

Our focal point for this week:

Self Management - Learners will be able to, with adult guidance, display age appropriate self-control. WMEELS Domain II A EL.1

Lesson 1: **Phase In Students**: Lesson/Goals:

1. Review *Self Management* regarding Safety in our buildings using the Big Life Journal page.
2. Empower Students to identify safety rules/procedures that the list doesn't include and troubleshoot strategies for helping students with safety rules/procedures they've identified as hard/challenging to follow.

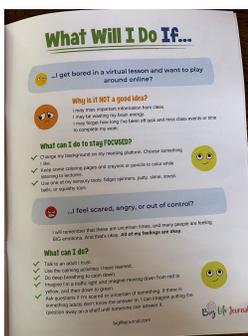
Example: After reviewing, as a class, ask students if there is anything they would add to that list. Are any of these safety things we are doing hard to remember or follow? What about that makes it hard? What strategies can we offer as peers or have others used to help follow these when it's hard?

Extensions that could be used throughout the day include having students write on post it note, draw or journal about any safety procedures/rules that they are finding hard and one strategy they are going to try to make it better/easier to remember.



Tosa Connected: Lesson/Goals

1. Cover *Self Management* regarding a review of what behaviors/procedures are expected when you're in a digital learning zoom class.
2. Empower Students to identify online learning/zoom behaviors/procedures that are challenging and as a group, identify strategies for helping them with things they've identified as challenging.



Examples from Big Life Journal that you could ask students to make their own strategy list or a class strategy list for include...

- Strategies for when FOCUSING is hard.
- Strategies for when EMOTIONS (anger, frustration, anxiety) are present.

Lesson 2: Phase In & Tosa Connected:

Lesson/Goals:

- Define: Self Management is the ability to regulate your emotions and behaviors in different situations. [Self Management Steve Video Clip](#)
- Reflection Questions to discuss as class regarding the video clip:
 - a. How might Steve manage his emotions?
 - b. How might Steve recognize when he's becoming upset?
 - c. Name 2-3 things you do to feel better when you're upset?
- Big Life Journal Extension/Use (can be during Morning Meeting time or as follow up work/asynchronous work, etc). Have students write down examples of when they feel each emotion on one side and other the other side, have students come up with a strategy that they use to help them go back to "the green zone" or be calm/peaceful. This can launch us into Zones of Regulation in future morning meetings.

