



Social Emotional Learning Toolkit



Social Emotional Learning Toolkit

Social Emotional Learning Overview

A Quick Summary

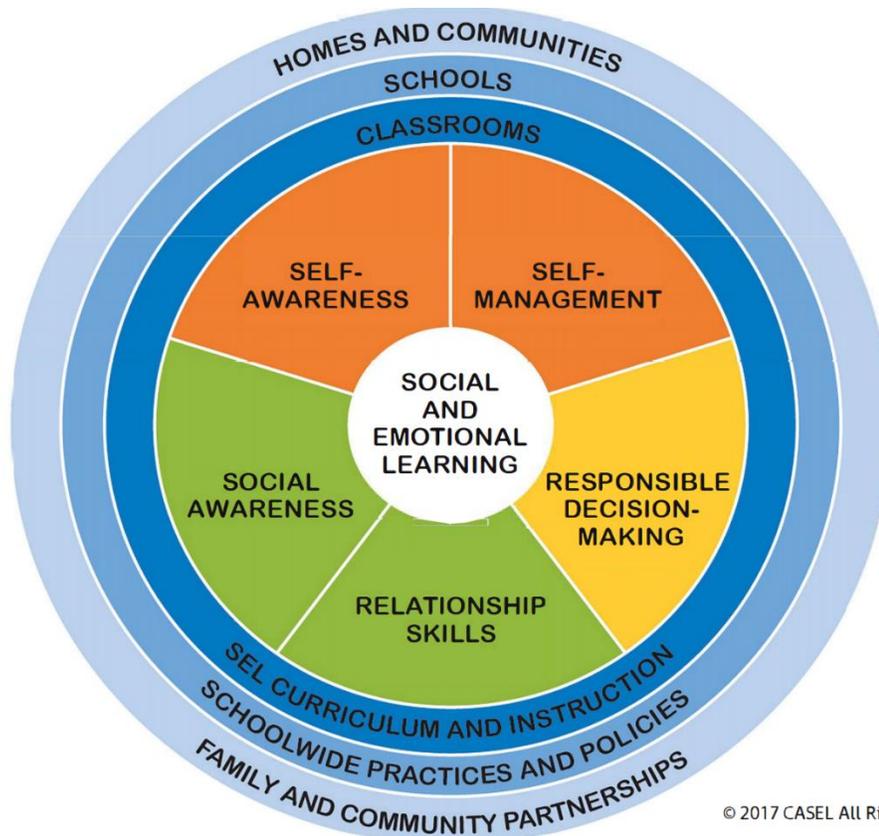
What is social emotional learning?

Social-emotional learning (SEL) refers to a wide array of knowledge, attitudes, and skills that are essential both to students' academic and overall postsecondary success. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges across numerous settings - classrooms, schools, districts, families, and communities. It is about how teaching and learning happens and about what is taught and what is learned.

What are the social emotional learning competencies?

The intentional goals of teaching, practicing, and the full implementation of SEL programs are to nurture the development of the five core interrelated sets of cognitive, affective, and behavioral competencies: Self-awareness, self-management, social awareness, relationship skills, and responsible decision making.



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CASEL has defined each of the core competencies used in their framework:

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

What is the impact of social emotional learning?

CASEL sites that more than two decades of research shows that SEL leads to:

- Increased academic achievement
- Improved student behavior
- Strong return on investment (11:1)
- Help in reducing poverty and improving economic mobility
- Improved lifetime outcomes

To learn more about the research documenting the impact of SEL please visit - <https://casel.org/impact/>

Can SEL and PBIS work together to improve school climate?

Absolutely! SEL and PBIS do not compete against each other because their impact grows in unison when integrated as part of a cohesive school culture. “Both schoolwide SEL and PBIS focus on creating safe and supportive environments, teaching students new skills, and using data to make informed decisions. Their explicit goals, however, differ in that PBIS seeks to ultimately increase positive behavior, while schoolwide SEL seeks to help students build competencies (e.g., understand themselves and others while forming strong relationships and building decision-making skills) that help students learn and navigate the world more effectively” (CASEL, *Connecting schoolwide SEL with other school-based frameworks*).

Given its systems-based framework, PBIS serves as a mechanism in which to implement, measure, and assess SEL curriculum. Schools that are already deeply invested in PBIS can leverage their existing PBIS team to lead schoolwide SEL integration efforts. Working together, SEL and PBIS can “help adults cultivate skills to effectively interact with students and create a positive school climate while simultaneously helping students build the knowledge, skills, and attitudes that they need to be able to carry out schoolwide expectations and excel academically” (CASEL, *Connecting schoolwide SEL with other school-based frameworks*).

References: CASEL, What is SEL? <https://casel.org/what-is-sel/>, Oliver, B. (2018). Indiana Department of Education Social Emotional Learning Toolkit, <https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>, and CASEL (2018). *Connecting schoolwide SEL with other school-based frameworks*. https://schoolguide.casel.org/uploads/2019/01/SEL_MTSS-and-PBIS.pdf



Social Emotional Learning Toolkit

A How to Use Guide

SEL Implementation Tools and Supplemental Resources

About this Toolkit

In recent years, more and more school districts have begun to prioritize social emotional learning (SEL) and adopt a whole child approach to education. Similarly, as they have begun to focus more on the social emotional development of their students, there has been a stronger interest in social emotional learning curriculum. This push, coupled with the recent school closures during the COVID-19 pandemic, has sparked the creation of this toolkit.

When students return to school, SEL supports will be more crucial than ever, not just in the immediate future, but also over the next couple of academic years. While all students need supportive relationships and nurturing learning environments, these factors become even more important for those students facing additional stress. Furthermore, skill development on how to express, process and cope with the various emotions, as well as feelings of change, fear, and uncertainty, will be paramount. Schools will need to adopt SEL practices to support the wide ranges of student needs.

This toolkit provides flexible SEL lessons teachers can implement with students in the classroom based on the core competencies from the Collaborative for Academic, Social and Emotional Learning (CASEL). Lessons can be delivered in person or virtually to meet the varying needs of educators and students. It is important to note that while the toolkit was developed partially in response to COVID-19, the lessons are not exclusive to just this moment in history and can still be utilized once the pandemic ends.

Audience

The toolkit is designed to provide school staff with ready to implement lessons that will assist them in integrating SEL into their teaching practices. Administrators and any educator in the school community can also use this toolkit to find lessons, tools, and resources to improve students social, emotional, behavioral, and academic skills.

Toolkit Organization

The toolkit has two primary sections:

 Section 1: Implementation Tools	 Section 2: Supplemental Resources
<ul style="list-style-type: none"> • Understanding, Implementing & Introducing Community Circles • 24 SEL Lessons (Series of 8 per grade band: K – 3rd, 4th – 6th, & 7th – 12th) • Sequence Guide and Competency Map 	<ul style="list-style-type: none"> • SEL Overview • Strategies and Tips for Teachers in Dealing with Students who have Experienced Trauma • Going Virtual: Tips for Teaching SEL Online • Additional Lessons: Lessons on Germs and Respect from Popular Movies

Section 1: Implementation Tools

I. Community Circles

Based from the social science of restorative practices, the SEL lessons in this toolkit are designed to be facilitated using the community circles process. Proactive community circles cultivate a healthy classroom culture and promote respectful, positive relationships between the teacher and student, as well as, amongst peers. Three documents are provided to assist you in implementing the community circles:

- **Understanding Community Circles** – this quick overview will provide a short summary about community circles including their principles and processes.
- **Implementing Community Circles** – this document provides information needed to be able to fully facilitate the community circle as part of ones SEL lessons – specifically the structure, the set-up and the sequencing of the circles.
- **Introduction to Community Circles** – this is a K-12th grade lesson that can be used to teach students the circle process. Circles have their own set of guidelines that are essential for them to function smoothly.

Please note that throughout the toolkit, special consideration was paid to the sensitivities surrounding COVID-19. Thus, particular attention and focus was on developing lessons that were trauma-informed and that included, digital adaptations. Since the lessons were also designed to be long-standing, some processes and activities do not follow current health guidelines for social distancing, etc. Therefore, lessons should be altered, as needed, to ensure that they are in compliance with school and district policies.

II. SEL Lessons

There are 24 lessons spanning four of the five core competencies from CASEL. While lessons for the fifth competency may be added in the fall of 2020, the current lessons in the toolkit focus on the topics that were determined to be the most essential skills students will need once schools reopen. The following chart is a breakdown of the lesson competencies and sub-competencies:

SEL Competency	SEL Sub-Competencies
Self-Awareness	Emotions
	Self-Confidence
Self-Management	Empathy
	Respect
Social Awareness	Emotional Regulation
	Perseverance and Goal Setting
Relationship Skills	Relationship Building
	Communication Skills

Lessons have been developed for the following three grade bands: 1) K-3rd grade, 2) 4th – 6th grade and 3) 7th – 12th grade. There are many opportunities for choice in the practice and activities sections. It is, however, recommended that teachers whose students fall on either the lower or upper end of each grade band, review lessons across two grade bands to determine the lesson content that is most developmentally appropriate. There are eight lessons in each grade band covering each of the above sub-competencies.

Timing suggestions are provided for each section of the lesson as a guide but will fluctuate per teacher. Please refer to the sequence guide and competency map for more information on the best order of the lessons. It is recommended that schools develop plans that determine when SEL will be delivered and provide the necessary time for teachers to effectively deliver the content.

When it comes to SEL, best practice recommends K-3rd grade students benefitting from practice up to 25 minutes daily, 4th – 6th grade students benefitting from practice between 30-40 minutes for three to five times a week, and 7th – 12th grade benefitting from practice up to 60 minutes twice a week. The lessons were created to be chunked in parts or delivered in full to meet the various time constraints. For example, the community circle section could be delivered on Monday, the teach and model section delivered on Wednesday and so on. Additionally, some lesson sections (such as the activity) could be embedded into other subjects as extensions. Lessons can be completed in a day, over the course of a week, or even over the course of a month. Maximum flexibility is given to schools in how they will deliver the lessons!

Each lesson follows the same structure of providing for community circles, teaching of skills, modeling of skills, practicing of skills, and activities for reinforcement. The following outlines what you will find in each lesson:

- **SEL Competency and SEL Sub-Competency:** this is the SEL core competency and SEL sub-competency that the lesson addresses based on CASEL's SEL framework.
- **Lesson Concepts:** these are the "big ideas" that students will be able to take away from the lesson.
- **Lesson Objectives:** these define what the students will learn in the lesson.
- **Why this Lesson Matters:** this provides a brief overview of the importance of the lesson.
- **Materials:** this provides a list of items needed to deliver the lesson.
- **Session Length and Pacing:** this is the suggested amount of time needed to complete each section of the lesson.
- **Community Circle Question:** this is the question that should be posed to the students during the community circle. The question relates to the overall lesson sub-competency and serves as a way for students to share their perspectives on the lesson topic prior to the teaching and learning phase. Please review to the community circle documents mentioned in the above section for more information.
- **Community Circle COVID-19 Question Consideration:** this is an alternate question that could be posed to students during the community circle. This question still relates to the overall lesson sub-competency but looks to explore students' perspectives on their recent experiences surrounding the COVID-19 pandemic.
- **Need for Skill:** this is a brief introduction for students on why/how this skill will benefit them.
- **Teach Learning Objectives:** this is the content part of the lesson. Various resources are provided, including scripts, videos, visuals, handouts, etc. As the lesson is delivered, be aware of cultural differences. Validate cultural background by making sure that students understand

that certain situations may call for different responses and that the current (or family) way of dealing with the situation, while possibly different, is not in any way inferior.

- **Model Examples and Non-Examples:** this is where the teacher will model examples and non-examples of using the skill in context. Scripts are provided.
- **Practice or Engage in Role Play:** this section will either provide an individual or group activity for students to practice the skill or provide scenarios for role play. Please note that the greater the similarity between the classroom setting and the real-world or application setting, the greater the likelihood that the student will actually perform the skill outside of the small group setting. If possible, have the session in a setting where the desired skill is typically exercised. (ex. hallway, cafeteria, school bus, playground)
- **Activity to Practice Skill:** these are activities students can complete to reinforce the skill taught. Several of the lessons provide numerous activities to choose from. Pick one to complete or utilize more than one to address the needs of students. Additionally, many of the lessons can be embedded into other subjects as extensions.
- **Closing Community Circle Question:** this is the question that should be posed to students during the closing community circle. The question allows for students to reflect on the skill learned. For more information, review the community circle documents from above.
- **Digital Learning Adaptations:** this provides suggestions and additional resources/videos for adapting the SEL lesson to a digital setting if needed.
- **Additional Tips and Resources:** these are additional tips or resources teachers can utilize to enhance the delivery of their lessons and increase their own SEL skill sets.
- **References/Resources:** these are the materials used to develop the lessons. Many are researched based.

Section 2: Supplemental Resources

I. SEL Overview

This resource provides a quick summary of social emotional learning, CASEL's five core competencies, and the impact of SEL. It also shares how SEL and PBIS compliment one another to provide a strong combination of adequate structure and supportive relationships to increase school climate.

II. Strategies and Tips for Teachers in Dealing with Students who have Experienced Trauma

This resource provides ways to deliver SEL through a trauma-informed approach. Trauma is in the perspective of the person experiencing it, so an experience may be traumatic for one person but not for another. This is also now commonly understood in the various ways students and families have experienced COVID-19. Therefore, since we typically cannot know which children have experienced trauma, it is important to use trauma-informed practices with all children and provide universal, trauma-informed supports in the teaching of SEL lessons and activities.

III. Going Virtual: Tips for Teaching SEL Online

This resource provides tips for teachers that they can use to foster students' social emotional skills in a virtual environment. It also shares various technology tools and resources available to assist in creating or developing SEL lessons.

References:

Oliver, B. (2018). Indiana Department of Education Social Emotional Learning Toolkit, <https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf> and Milwaukee Public Schools, Social Academic Instructional Group (SAIG) Curriculum, <https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>



Social Emotional Learning Toolkit

Understanding Community Circles

Principles and Processes

What are Circles?

Circles Intentionally create space that lifts barriers between people opening the possibility for connection, collaboration, and mutual understanding. Active across a wide range of cultures and traditions, circles are built on caring relationships, a sense of respect, opportunities for meaningful participation and equality among participants.

What are the Core Circle Principles?

- Respect for people’s personal experiences, needs and feelings
- Opportunity for all voices to be heard

Why Community Circles?

Community circles provide a space where students feel safe, loved, and valued. They foster community, connection, and a vehicle for student voice. A community circle is a pro-active, prevention-based circle that is used for relationship building, exploring learning curriculum and dialoguing around topics of interest.

