, displaying lesson materials, or conducting interactive/group activities.

## **Equipment**

### **Technology**

There are a few types of technological equipment needed for the activities within the instructional unit. It is important to note that internet access will be needed as well. This will be essential for accessing any online SEL content or for streaming videos. It will be crucial to ensure that the connection is reliable and accessible from the device using during the lesson.

The first piece of equipment is a projector. The projector will be used to display SEL posters, journal prompts, and videos. This will be important for any visual learners and for presenting multimedia content that can help students to better understand abstract SEL concepts/techniques. The projector might also be used to share student work. If the SMART board is available, the teacher can use this to write down strategies, techniques, or students' ideas during whole group discussions.

Another piece of equipment needed is an audio system. An audio system will help to enhance the audio quality of videos or interactive lessons. A speaker and microphone system will be available to distribute sound and to deliver instructional content.

The last piece of equipment needed is a document camera. This will be used to display students' work (e.g. self-management plans or reflection journals), and SEL-related materials (e.g. worksheets, posters, role-playing scenarios, etc.). The document camera will allow for real time sharing and discussion of student-created content.

**Other Materials**

Some of the other materials required to deliver this instruction unit are flip/anchor charts, markers, and whiteboard markers. These will be used during instruction, guided practice or group activities to capture ideas, create visual aids, or record student responses. The charts can then be displayed around the room, or near the calming corner to reinforce key concepts and serve as visual reminders throughout the unit. A variety of SEL sensory materials (e.g. stress balls, fidgets, etc.) will be needed for reference or use during the unit as well.

**Additional Staffing Needs**

The classroom teacher will be the primary instructor who will be responsible for delivering the SEL lessons, facilitating discussions, and guiding students through activities and interactive practices. The teacher will need to observe student behaviors before and after the unit, monitor student progress, and provide feedback during small group activities, and reflection periods.

Another additional staffing need to consider might be an SEL specialist or a school counselor. They may be needed to provide support to the teacher on SEL concepts or techniques or for students during discussions and emotional support activities. They might also be available to offer more one-on-one support for students as needed.

## **Evaluation**

### **Formative Evaluation**

At the beginning of the instruction unit, students will be assessed on their prior knowledge of social-emotional learning (SEL) and related strategies through whole group discussions. This will allow the teacher to determine what students already know relating to SEL and if students have previously used any SEL self-regulation strategies.

Throughout the unit, students will have multiple opportunities to practice different self-regulation strategies after guided practice, group demonstrations, or small group practice. The teacher will be formatively assessing students through their engagement in group discussions, calming corner role-playing scenarios (see Appendix B), and individual journal reflections (see Appendix A). Doing so will help the teacher determine whether additional instruction is needed and adjust instruction or material to fit the needs of students.

During small group activities and individual reflective journal practices, the teacher will walk around the classroom. The teacher will observe student engagement, understanding, and participation during the lessons. Specifically, the teacher will be providing feedback to students, to check for understanding of the material and self-regulation and self-management strategies. They will also make note of any areas of confusion, lack of engagement, or difficulty that students might have.

After each lesson, the teacher will seek student feedback through a daily check-in process. This will provide the teacher with the chance to informally assess students. This will be a simple and brief guided group discussion where students can provide feedback on the activities, materials, and overall experience of the lesson.

## **Summative Evaluation**

The overall goal of this instructional unit is to provide fourth-grade students with different social-emotional learning (SEL) tools, skills, and strategies that they can practice and apply in their own lives to more positively impact their mental health and well-being.

The teacher will administer different assessments to measure the knowledge and skills gained by the students. Some of these assessments will include student reflective journal responses and scenario-based tasks.

At this end of the instructional unit students will be asked to demonstrate their overall growth by creating and submitting a final visual representation (poster). This poster will reflect their understanding and application of SEL skills. The teacher will view these visual representations to help identify students' mastery of identifying emotions and understanding of different self-management and self-regulation strategies.

