Lesson Plan

**School Counselor:** Heidi May **Date:** 03/08/15

**Activity:** Feelings and Coping Parking Lot

**Time:** 30-45 minutes

**Grade(s):** 1st Grade

**Focus Question:**

**Are 1st grade students able to identify and responsibly managing feelings.**

**National Standards:**

* **ASCA Student Standards (Domain/Standard/Competencies):**

PS:A1.5 Identify and express feelings

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and

healthy choices

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

* **ASCA Mindsets and Behaviors:**

Mindset:

5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

Behavior: Self-Management Skills:

7. Demonstrate effective coping skills when faced with a problem

9. Demonstrate personal safety skills

10. Demonstrate ability to manage transitions and ability to adapt to changing

situations and responsibilities

**Common Core State Standards:**

CCSS.ELA-LITERACY.SL.1.1 – participate in collaborative conversations with diverse

partners about grade 1 topics and texts with peers and adults in small and larger groups

CCSS.ELA-LITERACY.SL.1.4 – describe people, places, things, and events with

relevant details, expressing ideas and feelings clearly

**Massachusetts Curriculum Frameworks:**

* Arts: enables students to present and preform art publicly, with confidence, pride, and distinction
* Comprehensive Health Education: teaches fundamental health concepts, promotes habits and conduct that enhances health wellness, and guides efforts to build healthy families, relationships, schools, and communities

**MA CDE Benchmarks:**

**Academic-Technical Skill Development**

A2: strong academic, technical, and employability skills for career and life management

A2--1: communication and literacy skills for self-advocacy and presentation

A2-4: critical thinking skills to use and evaluate information effectively

**Workplace Readiness**

W1: knowledge and skills in the planning and decision-making process

W1-3: skills and strategies for effective decision making at home, at school, at work, and in the community

**Personal/Social Development**

PS1: attitudes, behaviors, and skills that promote self-knowledge, personal responsibility, and self-direction

PS1-3: knowledge and skills for personal responsibility and self-determination

PS2: attitudes, behaviors and interpersonal skills to work with and relate to others

PS2-1: skills in interacting positively with others at home, at school, at work, and in the community

PS2-2: skills in problem-solving and conflict resolution at home, at school, at work, and in the community

**The Florence Roche Elementary School Vision:**

* The school community is committed to a comprehensive education that is dedicated to a high academic achievement for all students and development of the whole child through staff, family and community partnerships.
* Each classroom receives a developmentally appropriate lesson touching on a variety of issues. The subject matter is targeted to improve the social-emotional functioning and awareness of our students.

**Teacher/Counselor Performance Objectives:**

* Help students notice the signs when feeling upset, frustrated, angry, excited, and nervous
* Teach students positive coping strategies

**Student Learning Objective(s):**

**Cognitive: The students will be able to…**

* identify five feelings in an open discussion
* identify one coping strategy for each of the five feelings discussed

**Affective: The student will understand…**

* what coping strategy works best for them when faced with a particular feeling, as observed during the parking lot game

**Behavioral/Performance: The student will be able to…**

* demonstrate what their body looks like while a feeling is being experienced
* use positive coping strategies, which will be observed during role playing

**Modifications:**

This lesson can be taught in a small group setting with ELL students to better their understanding of emotions and coping strategies. The use of a projector would help visually impaired students, and the use of facial expressions would help with hearing impaired students. The lesson is delivered visually, verbally, and with movement to accommodate many learning styles. Have students write on the poster board if they are able. If students cannot understand written words, draw pictures to illustrate the meaning. This allows for understanding across all learning developments.

**Materials:**

* 4 Poster Boards
* Markers
* Yoga4Classrooms Manual or Card Deck

**Procedure:**

**Poster Preparation: Complete before class**

1. Take one poster board and write at the top, “feelings.”
2. On a second piece of poster board, write at the top, “what our body looks like.”
3. On a third piece of poster board, write, “coping strategies.”
4. On a fourth piece of poster board make lines (long and wide enough to fit a toy car) along the edges of the poster board.
5. In the middle of the fourth poster board write, “Feelings and Coping Parking Lot”

**Pre-Assessment:**

Ask discussion questions and observe how many students raise their hands to answer. Write the answers in the same color marker on the corresponding poster board. Observe how many students role play what their body looks like. Count how many feeling words and coping strategies the students came up with before the start of the lesson.