Community circles provide strong community in the classroom and throughout the school by:

- Creating a sense of belonging (everyone is equally important and has an equal voice)
- Fostering relevancy and engagement (speaking from the heart, sharing personal experiences, peer support)
- Promoting social skill building (listening, communication, expression of feelings and problem solving)
- Creating connection and bonds (equalizes power, shared effort, and common purpose, and builds trust)

What are the Essential Circle Elements?

The following elements are essential to design the circle and to create the space for all participants to speak their truth:

- **Setting** – It is very important to seat everyone in a circle. Arrange the classroom or other space with chairs in a circle. Floor seating is also an option. Ensure the physical space has an open feeling with no barriers between students. The center of the circle should be an open space. This allows everyone to see each other, emphasizing the circle’s purpose of equality, connectedness, and accountability.
- **Talking Piece** – This is an object passed from person to person around the circle. Only the person holding the talking piece is allowed to speak. While the use of the talking stick allows every student an equal opportunity to speak, it does not require the holder to do so. The holder can simply say “pass.” Some classes adopt one particular talking piece and use it for every circle, while others put a variety of talking pieces in the center and let the student who talks first to choose one for the day. A talking piece can be anything that is easily passed from one student to another. For example, it could be a rock, crystal, stuffed animal, small, soft toy, stick, stone, seashell, feather, animal figurine, etc.
- **Centerpiece** – This is an object(s) of significance or interest that creates a focal point for students while they speak and listen to one another. The centerpiece usually sits on the floor in the center of the open space inside the circle of chairs. Typically, there is a colorful cloth or mat as the base with a few

small items such as flowers, feathers, a bell, a selection of talking pieces, flowers, student artwork, etc. Another option could be a bowl of water which can help represent a feeling of calmness.

- **Rules/Agreements** – These identify the values and shared expectations for the circle. They should be posted in a manner visible to all students and shared before each circle. They provide a safe space to share openly. Circle rules include: 1) Respect the talking piece: Everyone listens; everyone has a turn; 2) Speak from the heart: Your truth, your perspectives, and your experiences; 3) Listen from the heart: Let go of stories that make it hard to hear each other; 4) No need to rehearse: Trust that you will know what to say; and 5) Say just enough: Without feeling rushed, be concise and considerate of the time of others. Students may offer additional agreements if they wish.
- **Opening and Closing Ritual/Tradition** – Have procedures/rituals that signify the opening and closing of each circle. Start the circle with some deep breathing exercises, meditation, or movement. Placing a “lit” battery-powered candle in the circle of the center followed by a moment of silent reflection, or simply setting up your centerpiece are other options. This marks a transition from regular classroom time into the “special” non-ordinary time of circle. Similarly, end the circle in a way that is intentional—perhaps even a bit theatrical—ringing a bell, sing a song, create a chant, or make some other small gesture to signal moving back from circle time into ordinary time.
- **Circle Keeper** – The teacher serves as the keeper to assist the group in creating and maintaining a collective space in which each participant feels safe to speak honestly and openly without disrespecting anyone else. The keeper’s role is to initiate a space that is respectful and safe. Circle Keepers: 1) Do not control the circle but help participants uphold its integrity; 2) Help to hold a space that is clear, open, respectful, and free. This means knowing when/how to interrupt, when to open and close the circle, when to take a break, and how to remind people to adhere to the agreed-upon guidelines; 3) Are participants in the circle answering the circle questions with the students, not simply observers; and 4) Don’t need to be a mediator or group facilitator in the usual sense; it’s not a position of power, but it is a responsibility to others to keep to the values of the circle.



References

- Berkowitz, K. (2017). *Cultivating Restorative School Communities: Restorative Circles*. Solano County Office of Education: Tier I MTSS.
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Social Emotional Learning Toolkit ***Implementing Community Circles*** **Structure, Set-Up, and Sequence**

How will Community Circles be implemented as part of Metro RESA's Social Emotional Learning (SEL) Lessons?

Each lesson is designed to be facilitated using the community circles process. They all start and end with a community circle question to foster a safe and welcoming climate. It is here, students will feel comfortable and open to supporting each other in learning new skills. However, due to scheduling constraints it is assumed that some lessons will be chunked by sections causing the opening circle and closing circle questions to be on different days/times. If this is the case, you would follow the full circle sequence at both times. If time allows you to complete the full lesson in one sitting, you would start the circle and open with the first question, transition to teaching the lesson and then gather back to close the circle at the end. Given that the lessons may involve videos, role plays and activities you will need to modify your circle setup to accommodate in those instances.

How long should each circle last?

Each lesson has a suggested length and pacing suggestion. The time allotted for both the opening and closing community circle is between 10-15 minutes each. While it is possible that some students may choose to speak longer than others about a topic, the lesson questions are meant to provide for a quick introduction to the overall skill or a brief check for understanding at the end. If you find a particular question or topic resonates strongly with students do not worry about the time and make other adjustments. It is important to be responsive in the moment and the time spent allowing students to share and open up will be well worth it.

Does the circle process need to be taught?

Yes! To make the most of your SEL lessons you will first need to teach the circle process. Circles have their own set of guidelines that are essential for them to function smoothly. A general lesson plan is provided in the toolkit to assist. The student objectives for the lesson are: 1) Understand reasons for being in circle; 2) Know a functional definition of the shape of a classroom circle; 3) Learn the four circle guidelines; and 4) Learn how to use a talking piece in the circle.

What is the standard circle set-up?

Start each lesson with chairs arranged in a circle with an open space in the center. If students feel comfortable sitting on the floor, that is also an option. If you have chunked the lesson into sections, you will also need to have the same set-up for your closing community circle. If you are able to complete the lesson in full at one time and it would be helpful for students to be at tables to complete the activities (i.e. write or draw, etc.) try to use a table arrangement that is as close to a circle as possible. The circle shape itself helps communicate sense of equality, connectedness, and accountability. You will also need to have the center piece, talking piece(s) and circle guidelines/expectations.

What is the circle sequence?

The circle is not a rigid process. It is always important to be responsive in the moment to the needs of the circle participants which may not follow the outline you planned. This format can be amended depending on the amount of time or topic, but in most cases it will be a helpful guide.

- 1) **Welcome/Purpose** – Remind students of the purpose of the circle and identify today’s lesson topic. If you are starting a closing circle, remind students of the topic you are wrapping up.
- 2) **Opening Ritual/Tradition** - Start the circle with a consistent quick procedure to contribute to the sense of safety and set a positive tone. Examples could be some deep breathing, meditation, or a movement. Placing a “lit” battery-powered candle in the circle of the center followed by a moment of silent reflection, or simply setting up your centerpiece are other options. For some quick mindfulness practice ideas visit - <https://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/MenuofMindfulPractices.pdf>
- 3) **Rules/Agreements** – Review the circle rules and any additional agreements that were developed during the *Introduction to Circles* lesson. For PBIS schools, remember to link these back to your schoolwide expectations.
- 4) **Introduction of Talking Piece and Centerpiece** – Remind students that the person holding the talking piece is the only one who may speak. Everyone has the opportunity to speak, but the right to pass if they choose. The centerpiece creates a focus and provides a place for students to rest their eyes while talking or actively listening. Once the first person to share is identified, the talking piece should be passed from person to person around the circle, not across the circle.
- 5) **Circle Question** – Pose the question in the lesson plan and ask if there is anyone who would like to start. If so, pass them the talking piece. If no one volunteers, you can start by answering the question and then pass to your left. Remember as the circle keeper you are an active participant and should answer the question when the talking piece reaches you in the circle.
- 6) **Lesson/Activities/Summary of What is to Come** – This is where you may modify from the traditional circle process. If time allows, shift to teaching the skill and then move into the discussion, practice and activities. It might be possible to do this in the circle, and if so, stick with it. If not, transition and then gather back to close the circle at the end. If you have chunked the lesson into sections, briefly share a quick summary of what is to come and then move on to the closing ritual/tradition. If this is just a closing circle, then omit this section all together.
- 7) **Closing Ritual/Tradition** - End the circle with intention, perhaps even with a bit of fun or theatrics. Examples could be ringing a bell, sing a song, create a standing chant, or do some other small, quick gesture to signal moving back from circle time into ordinary time.

References

- Berkowitz, K. (2017). *Cultivating Restorative School Communities: Restorative Circles*. Solano County Office of Education: Tier I MTSS. [https://www.solanocoe.net/uploaded/Departments/Student_and_Program_Support/Restorative_Practices/Circle_Resource_packet_\(Dec_2017\).pdf](https://www.solanocoe.net/uploaded/Departments/Student_and_Program_Support/Restorative_Practices/Circle_Resource_packet_(Dec_2017).pdf)
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Social Emotional Learning Lesson Number 1

Introduction to Community Circles

K – 12th Grade

<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • I can share my thoughts, experiences, and feelings safely in a circle • We are in a circle when everyone is can see everyone else’s face without having to lean forward • I can state the five community circle rules • Only the person who is holding the talking piece may speak in the circle 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Understand reasons for being in a community circle • Know a functional definition of the shape of a circle • Learn the five community circle rules • Learn how to use a talking piece in the community circle
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Why this Lesson Matters:

Each lesson in Metro RESA’s Social Emotional Learning (SEL) Toolkit is designed to be facilitated using the community circles process. They all start and end with a community circle question to foster a safe and welcoming climate. Here is where, students, will feel comfortable and open to supporting each other in learning new skills. Circles have their own set of rules that are essential for them to function well. This lesson introduces those rules and begins the process by which students will become skillful participants in circles.

<p>Materials:</p> <ul style="list-style-type: none"> • Talking piece • Centerpiece • Circle Rules <p>Preparation:</p> <ul style="list-style-type: none"> • Figure out in advance how to get your class seated in a circle without tables or desks in the middle. <p>Teacher Note:</p> <ul style="list-style-type: none"> • The purpose of this lesson is to teach students the structure of how a community circle will work in your classroom. Please use this lesson as a guide, but adapt it as needed for the grade or skill level of your students (especially younger students). If you have another gathering or meeting time process that works, consider keeping it while possibly infusing some of the community circles processes where able. 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Welcome: 3 - 5 minutes • Open Ritual/Tradition: 3- 5 minutes • Rules/Agreements: 10 minutes • Introduction to Talking Piece: 5 minutes • Circle Question: 10 minutes • SEL Lesson Content: 1 minute • Closing Ritual/Tradition: 3 - 5 minutes <p>Total: 30 - 45 minutes</p>
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LESSON

<p>Need for Skill</p>	<ul style="list-style-type: none"> • Throughout the year, we will be using community circles to begin and end our SEL lessons. In circles we will learn ways to better communicate by actively listening and sharing our thoughts, experiences, and feelings. We will also get to know one another more deeply. By learning how the circle works, we will begin to build trust and feel more comfortable while participating.
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<p style="text-align: center;">Welcome</p>	<ul style="list-style-type: none"> As you begin your community circle, using your own words, give a clear, simple, and honest explanation, about when and why the class will be meeting in community circles. If you are completely transparent about the purpose and goals the students will more likely trust the circle and its purpose. Be sure to share that the shape of the circle is important. Even if students cannot sit in a perfectly round arrangement, it's still considered a circle because everyone is able to see everyone else's face without having to lean forward. Let students know that before starting each circle, you will also share the topic or skill will be learned during the week, month, etc. Give students step-by-step instructions on how to move into the circle.
<p style="text-align: center;">Opening Ritual/Tradition</p>	<p>Teach</p> <ul style="list-style-type: none"> Let students know that a centerpiece will be placed in the center of each circle. Its purpose is to provide something for them to focus on or look at while talking or actively listening (especially if they feel uncomfortable looking at others). In a mindful manner, place the centerpiece in the middle of the circle. Also, allow the whole class to decide what should be placed in the center as the practice of community circles becomes more common and comfortable. To start each community circle, share that it will open with a ritual to signify the start. Explain what the opening ritual will be and how it will work. Some examples include things like, deep breathing, meditation, or a movement of some sort. Placing a "lit" battery-powered candle in the circle of the center followed by a moment of silent reflection, or simply setting up your centerpiece are other options that can signify the opening ritual. <p>Model/Practice</p> <ul style="list-style-type: none"> Model the opening ritual and then have your students practice it with you. For some quick mindfulness breathing ideas visit - https://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/MenuofMindfulPractices.pdf
<p style="text-align: center;">Rules/Agreements</p>	<p>Teach</p> <ul style="list-style-type: none"> Community circles work best when the important rules are followed. Explain that the same rules apply every time the class meets in a circle. The more they are used, the more they will come to understand and appreciate the time they spend together in the circle and the support they give to each other. Then describe the following five community circle rules. If you are a PBIS school, makes sure to align the rules to your school-wide expectations. Teach the 5 rules in a way your students will comprehend: <ol style="list-style-type: none"> Speak from the Heart: This means speaking for yourself and talking about what is true for you based on your own experiences. Listen from the Heart: We are used to judging other people. Sometimes without even knowing anything about another person we make assumptions about them. These assumptions can keep us from really hearing what they have to say...and what they have to say may be something important and helpful. Therefore, when we listen from the heart, we try to set aside any assumptions and judgments that we may hold about a person. This opens up the possibility of making new and wonderful discoveries about each other. No Need to Rehearse: Trust that we will know what to say when it is our turn to speak. We don't need to think about what we will say, before we say it. We can actively listen to one another and just "talk" when it is our turn. Say Just Enough: Without feeling rushed, say just enough, keeping in mind the limits of time and making sure everyone can speak. One way to think about this is, when you are considering what to say, ask, "Does it serve the circle?"

	<p>5. Respect the Talking Piece – Let students know this rule will be discussed in greater detail next, but you wanted them to be able to see all 5 rules first.</p> <ul style="list-style-type: none"> Let the students know that in addition to the rules, they can have additional agreements as well. Agreements can be proposed by anyone in the circle and to become an agreement, everyone must “agree!” For example, a student may suggest that what is said in the circle stays in the circle/maintain confidentially. If all students agree, then it becomes an agreement and is added to the list of rules. <p>Activity</p> <ul style="list-style-type: none"> Ask students if they have any agreements that they wish to propose to add to the rules already established. Capture suggestions and have students vote on acceptance. Remember, to be accepted, an agreement must have 100% consensus. Remind students that the circle rules will be reviewed at each circle meeting.
<p>Intro to Talking Piece</p>	<p>Teach</p> <ul style="list-style-type: none"> Share that you will now revisit the 5th rule: Respect the Talking Piece. Hold up the talking piece and say that in the community circles a talking piece will be used. Only the person who is holding the talking piece may speak and the talking piece will be passed around the room so that everyone has an opportunity to share. Note that it is ok to remain silent when the taking piece is passed to an individual and if the person does not wish to speak, they just say “pass” and hand it off to the next person. <p>Model/Practice</p> <ul style="list-style-type: none"> Practice passing the talking piece around the circle silently and respectfully. Demonstrate passing the talking piece by passing it first with the person sitting to the left of you and having them pass it back. Then, do it again but have each student pass it around until it comes back to you.
<p>Circle Question</p>	<p>Teach</p> <ul style="list-style-type: none"> Say that the most important part of the community circle is the dialogue and sharing that takes place to questions that are posed. In each circle, a question will be posed, and the talking piece will be passed around the circle until everyone has had an opportunity to respond (if they want to). <p>Practice</p> <ul style="list-style-type: none"> State the question: “Tell about a time you have met in a circle, such as around a dinner table, campfire, for a game, or in other classes or situations.” Ask if anyone wants to answer first. If so, pass them the talking piece. If not, you can start and then pass. With younger students, additional prompting may need to be done, but short answers are completely fine! Once the first person to share is identified, the talking piece should be passed from person to person around the circle, not across the circle.
<p>SEL Lesson Content</p>	<ul style="list-style-type: none"> Mention that sometimes after the circle question there may be a lesson added on a specific skill or some activities will occur. Other times, there will be no lesson or activity. Just the question. If there is only a question, briefly share more about the topic that will be learned in other SEL lessons throughout the week, month, etc.
<p>Closing Ritual/Tradition</p>	<p>Teach</p> <ul style="list-style-type: none"> Share that just as they started with an opening ritual, they will also end with a closing ritual that will signal moving from the community circle and “back to class.” Explain what the closing ritual will be and how it will work. They are typically a bit more theatrical. Examples could be ringing a bell, singing a song, creating a chant, or making some other small gesture. <p>Model/Practice</p> <ul style="list-style-type: none"> Model the closing ritual and then have the students practice it with you.

