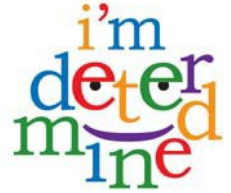


**Organizing Topic:** Self-Regulation (*Skills include self-observation, self-evaluation, self-reinforcement – the process of monitoring one’s own actions.*)



**Title:** You Can't Make Me

**Target Level:** Elementary

**Related Standards of Learning:**

English: Oral Language

ENG 3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned

**Objective:** Students will recognize situations where actions have been self-monitored.

**Prerequisite Understandings/Knowledge/Skills:**

- Choice-making
- Definition of the word emotions

**Materials Needed:**

- Emotions Poster
- Student journal
- Video clip that is humorous

**Time Frame:** Approximately forty minutes

**Anticipatory Set:** Explain to students that they are to remain serious- try not to laugh. Show a funny clip from an age-appropriate DVD or online clip. Ask the following questions:

- What was difficult about watching this clip?
- What were you thinking about when you watched it?
- What did you do to keep from laughing?
- Did you try not to laugh? Was that hard?

**Lesson Procedure:** Pose the overarching question, "What will I do about controlling my actions?"

Class period one:

1. Discuss the following questions with the class

- a. What does the word "regulation mean"?
  - b. How might one control a reaction? Give examples.
2. Explain- when one controls his/her own actions, this is call self-regulation. Relate this concept to the anticipatory set. Ask "If you wanted not to laugh, could you do it?"
  3. List common emotions on chart paper or the board such as sad, happy, bored, annoyed, upset, nervous, angry, irritated, sleepy, wondering, in love. Using Emotions Poster, discuss the fact that human beings respond to different emotions.
  4. Have each student identify one emotion from the poster. Ask, "What emotion is he/she feeling?", "Why do you think he/she is feeling that way?", "Can you tell me a time when you felt that way?" and record response in journal. Then ask each student to share with the class how he/she responded to the emotion listed.
  5. Explain- we all have a choice as to how we respond to our emotions and we often have to control our responses. When we control our responses, we are using self-regulation.

### **Specific Options for Differentiating this Lesson**

#### **by: Process**

- Students use dry-erase boards and markers to record responses.
- Students can draw a picture to demonstrate understanding
- Sing, "If You're Happy and You Know It" as the anticipatory set (attached at the end of the lesson plan)

#### **Product**

- Students keep a journal, listing own responses to emotionally-charged events and giving examples of when self-regulation was displayed
- Create a chart of Feelings and Faces. List every day of the week and the emotions that the student felt that day. Example: Monday she was happy, Tuesday she was bored, Wednesday frustrated, and Thursday happy again, etc.
- Illustrate feelings by drawing on paper plates

**Evaluation:** Have students write one paragraph about an emotion experienced recently during school. They will describe their response to this emotion. The paragraph should consist of five sentences and have the correct punctuation.

**Extending Understanding:**

- Watch a video clip or DVD of human interaction. Use the graphic organizer to document behaviors when self-regulation was observed and behaviors when self-regulation was not displayed. Teacher evaluates graphic organizer for correctness and completeness.
- Read book to class **Today I Feel Silly: And Other Moods That Make My Day** By Jamie Lee Curtis. Discuss with students the concept of controlling actions despite moods.

## If You're Happy And You Know It

Encourage children to do the actions indicated by the song's words.

The lyrics are:

If you're happy and you know it, clap your hands (clap  
clap) If you're happy and you know it, clap your hands (clap  
clap)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet (stomp stomp)  
If you're happy and you know it, stomp your feet (stomp stomp)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, stomp your feet. (stomp stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, clap your hands (clap  
clap) If you're happy and you know it, clap your hands  
(clap clap)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, clap your hands. (clap clap)