

Self-Regulation Lessons

This set of lessons, ranging from 20-40 minutes, was developed to support the teaching of self-regulation in middle and high schools.

The nine lessons are designed to be modified by teachers to be relevant and appropriate to school context and student needs. For example, example scenarios, cases, and quotes can be exchanged for teacher-developed examples.

The lessons can be taught school-wide to all middle and high school students via an advisory or zero hour course, or within specific course content.

To work in the school schedule, lessons can be combined (for example, 3 lessons could be taught over a 60-90 minute time block) or split in half (for example, 15-minute lessons) as needed.

It is important to note that these lessons only teach the basics of self-regulation, and fail to provide the next step which is giving students the practice making a plan, monitoring it, making changes and reflecting-all with teacher feedback. The lessons address partial instructional criteria 1-3: 1) provide instruction that facilitates students' understanding of the competency and components, 2) guide students to determine how the competency applies to them personally, and 3) facilitate students' reflection on their strengths and challenges related to the competency components. Students must then practice the components within their core courses related to assignments, projects, essays or even extracurricular activities. Further instruction is required to provide students practice with feedback and reflection within coursework.

| | |
|---|----|
| Lesson 1: Define Self-Regulation | 1 |
| Lesson 2: Understand Your Ability to Self-Regulate by Taking the Questionnaire..... | 4 |
| Lesson 3: Make a Plan..... | 7 |
| Lesson 4: Practice Making a Plan | 9 |
| Lesson 5: Monitor Your Plan..... | 11 |
| Lesson 6: Make Changes..... | 13 |
| Lesson 7: Reflect | 15 |
| Lesson 8: Find Missing Components..... | 17 |
| Lesson 9: Practice Self-Regulation | 20 |

Contributors include:

Lorrie Sheehy & Jane Soukup, Research Collaboration
Chris Cooper, Abilene Public Schools
Amy Krob and Elissa Ternes, English Teachers, Plainville Junior-Senior High School
Kait Pressnall, Assistant Principal & District ELL Coordinator, Winfield Middle School



Lesson 1: Define Self-Regulation

Competency: Self-Regulation

Pre-Requisites: None

Learning Target: Students can describe self-regulation and give examples of what they might self-regulate and why it is important.

Materials: Self-Regulation Poster from www.CCCFramework.org.

Preparation: Write the self-regulation definition and examples from #2 on the board. Prepare to project student answers or write on board.

Procedures:

1. Define self-regulation. Write the term and definition on the board. As a group, ask students to explain what the words **proactive**, **self-directed**, **process**, and **attainment** mean. (**Proactive** – planned in advance; **self-directed** – you do it, not someone else; **process** – systematic series of actions; **attainment** – accomplishing something, meeting a goal.)

Self-regulation: A proactive self-directed process for attaining goals, learning skills, and accomplishing tasks.

Have students write a brief summary of the definition in their own words.

2. Share examples with students, asking them if it is an example of self-regulation and why or why not.

You realize that you forgot to study for your test so you cram five minutes before it starts (No, missing the proactive and process parts of the definition).

Your mom sets a timer and tells you to work on your homework until the timer goes off (No, missing the self-directed part of the definition).

You write down all of the homework that you need to complete and check it off your list as you finish it (Yes, this is proactive, self-directed, and a process for accomplishing tasks).

3. Identify self-regulation as an intrapersonal competency (i.e., an ability within oneself). Explain the importance of intrapersonal skills. Strong intrapersonal skills increase your ability to get more things done on time and stay on track to reach your goals. This leads to improved learning, success in your job, better grades, success in college, improved athletic ability, and better health. You will basically improve at anything you want to accomplish.
4. As a large group, ask your students to brainstorm a list of 10 things that students often try to self-regulate. Examples might include saving money to buy something you want,

completing all the tasks your boss gives you at work, limiting the amount of time you spend gaming, getting to school or work on time, keeping your room clean, exercising regularly, or completing homework. Writing down the students' ideas may be helpful in future lessons.

5. Refer to the poster, describe each of the four components applied to yourself (e.g., eating healthier foods, grading papers, exercising). Define each component with examples. Explain how all four components are important in order for self-regulation to be successful, and provide examples of how missing components (e.g. planning poorly, failing to take control and make changes) often cause us to get off-track and fail to meet our goals.