End of Lesson	<ul style="list-style-type: none"> • Share that students have now experienced how a community circle works and they will begin using them as part of the SEL lessons moving forward. They will continue to practice.

Digital Learning Adaptations:

Holding a community circle by the sole nature of not being in a “circle” presents its challenges. However, you can still do your best to teach the circle process and conduct community circles as part of virtual SEL lessons with intentional teaching and some modifications:

- During the welcome, give a clear, simple, and honest explanation, using your own words, about when and why the class will be meeting in community circles. Show a visual depiction of a circle and share that even though they cannot gather/sit in a circle, the shape of the circle is still important. Explain why and if needed, remember to start future circles by showing a visual depiction of one (perhaps as part of the opening ritual).
- Tell students that typically a centerpiece is placed in the center of each circle. Its purpose is to provide something for them to focus on or to look at while talking or actively listening to others in the circle. Emphasize that even though they are not presently together, they still need to do their best to stay focused on the screen with their peers. Encourage students to create their own centerpiece at home by putting something on their computer screen to help them stay focused and present. It could be a sticker, a post-it, a small drawing, etc.
- Talk about the importance of the talking piece and have an example of one to share. Reinforce that without the talking piece all students will be muted, and they will have to be unmuted to speak. You could ask students to signify that they wish to speak by a thumbs up or a thumbs down (or some other icon that is virtually available in the platform). You then can unmute students one by one for their opportunity to speak. To signify the importance of holding the talking piece you could encourage students to pick something of significance to them at home to hold as their talking piece. This could be helpful with young students as they can signify that they wish to speak by holding up the object.

Adapted from Clifford, Amos. *Teaching Restorative Practices with Classroom Circles*. Center for Restorative Process.
<https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>



Social Emotional Learning Toolkit

Sequence Guide and Competency Map

Planning for Lesson Delivery

This is the suggested sequence guide for teaching the MRESA SEL Toolkit lessons. There is a total of 9 lessons per grade band, inclusive of the Introduction to Community Circles that all grades should receive and access, and the 8 SEL lessons based on the core competencies. It is best that lessons are taught in a sequential order based on skill progression. Schools should develop plans that determine when SEL will be delivered and provide the necessary time for teachers to effectively deliver the content. The lessons can be chunked in parts, delivered in full, completed in a day, or they can span over the course of a week or even a month to meet school’s various time constraints. There is maximum flexibility for how to deliver!

Sequence Guide

Grade Band	Lesson Sequence							
K – 12 th	Lesson 1 - Introduction to Circles							
K – 3 rd	Lesson 2 – <i>Friendship Soup</i>	Lesson 3 – <i>Walking in Someone Else’s Shoes</i>	Lesson 4 - <i>Respect, Give It to Get It!</i>	Lesson 5 - <i>The Magic of Communication</i>	Lesson 6 – <i>I Know My Feelings!</i>	Lesson 7 - <i>I Can Help Myself Feel Better</i>	Lesson 8 – <i>I Am Beautiful!</i>	Lesson 9 - <i>I Think I Can: The Power of “Yet”</i>
4 th – 6 th	Lesson 2 – <i>Be the Reason Someone Smiles</i>	Lesson 3 – <i>Empathy Can Change the World</i>	Lesson 4 - <i>Respect for All!</i>	Lesson 5 - <i>Listen as Much as You Speak</i>	Lesson 6 – <i>Just Say How You Feel!</i>	Lesson 7 – <i>Calming Your Flipped Lid!</i>	Lesson 8 – <i>I am Becoming!</i>	Lesson 9 – <i>Ready, Set, GOAL</i>
7 th – 12 th	Lesson 2 – <i>Whatever, Whoever You Are, Be A Good One.</i>	Lesson 3 – <i>You, Me, Empathy!</i>	Lesson 4 - <i>Respect is Cool!</i>	Lesson 5 - <i>“You Can’t Handle the Truth”</i>	Lesson 6 – <i>What is Going On? All These Emotions!</i>	Lesson 7 – <i>Stress! I Have Plenty!</i>	Lesson 8 – <i>I Am Strong, I Am Worthy, I Am Enough!</i>	Lesson 9 – <i>Goals and Grit</i>

Legend	<i>Self-Awareness</i>
	<i>Self-Management</i>
	<i>Social Awareness</i>
	<i>Relationship Skills</i>
	<i>Community Circles</i>

Competency Map

Competency	Sub-Competency	Lessons K – 3 rd	Lessons 4 th – 6 th	Lessons 7 th – 12 th
Self-Awareness	Emotions	Lesson 6 - <i>I Know My Feelings!</i>	Lesson 6 - <i>Just Say How You Feel!</i>	Lesson 6 - <i>What is Going On? All These Emotions!</i>
	Self-Confidence	Lesson 8 - <i>I Am Beautiful!</i>	Lesson 8 - <i>I am Becoming!</i>	Lesson 8 - <i>I Am Strong, I Am Worthy, I Am Enough!</i>
Self-Management	Emotional Regulation	Lesson 7 - <i>I Can Help Myself Feel Better</i>	Lesson 7 – <i>Calming Your Flipped Lid!</i>	Lesson 7 – <i>Stress! I Have Plenty!</i>
	Perseverance and Goal Setting	Lesson 9 - <i>I Think I Can: The Power of “Yet”</i>	Lesson 9 – <i>Ready, Set, GOAL</i>	Lesson 9 – <i>Goals and Grit</i>
Social Awareness	Empathy	Lesson 3 - <i>Walking in Someone Else’s Shoes</i>	Lesson 3 - <i>Empathy Can Change the World</i>	Lesson 3 - <i>You, Me, Empathy!</i>
	Respect	Lesson 4 - <i>Respect, Give It to Get It!</i>	Lesson 4 - <i>Respect for All!</i>	Lesson 4 - <i>Respect is Cool!</i>
Relationship Skills	Relationship Building	Lesson 2 - <i>Friendship Soup</i>	Lesson 2 - <i>Be the Reason Someone Smiles</i>	Lesson 2 - <i>Whatever, Whoever You Are, Be A Good One</i>
	Communication Skills	Lesson 5 - <i>The Magic of Communication</i>	Lesson 5 - <i>Listen as Much as You Speak</i>	Lesson 5 - <i>“You Can’t Handle the Truth”</i>
Community Circles		Lesson 1 - <i>Introduction to Circles</i>	Lesson 1 - <i>Introduction to Circles</i>	Lesson 1 - <i>Introduction to Circles</i>



Social Emotional Learning Toolkit

Going Virtual

Tips for Teaching Social Emotional Learning Online

This resource provides tips for teachers that they can use to foster student's social emotional skills in a virtual environment. Various technology tools and resources to assist in creating or developing SEL lessons are also made available to help teachers with virtual instruction.

Tips for Fostering Students' Social Emotional Skills

Virtual Class Meetings

Morning meetings, community circles, class check-ins – it does not matter what you call them as long as students are given the opportunity to interact socially, talk about their feelings, and that they feel supported by friends. Use of a video conversation app like Flipgrid to start the conversation on a daily SEL topic is one way to begin. Record yourself briefly explaining the skill and then ask students a question you want them to respond to. You can also host a live meeting and use an online poll to give students the chance to pick the topic they would most like discuss. Let students have fun by selecting an emoji to express the way they are feeling or give an thumbs up or down to spark further conversation. The possibilities are endless!

Individual Emotions Check-Ins

To the extent possible, try to spend one on one time with individual students to check-in on how they are doing. Reach out to students virtually to ask how they are feeling, what strategies they are using to focus on wellness, and what techniques are they using for managing stress. Check-ins can be as simple as sending a private message through your school's digital platform or via email. You can also do video conferences or offer office hours where students can access you as needed. If you have a hard time reaching a student virtually, a phone call is a good option. The key is to make it personal and to establish a real connection. A private message to a student just saying, "How are things going?" can go a long way.

Video Instruction

Using videos can be a valuable tool in teaching SEL skills and it provide opportunities for students to access the lessons on their own schedule. There are lots of links to videos from YouTube and other online sources to utilize in the MRESA SEL Lessons. However, you can also record you very own personalized videos to send to students. Start simple and keep them short. Demonstrating a calming/coping skill or teaching a small segment of a lesson is a start. Personal videos will not only provide a mechanism to teach a valuable skill to your students, but it also helps nurture that sense of connection.

Read Stories

Do not underestimate the power of reading a book. Literature is a great way to integrate SEL into the day. Most books or short stories target a variety of social emotional skills. Record a video of you reading a story or do a live read along. Then follow it up with a class discussion or a writing activity reflecting on the social-emotional skills of the characters in the story. It is important to note that picture books and short stories are not just for younger students, as older kids can benefit from them too!

School Traditions

School rituals, celebrations and traditions are an essential part of a positive school climate. While they are not the same in a virtual environment, do your best to honor and implement these traditions in unique and new ways. For example, have a virtual spirit week. If it is wacky hair day, have students join a virtual class meeting to share their look or take a picture/video of themselves to share with the class. If you do a countdown balloon pop in the days or weeks leading up to a special milestone, such as the end of a grading period, special project, or the end of the year, do it virtually. Do a digital countdown and show an animation of a balloon popping or record yourself popping a balloon each day. If unable to complete the full effect of a school tradition, do what you can and add to it with an additional activity or two. It may even become a new tradition that can carry forward once traditional schooling begins.

Apps and Websites

There are several websites and apps that students can use to practice social emotional skills. Some are free and others may offer free membership for certain periods of time. Encourage kids to explore these options or recommend usage during an individual check-in. A good number of these can be helpful tools to teach and reinforce emotional regulation and skill development.

Mindful Activities

Ask students to complete 10 minutes of mindfulness time daily. It gives them a break away from the screen as well as from some of their other stressors. This activity allows them to focus their thoughts on the present. Deep breathing is also another mindful activity that helps in dealing with stress and it can be used anytime. Try daily journal writing as well. Not only is journal writing a calming and mindful activity, it is a great way to help students share their thoughts and feelings. The use of journaling can be used specifically to target social emotional skills. It helps to assign students topics to write about. For example, asking students to examine and write about the social-emotional attributes they have seen in our leaders throughout our history and how those qualities have helped define and shape our country through times of crisis, war, and devastation is a way to bring the social-emotional discussion to the forefront.

Unstructured Time

When teaching virtually, it is important to teach the curriculum in the context of caring. Teachers must have the mindset to set aside time for students to talk and socialize with each other. Socialization with others and connecting with friends can often be the most important parts of a student's day. Giving students time to simulate this through live online meetings can be extremely helpful and meaningful and teachers need to allow this to happen.

Technology Tools and Resources

Student Discussion

If the lesson includes discussion, post a prompt or question on your digital platform using a link to:

- Padlet – You choose a template and background for your Padlet and post a question or prompt. Share the link to the Padlet with students. Students follow the link and add to the Padlet with a typed answer, picture, etc.
- Flipgrid – You post a topic, activity or question and share the link with students. Students follow the link and can create a short video about the topic, answer the questions or complete the activity. Everyone can view each other's videos.

Check for Understanding

- Create questions in a Google Form and share the link to with students to complete the form
- Socrative
- Polleverywhere
- Kahoot

Family Engagement

- Create a Google Voice number to call or text families and have them call you without sharing your personal phone number.
- Use Talking Points to text families in English from your phone. The text is translated, and it shows up on a family member's phone in the language they speak. Your personal phone number remains private.

Communications

- Smore - Allows you to create an online newsletter to share with teachers, families, and students. Email the newsletter or share the link. Add titles, text, pictures, audio, video, etc.
- Canva – Allows you to create fliers, presentations, cards, posters, virtual backgrounds, and infographics to share information, promote events, or use in lessons.

SEL Video Lessons

- 6 Minute SEL – 150 ready-made SEL lessons featuring the Collaborative for Academic, Social and Emotional Learning's (CASEL) five core competencies. The videos only take 6 minutes each and can be used as prompts during community circles, warm-up activities for whole or small groups, or as a think-pair-share activity. Each video contains three reflection questions that you can pause throughout to allow for group discussion or student response. Check them out here - https://www.youtube.com/channel/UCo0zW6kLPq2Ns_51AaZNOIQ/videos

Distance Learning Training Support Videos

- Atlanta Public Schools – Jennifer Hall, Education Technology Specialist shares numerous training videos and resources for distance learning. Wonderful tools to help you in creating your own virtual SEL lessons. Check out her website here - <https://www.techtips411.com/distance.html> and on YouTube - https://www.youtube.com/playlist?list=PLYmLhEOiXOxuilMk-zT_ouYP_kWpxJYME
- Pioneer RESA – Brian Buffington, Director of Instructional Technology shares an online teaching cheat sheet with free apps and resources along with a how to use video series. Check out the resources here - <https://sites.google.com/pioneerresa.org/onlineteachingcheatsheet/home>

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Social Emotional Learning Toolkit *Strategies and Tips for Teachers in Dealing with Students who have Experienced Trauma* **Ways to Deliver SEL Though a Trauma-Informed Approach**

Even before the COVID-19 pandemic hit this country, there were large number of students who were experiencing trauma. Studies estimate that the percentage of students who had experienced trauma in some shape or form was near 66%. This was well before children were secluded and isolated in their homes, no longer afforded the opportunity to be at school and with their peers. The emotional and physical sanctuary that the school building provided was taken away from children.

