



YEAR 3: LESSON 5

EMOTIONAL REGULATION TOOLKIT

LEARNING OBJECTIVE:

I can identify tools for emotional regulation

ACTIVITY MAP

10 MINS	INTRODUCTION (C)
10 MINS	PLAY (C) <i>All The Tools That I Can Use</i>
10 MINS	EXPLORE (G) <i>Helping My Tower</i>
20 MINS	EXPRESS (I) <i>My Toolkit Pairs</i>
10 MINS	CAMPFIRE MOMENT (C)

LESSON OVERVIEW:

In this, the penultimate session, we explore what can help us regulate our emotions. We explore the different tools available for us and then the children create their own toolkit of strategies.

WATCH OUT FOR...

Remind the group that we are not all the same and there are no right or wrong answers with regard to emotions and strategies to soothe ourselves.

INTRODUCTION

RECAP the learning from last week (reactions) - Introduce the weekly theme and **LEARNING OBJECTIVE** - Discuss the **KEY WORDS** *Tools* and *Emotional Regulation* - **WATCH** this week's film clip [Beaver's Dam] - **DISCUSS** the key questions

PLAY

Discuss examples of different tools we can use if our towers become wobbly. Sitting in a circle, go round the children, each one adding to the list of things they might do, eg, 'I can have a drink of water or...'

EXPLORE

Divide the class into groups of four with one person who has a wobbly tower. Working on different scenarios, the allocated person will act out the scenario and ask for help, the other group members can offer tools to help.

EXPRESS

Using the 'Toolkit Pairs' template each child can make their own pairs game, matching situations which may make their towers wobbly with tools that work for them to feel steady again.

CAMPFIRE MOMENT

Gather around the imaginary campfire, share their work, define today's key words and reflect on the learning. Conclude with the key sentence
WE ARE ALL UNIQUE AND DIFFERENT TOOLS WORK FOR EACH OF US IN DIFFERENT WAYS. TALKING TO OUR TRUSTED ADULTS ABOUT WHAT TOOLS WORK FOR US WILL HELP THEM TO SUPPORT US SUPPORT US.

KEY WORDS:

Tools (n) - *things we can use to help us.*

Emotional Regulation (n) - *the ability to regulate an emotion or set of emotions. Having the ability to control, moderate or maintain an emotion.*

TOP TIP:

My Toolkit Pairs - ensure that the children match the design of one tool to a situation - they could pick the same colour. Also ensure that they design the backs of all cards to be the same. This way they can correctly play the pairs game

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LEARNING OBJECTIVE:

I can identify tools for emotional regulation

INTRODUCTION (10 mins) [C]

1. Play and share the Adventure Map (Slide 2) and recap the learning from previous weeks
2. Ask the children what they can remember about the tumbling tower video from last week
3. Explain to the children that today they will be learning more about what to do when our towers become wobbly and what we might be able to do to help our towers to become steady again. Introduce this week's theme and learning objective (Slide 3). Read aloud the key words for this week: **Tools** and **Emotional Regulation**, asking for suggestions of what the words might mean (Slide 3). *Note: There are no right or wrong answers. These words will be revisited and clarified in the campfire moment at the end*
4. Play the film clip [Beaver's Dam] (Slide 4) and answer the discussion questions (Slide 5)

Scaffolding option: If children are struggling to recall the tumbling towers analogy, you can re-play the video from last week to remind them.

PLAY:

ALL THE TOOLS THAT I CAN USE (10 mins) [C] Slide 6

1. Show the children the list of example tools and read them aloud (Slide 7)
2. Explain that these are all examples of different tools we can use if our towers become wobbly
3. Instruct the children that we are going to use these examples alongside our own suggestions and think of as many different tools we can use
4. Sitting in a circle, identify one person to start saying "If my tower becomes wobbly I can..." and they say one thing they might do e.g. "have a drink of water"
5. The person next to them then starts the sentence again, "If my tower becomes wobbly I can have a drink of water, or ..." and they then add to the list, and so on around the circle. Adding in actions will help them remember
6. Conclude the activity by reflecting on how many different tools there are that we can use, and that what works for one person may be different for another person
7. Discuss the questions (Slide 8)

EXPLORE:

