**Self-Regulation/SEL**

**3rd Grade Part 1**

**Purpose:** To educate students on things inside and outside of their control, and to teach self-regulation (SEL), managing emotions, problem solving, and coping skills in unfavorable circumstances.

**Materials:** *This is part one of the SEL lessons; If you only have time for one lesson, combine teaching flip your lid with the content of the Part 2 lesson.*

Bag of sugar/ some kind of model of the brain

Brain Poster: <https://docs.google.com/presentation/d/1kMORCbVZK8_0095eilZHtJnklmhNxPyjpJMM2z55uwY/copy>

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

OR I Can Do Hard Things by Gabi Garcia

OR Some Days I Flip My Lid by Kellie Doyle Bailey

OPTIONAL: TPT Circle of Control activity

<https://www.teacherspayteachers.com/Product/Early-Elementary-Counseling-What-Are-Things-I-Can-Control-I-Cant-Control-2934890>

**Additional resources:**

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>

**Time:**

Approximately 30 minutes

**Focus:**

Use the TPT link above for the circle of control activity, or have students draw a big circle on a blank piece of paper (this can be done whole group, or modeled on the board). Outside of the circle have students write things they can’t control, and discuss (weather, other people, what time school starts, etc.). Inside the circle, have them write things they can control, and discuss (personal thoughts, emotions, actions).

**Lesson:**

Tell students that their brain is responsible for everything about them: thinking, feeling, doing, hearing, seeing, touching, smelling, tasting. Review the brain hand signal (see pic below): thinking brain (prefrontal cortex) where we make decisions, feeling brain (amygdala) where our fight/flight/freeze response and emotions are. You can use the Brain Poster and give the teacher a copy. Describe what happens when we “flip our lid”. Show students the hand signal at different levels (partially open, mostly open, all the way open).

Read Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. As you read, discuss what the character can and can’t control and Alexander’s brain temperature.

OR read I Can Do Hard Things by Gabi Garcia. As you read, discuss the choices each character faces and how they might feel about it. Talk through what the character can and can’t control and how they could avoid flipping their lid.

OR read Some Days I Flip My Lid by Kellie Doyle Bailey.

Next, have students get into groups or partners and read the following scenarios. Each group/partner discusses what they can and can’t control in each scenario and ways to help themselves (manage emotions, problem solve, and cope) in unfavorable circumstances. Students could act out how to respond.

Scenario 1: Your table group was picked last to line up for lunch, because someone else at your table was not following directions.

Scenario 2: You stub your toe on a chair that was not pushed in.

Scenario 3: Your best friend picks a different person to be their partner at the gym.

Scenario 4: Someone pushes you in line.

Have students share ideas or present what their group came up with.

**Closure:**

Have them practice taking their brain’s temperature by showing the hand signal. When you flip their lid, they work to help themselves regain control. Share with students that coming up with part 2 will be talking more about coping skills. Practice belly breathing.

**Extension:**

Sing the Brain Song.

Send home parent brain infographic.