As a result, educators will have to direct much of their focus in the coming school year, to the issue of mental health. They will have to do this in person if or, perhaps virtually, depending on how schools open. First and foremost, educators will need to learn to recognize what trauma looks like and to enact trauma informed teaching strategies in dealing with children who are currently feeling the effects of trauma, or who have long suffered some sort of traumatic event. This will be a huge paradigm shift for educators.

The following information can be used to begin to discuss the necessary protocols at schools and districts that need to be put in place in order to help students get back to learning and socializing in the current reality of life.

Definitions:

- **Trauma:** Childhood trauma has been conceptualized as a response to a negative external event or series of events which render a child “temporarily helpless” and surpasses the child’s “ordinary coping and defensive operations.”
- **Traumatic Events:** Those in which an individual experiences, witnesses, or is confronted with actual or threatened death or serious injury or threatened physical integrity of self or others.

Traumatic events and trauma: What do they look like?

- Physical and emotional abuse and neglect
- Sexual abuse, rape, or coercion
- Experiencing the violent death of a sibling or peer
- Seeing or experiencing a serious accident (auto, natural disaster)
- Witnessing or experiencing an assault, robbery, or murder

Who are these children?

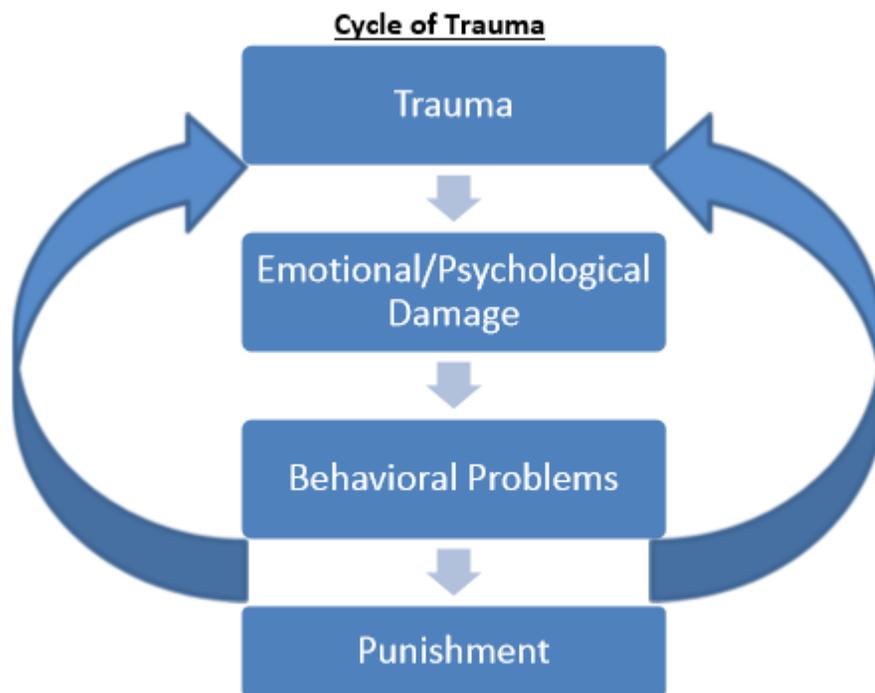
- Children from all socioeconomic backgrounds and races
- They are from rural, suburban, and urban areas

Trauma: How it affects brain development, learning, and behavior in children.

- Traumatic events can impact and limit brain development (especially in early childhood development)
 - Results in cognitive losses, and physical, emotional & social delays
- The stress response systems in children changes resulting in a “fight, flight, or freeze response”
 - Children are in a “constant state of emergency”
- Toxic stress may lead to the brain being hindered from developing to its normal size

- Experiencing trauma makes it difficult for children to be attentive and to process, which can lead to lower IQ's.
 - Retention, poor attendance, and special education placement is common for children who experience trauma
- Long term impacts include, mental and physical health issues, substance abuse and criminal justice involvement

There is a cycle of trauma that exists, and educators need to understand this cycle, in order to help children, overcome the affects, of trauma. Trauma causes emotional and psychological damage and children will often repeat the same misbehaviors which will exacerbate the trauma. These repeated behaviors just cycle through making it difficult for any type of positive change. It is imperative that educators focus on understanding how trauma affects children and that they recognize the signs of trauma.



Dealing with Trauma and Traumatic events in schools requires a rapid response from educators so that these vulnerabilities are dealt with in an urgent and practical way. Ignoring the emotional needs of students and teachers can no longer be the norm. Using **Evidence-Supported and Evidence-Based Approaches** have proven to be effective. These are broken into two categories: Trauma-Informed Systems and Trauma-Specific Treatments.

Trauma-Informed Systems

The idea is to get the school system to be more trauma-sensitive. All school personnel need to be well-informed about trauma and sensitive to trauma. It is important that schools provide a safe, stable, and understanding environment for students and staff. Some states have implemented effective trauma-informed approaches or systems.

According to the National Child Traumatic Stress Network there are seven key elements of a Trauma-Informed System:

- Screen routinely for trauma exposure and symptoms
 - Create an on-going assessment process
- Implement culturally appropriate, evidence-based assessments and treatments for traumatic stress and symptoms
- Provide resources to children, families, and providers on trauma, its impact, and treatment options
- Build on the strength of children and families impacted by trauma
- Address parent and caregiver trauma
- Collaborate across child-serving systems to coordinate care
 - Build partnerships
- Support staff by minimizing and treating secondary traumatic stress, which can lead to burnout

School systems should also keep in mind that supporting the site administrator and school staff members needs to be a priority. Schools should focus on:

- School culture and infrastructure
- Professional training on trauma for the entire staff. Learn to recognize the symptoms of trauma:
 - Fear and anxiety
 - Changes in behavior
 - Increased health complaints
- Creating links and connections with mental health professionals for both staff, students, and families
- Identifying the academic needs of students who have experienced trauma and providing specific instruction for these students
- Having nonacademic strategies available. Can include extracurricular opportunities as well as building nonacademic relationships such as mentoring.
- Reviewing, revamping, or creating school policies and procedures that focus on trauma informed practices. This includes an emphasis on PBIS or some sort of accountability protocol that focuses on the understanding of traumatic behavior and its repercussions.
 - Obtain an accurate trauma history of each child

Trauma-Specific Treatments

Aim is to address trauma and its symptoms in schools at an individual level. The target here becomes individualized with recovery being the hopeful outcome.

Trauma Informed Strategies and Tips for the Classroom

- Expect Unexpected Responses: Try to put students' reactions into context without taking them personally. Avoid "retraumatizing."
- Employ or use thoughtful interactions. Be a supportive adult that provides that safe place for students. Check in students.
- Build Relationships that are specific in nature and purposeful.
- Provide predictability. Use predictable positive attention and preview changes of any sort. Be that consistent and reliable adult that children need.
- Teach strategies where students can switch activities: Referred to as cognitive distractions or thought breaks.
- Reduce negative thinking by giving supportive feedback to students: Start and end an interaction with a positive comment.

- Create Islands of Competence: Recognize areas of strength of students to combat poor self-concept and negative thinking.
- Limit the use of exclusionary practices: Communicate the message that “I like you for who you are,” instead of, “I like you when you behave the right way. Communicating the right message is key.

Additional Recommendations:

- Develop long term recovery plans: Use of a multi-tiered system of support is recommended
- Assess: Have an on-going assessment process
- Provide professional development for teachers and emotional support and care for adults
- Provide social-emotional learning lessons for home
 - Parents and caregivers of children will need support
- Build flexibility in the school day to provide adequate services for students and to give educators the opportunity to have the necessary professional development

Trauma has the potential to affect all students. Students will not learn unless they feel safe. Educators need to provide that safety net for all students and build an environment that is sensitive to the needs of children. While teachers cannot solve the issue of student trauma, they can certainly play a significant role in making sure that students get the necessary help for them to have success and to begin the healing process.

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Social Emotional Learning Lesson Number 1

Introduction to Community Circles

K – 12th Grade

<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • I can share my thoughts, experiences, and feelings safely in a circle • We are in a circle when everyone is can see everyone else’s face without having to lean forward • I can state the five community circle rules • Only the person who is holding the talking piece may speak in the circle 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Understand reasons for being in a community circle • Know a functional definition of the shape of a circle • Learn the five community circle rules • Learn how to use a talking piece in the community circle
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Why this Lesson Matters:

Each lesson in Metro RESA’s Social Emotional Learning (SEL) Toolkit is designed to be facilitated using the community circles process. They all start and end with a community circle question to foster a safe and welcoming climate. Here is where, students, will feel comfortable and open to supporting each other in learning new skills. Circles have their own set of rules that are essential for them to function well. This lesson introduces those rules and begins the process by which students will become skillful participants in circles.

<p>Materials:</p> <ul style="list-style-type: none"> • Talking piece • Centerpiece • Circle Rules <p>Preparation:</p> <ul style="list-style-type: none"> • Figure out in advance how to get your class seated in a circle without tables or desks in the middle. <p>Teacher Note:</p> <ul style="list-style-type: none"> • The purpose of this lesson is to teach students the structure of how a community circle will work in your classroom. Please use this lesson as a guide, but adapt it as needed for the grade or skill level of your students (especially younger students). If you have another gathering or meeting time process that works, consider keeping it while possibly infusing some of the community circles processes where able. 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Welcome: 3 - 5 minutes • Open Ritual/Tradition: 3- 5 minutes • Rules/Agreements: 10 minutes • Introduction to Talking Piece: 5 minutes • Circle Question: 10 minutes • SEL Lesson Content: 1 minute • Closing Ritual/Tradition: 3 - 5 minutes <p>Total: 30 - 45 minutes</p>
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LESSON

<p style="text-align: center; color: #c00000;">Need for Skill</p>	<ul style="list-style-type: none"> • Throughout the year, we will be using community circles to begin and end our SEL lessons. In circles we will learn ways to better communicate by actively listening and sharing our thoughts, experiences, and feelings. We will also get to know one another more deeply. By learning how the circle works, we will begin to build trust and feel more comfortable while participating.
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<p style="text-align: center;">Welcome</p>	<ul style="list-style-type: none"> • As you begin your community circle, using your own words, give a clear, simple, and honest explanation, about when and why the class will be meeting in community circles. If you are completely transparent about the purpose and goals the students will more likely trust the circle and its purpose. • Be sure to share that the shape of the circle is important. Even if students cannot sit in a perfectly round arrangement, it's still considered a circle because everyone is able to see everyone else's face without having to lean forward. • Let students know that before starting each circle, you will also share the topic or skill will be learned during the week, month, etc. • Give students step-by-step instructions on how to move into the circle.
<p style="text-align: center;">Opening Ritual/Tradition</p>	<p>Teach</p> <ul style="list-style-type: none"> • Let students know that a centerpiece will be placed in the center of each circle. Its purpose is to provide something for them to focus on or look at while talking or actively listening (especially if they feel uncomfortable looking at others). • In a mindful manner, place the centerpiece in the middle of the circle. Also, allow the whole class to decide what should be placed in the center as the practice of community circles becomes more common and comfortable. • To start each community circle, share that it will open with a ritual to signify the start. Explain what the opening ritual will be and how it will work. Some examples include things like, deep breathing, meditation, or a movement of some sort. Placing a "lit" battery-powered candle in the circle of the center followed by a moment of silent reflection, or simply setting up your centerpiece are other options that can signify the opening ritual. <p>Model/Practice</p> <ul style="list-style-type: none"> • Model the opening ritual and then have your students practice it with you. • For some quick mindfulness breathing ideas visit - https://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/MenuofMindfulPractices.pdf
<p style="text-align: center;">Rules/Agreements</p>	<p>Teach</p> <ul style="list-style-type: none"> • Community circles work best when the important rules are followed. Explain that the same rules apply every time the class meets in a circle. The more they are used, the more they will come to understand and appreciate the time they spend together in the circle and the support they give to each other. Then describe the following five community circle rules. If you are a PBIS school, makes sure to align the rules to your school-wide expectations. • Teach the 5 rules in a way your students will comprehend: <ol style="list-style-type: none"> 1. Speak from the Heart: This means speaking for yourself and talking about what is true for you based on your own experiences. 2. Listen from the Heart: We are used to judging other people. Sometimes without even knowing anything about another person we make assumptions about them. These assumptions can keep us from really hearing what they have to say...and what they have to say may be something important and helpful. Therefore, when we listen from the heart, we try to set aside any assumptions and judgments that we may hold about a person. This opens up the possibility of making new and wonderful discoveries about each other. 3. No Need to Rehearse: Trust that we will know what to say when it is our turn to speak. We don't need to think about what we will say, before we say it. We can actively listen to one another and just "talk" when it is our turn. 4. Say Just Enough: Without feeling rushed, say just enough, keeping in mind the limits of time and making sure everyone can speak. One way to think about this is, when you are considering what to say, ask, "Does it serve the circle?"

	<p>5. Respect the Talking Piece – Let students know this rule will be discussed in greater detail next, but you wanted them to be able to see all 5 rules first.</p> <ul style="list-style-type: none"> Let the students know that in addition to the rules, they can have additional agreements as well. Agreements can be proposed by anyone in the circle and to become an agreement, everyone must “agree!” For example, a student may suggest that what is said in the circle stays in the circle/maintain confidentially. If all students agree, then it becomes an agreement and is added to the list of rules. <p>Activity</p> <ul style="list-style-type: none"> Ask students if they have any agreements that they wish to propose to add to the rules already established. Capture suggestions and have students vote on acceptance. Remember, to be accepted, an agreement must have 100% consensus. Remind students that the circle rules will be reviewed at each circle meeting.
<p>Intro to Talking Piece</p>	<p>Teach</p> <ul style="list-style-type: none"> Share that you will now revisit the 5th rule: Respect the Talking Piece. Hold up the talking piece and say that in the community circles a talking piece will be used. Only the person who is holding the talking piece may speak and the talking piece will be passed around the room so that everyone has an opportunity to share. Note that it is ok to remain silent when the talking piece is passed to an individual and if the person does not wish to speak, they just say “pass” and hand it off to the next person. <p>Model/Practice</p> <ul style="list-style-type: none"> Practice passing the talking piece around the circle silently and respectfully. Demonstrate passing the talking piece by passing it first with the person sitting to the left of you and having them pass it back. Then, do it again but have each student pass it around until it comes back to you.
<p>Circle Question</p>	<p>Teach</p> <ul style="list-style-type: none"> Say that the most important part of the community circle is the dialogue and sharing that takes place to questions that are posed. In each circle, a question will be posed, and the talking piece will be passed around the circle until everyone has had an opportunity to respond (if they want to). <p>Practice</p> <ul style="list-style-type: none"> State the question: “Tell about a time you have met in a circle, such as around a dinner table, campfire, for a game, or in other classes or situations.” Ask if anyone wants to answer first. If so, pass them the talking piece. If not, you can start and then pass. With younger students, additional prompting may need to be done, but short answers are completely fine! Once the first person to share is identified, the talking piece should be passed from person to person around the circle, not across the circle.
<p>SEL Lesson Content</p>	<ul style="list-style-type: none"> Mention that sometimes after the circle question there may be a lesson added on a specific skill or some activities will occur. Other times, there will be no lesson or activity. Just the question. If there is only a question, briefly share more about the topic that will be learned in other SEL lessons throughout the week, month, etc.
<p>Closing Ritual/Tradition</p>	<p>Teach</p> <ul style="list-style-type: none"> Share that just as they started with an opening ritual, they will also end with a closing ritual that will signal moving from the community circle and “back to class.” Explain what the closing ritual will be and how it will work. They are typically a bit more theatrical. Examples could be ringing a bell, singing a song, creating a chant, or making some other small gesture. <p>Model/Practice</p> <ul style="list-style-type: none"> Model the closing ritual and then have the students practice it with you.

