



## SAMPLE LESSON PLANS

### Grade 5- Social Emotional Skills

#### Unit 1

##### **SOLs**

- 5.1.N Identify strategies for managing stress.
- 5.2.I Practice strategies for managing stress.
- 5.2.O Manage emotions appropriately in a variety of situations.
- 5.2.P Recognize the importance of developing and maintaining a positive self-image.

#### **Title: Stress and Emotions**

The following activity ideas and lesson and information resource links address these SOLs and support the social and emotional development of students. The Health Smart Virginia website provides a bank of more detailed lesson plans to meet the Grade 5 Social Emotional SOLs in the *Related Resources* listing under this document on the website. To directly access these on their source sites, click the web links below.

*The contribution teachers make to the social and emotional development of students is affected by how teachers themselves role model pro-social and emotional regulation skills; supportive interaction with students by educators, health, and counseling staff; and the larger community, school and classroom climates - perhaps even more than implementation of any specific focused lesson.*

*Lastly, these SOLs should be addressed in concert with the other SOLs, - e.g., healthy relationships and violence prevention, ATOD, and health promotion - that address components of social and emotional development of students – i.e., their ability to experience, express and manage their emotions; to communicate, collaborate, resolve conflicts; and to otherwise develop and maintain positive, supportive relationships with others.*

#### **Student Activity Ideas**

1. Implement KidsHealth.org lessons:
  - Feeling Sad- *Lets Talk About It, Feeling Better* - at <http://classroom.kidshealth.org/3to5/problems/emotions/sad.pdf> ;
  - Getting Along – *Oh Brother, Kindness Coupons* at [http://classroom.kidshealth.org/3to5/personal/growing/getting\\_along.pdf](http://classroom.kidshealth.org/3to5/personal/growing/getting_along.pdf) ;

- Empathy – *Deciding on Empathy, Empathy Award* at <http://classroom.kidshealth.org/3to5/personal/growing/empathy.pdf> ;
  - Conflict Resolution – *Conflict Corner* at [https://classroom.kidshealth.org/3to5/personal/growing/conflict\\_resolution.pdf](https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf) ; and
  - Stress – *Take Care of Yourself, Morning Stressbusters* at <https://classroom.kidshealth.org/3to5/problems/emotions/stress.pdf>
2. Discuss stress management strategies and have students exercise a strategy of their choosing for a 2 - 5 minute time period in the class (i.e., physical or creative expression, talking, breathing).
  3. Help students practice mindfulness. Per Kellie Edwards, Kids Activities Blog <http://kidsactivitiesblog.com/60980/5-mindful-games-kids> , mindfulness is about paying attention to the here and now; rather than being distracted– slowing down and experiencing stillness to quiet the mind. The benefits to children include: improving observational skills and concentration; allowing a time to regroup and wind down – giving brains and bodies time to renew; feeling steady and safe; soothing emotions; feeling kind and connected. The following are examples of activities that focus students on the present and contribute to mindfulness:
    - Blowing bubbles – encourage students to breath in deep and out slowly, and focus on the bubbles’ gentle movements.
    - Pinwheels – encourage students to breath in deep and out slowly and focus on the pinwheels ‘movements.
    - Playing with balloons – each child pushes a balloon gently into the air and tries to keep it afloat and within reach.
    - Texture bag – place a sampling of small, familiar objects of various textures (e.g., rock, stick, leaf, acorn, marble, squishy toy, fluffy toys) into a bag; have students take turns touching and feeling the items in the bag without taking them out, describing how the object feels, and guessing what the object is.
    - Blindfolded taste test – depending on the school’s policies related to food items, students take turn being blindfolded and then feeling and tasting a variety of fruits, vegetables, or other foods . In turn, students describe how the food items feel and taste – and then remove their blindfolds and describe what they see.
  4. *Self- Esteem/ My Positive Traits (Gr. 5-12)*  
[http://www.educationworld.com/a\\_lesson/self-esteem-positive-character-traits.shtml](http://www.educationworld.com/a_lesson/self-esteem-positive-character-traits.shtml)  
 Have students work together to create a class social media or Instagram account with pictures and captions that reflect their positive traits.
  5. Create and read two scenarios where a child experiences disappointment; in one scenario the where the child handles it inappropriately and in the other scenario the child overcomes disappointment in a positive manner. Have students discuss the pros and cons of each ending. Have students further illustrate or act out constructive ways of dealing with disappointment.

