Sample Lesson Plan for Regulated Peers

MACKIN CLASSROOM

Interactive Read Aloud

Total time allotted: 45 minutes

SEL Strategy:
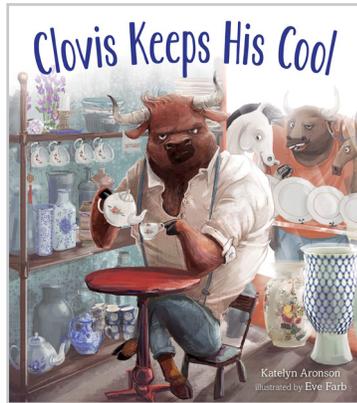Reappraisal while dysregulated student is out of the room.

Genre:
Realistic

Mentor Text:

Clovis Keeps His Cool

by Katelyn Aronson

Important Vocabulary to Review:

- *Dysregulation*: When our emotions get too big for our bodies. It can look like crying, being destructive, or yelling.
- *Porcelain*: What breakable dishes are made of – it is usually white and hard.
- *Rival*: Who you are fighting against, usually someone you want to beat.
- *Heckler*: Someone who teases and taunts, trying to get a reaction.

Before Reading Discussion: 5 minutes

Sometimes emotions get too big for our bodies. This is called dysregulation. Somebody in our class had their emotions get too big, and you will notice in this story that one of our characters also experiences dysregulation.

During Reading Discussion Questions: 25 minutes

- Have you ever experienced a moment like this? How do ALL the people in the situation feel?
- Why might Clovis be reacting this way?
- How can you handle it if you see dysregulation?
- What next steps would you take if you were Clovis's rivals?
- Did this page surprise you? What things were unexpected?
- What has changed since the beginning of the story?

After Reading Discussion and Activity: 15 minutes

I would like you all to take a moment to write about (or draw for younger students) how this story connects to what we experienced earlier today.

Some things you can write/draw about are:
- What are your emotions right now?
- What do you think others are feeling?
- How do you think we should move forward?
- How can you show kindness to others? How can others show kindness to you?

Display these questions for all to see while they reflect. Pictures or suggestion words may be added to help students get their thoughts across.

This is a great opportunity to circle around to students who were directly impacted by the dysregulation and have private check-ins.