

# Lesson 13: Handling Making Mistakes

## Lesson Concepts

- Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down.
- Making mistakes helps you learn, because mistakes show you what you need to practice more.
- You can use belly breathing to calm down.

## Key Words

Mistake, racing (heart), belly breathing

## Objectives

Students will be able to:

- Demonstrate correct belly-breathing technique
- Use belly breathing to calm down in response to scenarios

## Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 2 DVD
- Lesson Card 12
- Following Through Card 13
- How to Calm Down poster
- Timer
- All Skills for Learning cards (as needed)
- Lesson 13 Home Link

## Why This Lesson Matters

Calm-down skills can help students manage strong feelings. Belly breathing (diaphragmatic breathing) helps lower blood pressure and heart rate, both of which calm the body. In this lesson, students practice using belly breathing to calm down when they've made a mistake, a common problem that can evoke strong emotions. That mistakes are a natural part of learning that can help students identify things to practice and ways to improve is also emphasized.

## Teaching Notes

Before introducing the belly-breathing technique to students, use the video on the Grade 2 DVD to learn and practice the correct technique.

Go online to [www.secondstep.org](http://www.secondstep.org) for lesson resources and videos.



## Warm-Up

### Introduction and Review

Show Lesson Card 12. Use the Wrap-Up to review. **Today you're going to learn how to calm down with belly breathing.**

**Let's do the Calm It Down Dance. Count how many times you do belly breathing. (3)**

**Play the Calm It Down Dance video.**

### Brain Builder: Choral Clapping Challenge

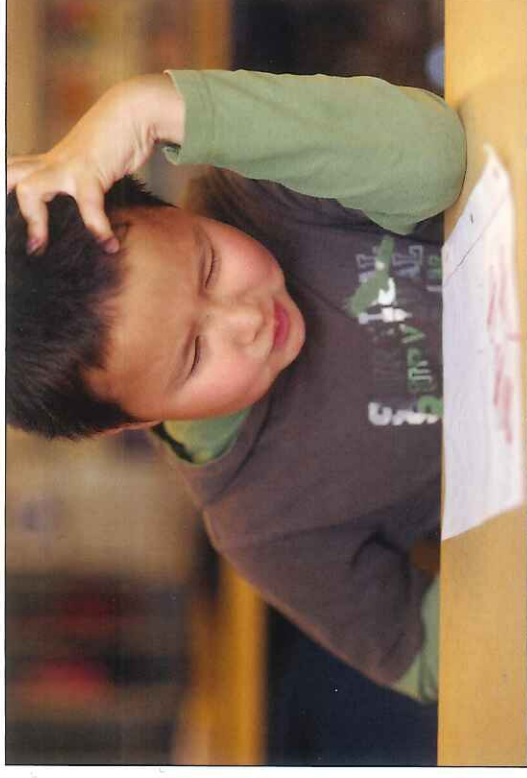
Have students stand. **Let's play a Brain Builder. Remember to use your Skills for Learning!** Use a timer for each round.

1. Play one round of regular Choral Clapping (see Following Through Card 13, steps 1–4).
2. Next, set a goal to clap without mistakes for 30 seconds.
3. When a mistake is made, start the timer over.
4. After each round, have students reflect on how to improve, and set a new time goal.

**When I say go, clap once if you think that game was easy. Keep clapping if you think it was hard. Go! Most of you agree that today's game was hard. Thumbs up if you made a *mistake* during the game. Comment on the number of thumbs up. You made mistakes because you were learning, but with practice you got better. Which Skills for Learning helped you be successful in the game?**

## Story and Discussion

1. Have students sit down. Show the photo. **This is Ken. He just got his paragraph writing assignment back, and it's full of spelling mistakes—again. Think about how Ken's body feels. Give think-time. Turn and tell your partner your ideas. (Uncomfortable. Sick stomach. Hot face.) Ken notices that his body feels very uncomfortable. His heart is racing, his stomach hurts, and he feels hot.**
2. **Hands up if making mistakes has ever made your body feel uncomfortable. Comment on the number of hands up. When you make mistakes, your body may feel uncomfortable. Strong feelings make it hard to think what to do. Ken wants to crumple up his paper and throw it away.**



Ken



3. **Think about why crumpling up the paper and throwing it away are not good ideas. Give think-time. Turn and tell your partner your ideas. (It's not respectful. He can't learn from it.)**

Everyone makes mistakes. Mistakes are an important part of learning that show you what you need to practice more—like the mistakes you made during today's Brain Builder. Sometimes, making mistakes can feel very frustrating and embarrassing—and that makes it hard to think and learn! Ken needs to manage his strong feelings. Let's say what Ken can do together. Refer to the How to Calm Down poster. **Ken uses self-talk to stop and name his feelings. He says, "Relax! I'm feeling frustrated and embarrassed."**

**Ken is beginning to feel more calm, but his body still feels uncomfortable. Ken needs to calm down completely. He decides to use *belly breathing*. Point to the How to Calm Down poster.**

4. **Let's watch a video that teaches you about belly breathing.** Have students practice as cued.

**Play the Belly Breathing video.**

**After using belly breathing to calm down, Ken can think about what to do. He decides to be assertive and ask his teacher for help with the mistakes in his writing assignment.**

## Skill Practice

**Let's practice calming down when we've made a mistake and feel strong feelings.** Make sure the How to Calm Down poster is visible for all students.

EXPLAIN and MODEL the steps below, using the first scenario, with a student as Partner A and yourself as Partner B. Circulate and observe. Cue skill use with the Skills for Learning cards. If students need more support, model each scenario and coach students about what to say.

1. Read the scenario out loud.
2. Have Partner As say, "Stop! Name your feeling. Calm down," and do the matching Calm It Down Dance movements.
3. Have Partner Bs say their stop signal, name a feeling, and use belly breathing to calm down.
4. Call on a few pairs of students to demonstrate.
5. Have students switch roles for each new scenario.

## Scenarios

- You accidentally hit a friend in the face with a ball.
- You take a note to the wrong classroom.
- You give the wrong answer to a simple math problem.
- You score a goal for the other team in your net.
- You take the wrong backpack home.

## Wrap-Up

**Today you practiced using belly breathing to calm down strong feelings, like after you've made a mistake. How do mistakes help you learn? (They show you what to practice. They tell you what you need help with.) When you feel strong feelings about making mistakes, it's important to calm down so you can think, learn, and ask for help when you need it.**

**Following Through:** Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 13.