End of Lesson	<ul style="list-style-type: none"> • Share that students have now experienced how a community circle works and they will begin using them as part of the SEL lessons moving forward. They will continue to practice.

Digital Learning Adaptations:

Holding a community circle by the sole nature of not being in a “circle” presents its challenges. However, you can still do your best to teach the circle process and conduct community circles as part of virtual SEL lessons with intentional teaching and some modifications:

- During the welcome, give a clear, simple, and honest explanation, using your own words, about when and why the class will be meeting in community circles. Show a visual depiction of a circle and share that even though they cannot gather/sit in a circle, the shape of the circle is still important. Explain why and if needed, remember to start future circles by showing a visual depiction of one (perhaps as part of the opening ritual).
- Tell students that typically a centerpiece is placed in the center of each circle. Its purpose is to provide something for them to focus on or to look at while talking or actively listening to others in the circle. Emphasize that even though they are not presently together, they still need to do their best to stay focused on the screen with their peers. Encourage students to create their own centerpiece at home by putting something on their computer screen to help them stay focused and present. It could be a sticker, a post-it, a small drawing, etc.
- Talk about the importance of the talking piece and have an example of one to share. Reinforce that without the talking piece all students will be muted, and they will have to be unmuted to speak. You could ask students to signify that they wish to speak by a thumbs up or a thumbs down (or some other icon that is virtually available in the platform). You then can unmute students one by one for their opportunity to speak. To signify the importance of holding the talking piece you could encourage students to pick something of significance to them at home to hold as their talking piece. This could be helpful with young students as they can signify that they wish to speak by holding up the object.

Adapted from Clifford, Amos. *Teaching Restorative Practices with Classroom Circles*. Center for Restorative Process.
<https://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>



Social Emotional Learning Lesson 2

Friendship Soup

K – 3rd Grade

SEL Competency: Relationships	SEL Sub-Competency: Kindness and Building Relationships
Lesson Concepts: <ul style="list-style-type: none"> • I will be kind to classmates and friends. • I will identify characteristics that are important in my friends. • I know how to keep a friend. 	Lesson Objectives: <ul style="list-style-type: none"> • Students will understand the importance of kindness. • Students will identify character traits that are important in a friend. • Student will identify behaviors that are important in keeping a friend.
Why this Lesson Matters: There can be no underestimating the importance of childhood friendships. Friendships help children develop emotionally and morally. Friendships help develop vital social and emotional skills for young children. Interactions with friends, helps children learn age-appropriate behaviors, how to be sensitive and empathetic to the needs of others, how to cooperate and negotiate, and how to communicate with others. From: https://happilyeverelephants.com/home/childrens-books-about-friendship https://www.frontierdistrict.k-state.edu/family/child-development/docs/school-age/ImportanceFriendship.pdf	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • “Have You Filled a Bucket Today?” by Carol McCloud. • “Pink Tiara Cookies for Three” by Maria Dismondy • Computer for video • Popsicle sticks, glue, construction paper, aluminum foil • Read activity section to determine materials 	Session Length and Pacing: <ul style="list-style-type: none"> • Community Circle – 15 • Part 1 – 20 minutes • Part 2 – 20 minutes • Role Play – 15 minutes • Activity – 30 minutes <p>Total - 60-100 minutes</p>
Community Circle Question: <ul style="list-style-type: none"> • What does it mean to be a friend? • Why are friendships important? 	
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> • Did you make new friends during Covid-19? • How did you keep in touch with your friends during Covid-19? 	
LESSON	
Need for Skill	<p>“Friendships can have a major impact on our health and well-being, but it's not always easy to build or maintain friendships. It is important to teach your students the importance of friendships in their lives and what they can do to develop and nurture these friendships. Friendships help children develop emotionally and morally. In interacting with friends, children learn many social skills, such as how to communicate, cooperate, and solve problems.”</p> <p>From https://www.teacherplanet.com/content/friendship</p>
Teach Learning Objectives	<p>Adapted from <i>OvercomingObstacles, K-2 Becoming a Good Friend</i> https://www.overcomingobstacles.org/portal/ and <i>Kind World Explorers</i> https://www.campkindnesscounts.org/characterportal</p> <p><i>Teacher Preparation:</i> There will be two books for this lesson.</p>

“Have You Filled a Bucket Today?” by Carol McCloud.

“Pink Tiara Cookies for Three” by Maria Dismundy

These books are available in read aloud format which can be found on YouTube.

Part 1: Kindness

- Say, “First I want you to look to the person sitting next to you and tell them ‘something good that happened is? Or, one good thing in my life is?’”
 - Encourage students to be creative but if they are having trouble let them know that it can be a simple response like; “having pizza last night for dinner.”
 - Once students have answered, ask for volunteers to share with the whole class.
 - Sharing the good things will put students in a positive mindset for the lesson.
- Today, we are going to discuss kindness and the qualities of a good friend. “Kindness is being friendly towards people, animals, etc... Kindness can be shown through affection, compliments, celebrating another person’s success, concern, and care. Kindness also means being nice to yourself and will help you with your friendships.”
<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>
- Tell students that you will be reading a book about kindness to them. Tell them to listen for ways that people are kind and unkind in the book and what happens because of the way they act.
 - Discussion Questions: (ask all or some)
 - Grandpa says we each have an invisible bucket that needs to be filled. What does that mean?
 - What happened at home, on the bus, and at school to empty Felix’s bucket? (Slips on floor, drops the cereal, dog stole his muffin, kids whisper about him, make fun of his backpack, call him names.)
 - What happens during the day to fill his bucket? (Classmates like his story, chosen as captain, teacher compliments his picture, student compliments his backpack, he helps someone, gives a friend a baseball, says hi to someone new, helps his sister.)
 - Do people’s words and actions fill or empty your bucket (i.e. make you feel happy or sad)? Why?
 - What words fill your bucket or what are ways people act that fill your bucket? What words empty your bucket or what are ways people act that empty your bucket?
 - Are there ways to be kind to animals or in nature that fill your bucket?
 - Where do you see people filling other people’s buckets?
 - When you fill people’s buckets, how do you think they feel about you?
 - Ask students how kindness was explained in the book?

Questions came from

https://www.redlandsusd.net/cms/lib/CA01900901/Centricity/Domain/4821/K_caring_for_others_how_full_is_your_bucket.pdf

Part 2: Friendship and Being a Good Friend

- Explain to students the being kind is important to build friendships with people. You can explain that “friends are people we feel close to. Friends are people who have similar interests, who care about us, and we can trust them. Friends also offer support and understanding when we need it.”
<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>
- Now, watch the “Friendship Soup Recipe” video
<https://www.youtube.com/watch?v=H7w7yXkJTu0>.
- After the video, a great conversation starter might be for children to talk about what makes a good friend or things friends do for each other.

	<ul style="list-style-type: none"> • Now, read the book <i>Pink Tiara Cookies for Three</i> by Maria Dismundy to students. As you read, share the illustrations, and stop periodically to discuss the humor and the relevant challenges that the characters face when a third person is introduced to a friendship. Ask students if they can relate to how each of the characters felt throughout the story. • As a class, discuss what a good friend looks like. Some discussion questions might be: <ul style="list-style-type: none"> ○ Does a good friend have ears for listening? ○ Does a good friend have eyes for seeing the good things in others? ○ Does a good friend have a mouth for sharing positive comments? • Next, explain to students that they will create a hand mirror to help them think about what a good friend looks like. Provide each student with a popsicle stick and a piece of construction paper. Instruct them to fold the construction paper in half and cut an oval out so that they will have two. Tell the students to glue the popsicle stick to one oval to serve as the handle for the mirror. Then, they will glue the second oval on top so that the construction paper covers the paint stick on both sides. Finally, cut a piece of aluminum foil just smaller than the construction paper to serve as the mirror. • Once the mirror is finished, ask students to look at themselves and reflect upon what kind of friend they are. Explain that they won't "see" characteristics of friendships, but they should still think about them. • Some questions to guide this discussion could be: <ul style="list-style-type: none"> ○ Are you a good listener? ○ Do you stand up for other people when they are being teased or bullied? ○ Do you feel bad when other people have hurt feelings? ○ Do you use kind words? <p>Activity and lesson from https://www.educationworld.com/a_lesson/cre8time/social-emotional-being-a-good-friend.shtml</p> <ul style="list-style-type: none"> • <i>Optional:</i> Develop an anchor chart that reflects "Kindness is our Classroom" and "Ways to be a good friend." Post these in the classroom to remind students of classroom values.
<p>Engage in Role Play Practice of Group Discussion</p>	<p>Read the following situations (K-1st) or put students into groups and give them a situation. Have students think about the situation and how they have been learning about kindness and friendships. What would they do to be kind or to be a good friend if the following were occurring:</p> <ul style="list-style-type: none"> • If you saw somebody playing by themselves at recess? • If someone from your classroom was being picked on? • A friend tells you that you cannot come over to their house if you do not play Legos with him. • Your friend has been spending a lot of time with someone else. You are sad and angry. • The person sitting next to you in class will not stop talking and you are trying to listen to the teacher.
<p>Activity to Practice Skill (pick one activity)</p>	<p>Activity 1, Grades K-1: Divide the group into teams and line up at one side of the room/space. Give each group a spoon, and an equal number of paper balls (at least one paper ball per participant). At the other end, place the empty containers. In relay race style, have members from each team walk with a ball balanced on the spoon and place it in the container. They cannot touch the ball as they are moving, and if it falls, they need to start over. As each team member approaches the container, they share something they can do to show kindness, and then run back to the group and pass the spoon to the next person who repeats the process. See if each team can get every paper ball in the container!</p> <p>Activity is adapted from https://www.campkindnesscounts.org/characterportal</p> <p>Activity 2, Grades 2-3: If needed show the "Friendship Soup Recipe" video again https://www.youtube.com/watch?v=H7w7yXkJTu0. Then explain the activity:</p>

Write a “Friendship Recipe” telling someone else how to be a good friend. Include the “ingredients” of a friendship and the “recipe” (steps) for being a good friend or making new friends. From www.goodcharacter.com/elementaryschool/being-friends/

Activity 3, Grades 2-3: Brainstorm a list of “favorites” about which students can interview each other. These might include such items as favorite color, book, game, TV show, food, song, school activity, animal, etc... Limit the list to five or six items so that the data students collect doesn’t become too cumbersome. Assign each student an interview partner and have the pairs collect the “favorites” information from each other. Then have students create classroom graphs that represents favorite things based on the results of the interviews. Several graphs will be needed, based on the interview items, such as “Favorite Color” or “Favorite Animal.” Make the graphs as pictographs, using photocopies of the students’ school pictures. Instead of placing their own pictures on the graphs, however, they will place the picture of their interview partner. Display the graphs in the classroom so that students may see what they have in common with their classmates. Use the graphs as an opportunity to discuss how someone’s “likes” may be someone else’s “dislikes” and that we don’t always need to like the same things to be friends. <http://www.canlearn.com/guides/5-5139.pdf>

Closing Circle Question:

- How will you show kindness?
- How will you fill someone’s bucket?

Digital Learning Adaptations:

- Now we are going to watch a short video clip on friendship from *Toy Story – Buzz and Woody Fight* <https://www.youtube.com/watch?v=9nuoxJyUdfQ> or *Toy story Woody is Jealous of Buzz* https://www.youtube.com/watch?v=UULFS0kf7_g
- After watching the clip, what was going between Woody and Buzz’s friendship? Ask students to think about how they would handle the situation differently if they were Woody, Buzz, or Woody's friends.
- Have students watch the read aloud “Have You Filled a Bucket Today?” by author Carol McCloud <https://www.youtube.com/watch?v=JEg38zCOMgk>
 - During a virtual class meeting ask students some or, all, of the following questions:
 - Grandpa says we each have an invisible bucket that needs to be filled. What does that mean?
 - What happened at home, on the bus, and at school to empty Felix’s bucket? (Slips on floor, drops the cereal, dog stole his muffin, kids whisper about him, make fun of his backpack, call him names.)
 - What happens during the day to fill his bucket? (Classmates like his story, chosen as captain, teacher compliments his picture, student compliments his backpack, he helps someone, gives friend a baseball, says hi to someone new, helps his sister.)
 - Do people’s words and actions fill or empty your bucket (i.e. make you feel happy or sad)? Why?
 - What words fill your bucket or what are ways people act that fill your bucket? What words empty your bucket or what are ways people act that empty your bucket?
 - Are there ways to be kind to animals or in nature that fill your bucket?
 - Where do you see people filling other people’s buckets?
 - When you fill people’s buckets, how do you think they feel about you?
 - Ask students how kindness was explained in the book?
- Have students watch the “Friendship Soup Recipe” video <https://www.youtube.com/watch?v=H7w7yXkJTu0>, and the read aloud book *Pink Tiara Cookies for Three* by Maria Dismody <https://www.youtube.com/watch?v=id6a1xxQAKI>
 - During a virtual class meeting ask students if they can relate to how each of the characters felt throughout the story.
 - As a class, discuss what a good friend looks like. Some discussion questions might be:
 - Does a good friend have ears for listening?

- Does a good friend have eyes for seeing the good things in others?
- Does a good friend have a mouth for sharing positive comments?

Activity:

Draw or write a “Friendship Recipe” telling someone else how to be a good friend. Include the “ingredients” of a friendship and the “recipe” (steps) for being a good friend or making new friends. Have students post their recipe on FlipGrid.

Additional Literature Books:

A Friend for Henry, by Jenn Bailey and illustrated by Mika Song: We fell in love with this book right from the start for the way it immediately helps kids build compassion for Henry as he searches for a friend in Classroom Six. But Henry is on the autism spectrum, and when his day becomes too close and loud, Henry wonders if he will ever find a friend who will listen, who will share and who like things to stay in just the right order like he does. Sensitive, authentic, and compassionate, we simply adore this story about a literal child who eventually finds what he desires most - a new friend.