HELPING MY TOWER (10 mins) [G] Slide 9

1. Explain that we are going to try out what tools might work for us when our towers become wobbly, to help them become steady again
2. Divide the class into groups of four and allocate one person to be the one to have a wobbly tower.
3. Give each group a scenario from the presentation, explain that the allocated person will act out the scenario and finish by exclaiming "my tower is becoming wobbly!", at this point the three other group members can jump into the scene and, one at a time, each offer a different tool to help (Slide 10)
4. They can experiment by testing out each one and deciding which one works for them
5. Let the groups switch around and try out the different roles and scenarios
6. Allow some groups to perform their work
7. Bring the group back together to conclude, using the presentation to reflect on what tools worked for different people (Slide 11)

🕒 QUICK RECAP: Take a moment to recap the learning so far. Ask some quick-fire questions to check the learning has been understood by the young people - Example - What have we been learning about? How does this affect you?

EXPRESS:

MY TOOLKIT PAIRS (20 mins) [C] Slide 13

1. Give each child a copy of the My Toolkit Pairs template
2. Explain that they are going to make their own pairs game where they can match situations which might make their tower wobbly to the tools that work for them to become steady again (*Slide 14*)
3. They can make as many matching cards as they like, the worksheet has 6 outlines to use which can be printed multiple times if necessary
4. On one card they choose a scenario which may make their tower wobbly, they could draw or write this in the main box
5. On their next card they can draw or write the regulation tool they might use to help them in this scenario, and so on until they have multiple scenarios and tools to match together. Ensure they match the design on the scenario and the matching tool
6. Encourage the children to get creative and colour their cards in how they choose
7. Ask the children to complete the self-assessment (*Slide 15*)
8. When the allotted time has finished, play the campfire music (*Slide 16*)

Scaffolding Option: Provide a word bank for children who need assistance with writing down their ideas.

CAMPFIRE MOMENT

(10 mins) [C] Slide 16

1. Wait for the music to finish before starting
2. Share the definitions of the key words (*Slide 17*)
3. Invite any children to show their work to the group or share their learning. Tell them they can take their pairs game home and use it to remind themselves that they have the power to regulate their own emotions. Explain that it might be a good game to play with their trusted adult, so they know how best to support them when their tower is wobbly or has tumbled
4. Discuss the closing questions (*Slide 18*)
5. Read the Final Thought (*Slide 19*)

AFL ASSESSMENT OPTION: THINK-PAIR-SHARE (SLIDE 20)

Ask the children to discuss for one minute the different tools they use to calm themselves. Ask pairs to share their choices. You could ask for examples where each partner has chosen the same tools or ones that differ from one another.



YEAR 3, SESSION NO: 5 of 6

THEME: Emotional Regulation Toolkit

GROUP _____

DATE: _____

LEARNING OBJECTIVE: *I can identify tools for emotional regulation*

ACTIVITIES USED (tick all that apply)

- Role-play / Freeze Frame
- Discussion
- Poetry
- Music / movement
- Guided meditation / mindfulness
- Written / drawn outcome
- Speaking / listening
- Other







ASSESSMENT METHOD(S) USED

- blind poll
- post-its
- exit card
- round-robin posters
- lollistick discussion
- Other

TICK THE BOX WHICH BEST DESCRIBES THE LEVEL OF UNDERSTANDING AMONGST THE GROUP:

- The group has not achieved the LO yet
- A minority of the group achieved the LO
- A majority of the group achieved the LO
- The whole group achieved the LO

INDICATE THE TALLY TOTALS FOR CHILDREN'S SELF-ASSESSMENT IN THE BOXES PROVIDED


		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>


TEACHER'S NOTES AND NEXT STEPS

CHILDREN WHO SECURELY ACHIEVED THE LO


CHILDREN WHO WOULD BENEFIT FROM MORE SUPPORT

MY TOOLKIT PAIRS





















What to do:

1. Think of a situation you might be in that would make your tower feel wobbly. Write a phrase that represents this in the top of one of the boxes
2. Draw a picture to represent this situation underneath
3. Next think of a something you could do that would help you when you are in this situation and write a phrase to represent that in another one of the boxes
4. Draw a picture that represents this tool underneath
5. Colour the cards in to make them look bright and so that the situation matches the tool
6. Repeat this until you have created another 3 situations and matching tool cards.
7. Use scissors to cut around your card and colour the back of all your cards the same

