

Attitude Check (Lesson Plan)

Narwhals & Waterfalls

Grade Level

PreK-5th Grade

Learning Objective

I can demonstrate self-regulation through learning coping techniques for emotions.

I can demonstrate responsible decision-making by learning how to regulate my emotions.

Demonstration of Learning

Given the anchor chart activity, I can demonstrate knowledge of self-regulation strategies.

Given the Narwhals & Waterfalls "Attitude Check" worksheet, I can demonstrate self-regulation by choosing which coping technique I will use when experiencing challenging emotions.

SEL Standards:

Self-Management
Responsible Decision-Making

Resources:

N&W Song-["Attitude Check"](#)

N&W "Attitude Check" Slides

[Alexander and the Terrible, Horrible, No Good, Very Bad Day-book on Youtube](#)

[Alexander book on Amazon](#)

N&W "Attitude Check" Worksheet

- **Feelings Check-in**
 - Use a Mood Meter to check in with students when they walk in the room to determine how they are feeling.
- Tell students today we'll be talking about self-regulation which is the ability to monitor and control our bodies, emotions, and thoughts and changing them as needed.
- **Quick Brain Lesson**
 - Teach students that when we understand certain parts of the brain, we can use that knowledge to help control our emotions. Today we'll focus on 2 parts of the brain.
 - **Pre-Frontal Cortex**
 - Functions include: Memory, attention, flexibility, planning, and problem solving. Also affects things like holding conversations, reasoning, self-regulating and time management.
 - **Amygdala**
 - Functions Include: Responsible for the response and memory of emotions, especially fear. It also controls the way we react to certain stimuli, or an event that causes an emotion, that we see as potentially threatening or dangerous. Triggers the "Fight, Flight or Freeze" Response when we feel fear or danger.
- **Flip Your Lid Concept**
- **Read the book "Alexander's No Good, Terrible Very Bad Day."**
 - Encourage students to listen for ways that Alexander's day goes wrong and notice the way he "flips his lid."
- **Ask follow-up Questions**
 - In what ways did Alexander flip his lid?
 - How would you react in all of those situations? Paul said he wasn't his best friend anymore, the elevator closed on his toe, nobody would listen to him, etc.
 - Have you ever had a terrible day where everything seems to go wrong?
 - How do you react when you have a terrible day?
- **Create an anchor chart**
 - The chart will be called "Let's self-regulate!" Left column: Challenging Emotions. Middle Column: Possible Reactions. Right column: Strategies to regulate.
 - Ask them which emotions need regulating? (Mad, Angry, Tired, Sad, Upset, etc.) What reactions do we experience with these challenging emotions? (Bodily reactions such as heart racing, sweating, wanting to hurt someone, yelling.) What are some ways we can self-regulate?
- **Listen** to the "Attitude Check" song with students, and have them listen for the self-regulation section of the song. Add those to the "strategies to regulate" column on the anchor chart.
- Let students complete the "Attitude Check" activity sheet, and ask what their favorite self-regulation strategy is. Help them come up with a plan for when they might be able to use it.