The Other Side, by Jacqueline Woodson and illustrated by E.B.Lewis: Clover, an African-American child, lives alongside a fence that segregates her town, and she is given strict instructions by her mother that she must never climb over. So what happens when she notices a white child on the other side of the fence, and that child notices Clover, too? The two strike up an unlikely, tentative friendship, and though both are told not to cross the fence, they decide to sit on top of it instead. Though once an angry barrier, the fence that was supposed to divide this pair instead becomes a peaceful place for the new pals to form a connection, inspiring other neighborhood kids to join them.

On the Night of the Shooting Star, by Amy Hest and illustrated by Jenni Desmond: Everyone struggles with feelings of loneliness, and everyone has looked across a fence — or a classroom or a quad or a playground — and felt a pang of sadness when they realize there is someone on the other side they would love to connect with. Reaching out isn't easy, though. In fact, it can be downright hard. But the rewards? Tremendous. Use this book to remind little ones that these feelings of solitude are universal-- but we can't overcome them until we make an effort and get just a little out of our comfort zone and do our best to make new friends!

Big Friends, by Linda Sarah and illustrated by Benji Davies: Birt and Etho are best buds, using their big imaginations every time they play. But what happens when a new boy comes along and their two turns into three? Three is such a tough number for little kids - I see it firsthand with my own boys on a regular basis. But I love how this story reminds kids that there is always room for one more -- and making a new friend in no way means you forget the old. A children’s book about friendship that teaches an incredibly valuable lesson!

The Magic Boat, by Kit Pearson, Katherine Farris and illustrated by Gabrielle Grimard: Ellie goes to the beach every day during the summer, but she usually keeps to herself and watches all the other kids. One day, Ellie musters up all her courage and asks an older girl named Piper if she wants to play, because Piper, too, is playing alone. What follows is a wondrous and exciting friendship, as Piper’s imagination takes the girls on the grandest of adventures!

“How to be a Friend: A Guide to Making Friends and Keeping Them” by Laurie Krasny Brown

“My Friend Rabbit” by Eric Rohmann

“How Do Dinosaurs Play with Their Friends?” by Jane Yolen

“The Giving Tree” by Shel Silverstein.

References/Resources:

Learning How to be a Good Friend and Kindness Goes a Long Way

<https://www.education.com/lesson-plans/>

OverComingObstacles, K-2 Becoming a Good Friend

<https://www.overcomingobstacles.org/portal/>

Kind World Explorers

<https://www.campkindnesscounts.org/characterportal>

Teaching Guide: Being Friends

<https://www.goodcharacter.com/elementaryschool/being-friends/>

Building Relationship: Making New Friends

<https://www.scholastic.com/teachers/blog-posts/sandy-carrillo/17-18/building-relationships---making-new-friends/>

Making and Keeping Friends

<http://www.elementaryschoolcounseling.org/making-and-keeping-friends.html>

Reading Rainbow

<http://www.canlearn.com/guides/5-5139.pdf>

Friendship

<https://www.teacherplanet.com/content/friendship>

40 Kindness Activities & Empathy Worksheets for Students and Adults

<https://positivepsychology.com/kindness-activities-empathy-worksheets/>

Region of Peel, Working for You: Changes In Me

<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>

The Importance of Kindness

<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>

How Full is Your Bucket?

https://www.redlandsusd.net/cms/lib/CA01900901/Centricity/Domain/4821/K_caring_for_others_how_full_is_your_bucket.pdf

Character Development: Being a Good Friend

https://www.educationworld.com/a_lesson/cre8time/social-emotional-being-a-good-friend.shtml

The Importance of Friendship for School-Age Children

<https://www.frontierdistrict.k-state.edu/family/child-development/docs/school-age/ImportanceFriendship.pdf>



Social Emotional Learning Lesson 3

Walking in Someone Else's Shoes

K - 3rd Grade

SEL Competency: Social Awareness		SEL Sub-Competency: Empathy	
Lesson Concepts: <ul style="list-style-type: none"> I understand the meaning of empathy. I understand how to take the perspective of others and their feelings 		Lesson Objectives: <ul style="list-style-type: none"> Definition and understanding of empathy Taking the perspective of others 	
Why this Lesson Matters: Empathy is important for how we get along with people. Whether you can be a good friend, get hired for a job, be successful with a team of others... all of those things depend on being able to understand how other people might see a situation and how they are feeling. Empathy is at the root of all healthy relationships. It helps you know how your actions affect others, what actions you need to take to be a good friend or teammate, and it helps you understand more about the people and the world around you. (www.talkingtree.com)			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece Read "Group Activity"- there are five books to review and choose one for the lesson Review "Activity" section and decide which activity you will use 		Session Length and Pacing: Community Circle – 15 min. Lesson and Group Activity – 20 min. Activity – 20-30 min. Total - 45-60 minutes Total	
Community Circle Question: <ul style="list-style-type: none"> When is a time you were feeling sad or upset? What did a friend or teacher say to you that helped? 			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> What are feeling you have about covid-19? Did someone help you understand your feelings? 			
LESSON			
Need for Skill		Empathy is important for how we get along with people. Whether you can be a good friend, get hired for a job, be successful with a team of others... all of those things depend on being able to understand how other people might see a situation and how they are feeling. Empathy is at the root of all healthy relationships. It helps you know how your actions affect others, what actions you need to take to be a good friend or teammate, and it helps you understand more about the people and the world around you. (www.talkingtree.com)	
Teach Learning Objectives and Examples		<ul style="list-style-type: none"> Say, "in a previous lesson we reviewed feelings. Can anyone tell me some feeling words?" Examples, happy, sad, angry, frustrated, etc. "Today we are going to continue to talk about feelings, but how to understand feelings in other people which is call empathy." Say, "the definition of empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It is the ability to "put yourself in someone else's shoes" and to understand the way a situation might make 	

	<p>them feel. Definition of empathy has two parts: shared emotion(s) and seeing someone else's point of view or perspective taking.” (www.talkingtree.com)</p> <ul style="list-style-type: none"> • Say, “first, empathy is about sharing an emotion with someone, or feeling the way they feel, even if you aren’t in the same situation. When you feel an emotion along with someone, even if you are not directly affected by whatever is causing their situation, that’s empathy.” (www.talkingtree.com) <p>Example 1: Have you ever felt sad with a friend just because he was sad? That is empathy! So for example, if you feel sad with your friend because he didn’t make the soccer team (even though you aren’t affected by him not making the team)... that’s empathy. Sharing his sadness is a kind of empathy. (www.talkingtree.com)</p> <p>Example 2: Have you ever been with a friend who just got a new toy or technology device and she’s so excited about it and you get super excited too? If you are feeling excited because you know how great it can feel to get something new ... that’s empathy. Being excited with and for your friend is a kind of empathy. (www.talkingtree.com)</p> <ul style="list-style-type: none"> • <i>Perspective Taking:</i> Say, “The second part of a definition of empathy is about being able to understand someone else’s way of looking at a situation, even if you see it differently. We often call this “putting yourself in someone else’s shoes” and it means you see things from their point of view, or from their perspective. Having empathy means you can step back from the way you see a situation and think about how someone else might feel from their side of the story. (www.talkingtree.com) <p>Example 1: Have you ever thought a game was really fun but your friend felt it wasn’t fair? If you saw your friend was bothered by the game and understood she was not having a good time even though you were... that’s empathy. You showed empathy by understanding how things felt from her side of the situation. (www.talkingtree.com)</p> <p>Example 2: Have you ever noticed that your mom is frustrated while she’s tidying up your room? You have taken a shower and left your wet towel and dirty clothes on the floor. But you think about it from your mom’s perspective and realize that she does not like picking up a messy space and she feels frustrated at having the extra work. When you look at the situation from your mom’s side of the story (from her perspective) and understand how she might be feeling... that’s empathy. (www.talkingtree.com)</p>
<p>Group Activity</p>	<p><i>Literature Book</i> - There are several children’s books on empathy and kindness. Please choose a culturally appropriate book to read to your class, below are some options:</p> <ul style="list-style-type: none"> • “Last Stop on Markey Street” by Matt De La Pena -This Newbery Medal-winning book follows a boy and his grandmother as they witness beauty, kindness and joy on the bus. • “Those Shoes” by Maribeth Boelts – This story is about generosity and selflessness when faced with peer pressure. • “You, Me and Empathy” by Jayneen Sanders – This book helps kids develop skills related to empathy an understanding its compassionate main character.

	<ul style="list-style-type: none"> • “Most People” by Michael Lennah – This story reminds kids that there are scary events and images in the world, but there are also examples of goodness. • “All Are Welcome” by Alexandra Penfold – This book celebrates different cultures around the world and educates kids about various traditions and customs. • General Follow-Up Questions from Doing Good Together (www.doinggoodtogether.org) <ul style="list-style-type: none"> ○ Did you enjoy this book? Why or why not? ○ What challenge was the main character facing? How could you have reacted in that situation? ○ How did the main character(s) feel at key moments throughout the book? How would you have felt at each of those moments? ○ Imagine how this story might be different if it were set in a different culture or time? ○ Do you know anyone in real life who reminds you of a character in this story? Who and in what way? ○ What would you change about this story if you were the author? Let us take a moment to imagine that story. ○ Does this story remind you of any other stories you have read? How are they the same? Which story did you enjoy more? Why?
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<p>Activity to Practice Skill</p>	<p>Activity 1: Stand Up If... (Grades 2nd-3) Have children sit in a circle. Then, start by asking kids to choose a characteristic of another person. These characteristics can be as general as hair color, or as specific as a sport they play or a color they like. Then, go around the circle and have each child take turns sharing the characteristic they chose, by saying: “Stand up if [insert characteristic here].” Then, every child who fits that characteristic should stand up. Children can look around the circle and learn about their peers. This activity helps reveal more personal details about each child and encourages active listening to one another. (https://www.littlepassports.com/blog/educational/3-activities-encourage-kindness-kids/)</p> <p>Activity 2: A Wrinkled Heart (Grades K-3) Read the story “A Wrinkled Heart” by Tracy Hoexter or the read aloud is available at https://www.youtube.com/watch?v=6o-jCNU8TqM Debrief the story and proceed with the following activity:</p> <ul style="list-style-type: none"> • Cut out a paper heart for each student, or a large heart to use as a class. • Ask the class for examples of things that people say or do that hurts their feelings. For each example, have students wrinkle or fold their heart. If you are doing this activity with one group heart, pass it around in a circle and have each student create a fold. • Then have students share positive experiences or ways that others have made them feel good. For each response or example, unfold the heart. • Once you have finished sharing examples, ask the students how the heart looks. Discuss the effects that hurtful behaviors can have on someone’s heart, as the
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wrinkles never come all the way out. Together, talk about ways students can demonstrate kind behaviors toward their peers and not cause wrinkles in other hearts! <https://www.pacer.org/bullying/classroom/elementary/activities/wrinkled-heart.asp>

Activity 3: The Toothpaste Experiment (Grades K-1)

Try combining a science lesson with a kindness lesson. Give every child a small tube of toothpaste, a paper plate, and a plastic spoon. Then, tell them to squeeze the entire tube of toothpaste out onto the plate. (Fun!) When they are done, tell them to try to get the toothpaste back into the tube using the spoon (they will not be able to). Once they have found it's fruitless, explain to them about how toothpaste tubes work and describe what a vacuum is. Then, explain to them that mean words are like toothpaste. Once you put them out into the world, you cannot take them back no matter how hard you try, so it's important to think hard about what you say and do.

<https://www.littlepassports.com/blog/educational/3-activities-encourage-kindness-kids/>

Closing Circle Question:

- How will you practice the skill of recognizing another's feelings this week? Who will be your first person to practice with?

Digital Learning Adaptations:

- Student can watch the Sesame Street: Mark Ruffalo on Empathy https://www.youtube.com/watch?v=9_1Rt1R4xbM
- Have students watch the read aloud "A Wrinkled Heart" by Tracy Hoexter at <https://www.youtube.com/watch?v=6o-jcNu8TqM>
- At home, have students:
 - Cut out a paper heart
 - On the back of the heart ask students to draw or write down things that people have done to hurt their feelings and fold the heart for each hurtful feeling.
 - On the front of the heart have students share positive experiences or ways that others have made them feel good. For each response or example, unfold the heart.
 - Have students share their heart on FlipGrid or privately with you.
 - Discuss the effects that hurtful behaviors can have on someone's heart, as the wrinkles never come all the way out. Together, talk about ways students can demonstrate kind behaviors toward their peers and not cause wrinkles in other hearts!<https://www.pacer.org/bullying/classroom/elementary/activities/wrinkled-heart.asp>

References/Resources:

Social Academic Instructional Group Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

Character Education Lesson Plan – Empathy for Kids

<https://talkingtreebooks.com/lesson-plans/empathy-grades-k-to-4.html>

Character Education Lesson Plan – Empathy for Kids

<https://talkingtreebooks.com/character-education-worksheets.html#empathy>

35 Children's Books That Teach Empathy and Kindness

https://www.huffpost.com/entry/childrens-books-empathy-kindness_l_5d52e7b1e4b0c63bcbee2699

https://static1.squarespace.com/static/536fe0f6e4b08758c320b79a/t/5eb4263e35be1011d85a443b/1588864575681/6_BigHeartedConversations.pdf

