**Self-Regulation/SEL**

**Settle Your Glitter for 2nd**

**Purpose:** To educate students on how to calm down when they have big, or little, feelings.

**Materials:** *This is part two of the SEL lessons; Flip Your Lid comes first.*

Glitter Jar

Crankenstein by Samantha Berger

TPT Crankenstein activity (<https://www.teacherspayteachers.com/Product/Crankenstein-Writing-FREEBIE-1511645>)

OR A Little Calm Spot by Diane Alber <https://www.youtube.com/watch?v=4DyI2Nv1AvE>

Elementary #OneYou video <https://www.youtube.com/watch?v=lPIMPLYrKqQ>

**Additional Resources:**

Feelings Poster <https://resources.finalsite.net/files/v1617985556/mesquiteisdorg/m7j9nawjtrmcymo6atb6/ResourceFeelingsPoster-Eng-Span.pptx>

OR Feelings Picture Wall <https://www.teacherspayteachers.com/Product/Emotions-and-Feelings-Vocabulary-Word-Wall-Cards-plus-Write-and-Wipe-Version-3657974>

Stop Think Settle Your Glitter: <https://resources.finalsite.net/files/v1617993729/mesquiteisdorg/yrzlkxrqqmcdqiqefybr/Resource-Stop-Think-SettleYourGlitter.docx>

Brain Song: <https://docs.google.com/presentation/d/1xhXc5aoUpg_LWz-SZ3-xppr5x7fC_vhOlBwlWthQ_iY/copy>

Extension activities and parent handouts available for download from: <https://www.mesquiteisd.org/resources-services/counseling-services/guidanceprogram/counseling-program/social-emotional-learning>

Slides with Visuals: <https://docs.google.com/presentation/d/1RA-hVhUPY0vcAvLw4oQqNgv0kNjZkEH_uHcpHBTHsfw/copy>

**Time:**

Approximately 30 minutes

**Focus:**

Ask students how is their brain today? Remind students of the brain hand and “flipping your lid”. Review the parts of the brain (feeling, thinking brain).

**Lesson:**

Show students a glitter jar with different size glitter. Shake it up and ask them what they see. This is what our brain is like when we are sad, mad, scared. It’s hard to see through all the glitter, and it’s hard for us to think and make good choices. Point out the different size glitter. Those are like the different sizes of our emotions. Notice some glitter settles faster than others. We have to work harder to calm ourselves down with big emotions.

Read Crankenstein by Samantha Berger

Discuss how when we feel cranky, sad, mad, scared, we have to work to calm ourselves back down. Say: It’s okay to feel cranky or angry, it’s what you do when you’re cranky or angry! Talk about how Crankenstein changes from the beginning of the book to the end. How does he or others help him? Have students create/color a Crankenstein or use the free TPT worksheet above. Have students write a sentence about what they are cranky about and what they can use/do to settle their glitter.

OR

Read A Little Calm Spot and practice self regulation techniques and Yoga poses as you read.

After either option, show Elementary One You Video. Talk about ways to calm yourself down (belly breathe, find a quiet place, talk to someone, draw a picture, read a book, etc.).

**Closure:**

Have them practice taking their brain’s temperature by showing the hand signal. When you flip their lid, settle your glitter. Practice calming strategies.

**Extension:**

Show students the Feelings Poster or the Feelings Picture Wall that you are going to leave for them in the classroom. Explain to them that this is something their teacher is going to use to continue to talk about some of the feelings we talk about today. The teacher may want to hang it up and refer to it daily as a poster or you can cut it apart and have the teacher add one feeling at a time as they discuss until they are all up. The teacher can reinforce belly breathing and the glitter jar as they discuss each feeling with the class.

OR Review and give the teacher a copy of the “Stop Think Settle Your Glitter” paper to hang in their room.