

# Sample Lesson Plan for Teaching a Strategy

## Middle School Lesson Plan for the Take a Breather Strategy

Lesson Plan Developed by Elisabeth Halici, MS

Consulting Teacher for Grades K–12, Maryland

**Executive Function Skill Area Need:** Cognitive flexibility, social-emotional, attention, inhibiting

**Background Information About the Student(s):** Experiencing stress due to a variety of factors

**Behaviors Observed Leading to the Identification of the Need:** Students are having difficulty concentrating due to stress and are not showing empathy for and patience with each other.

**Strategy Selected and Why:** The **Take a Breather Strategy** will teach students to follow a process at least two times when feeling stressed.

**Strategy to Be Used for the (please check response[s]):**

- Whole Class
- Group
- Individual

**Steps to Teach the Strategy:**

- I explain the need for the strategy by telling the student(s) that it is understandable that they are feeling stress; however, it is preventing them from getting along with others and learning. They can use this strategy in class and outside of class. This strategy is easy to learn, and they will have a support sheet to remind themselves of the steps. No one needs to be aware that they are using it. After using the strategy, they will find that focusing on breathing helps get them back on track.
- I will help the student(s) develop a goal that says, "I will pay attention in class and will empathize and demonstrate patience with my peers."
- I will provide strategy sheets and cards and opportunities for practice by giving the students the Strategy Support Reminder Sheet (SSRS) for this strategy. We will discuss the name of the strategy and its steps.
- I will encourage student(s) to agree to try the strategy by saying, "When you have lost interest in a topic being discussed or are upset by a classmate, instead of zoning out or saying something unkind to a peer, try this strategy. The best part about the strategy is that you can use it in any class or environment. You will use metacognition, which involves thinking about the steps in the strategy to calm down or begin to attend again."

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- I will teach the strategy to the student(s) during home room.
- I will explicitly teach the strategy by using metacognition and the I Do, We Do, You Do approach, including checking for understanding:
  - ✓ **I Do:** I will model how to complete the strategy using self-talk.
    1. **B**reathe deeply.
    2. **R**ub my fingers together.
    3. **E**yes closed and opened again.
    4. **A**sk myself how I am doing.
    5. **T**oes move up and down.
    6. **H**um a song silently.
    7. **E**yes closed and opened again.
    8. **R**epeat until I feel better.
  - ✓ **We Do:** We will go through the strategy together. Say the words aloud this time; next time, say the words to yourself.
  - ✓ **You Do:** Practice the strategy on your own at least five times.
- Prior to instruction, I provided SSRSs or cards useful for practice. Yes  No
- I will collect data on the progress of student(s) by giving students the reminder sheet. We will go over the SSRS before they practice. The sheet gives them steps for using the strategy, how it helps them, examples of how they can use it, and the importance of practice.
  - What is the length of time for data collection? Five days
  - Are there adaptations that I need to make? I can adapt for any student who will find this difficult.
  - Does the student generalize the strategy into other settings? Briefly explain: Students can brainstorm other places to use it.
- We will celebrate the success of the student(s) by congratulating them for being so serious in their use of the strategy, talking about how they felt using the strategy, and looking at where they are going to use it next.