In a large group, ask what behaviors, thoughts, or actions students should be regulating for themselves for each of the scenarios below. Write these behaviors, thoughts, or actions on the board. Explain that even things that seem simple often require some ability to self-regulate and still involve a set of actions and considerations.

- **A classmate in English didn't turn in the writing assignment on time. What might the student need to self-regulate? In other words, if the goal is to submit a quality assignment on time, what would this classmate need to address?** Students might answer "just turn it in on time," but prompt students to break it down further into steps or tasks that need to be accomplished to meet the goal. Examples might include understanding the assignment and due date, breaking the task into pieces to do over time, checking performance against a rubric and editing for improvement, scheduling homework time in an appropriate writing environment, remembering to bring the finished product to school on the due date.
 - **Your friend was written-up at work for not returning on time after a break. What might the student need to self-regulate? In other words, if the goal is to return from a break on time, what would your friend need to address?** Examples may include understanding the length of the break and what can be accomplished in that amount of time (time management - estimating time for tasks such as texting, calls, clocking back in, using the restroom, etc.).
6. In pairs, have students choose one of the above scenarios then use the poster to write a bulleted list answering these four questions:

Question 1: Component 1 - What plan or set of steps could this person take to accomplish the goal or task?

Question 2: Component 2 - How will this person keep track of whether they are accomplishing the plan?

Question 3: Component 3 - How might this person get off-track and what could they do to get back on-track?

Question 4: Component 4 - How might this person reflect about the process?

7. Summarize that people need to be able to self-regulate to accomplish steps in achieving their goals. This is not only related to student success in school but also many other areas, such as sports, extracurricular activities, jobs, and personal goals. Ask students to respond to the following as an exit ticket:

Getting better at self-regulation is important because _____.

Example responses might include:

- I can't rely on others to achieve my plans.
- Things can always go wrong; I have to be prepared for obstacles and challenges.
- I need a plan to help me stay focused.
- If I think about my plans, I will get better at making plans in the future.

Read the exit tickets to determine the degree to which your students understand the need for self-regulation.

Lesson 2: Understand Your Ability to Self-Regulate by Taking the Questionnaire

Competency: Self-Regulation

Pre-Requisites: Students understand the self-regulation components (i.e., plan, monitor, take control and make changes, and reflect).

Learning Target: Students can identify their strengths and challenges related to the self-regulation components.

Materials: Computer or tablet for each student

Preparation: You will need an account on <http://researchcollaborationsurveys.org/>. Your school may set up a single account for all teachers to use. Follow the directions on the website to launch the *Self-Regulation Questionnaire*. You will need to note the survey link and code for students to access the questionnaire.

Survey Link: <http://is.gd/rcsurveys>

Code:

Procedures:

1. Explain to students that they will each be taking the *Self-Regulation Questionnaire* to better understand how well they self-regulate right now. This survey will not be used as a grade, but you want them to be reflective and honest because they are going to use the information to think about their strengths. For example, some students may already be good at **planning** to accomplish a task, but may have trouble **monitoring** how well they are accomplishing the necessary steps. Some students might get derailed when things go wrong and struggle to get back on track. Explain that we all have goals that require continual regulation (e.g., getting work done, healthy eating, working out, saving money).
2. Provide students with the survey link and code. If possible, provide the link digitally to save time. Remind students to enter their student-specific number (e.g., their school ID) or assign each student a number. This will allow you, as the teacher, to see their individual results.
3. Ask students to pause and think for a moment about each item and to think about the last couple of months and how well they were able to accomplish tasks. For example, the following are items from the survey:
 - I plan out projects that I want to complete.
 - I keep track of how my projects are going.
 - As soon as I see things aren't going right, I want to do something about it.
 - I think about how well I've done in the past when I set new goals.

As students answer each of these items, ask them to think about how often they submitted course assignments on time or how well they accomplished personal goals

such as saving money, improving in a sport, or keeping a job. The items relate to not only academics but other things you are trying to accomplish as well.