**In the Classroom:**

1. Place the “feelings” poster where students can see, in the meeting area of the classroom
2. Ask students discussion questions and write answers on appropriate poster board
3. Once students have finished answering all the discussion questions, have the students sit at their desks
4. Demonstrate four yoga poses (i.e. sitting mountain with crescent moon, open heart, boat, and desk rest) the students can complete to help with feelings in school
5. Have the students complete the poses along with you
6. Have students end in desk rest pose and count to ten while they take deep breaths
7. Have students come back to the meeting area and sit in a circle
8. Hand each student a toy car
9. While sitting in a group, ask discussion question 1 and fill in one side of the “parking lot” poster
10. Ask discussion question 3 and fill in the other side of the “parking lot” poster
11. Once it is all filled in, have one child park their car in a feelings space, while a different child parks their car in a coping space (one they believe will help with that feeling)
12. Repeat step 12 until all spaces are filled in with toy cars or until each student has had a turn parking a car

**Post Assessment:**

Ask students discussion questions. Observe how many students raise their hands to answer the questions, and role play what their body looks like. Compare the second list of feeling words and coping strategies with the first to see how many were added/new.

**Plan for Evaluation:**

**Process Data:**

* Total number of feelings, body awareness, and coping strategies written in black marker in the beginning
* Total number of feelings, body awareness, and coping strategies written in red marker at the end
* Delivered in 1 first grade classroom as one large group
  + 18 children total in the classroom
    - 9 females
    - 9 males
  + 1 child on a 504 due to vision
  + 0 children on IEP
  + 4 ELL children

**Perception Data:**

* Total number of students raising their hand to answer discussion questions
* Total number of students participating in yoga poses
* Total number of students focusing (i.e. looking at the speaker, looking at the posters, answering discussion questions, looking at peers when they are taking a turn, and quiet voices when waiting for their turn) on the parking lot game

**Outcome Data:** Total number of feeling words, total number of coping strategies, and total number of students’ role playing.

**Follow Up:** Meet with the classroom at another time and bring the “parking lot” poster. Have the students play the game. When a student parks in a feeling spot, have them role play what their body looks like. When they park in a coping spot, have them role play the strategy being used. Work with the students, who are unable to answer the discussion questions, in a small group. For extra reinforcement, role play with the classroom teacher to give students examples of positive and negative coping strategies.

**Reflection**: The classroom lesson went well. The students responded to the discussion questions easily and with excitement. Once the yoga poses were completed, the students discussed how fun it was to move in the classroom. When doing this lesson again, the amount of time spent on answering the questions would be shortened and limited. To give each child the opportunity to share a feeling word, too much time was taken for the first discussion question, which in turn made the lesson feel rushed towards the end. For next time, splitting the lesson into two would be better. Making it into one unit with two lessons would give students the opportunity and time to share what they would like.

**Resources:**

The American School Counselor Association [www.schoolcounselor.org](http://www.schoolcounselor.org)

* ASCA National Standards for Students
* ASCA Mindsets and Behaviors for Student Success

Common Core State Standards

[www.corestandards.org](http://www.corestandards.org)

Florence Roche Elementary School Vision

[www.gdrsd.org/FRES/](http://www.gdrsd.org/FRES/)

MA CDE Benchmarks

[www.doe.mass.edu/connect/cde-guideglossary.pdf](http://www.doe.mass.edu/connect/cde-guideglossary.pdf)

Massachusetts Curriculum Frameworks

[www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html)

Yoga 4 Classrooms

[www.yoga4classrooms.com](http://www.yoga4classrooms.com)

**Discussion Questions for Pre and Post Data:**

1. What are some feeling words?
2. Show me what your body looks like when you feel \_\_\_\_\_\_\_\_\_\_\_\_ (insert a feeling from first question – ex: angry, happy, excited, sad, etc.)?
3. What can you do when you are feeling\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert a feeling from first question)?

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| Data Collected:  Pre Data:  5 out of 18 students raising hands  25 feeling words collected  8 coping strategies collected  5 out of 18 students role played  Post Data:  12 out of 18 students raising hands  2 new feeling words  10 new coping strategies discussed  10 out of 18 students role played  Perception Data:  15 out of 18 students in total raised their hands to participate during open discussion time  18 out of 18 students participated in yoga poses  10 out of 18 students focusing on parking lot game  Outcome Data:  27 feeling words discussed in total  18 coping strategies discussed in total  15 students role playing in total |