6. Encourage students to talk to trusted adults about disappointments, loss and grief. Talk to them about helpful school and community resource people. *When Grief Enters the Classroom* is a resource that provides good background and strategies for educators on addressing grief across various developmental ages.  
[http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief\\_guide.pdf](http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf).
7. Communication undergirds social emotional development. Implement the class activity, *Communication Drawing* [http://www.educationworld.com/a\\_tsl/archives/02-1/lesson020.shtml](http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml). Pair up students and give them 4 blank pieces of paper and drawing instruments. Have the students sit back to back. Give the first student in each pair 2 minutes to draw a picture on the paper. These students will slowly describe their drawing to their partner and the partner should follow their instructions try to replicate the original drawing – no questions are allowed! Once this is done, the students should compare the two drawings. Discuss what was helpful or challenging in communicating without seeing the drawing. Repeat the activity, but instead have the partner’s switch roles. In this second round, however, the second student can also ask the partner questions (but only questions that have a yes/no answer) to clarify how their partner is telling them to draw. Have the students compare the pictures and discuss. Were the second set of drawings closer to the original? What may have contributed to this? Was additional communication helpful? How so?

### Lesson Plan, Information, and Activity Resources

- BAM! Life <http://www.cdc.gov/bam/life/index.html>
- Daniels Neighborhood - When You Feel So Mad that You Want to Roar – Strategy Song and Activity (Anger) <https://www.pbslearningmedia.org/resource/ce65aeaa-ddd2-45dd-908e-6abd84ef2cb2/ce65aeaa-ddd2-45dd-908e-6abd84ef2cb2/#.WRpKfWVNFho>
- Elementary School Counseling - Activity Ideas and Worksheets - Identifying and Expressing Feelings- <http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html>
- Fit4TheClassroom – Mood Music Lesson <http://stage.fit4theclassroom.com/mood>
- Joyful Mind – Mindfulness in the Classroom Activities - <http://www.joyfulmind.net.au/blog/mindfulness-in-the-classroom-some-helpful-suggestions>
- KidsHealth.org Teacher’s Guides for Grades 3-5:
  - Self Esteem [https://classroom.kidshealth.org/classroom/prekto2/personal/growing/self\\_esteem.pdf](https://classroom.kidshealth.org/classroom/prekto2/personal/growing/self_esteem.pdf)
  - Empathy <http://classroom.kidshealth.org/3to5/personal/growing/empathy.pdf>
  - Conflict Resolution [https://classroom.kidshealth.org/3to5/personal/growing/conflict\\_resolution.pdf](https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf)
  - Getting Along [http://classroom.kidshealth.org/3to5/personal/growing/getting\\_along.pdf](http://classroom.kidshealth.org/3to5/personal/growing/getting_along.pdf)
  - Peer Pressure <http://classroom.kidshealth.org/3to5/problems/emotions/sad.pdf>
  - Stress <https://classroom.kidshealth.org/3to5/problems/emotions/stress.pdf>
  - Feeling Sad <http://classroom.kidshealth.org/3to5/problems/emotions/sad.pdf>
- Learn to Be Healthy- <http://www.learntobehealthy.org/health-education/mental-health.aspx>
- Mindful Schools – Lesson- Introduction to Mindful Bodies and Listening-