Students will also be asked to complete a survey (see Appendix C) at the end of the unit. This will gauge their attitudes towards the SEL unit, including their enjoyment, perceived usefulness, and confidence in using different SEL strategies. Level 1 of Kirkpatrick's model is being used by asking students to complete a survey after the instructional unit is completed. This will allow me to discover students' reaction to the unit. The hope is that they can reflect on their experiences in a positive way and will continue utilizing strategies and techniques that they connect with most. Because this instructional unit has not been implemented, I will not know the results or outcome; hopefully the impact is a positive one.

Students were also asked to create a comprehensive visual representation, which directly ties to Kirkpatrick's Level 2 evaluation. Through creating this visual representation, students will

be able to demonstrate their understanding of SEL skills and techniques. This will help to determine the success of the unit and how much students learned from each lesson.

The teacher will observe and record changes in student behavior related to self-awareness, self-regulation, and self-management throughout the unit. The teacher will note individual uses of the calming corner through one-on-one conferences or student self-reports throughout the unit and after the unit is completed. This will allow for the teacher to see what strategies and techniques students are able to apply, which ties to Kirkpatrick's third level of evaluation.

### **Self-Evaluation**

This has been a new experience for me. I have not heard of nor used the ADDE model before. Using the ADDIE Model has allowed me to understand and grow in each step of the instructional design process. As someone who is excited and the idea of creating materials, the design and development phase was the step I looked forward to the most. But it allowed me to step back and really think about prior steps. With that said, the biggest takeaway for me is the importance of analyzing. It allowed me to place more emphasis on determining the root cause and truly identifying the target audience and what their needs are, versus just diving into the design and development phase.

As someone who thrives on organization and structure, I found having a step-by-step process, like the ADDIE Model, to be very helpful. It has reiterated the importance of taking the time to plan thoroughly, but also to consistently evaluate every step of the way. It has also shown that having an organized process can lead to great designs.

This has been a great learning experience for me. It has allowed me to reflect on past trainings I have been through with instructional design perspectives. I was able to think about

instances in which I was a participant in someone else's instructional design process. While at the same time, I have considered concepts and skills that are still a struggle within my classroom and thought about how I can apply what I have learned from this course to design other instructional units. So, I look forward to applying this knowledge and model to design more instructional units or training in the future, whether it's inside or outside of my classroom.

## Appendix

## Appendix A- Calming Corner Expectations

**Calming Corner Expectations**



1. One person at a time.
2. Choose a tool or strategy.
3. Treat the tools or items with respect.
4. Use quietly.
5. Set a timer and respect the time limit.

**Appendix B- Reflection Journal Prompts**

<b>Lesson #</b>	<b>Journal Prompt Title</b>	<b>Journal Prompt(s)</b>
Lesson 1	SEL & Calming Corner	<ol style="list-style-type: none"> <li>1. How might you use the calming corner?</li> <li>2. How could the calming corner help you?</li> </ol>
Lesson 2	Identifying Emotions & The Zones of Regulation	<ol style="list-style-type: none"> <li>1. Create your own Zones of Regulation chart, drawing faces or writing words that represent emotions for each zone.</li> <li>2. Write about a recent experience where you felt a strong emotion.</li> </ol>
Lesson 3	Understanding Emotional Triggers	<ol style="list-style-type: none"> <li>1. What is an emotional trigger?</li> <li>2. Why is it important to know what triggers you?</li> </ol>
Lesson 4	Self-Regulation and Managing Emotions	<ol style="list-style-type: none"> <li>1. What is self-regulation?</li> <li>2. What are three different self-regulation strategies that you could use when feeling strong emotions?</li> </ol>
Lesson 5	Positive Self-Talk	<ol style="list-style-type: none"> <li>1. What is positive self-talk and why is it important?</li> <li>2. Make a list of positive self-talk phrases that you could use in a challenging situation.</li> </ol>
Lesson 6	Stress-Management Plan	<ol style="list-style-type: none"> <li>1. Create a Self-Management Plan. List at least 3 situations that cause you stress. Then choose a technique for each that you can use to help manage that stress.</li> </ol>
Lesson 7	Practicing Mindfulness	<ol style="list-style-type: none"> <li>1. Which mindfulness technique was most helpful to you and why?</li> </ol>
Lesson 8	Calming Corner Role-Play	<ol style="list-style-type: none"> <li>1. Write about what you learned today.</li> <li>2. How can you use the calming corner in your own life?</li> </ol>
Lesson 9	Personal Calming Plan	<ol style="list-style-type: none"> <li>1. When is a time where you might use your calming plan?</li> <li>2. How will it help you manage your emotions?</li> </ol>
Lesson 10	SEL Skills Reflection	<ol style="list-style-type: none"> <li>1. How has learning about SEL skills and the calming corner impacted you?</li> <li>2. Are there skills that you're still struggling with? If so, what are they?</li> </ol>