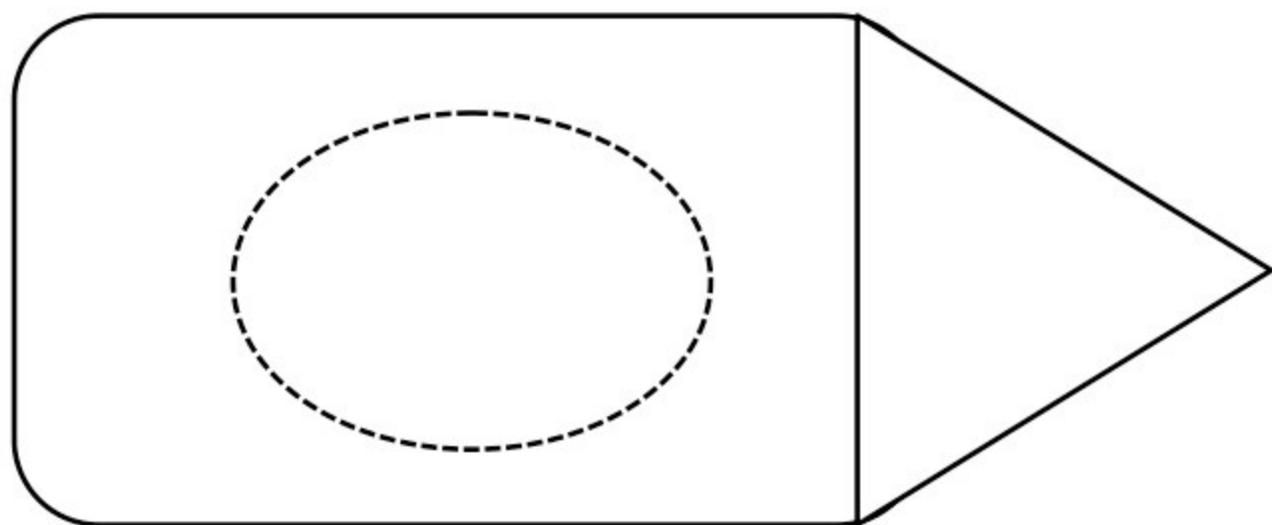
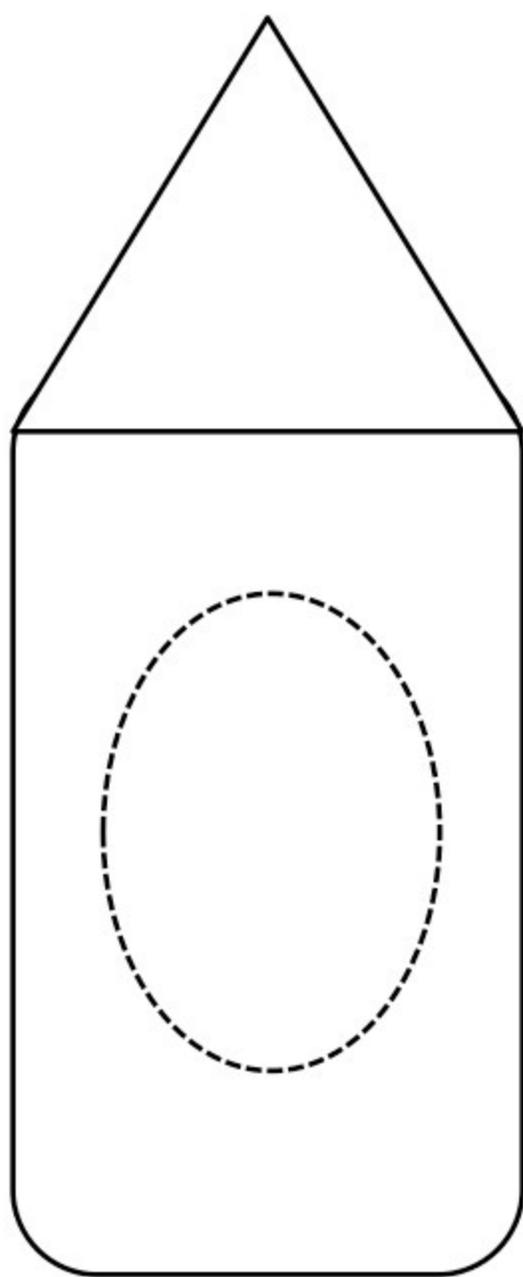
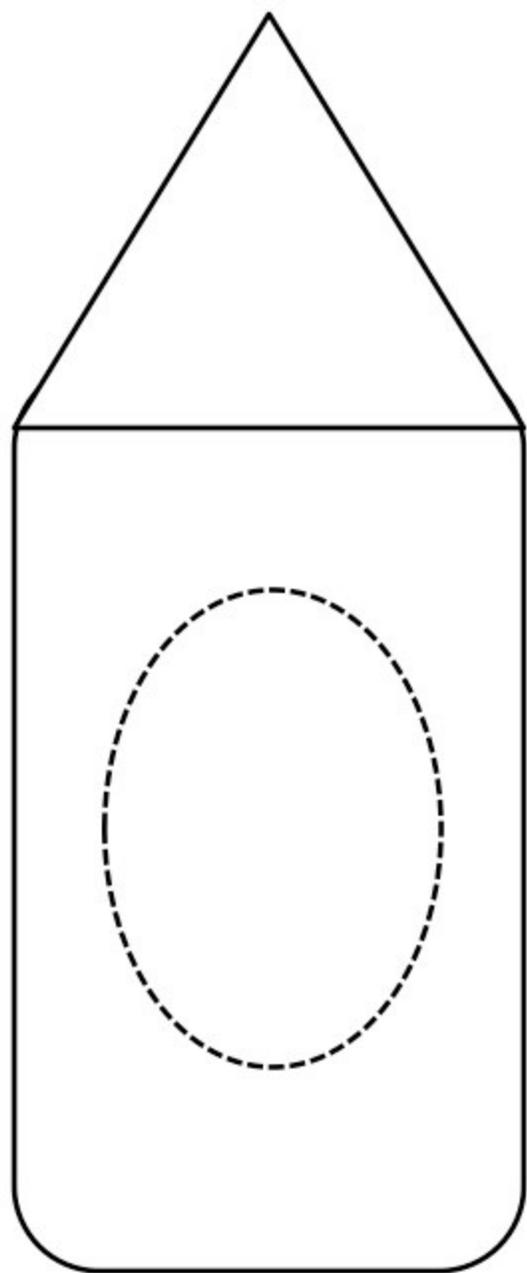
Discuss Every Story with Printable Conversation Cards <https://www.doinggoodtogether.org/bhf-book-lists/conversation-cards-for-every-story>

Indiana, Department of Education Educational Neuroscience Toolkit: Built Upon A Neurodevelopmental Culturally Responsive Framework.

<file:///C:/Users/DavisTara/Metropolitan%20Regional%20Education%20Service%20Agency/School%20Climate%20Team%20-%20General/SEL%20Project/Resources/educational-neuroscience-toolkit-cover.pdf>

Three Activities to Teach Kids Kindness <https://www.littlepassports.com/blog/educational/3-activities-encourage-kindness-kids/>

A Wrinkled Heart <https://www.pacer.org/bullying/classroom/elementary/activities/wrinkled-heart.asp>



Puzzle "Peaces"

<http://www.teacherjulasroom.com/2013/09/puzzle-pieces-and-classroom-unity.html>





Social Emotional Learning Lesson 4

Respect for All

4th - 6th Grade

SEL Competency: Social Awareness	SEL Sub-Competency: Respect
Lesson Concepts: <ul style="list-style-type: none"> • I understand the definition of respect. • I understand how to be respectful towards others. 	Lesson Objectives: <ul style="list-style-type: none"> • Build an understanding of respectful behavior. • Build an understanding of respect towards others.
<p>Why this Lesson Matters:</p> <p>Students need to learn to respect themselves and others. We live in an ever-changing world with people from various cultural, educational, and religious backgrounds. Respect means to demonstrate “high regard” for or special attention to something or someone. However, this definition alone does not provide us the guidance, in regards, to what that something is or who that someone is. The requirements for respect must be considered from both a social and individual perspective. Most individuals learn the basic social guidelines for respect as children. These basics, combined with community consensus about respectful behavior, define standards to guide our interactions with others. Our own definitions of respect are influenced by our personality, emotions, preferences, and cultural context.</p> <p><small>(From https://www.c-g-l.org/resources/articles/respect-what-does-it-really-mean/ and http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/)</small></p>	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Flipchart and markers • Human Bingo Handout • Review the section “Group Practice” to determine materials • Review the section “Activities” to determine materials 	Session Length and Pacing: <ul style="list-style-type: none"> • Community Circle – 15 min. • Lesson and Examples – 30 min. • Group Practice – 10 min. • Activity – 20-30 min. <p>Total - 60-90 minutes</p>
<p>Community Circle Question:</p> <p>Who deserves more respect: Dogs or cats? Apples or oranges? Pie or cake?</p> <p><small>http://www.centerforrestorativeprocess.com/blog/a-circle-on-the-topic-of-respect</small></p>	
<p>Community Circle COVID-19 Question Consideration:</p> <p>Why do you think it is important that friends, family, and neighbors help each other right now?</p> <p>What was something that you did for someone that was helpful or kind during quarantine?</p>	
LESSON	
Need for Skill	<p>Students need to learn to respect themselves and others. We live in an ever-changing world with people from various cultural, educational, and religious backgrounds. Treating people with respect makes the world better, especially, at home, at school, or out in one’s community. Respect includes qualities like acceptance, courtesy, manners, being considerate of the feelings of others, peacekeeping, and appreciating differences. (From https://www.c-g-l.org/resources/articles/respect-what-does-it-really-mean/ and http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/)</p>

Teach Learning Objectives

- Start the lesson by writing the word RESPECT or the phrase “How I like to be treated” at the top of the board or on a chart paper. Ask students to discuss the meaning of the word. You might do this as a whole-class activity (K-1) or students can be arranged in small groups so they can discuss the meaning of the word. The groups are then brought together to discuss the topic and to share their ideas.
 - Students might need help. Have them think about themselves, family, community, school, different people, etc.
- Say, “Now that we have talked about respect, we are going to do the same activity that we did for RESPECT but now I want you to discuss the word DISRESPECT or the phrase “How I do not like to be treated.” What does that mean to you? What kinds of behaviors could be considered disrespectful?” Students might provide responses such as rudeness, malicious gossip, criticism, insults...
 - As a follow-up activity, ask students to offer synonyms for the word *disrespect*. For example, *rudeness, dishonor, ridicule, scorn, disregard, ignore, disdain...*
- *Grades 4th and 5th*: Say, “We are going to read is “The Crayon Box that Talked” by Shane Derolf.” This book will teach kids to respect diversity and to celebrate the differences that make each person unique. Teaching students this lesson will help them strive to be better individuals as they mature.
 - If you do not have the book, the read aloud is available at <https://www.youtube.com/watch?v=sqiwQUUw0jE>
 - Questions to ask after reading the book:
 - Why didn’t the crayons get along?
 - How did they learn to get along?
 - What does diversity mean?
 - What are some things that are better with diversity?
 - What could be some problems if everyone were the same?
 - How is respect and diversity related?
- *Grades 4-6*: Say, “We are going to watch a short video. While watching the video make notes of the respectful and disrespectful behaviors.”
 - <https://www.youtube.com/watch?v=PT-HBI2TVtI>
 - Have students share their observations and discuss how they can be more respectful?

Teacher Preparation: Print a Human Bingo sheet for each participant.

- Say, “Let’s get to know each other better. We are going to play classroom BINGO. Try to find one person per square. Through this game we are going to learn about each other, find out what we have in common and how we are different.
- Explain that for this game they will have 10 minutes to fill out their BINGO sheets with the names of their peers. Explain that they will walk around the room asking each other questions from the BINGO box and then write the name down of the person for that specific box. Give an example: “if the BINGO box says ‘brown eyes’ you might ask your friend ‘do you have brown eyes?’ or ‘what color eyes do you have?’ then you would write their name in the box. The goal is to get the BINGO boxes filled in, but it is not a race or competition.

- Pass out the BINGO sheets and pens or pencils. Direct the participants to write their own name for one box. Remind them they can only put their name in one box!
 - Direct the participants to stand up and begin mingling and filling in their BINGO sheets. Give participants 7 to 10 minutes for this activity.
- Bring participants back to their seats. Remind them it is ok if they did not fill out their entire sheet.
- Ask participants to stand up if the box you read fits them. Read a few boxes, pausing between each one to give participants time to sit back down.
- Begin a discussion by asking:
 - What did you notice?
 - Did you know you were not the only one who...(something from a BINGO box)
 - How are we all the same? How are we different?
 - Did you ever stop and think that people outside your social group might have the same interests or experiences as you?
 - How did it make you feel to do this activity?
- Say, "It's important for us to learn and be respectful of different cultures, interests and experiences in life. By respecting others and their differences, we can actually enrich our own lives."

Teacher Preparation: Write the following sentence starters on the board. You may want to have students work in small groups. Have students brainstorm and record student responses on the board or flipchart. You may have to assist by providing a couple of examples.

- *What does respect look like...waiting one's turn, helping people*
- *What does respect sound like... using phrases like " please and thank you"*
- *What does respect feel like... being caring, safe, healthy*

Provide Examples

Or in groups have students create a RESPECT wheel



<p>Group Practice</p>	<ul style="list-style-type: none"> • Role playing gives students the opportunity to examine a scenario from the same perspective as one they might experience it, in a safe, planned environment. Have students volunteer or put students in small groups and assign them a situation to role-play. Provide feedback to each group. <ul style="list-style-type: none"> ○ Another student makes fun of your clothes in the hall at school. How do you respond? ○ When you're trying to tell a story at the lunch table, your friend interrupts and takes over. What do you say? ○ A girl in your class lies all the time, but one day she needs help with her homework and asks if you can study with her. You don't want to hang out with her, but she doesn't seem to have any friends, and she might need help. What should you do? ○ There is a bully at school who you just can't stand. One day he throws a ball at you. Later, you see him get hurt. What would you do? ○ There are fresh cookies cooling in the kitchen and no one is around. There are so many and you don't think your mom will miss one. Do you eat one?
<p>Activity to Practice Skill</p>	<p><i>Teacher Note:</i> Choose an activity or multiple activities for your students.</p> <p>Activity 1: (4th-6th)</p> <ul style="list-style-type: none"> • Have students pick a writing prompt. Depending on the grade level, determine how many paragraphs need to be written. <ul style="list-style-type: none"> ○ What does respect mean to you? ○ We should show respect to authority, but does that mean doing everything they ask of us? Should we comply even if it is against our beliefs and/or rights? ○ How can someone earn respect? Is it comparable to currency? Can you earn it in increments and spend it just the same? ○ Is it judgmental to say; "that person has no self-respect" when referring to another person? ○ Think about the lyrics to the song RESPECT by Aretha Franklin. What do they mean to you? Do they relate to you in any way? ○ Can you be respectful toward another person without respecting them? ○ In what ways do you demonstrate self-respect? <p>Activity 2: (4th-5th)</p> <ul style="list-style-type: none"> • The Crayon Box that Talked – Have students decorate a crayon with a self-portrait color and write three things that make them unique. Students will then share and post these in your room. <ul style="list-style-type: none"> ○ Handouts available to be used with activity: <ul style="list-style-type: none"> ▪ K-3 The Crayon Box ▪ Crayon Template ▪ Crayon Box that Talked Poem ▪ The Crayon Box that Talked Classroom Picture
<p>Closing Circle Question:</p> <ul style="list-style-type: none"> • How are you going to be respectful today? 	

Digital Learning Adaptations:

Teacher Preparation: Watch the videos to make sure it will resonate with your students or choose a video that you prefer.

- Tell students that they will watch a video on respect.
 - Respect Rap - Teach respect by showing how everyone is special and how we all should respect each other. https://www.youtube.com/watch?time_continue=87&v=TmRjyQlWyQg&feature=emb_logo
 - Debrief with students: What did you learn? What questions do you still have about respect?
- Then have students watch another video and have them take notes of respectful and disrespectful behaviors.”
 - <https://www.youtube.com/watch?v=PT-HBI2TVtI>
 - Have student share their observations and discuss how they can be more respectful?

Activity: Have students pick a writing prompt. Depending on the grade level determine how many paragraphs need to be written.