- <http://www.mindfulschools.org/resources/explore-mindful-resources/>
- Mindful Schools – <http://www.mindfulschools.org/resources/explore-mindful-resources>
  - Mindful Teachers Site - <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html> - numerous activities including:
    - *Human Camera to Engage the Senses*
    - *A Cooperative Game for Teaching Mindfulness*
    - *Noncompetitive Games for Kids*
    - *Pebble Meditation to Cultivate Peace*
    - *Rainbow Walk to Move the Body and Rest the Mind*
    - *A Seated Walking Practice*
    - *A Mindful Way to Handle Annoyance*
    - *THINK Before You Speak*
    - *THINK Before You Speak 2*
    - *Developing Mindfulness of Feelings*
    - *Facing Challenges*
    - *Labeling Thoughts, Emotions*
    - *Abdominal Breath Stress Reduction*
    - *Awareness of the Present Moment*
    - *Recognizing and Learning From Mistakes*
    - *Children’s Songs about Mindfulness, Self-Acceptance, and Gratitude*
  - Open Up Magazine, Minnesota Association for Children’s Mental Health – *Getting to Know You, Empathy –How are You Feeling, It’s All in Your Viewpoint* - <http://www.macmh.org/open-up-magazine/classroom-activities/>
  - PBS- Overview of Mindfulness- <http://www.pbs.org/thebuddha/teachers-guide/>
  - PBS – Its My Life - <http://pbskids.org/itsmylife/index.html>
  - PE Central lessons
    - Emotions in Motion  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9514#.WR3WWmVNFho>
    - Emotion Discovery with DDR  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10126#.WR42smVNFho>
    - Lesson on Feelings  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11039#.WR3WfWVNFho>
    - The Feelings Hop  
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1636#.WR3W02VNFho>
    - Yoga Unit – Feelings and Reactions  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132948#.WR3XFWVNFho>
    - Problem Solving Door  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3584#.WR41J2VNFho>
    - Stress Hot Potato  
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6604#.WR41RmVNFho>
  - Reach Out - Asking students if they are okay <http://au.professionals.reachout.com/r-u-ok>
    - Rossier USC - Creating Safe Spaces – Social Emotional Lessons- <https://rossieronline.usc.edu/blog/bullying-prevention-lesson-plans/>
  - Scholastic - Mind Up Curriculum – brain centered management and teaching strategies <http://teacher.scholastic.com/products/mindup/>
  - Scholastic - Social and Emotional Learning: Essential Lessons for Student Success
  - <https://shop.scholastic.com/teachers-ecommerce/books/social-and-emotional-learning-essential-lessons-for-student-success-9780545465298.html>
  - Teachnology -Mental Health and Stress Reduction - <http://www.teach-nology.com>

- Together Counts – Smart From the Start - Every Body is Special - [http://www.togethercounts.com/sites/togethercounts.com/files/thematic-unit/pdfs/Every\\_Body\\_Is\\_Special\\_Me\\_and\\_My\\_Choices.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/thematic-unit/pdfs/Every_Body_Is_Special_Me_and_My_Choices.pdf)
- Together Counts - Energy Balance 1.2. Full Esteem Ahead - [http://www.togethercounts.com/sites/togethercounts.com/files/module/documents/3-5\\_0.0.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/module/documents/3-5_0.0.pdf)
- Together Counts – Foundations of Wellness [http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K\\_Thru\\_5/K-2\\_1.1\\_Foundations\\_of\\_Wellness.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/K-2_1.1_Foundations_of_Wellness.pdf)
- Wall Street Journal - Overview of Mindfulness - <https://www.wsj.com/articles/can-mindfulness-help-students-do-better-in-school-1424145647>
- We Are Teachers: Resources for Social and Emotional Learning <http://www.weareteachers.com/lessons-resources/social-emotional-learning-classroom-resources>
- Welcoming Schools Guide – Bias, Bullying, Bystanders- [http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Bias\\_Bullying\\_Tips\\_for\\_Elementary\\_Educators.pdf](http://www.hrc.org/welcoming-schools/documents/Welcoming-Schools-Bias_Bullying_Tips_for_Elementary_Educators.pdf)
- When Grief Enters the Classroom [http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief\\_guide.pdf](http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf)
- Y Project Cornerstone – Teasing and Putdowns Lesson [http://www.projectcornerstone.org/html/pdfs/PC\\_ABCsamplelessonplan.pdf](http://www.projectcornerstone.org/html/pdfs/PC_ABCsamplelessonplan.pdf)