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| **21st Century Lesson Cycle Template** | | |
| **Grade: Grade 6-9 Subject: Emotional Banking**    **Unit: Social Emotional Regulation** | | |
| **Driving Question:** How do I know when “my bucket is full” with teachers? | | |
| **Curriculum Outcomes:** Resource – Emotional Regulation = Recognizing your own emotions & Learinging how to self regulate based on self-identification.  Choose an item.  Choose an item. | | |
| **Expected Time:**  40 min | | |
| **Resources: [like flipped videos, iPads, etc.]**  - iPad  - Tracing Paper Lite APP  **-** Resource room = 1 on 1 support space  - Small white board | | |
| **Lesson Procedure** | | **21st century skills** |
|  | Teacher does (I Do):  - Lesson begins with talking about previous week (or year) and how the student may have had “good moments” and “bad”  - I will mention a few moments that I know happened but the goal is to have them identify one of each themselves  - After brainstorming I then explain the concept of “emotional banking” (EB). This is a behavior management strategy that helps students recognize their behavior as a visual and that with enough positive behavior (building up their bank) they will lower their risk of bing disciplined in that class for certain negative behaviors. (Students are usually familiar with the managing technique “filling your bucket” from elementary school.)  - Hopefully students can identify a few specific examples from their own experiences for each and write them down on the small white board.  - Open the Tracing Paper Lite App and the teacher demonstrates how “emotional banking” can be drawn/shown in a bar graph. Teacher will draw the graph and use examples that the student gave from the brainstorming activity  - Here the emphasis should be placed how positive behavior can build up ones bank and negative behavior is what lowers it  - Once the bank is depleted you are then “in the red” and this is when the teacher will identify them as being disruptive or disrespectful.  - After the teacher has shown how the graph works, the student then draw a graph for each of their teachers and have them place where they feel they are at that moment with each teacher.  - The teacher will undoubtedly know where the student should fit for each teacher and the teacher should prompt the student to think about what types of behavior will “build up their bank.”  - \*While the student is building their graph, the teacher can build one for themselves and they can compare the two\*  - Teacher now should discuss what behavior can buildup their bank if they are lower for certain teachers. | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Individual student work (You Do):  - The student will draw their own graph and make a column for each of their teachers.  - The student will brainstorm what types of behavior can “build up their bank.”  - Student can and should re draw their graph, pending if they forgot they performed a certain behavior (this is valuable learning time)  - | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Group work (We Do):  - Brainstorm examples of positive and negative behavior  - Share graphs  - | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| Class share (We Share):  - Share the graphs we have made  - Discuss behaviors that would bring bank up or down | find, validate  remember, understand  **collaborate, communicate**  analyze, synthesize  **critical thinking**  evaluate, leverage  **create**, publish  **citizenship** |
| **Lesson Wrap Up:**  - The goal at the end of this lesson is for the student to be able to identify that students are sometimes treated differently because of how much they have “built up in their bank.”  - The teacher should remind the student that they will return to the activity after a few days and see how their bank has changed | | |
| **Differentiation/Modification/Enrichment:**  - Students with sensory needs may actually prefer drawing bank on white board instead of iPad, this option should be there  - Stylists are also good to have incase student has difficulty drawing with their finger | | |
| **Assessment:**  - The assessment is informal but the recap and follow up in a few days is essential to see how much understanding the student has processed.  - Charting the graph after a few days to monitor progress is an excellent communication tool as well.  - Students should be rewarded with positive behavior within the PEBS philosophy and there should obviously be appropriate consequences and conversation for negative behavior as well. | | |
| **Teacher Reflection:**  **-** The follow up lessons and communication with the student is essential to track and asses their progress with their behavior. This usually demands immediate intervention when negative behavior is exhibited; however when positive behavior is shown the teacher(s) need to recognize this as well. | | |