Appendix C- Zones of Regulation Chart

# HOW ARE YOU FEELING?

RED	YELLOW	GREEN	BLUE
 Angry	 Worried	 Happy	 Tired
 Yelling	 Frustrated	 Focused	 Sad
 Terrified	 Excited	 Calm	 Sick
 Disgusted	 Silly	 Ready	 Moving Slowly

Appendix D- Emotion Flashcards



**Appendix E- Trigger and Response Short Story****The Tale of Katie and the Lost Homework**

Katie was a cheerful fourth grader who loved school, especially art class. One sunny afternoon, as Katie was packing up to go home, she realized something terrible- her math homework was missing! She distinctly remembered putting it in her backpack that morning, but now it was nowhere to be found.

Katie felt her heart start to race, and her palms get sweaty. Panic set in, and she could feel tears welling up in her eyes. "What if I get in trouble? What if I can't find it at all?" Katie thought to herself. This was her emotional trigger- losing something very important.

Feeling overwhelmed, Katie took a deep breath just like Mrs. Prince, her teacher, had taught her. She counted to ten slowly in her head, trying to calm down. "Okay, don't panic. Let's think about where it could be," Katie told herself.

First, she retraced her steps. She remembered taking out her math book during recess to show her friend Haley something cute she'd drawn. Maybe it had fallen out then? Katie hurried to the playground and, to her relief, found her homework lying under the slide, a little dirty, but still intact.

She felt a wave of relief wash over her, and she smiled, proud that she

**Appendix F- Understanding Your Feelings Worksheet**

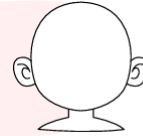
Name: \_\_\_\_\_

Date: \_\_\_\_\_

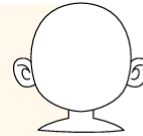
## UNDERSTAND YOUR FEELINGS

Identify what triggers (person, place, thing) make you feel emotions from the different zones: **Red, yellow, green** or **blue**. Write them down and then show your emotion on the faces below!

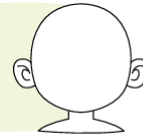
This makes me feel **angry, yelling, terrified, disgusted, stressed, agitated, jealous...**



This makes me feel **worried, frustrated, excited, silly, nervous, embarrassed, confused...**



This makes me feel **happy, focused, calm, ready, peaceful, proud, confident, hopeful...**



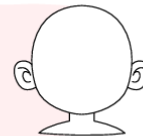
This makes me feel **tired, sad, sick, moving slowly, dissapointed, lonely, bored, shy...**



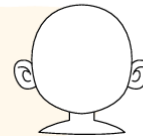
## UNDERSTAND YOUR FEELINGS

Identify what triggers (person, place, thing) make you feel emotions from the different zones: **Red, yellow, green** or **blue**. Write them down and then show your emotion on the faces below!

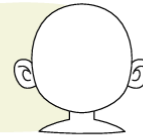
This makes me feel **angry, yelling, terrified, disgusted, stressed, agitated, jealous...**



This makes me feel **worried, frustrated, excited, silly, nervous, embarrassed, confused...**



This makes me feel **happy, focused, calm, ready, peaceful, proud, confident, hopeful...**



This makes me feel **tired, sad, sick, moving slowly, dissapointed, lonely, bored, shy...**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix G- Emotional Trigger Scenarios**