4. Tell students that once they complete the survey, they need to stay on the summary page for the next activity. Give students time to complete the survey (approximately four minutes).
5. On a piece of paper or a worksheet, ask students to write down their self-assessment scores from the graph on the results page.
 - a. Making Plans:
 - b. Monitoring Plans:
 - c. Controlling and Changing Plans:
 - d. Reflecting on What Worked:
6. Use sample student results to model analyzing results before the students begin the next activity. Out loud, walk through your steps and thoughts as you identify your **highest** component score and consider why. Then, have students determine their highest component score and get in a group with other students that rated themselves highest in the same component. This could be done by having students move to the four corners of the room. If a student has two components that are equally high, ask him or her to choose the component in which he/she feels the strongest.
7. In the groups, have students discuss what this component means and the actions they take regularly that make this their highest component. Examples might include writing everything down, checking off tasks as they are finished, looking at the class website to see what assignments are coming up, and having a set time to do homework every day.
8. Have each group share a short summary of their discussion with the rest of the class.
9. Use sample student results to model analyzing results before the students begin the next activity. Out loud, walk through your steps and thoughts as you identify your **lowest** component score and consider why. Then, have students determine their lowest component score and get in a group with other students that rated themselves lowest in the same component. Again, if a student has two components that are equally low, ask him or her to choose the component in which he/she feels the weakest.
10. In the groups, have students discuss actions that they could take to get better at this component. Examples might include writing steps to complete a project, keeping a journal, writing tasks in a calendar, asking for help when an assignment is difficult, and reflecting with a friend.

11. Optional: Have each group share with the class a short summary of their discussion.
12. Wrap up the discussion by reiterating a few key points that students made, reminding students that the class will continue to work on self-regulation, and asking them to try one thing that they identified in their group to improve their weakest component of self-regulation. If possible, have students write this down.

Lesson 3: Make a Plan

Competency: Self-Regulation

Pre-Requisites: Students understand what self-regulation is (definition).

Learning Target: Students understand Self-Regulation Component 1: Make a Plan and can create a self-regulation plan as a group.

Materials: Self-Regulation Poster from www.CCCFramework.org.

Preparation: Identify a complete student example for #3. Prepare to project from computer or write on the board.

Procedures:

1. Briefly review the four key components of this intrapersonal (meaning an ability within oneself) competency. The four self-regulation components are making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Students could choral read the components from the Self-Regulation Poster.
2. Ask students to share a few reasons why self-regulation is important. Reiterate that being able to do all four components will lead to better attainment of goals (e.g., buying a car, finding and keeping a nice apartment, getting into medical school, being promoted in your job).
3. Provide a complete example of a student encountering a challenge and then self-regulating his or her behavior to address the challenge. Point out how each component is addressed along the way. Explain why all four components are necessary.

Example: Tina lacks energy and spends too much money on energy drinks and cookies (her daily lunch). She falls asleep every afternoon in Algebra and doesn't feel well in general. She wants to eat healthier. She decides to change her diet to low sugar, minimally processed food and shift to eating more protein, fruits, and vegetables. She gives away all energy drinks and writes out a menu of what to eat for breakfast, lunch, dinner, and snacks. She discusses the plan with her family and asks her mom to stop buying cookies. She then records her food intake using the *My Fitness Pal* app. She gets off track at a weekend party but gets back on track the next day. She decides to keep healthy granola bars and dried fruit in her car so she doesn't snack on chips and cookies at parties anymore. Each day she reflects on whether she ate enough protein and kept her carbohydrates low. Periodically, she thinks about what worked and what didn't and revises her plan. She now has much more energy, stays awake in Algebra, and feels healthier.

Ask students to share answers to the following questions: How did Tina plan? How did she monitor? How did she take control and make changes? Did she involve others when she needed help? How did she reflect?

4. **Component 1: Make a Plan** - Tell students that the first step in self-regulation is coming up with a good plan that will work for you. Remember, *self* means that the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability. Students say they need the most help with this

component, and without a good plan, we often cannot accomplish our goals.

5. Have students make a plan based on the goal “Frank wants to save money for an Xbox.” As a group, have the class outline steps for saving a set amount of money in a specific timeframe. Set up initial parameters, such as Frank is employed with a part-time job (15 hours per week) at \$8 per hour. He currently spends all of his money going out to eat with friends. Generate as many steps as possible, and then re-order them as needed to create a set of steps or a plan.

