

Lesson Overview

No More Nerves with Ivy

CASEL Standards:

SELF-MANAGEMENT: The ability to manage one's emotions, thoughts, and behaviours effectively in different situations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/collective goals.

Academic Standards:

National Curriculum in England - English Programmes of Study:

Spoken Language – Statutory Requirements:

Pupils will use spoken language to develop understanding through imagining and exploring ideas.

Pupils will listen and respond appropriately to adults.

Pupils will give well-structured descriptions for different purposes, including for expressing feelings.

Reading Comprehension – Statutory Requirements:

Pupils will also develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and expressing views about a story at a level beyond that at which they can read independently.

Writing – Statutory Requirements:

Pupils will plan their writing by discussing and recording ideas.

Objective:

Use self-management skills to manage stress by learning to control emotions.

Curriculum:

This lesson is part of a well-designed curriculum that builds SEL skills sequentially. Students will continue to improve their self-management and self-awareness as well as other SEL skills in other short, high-quality lessons. During these lessons in which pupils are active participants, pupils will explicitly be taught why these improved SEL skills are so valuable.

Essential Questions:

How can I calm myself when I feel nervous?

I Can:

I can calm myself when I feel nervous.



Mindful Teaching Tips

Hearing sounds is extremely important for all people. Not only can it affect the heart rate, it also alters the connections in the brain reducing the natural fight or flight instinct. Having students tap into nature sounds when they are nervous will help to quell this natural response and allow them to calm down much faster.

Consider using the Moshi App to play natural sounds like the wind rustling leaves or water rolling down a brook when students have to take a quiz or test. Give them a moment to listen to the sounds and practice breathing in order to calm their nerves.

Teaching Transcript

Today we will travel deep into the Wobbly Woods to meet a Shivery Quivery Moshling named Ivy. Ivy looks like a leaf and sometimes shakes when she becomes very nervous. One way Ivy helps to calm herself is by listening to the noises around her. Let's be very quiet for one full minute and listen.

- What sounds did you hear?
- Was it hard to stay quiet for one full minute?

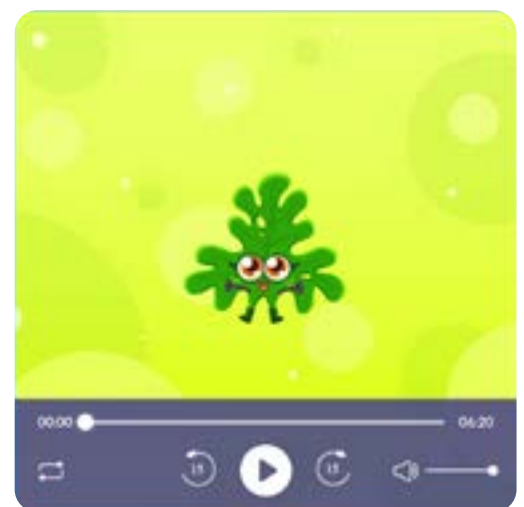
After You Listen

Ivy looks just like a leaf on a tree. There are many different types of leaves, which one does Ivy look like to you?

Using construction paper, cut out a leaf. Add eyes and arms to create your own creative version of Shivery Quivery Moshlings.

Have students shake Ivy to show how nervous she is and then take calming deep breaths for her to relax. Alternate between shaking/nervous and calm/breathing.

Teachers, save time by pre-printing the leaf for students to cut out rather than designing their own.



Home Time Activity

In the meditation with Ivy, you pictured blowing on a shining green leaf. In your mind, you saw it bend backwards and quiver each time you took in a breath and blew out a breath.

Find a leaf outside. Hold it in front of your mouth and watch how it moves as you breathe in and out. Does it bend and quiver when you breathe out?

Try breathing on different types of leaves. Which ones move the most? Which ones move the least? Which leaf will you picture in your mind to help you calm down like Ivy?

Weekly Theme Card

During the meditation with Ivy, we listened to the sounds around us in order to calm down. Ivy hears the leaves rustle and her nervousness fades away. Each day this week, go outside, close your eyes, and just listen. Start by spending one minute on the first day and then adding a minute every other day.

What sounds do you hear outside?

Can you hear animals?

Do you hear cars or trucks?

What does your neighbourhood sound like?