<p><b><u>Scenario 1:</u></b>                  Maria is teased by her classmates for her new glasses. This makes her feel self-conscious and sad.</p> <p>Trigger: _____</p> <p>Emotion: _____</p>	<p><b><u>Scenario 4:</u></b>                  Jamie panics and begins to worry when he realizes he left his completed homework on the kitchen table and didn't bring it to school.</p> <p>Trigger: _____</p> <p>Emotion: _____</p>
<p><b><u>Scenario 2:</u></b>                  Caleb gets frustrated when he struggles to solve the math problem and feels like giving up.</p> <p>Trigger: _____</p> <p>Emotion: _____</p>	<p><b><u>Scenario 5:</u></b>                  Emily feels hurt when her friend doesn't include her to play in the game at recess.</p> <p>Trigger: _____</p> <p>Emotion: _____</p>
<p><b><u>Scenario 3:</u></b>                  Sam loses a board game to a classmate during recess and feels angry and upset because he really wanted to win.</p> <p>Trigger: _____</p> <p>Emotion: _____</p>	<p><b><u>Scenario 6:</u></b>                  Amelia feels anxious and nervous when the teacher calls on her unexpectedly to answer a question in front of the class.</p> <p>Trigger: _____</p> <p>Emotion: _____</p>

**Appendix H- Self-Regulation (Calm-Down) Strategies Flipbook**

*Note: Flipbook can be placed into calming corner after lesson is taught. Only include strategies for tools that are available in calming corner.*

**Calm Down STRATEGIES**



**Breathe**

Choose one of the breathing exercise cards and breathe.



**Write**

Choose one of the writing prompts.



**Hug**

Hug a stuffed toy.



Find a Calm Down Strategy Card you like and follow the directions.


**Glitter**

Shake the glitter bottle and watch the glitter float and settle to the bottom.



**Create**

Create a masterpiece out of dough.



**Color**

Choose a coloring page to color.



**Draw**

Choose a directed drawing or draw anything you like.



**Selfie**

Look in the mirror and make silly faces.




**Positive Talk**

Read the positive affirmation cards.




**Count**

Silently count backward from 100.




**Play**

Play quietly with one of the fidgets or puzzles.




**Read**

Read a book.




**Silly Jokes**

Read some silly jokes.




**Tear**

Slowly and quietly tear a piece of scrap paper into tiny pieces. Clean up your mess when you're done.



**Puzzle**

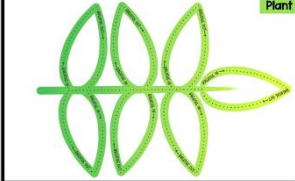
Work on a puzzle or word search.




**Breathing EXERCISES**



**Plant**



**Rainbow**



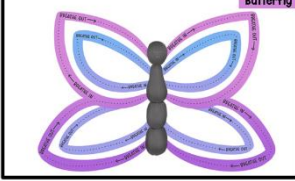
**Rest**

Put your head down and close your eyes.

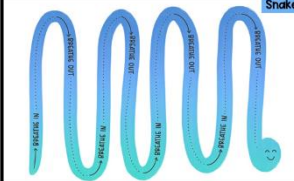


Place a finger at the start and trace a path around the picture as you breathe in and breathe out.

**Butterfly**



**Snake**



**Sun**



Take 5 slow deep breaths.

**1 2 3 4 5**

## Appendix I- Positive Self-Talk Scenario Cards

<p><b>Scenario 1: Taking a Test</b></p> <p>You have a big math test coming up next week and you're feeling nervous because you're not sure if you're ready.</p>	<p><b>Scenario 2: Presenting a Project in Front of the Class</b></p> <p>It is your turn to present your book report to the class, and you're feeling scared because you don't like speaking in front of people.</p>
<p><b>Scenario 3: Trying Something New</b></p> <p>Your class is learning a new game in P.E., and you've never played it before. You are worried you won't be any good at it.</p>	<p><b>Scenario 4: Making a Mistake</b></p> <p>You made a mistake on your homework and are feeling upset about it.</p>
<p><b>Scenario 5: Competing in a School Event</b></p> <p>You're about to compete in your grade's annual track meet. Your teachers, classmates, and parents are watching, and you are feeling really anxious.</p>	<p><b>Scenario 6: Dealing with Friendship Issues</b></p> <p>Your friend didn't want to play with you at recess, and you're feeling sad and left out.</p>
<p><b>Scenario 7: Facing a Challenging Task</b></p>	<p><b>Scenario 8: Dealing with Peer Pressure</b></p>

You have a difficult project to complete and you're feeling overwhelmed by the amount of work you need to do.