Prompts include:

- What are steps that Frank could take or things he could do to save his money? Note, steps need to be actions, not “not doing” something. If he stops spending his money on food, how will he see friends and eat socially? This should all be part of the plan.
- What could go wrong, and what could Frank do to prevent this?
- Realistically, how long should it take Frank to save enough for an Xbox?

Keep working until a detailed plan is developed for Frank and the class is confident that Frank will be successful if he follows the plan.

6. Wrap up the discussion by asking students for a show of hands, “How many of you are trying or would like to save money? Do you have a plan for saving money? Is it as detailed as Frank’s plan?” Ask students if they think that detailed planning is more likely to lead to the desired goal than vague planning.

Lesson 4: Practice Making a Plan

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Component 1: Make a Plan.

Learning Target: Students can identify an area for self-regulation and create a plan.

Materials: Paper and pen or tablet/computer

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.
2. Ask students to generate one idea of something their parents try to self-regulate (e.g., getting to work on time, exercising, healthy eating, saving money). Pick one example generated by the class and briefly describe a complete example of how each component could be addressed. Reiterate how all four components are necessary. Explain that the ability to self-regulate is key to success in school and adult life (e.g. careers, higher education, military).
3. **Component 1: Make a Plan** - Remind students that the first step in self-regulation is coming up with a good plan that will work for you. Remember, *self* means that the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability. Without a good plan, we often cannot accomplish our goals.
4. Have each student individually make a plan. Note: students are going to practice writing good plans; they don't actually have to enact their plans. Have students choose something that is important to them (e.g., getting a driver's license, getting to school or work on-time, writing better essays, fitness goals, handling stress). If a student is struggling to choose something to self-regulate, the list generated in Lesson 1 might be helpful. Have students identify their goal and then write it down. Prompts include:
 - Write down a goal that you want to accomplish within the next month. It must be important to you and doable with a set of actions/steps.
 - Avoid picking something that is out of your control (e.g., get a job) and instead pick something that you can control (e.g., apply for several jobs).
5. Next, have students identify the steps, strategies, and actions that they need to take to accomplish the goal. Be as specific as possible, jotting down each step.
6. Have students share what they've written with a partner and discuss. Ask partners to provide suggestions for improving the plan. Prompts include:
 - Are important steps missing?
 - What might get in the way of completing the plan?
 - What could be changed or added to the plan to prevent things from getting in the way?

- Can the plan be completed independently or will help be required? If assistance is needed, for example to open a bank account, what are the steps to getting that help?
 - Do you need to reorder your steps?
 - How confident are you that if you do the steps in the plan, you will be successful? If you're not confident, improve your plan. [Emphasize that a key part of self-regulation is proactively addressing things that don't go according to plan].
7. Have each student finalize and submit a completed plan. Provide feedback on each plan, noting at least two positive aspects and one thing that the student might want to consider in order to improve his/her plan.

Lesson 5: Monitor Your Plan

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Component 1: Make a Plan

Learning Target: Students can identify a variety of ways to monitor a plan.

Materials: Paper and pen; Self-Regulation Poster from www.CCCFramework.org.

Preparation: Write definition of monitor and statement from #3 on board.

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Show the Self-Regulation Poster and review each component as a large group. Reiterate how all four components are necessary. Remind students that while they might have people (such as teachers, parents, coaches, or siblings) who prompt them to monitor their plan now, in the future, *they* will be solely responsible for this.
2. **Component 2: Monitor Your Plan.** Remember, *self* means the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability.
3. Define the word **Monitor: observe and check the progress or quality of (something) over a period of time; keep under systematic review.** As a large group, ask students to generate a large list of things that they currently monitor (e.g., grades, homework submission, project completion, performance in sports, progress in music, growth in an ability to do something).

Ask students to consider this statement: "If we make a plan but don't monitor how we are progressing in that plan, it probably won't be accomplished." Do they agree or disagree? Have students discuss with a peer and then as a large group.

4. Explain that strategies and tools (often technology) help us monitor. Have students identify three methods or tools that help them keep track of the progress of something. Examples might include simple lists on paper that we check or cross off, apps on our devices, calendars, graphs, journals, rubrics, timelines, pictures or videos, and peers.
5. Provide students with this example goal that is challenging for most people: exercise at a moderate to intense level for 30 minutes each day. As a large group, have students quickly develop a plan that includes where and when exercise will occur and what types of exercise will be included.
6. Working in small groups, have students answer the following questions:
 - How could we keep track of the amount of exercise?
 - How could we determine whether the exercise was at a moderate to intense level?
 - How often should we record this information, and what should we do with it?