Some of your classmates are pressuring you to join them in doing something you know is against the rules.

## Appendix J- 5-4-3-2-1 Grounding Technique Poster

# 5-4-3-2-1 GROUNDING

Take a deep breath and identify...

- 5 things you can SEE
- 4 things you can FEEL
- 3 things you can HEAR
- 2 things you can SMELL
- 1 things you can TASTE

## Appendix K- Calming Corner Scenarios

<p><b>Scenario 1:</b></p> <p>You didn't do well on your math test. You feel really disappointed because you worked hard, but still got a low score.</p>	<p><b>Scenario 2:</b></p> <p>Your best friend is absent today. You were looking forward to seeing her and now you feel lonely at recess. You miss playing with them and don't know what to do.</p>
<p><b>Scenario 3:</b></p> <p>During a group activity, you and a classmate disagreed about how to complete the project. You feel frustrated because you couldn't agree.</p>	<p><b>Scenario 4:</b></p> <p>You accidentally spilled water all over your homework and now it's ruined. You feel upset and worried about telling your teacher.</p>
<p><b>Scenario 5:</b></p> <p>The noise level in the classroom is too loud and it's making it hard for you to concentrate. You feel overwhelmed by all the noise.</p>	<p><b>Scenario 6:</b></p> <p>Someone in class made a mean comment about your new haircut and it hurt your feelings. You feel sad and self-conscious.</p>
<p><b>Scenario 7:</b></p> <p>You were excited to share the item you got for your birthday during morning meeting, but you forgot your item at home. You feel embarrassed and disappointed.</p>	<p><b>Scenario 8:</b></p> <p>You were running on the playground and fell, scraping your knee. You feel embarrassed because others saw you and it hurts.</p>

## Appendix L- Personal Calming Plan Worksheet

Name: \_\_\_\_\_

date: \_\_\_\_\_

my stay calm plan

Identify emotion

**Appendix M- Calming Plan Example**

Name: \_\_\_\_\_

date: \_\_\_\_\_

# my stay CALM PLAN

When I get \_\_\_\_\_ **angry** \_\_\_\_\_, sometimes I...

1. \_\_\_ **want to scream** \_\_\_\_\_
2. \_\_\_ **want to hit/punch something** \_\_\_\_\_
3. \_\_\_ **think negative thoughts** \_\_\_\_\_

Some things that trigger me are:

- **When I misplace my things**
- **When someone doesn't listen to what I say**
- **When I am left out**
- **When I am disrespected**
- 
- 

Places I can go when I feel this way:

**A safe place**  
**The classroom calming corner**  
**My bedroom**

People I can talk with are:

**My parents**  
**My teacher**  
**Supportive adults**  
**Good friends**

Some ways to I can calm down are...

1. \_\_\_ **Using a stress ball** \_\_\_\_\_
2. \_\_\_ **Coloring a picture** \_\_\_\_\_
3. \_\_\_ **4-7-8 Deep Breathing** \_\_\_\_\_

Draw pictures of your strategies here.

### Appendix N- Social-Emotional Learning Unit Student Survey

## Social-Emotional Learning Unit Student Survey

We have just wrapped up our unit on Social-Emotional Learning! Your thoughts and feedback are very important and will be used to develop additional SEL activities, and to help guide future lessons for upcoming fourth-graders. Your answers will only be seen by the teacher and will not be shared with anyone else. When you have answered all the questions below, please hit the button at the bottom to submit your responses.

On a scale of 1-5, how much did you enjoy the SEL activities?

1 2 3 4 5

I did not enjoy the SEL activities.      I really enjoyed the SEL activities

How confident do you feel about managing your emotions after completing this unit?

1 2 3 4 5

Not confident      Very Confident

Which SEL skill do you think you improved the most?

Short answer text  
.....

What was your favorite part of the SEL unit, and why?

Long answer text  
.....

How often do you use the calming strategies learned in this unit?

Short answer text  
.....

111

What self-regulation strategies do you find the most useful?

Long answer text  
.....

Paragraph