Have students individually identify **when and how** they could monitor progress on each of the following:

- Completing steps to submit a quality three-week science project.
- Getting to work on time, even though your boss keeps changing your hours.
- Saving 50% of your paycheck each week.
- Reading a 200-page book in the next two weeks.
- Keeping your room organized.

7. Have students share their ideas in small groups.

8. Remind students that each person might monitor in different ways but that the key is to do what works for you.

Lesson 6: Make Changes

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Components 1: Make a Plan and 2: Monitor

Learning Target: Students can identify strategies to make changes when they get derailed.

Materials: Self-Regulation Poster from www.CCCFramework.org. Print quote list under #3 and cut into strips (one per small group). Prepare to project student answers or write on board.

Procedures:

1. Review the self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Show students the Self-Regulation Poster, and review each component as a large group. Reiterate how all four components are necessary.
2. **Component 3: Take Control and Make Changes.** Remind students that *self* means that the person has to regulate. Teachers and parents can provide support and help with the learning process, but ultimately self-regulation is a personal process/ability. Also remind students that, when things go wrong, sometimes we give up and fail to accomplish our tasks or goals because we struggled to get back on track. If you consider in advance what is likely to knock you off track, you can then plan for it to minimize the risk of faltering in the first place. If something unforeseen happens, think about it, talk to others, and find information to help you address challenges, modify your plan if necessary, and continue your efforts.
3. Choose a quote or song lyrics about overcoming obstacles for students to discuss. Multiple quotes can be used for students to discuss in small groups. A few examples are provided here:
 - The real glory is being knocked to your knees and then coming back. Vince Lombardi
 - You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, and how you can still come out of it. Maya Angelou
 - It's not that I'm smart, it's just that I stay with problems longer. Albert Einstein
 - A failure is not always a mistake. It may simply be the best one can do under the circumstances. The real mistake is to stop trying. B.F. Skinner
 - Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it. Michael Jordan
 - A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles. Christopher Reeve

Ask students to discuss in small groups what the quote means. Have each group report out to the whole group their perceived meaning of the quote. Remind students that, in whatever we self-regulate, there will be times when things don't go according to our plans.

4. Brainstorm with students: A big test is coming up and you plan to study for 30 minutes each evening. What could get in your way of studying? As a group, identify 10 barriers and write

them on the board.

5. As a class, for each barrier develop an if/then statement. For example, **If** I get distracted by friends snapchatting me, **then** I'll put my phone on airplane mode until I'm done studying. The "then" can involve asking someone for help, accessing resources, modifying the environment, or finding out information.
6. Choose another goal and repeat this process with students. This goal could be related to eating healthy, exercising regularly, saving money, or any other priorities that students might have. Students can brainstorm as a whole class or in small groups.
7. Wrap up by reminding students that the best way to overcome obstacles is to think about what might go wrong in the future and then plan for contingencies (if/then), but this isn't always possible. By regularly monitoring, you will know when you get off track. The key is to get back on track quickly by modifying your plan or working around an obstacle. Often this is hard to do alone, so ask other people to brainstorm with you.
8. Optional: Facilitate a whole class discussion on the following question: Can you think of a person who has encountered an obstacle or setback but overcame it to reach a goal? Have students write about someone they admire who had to overcome obstacles to achieve their goals.

Lesson 7: Reflect

Competency: Self-Regulation

Pre-Requisites: Students understand Self-Regulation Components 1: Make a Plan, 2: Monitor, and 3: Take Control and Make Changes.

Learning Target: Students reflect on accomplishments and how self-regulation has benefited them.

Materials: Self-Regulation Poster

Preparation: Paper, tablet or computer for paragraph writing

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked. Show the Self-Regulation Poster, and review each component as a class. Reiterate how all four components are necessary. Remind students that while they might have people (such as teachers, parents, coaches, or siblings) who prompt them about monitoring their plan right now, in the future, *they* will be solely responsible for this.
2. **Component 4: Reflection.** Describe reflection and why it is important. Are students asking themselves, “Did I complete all of the steps to accomplishing my plan? What worked best for me?” There are lots of ways to help ourselves think about the steps we have accomplished and reflect on what worked or didn’t work well, such as journal writing, talking about it with a trusted adult or friend, thinking about what you would do differently in the future, and comparing the outcome to previous outcomes. The key is that we take time to think about the other three components and learn from the experience so that we don’t make the same mistakes over and over.
3. Have students individually identify an accomplishment or difficult task that they’ve achieved. Examples include working hard on a project and learning the content, practicing and learning new skills to improve performance on a sports team, or replacing a part on a car yourself by thinking it through and following directions.
4. Ask students to think about that accomplishment and write a paragraph about themselves in the third person describing what happened. Ask students to be as objective as possible, and stick to the facts. Have them include steps that were completed along the way, and to remember to include things they did as well as things they had to learn and how they learned them. Also have them include any obstacles that got in the way and describe how these were overcome. Ask them if they had help from others and to write why they asked for help and what help was given.

Have students switch reflections with a classmate. Ask the students to read the other person’s story and write answers to the following two questions on the bottom.

- What do you think were the two most important things the person did that allowed him/her to accomplish the task?

- What is one additional thing that he or she could have done to accomplish the task more quickly or produce something even better?
5. Wrap up by discussing with students that this activity is really about self-evaluation. It is taking a moment to think about what we did to achieve, grow, or learn. It can not only help us identify things that are meaningful and important but also things that aren't, so that the next time we can play to our strengths. We can also identify things that would have made the tasks easier or better. Hindsight is 20-20, but we can learn and apply what we've learned the next time we're trying to accomplish something.

Lesson 8: Find Missing Components

Competency: Self-Regulation

Pre-Requisites: Students understand the four self-regulation components.

Learning Target: Students can identify when the components are missing from a scenario and identify strategies to address the missing component(s).

Materials: Self-Regulation Poster, handout

Preparation: Print handout self-regulation results and scenarios

Procedures:

1. Review the four self-regulation components: Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked [Show Poster]. Ask students how each of the following self-regulation results could help them in their current and future life. Write these out in two columns.

| Ability to: | Current life | Future life |
|--|--------------|-------------|
| control my temper (self-regulate my anger responses) | | |
| eat healthy foods | | |
| plan and work through a long-term assignment | | |
| be on time | | |
| meet a deadline | | |

2. For each of the following scenarios, have students partner up and identify the degree to which each of the four self-regulation components are addressed. Then have students brainstorm and identify strategies for the missing or inadequate components.

Scenario 1

Goal: Mary really wants to improve her grade in American History.

Per Mary, "I need to improve my grade in American History. Here is my plan: I'll figure out if I have any missing assignments, turn in missing assignments, and then get a good grade on next Monday's test." Mary wrote down all of her missing assignments and then crossed each assignment off the list after she completed it. On the following Tuesday, Mary reflected that she turned in her missing assignments, but she received a poor grade on Monday's test. She isn't sure where she went wrong.

With a partner, have students complete the following table:

| | Plan | Monitor | Control & Make Changes | Reflect |
|--|------|---------|------------------------|---------|
| On a scale from 1 (low) to 5 (high), how well did Mary address each component? | | | | |
| What is one idea for how each component could be stronger? | | | | |

Scenario 2

Goal: Jim wants to buy a new phone and wants to go to prom.

Per Jim, "I just got a new job at Jimmy John's that pays more than my old job at McDonalds. I'm saving for the new Samsung phone. Every two weeks, I'm putting half my paycheck money into a shoebox in my room. Hopefully, I'll have enough soon. Prom is coming up and I guess I need to save for that too."

Six weeks later, Jim reflected: "The prom was killer, but dang, still not enough money for the phone. I went into the shoebox and took money out for the prom, but I also took money out to eat with friends a couple times. Now I know why people use banks."

In partners, complete the following table:

| | Plan | Monitor | Control & Make Changes | Reflect |
|---|------|---------|------------------------|---------|
| On a scale from 1 (low) to 5 (high), how well did Jim address each component? | | | | |
| What is one idea for how each component could be stronger? | | | | |

Scenario 3

Goal: Paul wants to get a B on his Biology final.

Per Paul, "I'll create a study schedule, I'll complete two sections of the study guide each night, and I'll finish the study guide in five days. While I fill out the study guide, I'll make flash cards for

any vocabulary terms that I don't already know. Next, I'll review all my previous tests from the semester and correct the answers I got wrong. I'll also quiz myself on all the vocabulary terms. Finally, I'll review all the diagrams and process charts for each concept, and I'll write down any questions I have and ask my friend Ben, who's a super brain in Biology, to explain anything I don't get. I've got a plan, I think I'll do well on the final."

After two days, Paul reviewed his plan and checked on how he was doing: "Well, I only got one section of the study guide done, and I didn't write any vocabulary cards (because I don't have any index cards) for the section I did. I need to make some changes. I'll buy a pack of index cards from the school store before I go home today. I'll review the section that I *did* do for any vocabulary terms. I'll create flash cards for those terms. Next, to get caught up, I'll do all of Sections 2 and 3 tonight and half of Section 4. Tomorrow, I'll finish Section 4 and do Sections 5 and 6. I'll also make sure I keep up with the vocab flash cards. Then I'll be back on track."

In partners, complete the following table:

| | Plan | Monitor | Control & Make Changes | Reflect |
|--|------|---------|------------------------|---------|
| On a scale from 1 (low) to 5 (high), how well did Paul address each component? | | | | |
| What is one idea for how each component could be stronger? | | | | |

- Debrief as a large group by talking through each scenario and the students' answers to discussion questions. Emphasize the need to use all four components to self-regulate successfully.

Lesson 9: Practice Self-Regulation

Competency: Self-Regulation

Pre-Requisites: Instruction and practice in self-regulation definition and all four components.

Learning Target: Students will practice all four components of self-regulation in an abbreviated format.

Materials: Audio of a mindfulness exercise, blank paper, pen/pencil, Self-Regulation Poster.

Preparation: Pre-load/stream video on computer

Procedures:

1. Tell students “to start today’s class, we are going to practice mindfulness for a few minutes.” Don’t provide an explanation. Play a mindfulness/meditation audio or video, such as <https://www.youtube.com/watch?v=vLhOGEnEedk> or “Three minute breathing” downloadable at <http://www.freemindfulness.org/download>.

At the end of the mindfulness exercise, ask students how they did in relaxing and clearing their minds. Did they manage to focus on their breathing, let go of stress, and not think about or communicate with others? Have students rate their success from 0 (low) to 5 (high) by holding up the number of fingers that represents their success.

2. Explain to students that regularly practicing mindfulness has been shown to help students reduce stress and anxiety, improve concentration, stay calm in tense situations, and increase empathy. Research has even found an increase in grades and test scores. As the teacher, if you want to learn more about mindfulness, consider these resources:
<http://www.mindfulschools.org/about-mindfulness/research/>
<https://www.ted.com/topics/mindfulness>
<https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf>
3. Explain that students will be applying their understanding of all four self-regulation components to the mindfulness exercise. Ask students to fold a blank piece of paper into four parts and title each box with one of the essential components of self-regulation (i.e., plan, monitor, take control and make changes, reflect). Have students fill in the **Plan** box by thinking about what they need to do to be more successful in the next mindfulness exercise (e.g., focus on breathing, move away from friends, put phone on silent). In the **Take Control and Make Changes** box, ask students to list a few possible distractions (e.g., person talking, bell ringing, sitting in an uncomfortable position) and write what they will do to regain focus if any of these distractions occur. Ask students to share out and discuss a few ideas.

Explain to students that, for this mindfulness exercise, monitoring is a little different since stopping to write something down might actually be a distraction. In the **Monitoring** box, ask students to write how they will know if they improved their ability to focus on their breathing and let go of thoughts.

4. Now, it is time for students to try the mindfulness/meditation exercise again. Consider turning the lights down in the room and allowing students to sit wherever they want.
5. After the mindfulness/meditation session, have students raise their hands if they were more successful this time. Complete the **Reflection** box by answering the following questions:
 - How did your plan help you?
 - How did you take control and make changes?
 - What could you change the next time to be more successful?
 - What advice would you give to another person who was trying to self-regulate during this same activity?
6. Discuss as a class how self-regulation helped in this activity and how it applies to school and personal goals.
7. Optional: Consider repeating this activity several times to help students refine their self-regulation process and improve their mindfulness.