- What does respect mean to you?
- We should show respect to authority, but does that mean doing everything they ask of us? Should we comply even if it is against our beliefs and/or rights?
- How can someone earn respect? Is it comparable to currency? Can you earn it in increments and spend it just the same?
- Is it judgmental to say “that person has no self-respect” when referring to another person?
- Think about the lyrics to the song RESPECT by Aretha Franklin. What do they mean to you? Do they relate to you in any way?
- Can you be respectful toward another person without respecting them?
- In what ways do you demonstrate self-respect?

Have students post activities to FlipGrid or another platform to demonstrate their work.

Additional Literature Books on Respect: (4th and 5th Grades)

The books below are additional books about respect that you may want to add during the school year:

- *“Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are”* by Maria Dismondy. This book helps teach kids to love who they are and to celebrate what makes them unique. This will help them have respect for themselves, an important thing to have as they grow older.
- *“Do Unto Others”* by Laurie Keller. This book is all about treating others like you would want them to treat you. This is key to teaching respect since we all have the desire to be treated nicely by others. If a child isn’t sure if they’re doing the right thing with a friend, they can use this book to reflect on good manners and what respect actually means.
- *“Respect and Taking Care of Things”* by Cheri J. Meiners. The book is about how respect isn’t just about treating others the way you want to be treated. It’s also about treating objects and belongings with courtesy. This book helps teach kids about treating belongings in a correct manner and showing them that special belongings should be put up instead of being strewn about their bedroom. It also teaches them to ask about using something that doesn’t belong to them, which shows respect for the belonging, as well as the person to whom it belongs.
- *“Whoever You Are”* by Mem Fox. All human beings are alike. We might look different, sound different, and think different, but we are all human beings. This book teaches knowledge to students to help them understand that even though someone is different from them, they should still be treated with tolerance and respect.
- *“Good People Everywhere”* by Lynea Gillen. If you want to teach your students to be grateful and caring, this is the book for your classroom. This book helps teach kids to look for the good in everyone, teaching them respect and appreciation.

References/Resources:

Teaching Respect in the Modern Classroom

<https://proudtobeprimary.com/teaching-respect-in-the-classroom/>

Bullying and Diversity Lesson: What's Your Name?

https://www.educationworld.com/a_lesson/00-2/lp2061.shtml

A Circle on the Topic of Respect

<http://www.centerforrestorativeprocess.com/blog/a-circle-on-the-topic-of-respect>

Teaching Guide: Respecting Others

www.goodcharacter.com

Teaching Kid the Importance of Respect

<https://freespiritpublishingblog.com/2016/09/13/teaching-kids-the-importance-of-respect/>

Respect. What does it really mean?

<https://www.c-q-l.org/resources/articles/respect-what-does-it-really-mean/>



Social Emotional Learning Lesson 4

Respect, Give It to Get It!

K - 3rd Grade

SEL Competency: Social Awareness		SEL Sub-Competency: Respect	
Lesson Concepts: <ul style="list-style-type: none"> I understand the definition of respect. I understand how to be respectful towards others. 		Lesson Objectives: <ul style="list-style-type: none"> Build an understanding of respectful behavior. Build an understanding of respect towards others. 	
Why this Lesson Matters: Students need to learn to respect for themselves and others. We live in an ever-changing world with people from various cultural, educational, and religious backgrounds. Respect means to demonstrate “high regard” for or special attention to something or someone. However, this definition alone does not provide us the guidance regarding what something is or who that someone is. The requirements for respect must be considered from both a social and individual perspective. Most individuals learn the basic social guidelines for respect as children. These basics, combined with community consensus about respectful behavior, define standards to guide our interactions with others. Our own definitions of respect are influenced by our personality, emotions, preferences, and cultural context. <small>(From https://www.c-q-l.org/resources/articles/respect-what-does-it-really-mean/ and http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/)</small>			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece Flipchart and markers Book: “The Golden Rule” by Ilene Cooper Book: “The Crayon Box that Talked” by Shane Derolf Review the section “Group Practice” to determine materials Review the section “Activities” to determine materials 		Session Length and Pacing: <ul style="list-style-type: none"> Community Circle – 15 min. Lesson and Examples– 30 min. Group Practice – 10 min. Activity – 20-30 min. <p>Total - 60-90 minutes</p>	
Community Circle Question: <ul style="list-style-type: none"> Who deserves more respect: dogs or cats? <small>http://www.centerforrestorativeprocess.com/blog/a-circle-on-the-topic-of-respect</small>			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> Why do you think it is important that friends, family, and neighbors help each other right now? What was something that you did for someone that was helpful or kind during quarantine? 			
LESSON			
Need for Skill		Students need to learn to respect themselves and others. We live in an ever-changing world with people from various cultural, educational, and religious backgrounds. Treating people with respect makes the world a better, especially, at home, at school, or out in one’s community. <small>(From https://www.c-q-l.org/resources/articles/respect-what-does-it-really-mean/ and http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/)</small>	

Teach Learning Objectives

- Start the lesson by writing the word RESPECT or the phrase “How I like to be treated” at the top of the board or on a chart paper. Ask students to discuss the meaning of the word. You might do this as a whole-class activity (K-1) or students can be arranged in small groups so they can discuss the meaning of the word. The groups are then brought together to discuss the topic and share their ideas.
 - Students might need help. Have them think about themselves, family, community, school, different people, etc.
- Say, “Now that we have talked about respect, we are going to do the same activity that we did for RESPECT but now I want you to discuss the word DISRESPECT or the phrase “How I do not like to be treated.” What does that mean to you? What kinds of behaviors could be considered disrespectful?” Students might provide responses such as rudeness, malicious gossip, criticism, insults...
 - For 3rd grade - As a follow-up activity, ask students to offer synonyms for the word *disrespect*. For example, *rudeness, dishonor, ridicule, scorn, disregard, ignore, disdain...*
- Say, “Today we are going to read two books about respect. Has anyone ever heard of the Golden Rule? Maybe you have heard it as; “Do unto others as you would have them do unto you,” “Don’t treat people the way you wouldn’t want to be treated,” or “Treat other people the way you want them to treat you.” Today we are going to read the book “The Golden Rule” by Ilene Cooper
 - This book gives students a chance to learn about this respectful rule in a way that they can more easily understand. What does the Golden Rule have to do with respect?
 - If you do not have the book, the read aloud is available at: www.youtube.com/watch?v=HADlgbrSW5
 - Debriefing Questions:
 - What is the story trying to teach us?
 - How do you think a student that’s new at school feels? How would you feel if you were the new kid at school?
 - Can you think of a way you can practice the Golden Rule?
 - Why is it hard to practice the Golden Rule?
- Say, “The next book that we are going to read is “The Crayon Box that Talked” by Shane Derolf.” This book will teach kids to respect diversity and to celebrate the differences that make each person unique. Teaching students this lesson this will help them strive to be better individuals as they mature.
 - If you do not have the book, the read aloud is available at <https://www.youtube.com/watch?v=sqiwQUUw0jE>
 - Questions to ask after reading the book:
 - Why didn’t the crayons get along?
 - How did they learn to get along?
 - What does diversity mean?
 - What are some things that are better with diversity?
 - What could be some problems if everyone were the same?
- Have the students compare and contrast the two books?

Books suggested by <https://proudtobeprimary.com/teaching-respect-in-the-classroom/>

<p style="text-align: center;">Provide Examples</p>	<p><i>Teacher Preparation:</i> Write the following sentence starters on the board or have students work in small groups. Have students brainstorm. You may have to assist by providing a couple of examples.</p> <ul style="list-style-type: none"> • <i>What does respect look like... waiting one's turn, helping people</i> • <i>What does respect sound like... using phrases like "please and thank you"</i> • <i>What does respect feel like... being caring, safe, healthy</i>
<p style="text-align: center;">Group Practice</p>	<p><i>Teacher Preparation:</i> Read through each activity and determine which one would be appropriate for your class.</p> <p>Activity 1: (K-3) Play an altered version of "Simon Says."</p> <ul style="list-style-type: none"> • Explain to students that they will play a version of Simon Says in which only some students will respond to each command. • Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate. • Lead a game of Simon Says. Provide such directions as <ul style="list-style-type: none"> ○ Simon says, "Everyone with brown eyes, stand up." ○ Simon says, "Everyone who has a dog as a pet, put your right hand on your head." ○ Simon says, "Everyone whose favorite sport is soccer, stand on one foot." ○ Simon says, "Everyone who speaks more than one language, jump up and down." and so on. Choose categories appropriate for your students. • At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they did not know before playing the game. For example, students might say, "I didn't know that Katie spoke Spanish," or "I didn't know that Jose was left-handed." (From https://www.educationworld.com/a_lesson/00-2/lp2061.shtml) <p><i>Teacher Note:</i> As the facilitator of the lesson, stress with students that our differences make us special and unique. We should not fear or make fun of our differences but embrace the differences by showing mutual respect.</p> <p>Activity 2: Role Playing (2nd and 3rd)</p> <ul style="list-style-type: none"> • Role playing gives students the opportunity to examine a scenario from the same perspective as one they might experience it, in a safe, planned environment. Have students volunteer or put students in small groups and assign them a situation to role-play. Provide feedback to each group. <ul style="list-style-type: none"> ○ Another student makes fun of your clothes in the hall at school. How do you respond? ○ When you are trying to tell a story at the lunch table, your friend interrupts and takes over. What do you say? ○ A girl in your class lies all the time, but one day she needs help with her homework and asks if you can study with her. You do not want to hang out with her, but she doesn't seem to have any friends, and she might need help. What should you do? ○ There is a bully at school who you just cannot stand. One day he throws a ball at you. Later, you see him get hurt. What would you do? ○ There are fresh cookies cooling in the kitchen and no one is around. There are so many, and you don't think your mom will miss one. Do you eat one?

<p>Activity to Practice Skill</p>	<p><i>Teacher Note:</i> Choose an activity or multiple activities for your students.</p> <p>Activity 1:</p> <ul style="list-style-type: none"> • (K-1) Draw or write what respect means to them and share in small groups. <p>Activity 2:</p> <ul style="list-style-type: none"> • (K-3) The Crayon Box that Talked – Have students decorate a crayon with a self-portrait color and write three things that make them unique. Students will then share and post these in your room. <ul style="list-style-type: none"> ○ Handouts available to be used with activity: <ul style="list-style-type: none"> ▪ Crayon Box ▪ Crayon Template ▪ Crayon Box that Talked Poem ▪ The Crayon Box that Talked Classroom Picture <p>Activity 3:</p> <ul style="list-style-type: none"> • (K-3) Create a class puzzle of everyone’s unique qualities or interests. Have students write or draw on their puzzle piece and then put the pieces together explaining to the students how the class fits together like a community. <ul style="list-style-type: none"> ○ Handouts available to be used with activity: <ul style="list-style-type: none"> ▪ Student Puzzle Piece ▪ Puzzle Pieces Classroom
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Closing Circle Question:

How are you going to be respectful today?

Digital Learning Adaptations:

Teacher Preparation: Watch the videos to make sure it will resonate with your students or choose a video that you prefer.

- Tell students that they will watch a video on respect.
 - Video 1: (K-1) All About Respect Song – Teach students about respect at school with this catchy tune. https://www.youtube.com/watch?time_continue=87&v=TmRjyQlWyQg&feature=emb_logo
 - Video 2: (K) Sesame Street – Respect (Word on the Street) - In this video, kids will get the chance to hear what respect is about and how respect applies to them. It gives kids a great visual for what respect looks like in a normal situation
 - Video 3: (2nd-3rd) Respect Rap - Teach respect by showing how everyone is special and how we all should respect each other. https://www.youtube.com/watch?time_continue=87&v=TmRjyQlWyQg&feature=emb_logo
 - Debrief with students: What did you learn? What questions do you still have about respect?
- *Teacher Preparation:* Choose a book or multiple books for your students to watch. See the list below in the “Additional Literature Books on Respect.”

Choose an activity or multiple activities for your students.

Activity 1:

- (K-1) Draw or write what respect means to them and share in small groups.

Activity 2: (2-3)

- Have students make a poem from the letters, RESPECT. An example is below:
 - Reach Out and help others
 - Eyes and ears on the person speaking
 - Smile, be friendly and polite
 - Play fairly and with all classmates
 - Everyone takes turns
 - Care for property
 - Treat others like you want to be treated

Activity 3:

- (K-3) The Crayon Box that Talked – Have students decorate a crayon template with a self-portrait color and write three things that make them unique. Handouts available to be used with activity:
 - K-3 The Crayon Box
 - Crayon Template
 - Crayon Box that Talked Poem
 - The Crayon Box that Talked Classroom Picture

Have students post activities to FlipGrid or another platform to demonstrate their work.

Additional Literature Books on Respect:

The books below are additional books about respect that you may want to add during the school year:

- *“Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are”* by Maria Dismondy. This book helps teach kids to love who they are and to celebrate what makes them unique. This will help them have respect for themselves, an important thing to have as they grow older. Read aloud: <https://www.youtube.com/watch?v=vOz3MID1n4s>
- *“Do Unto Others”* by Laurie Keller. This book is all about treating others like you would want them to treat you. This is key to teaching respect since we all have the desire to be treated nicely by others. If a child is not sure if they’re doing the right thing with a friend, they can use this book to reflect on good manners and what respect actually means. Read aloud: <https://www.youtube.com/watch?v=HADlgbrSW5s>
- *“Respect and Taking Care of Things”* by Cheri J. Meiners. The book is about how respect is not just about treating others the way you want to be treated. It is also about treating objects and belongings with courtesy. This book helps teach kids about treating belongings in a correct manner and showing them that special belongings should be put up instead of being strewn about their bedroom. It also teaches them to ask about using something that does not belong to them, which shows respect for the belonging, as well as the person to whom it belongs.
- *“Whoever You Are”* by Mem Fox. All human beings are alike. We might look different, sound different, and think different, but we are all human beings. This book teaches knowledge to students to help them understand that even though someone is different from them, they should still be treated with tolerance and respect. Read aloud: <https://www.youtube.com/watch?v=2hol6ilkZk0>
- *“Good People Everywhere”* by Lynea Gillen. If you want to teach your students to be grateful and caring, this is the book for your classroom. This book helps teach kids to look for the good in everyone, teaching them respect and appreciation. Read Aloud: <https://www.youtube.com/watch?v=QJtSi6TBu7Q>

References/Resources:

Teaching Respect in the Modern Classroom

<https://proudtobeprimary.com/teaching-respect-in-the-classroom/>

Bullying and Diversity Lesson: What’s Your Name?

https://www.educationworld.com/a_lesson/00-2/lp2061.shtml

A Circle on the Topic of Respect

<http://www.centerforrestorativeprocess.com/blog/a-circle-on-the-topic-of-respect>

Teaching Guide: Respecting Others

www.goodcharacter.com

Activities for the Golden Rule

<https://classroom.synonym.com/activities-golden-rule-6139485.html>

Cup of Comprehension

<http://cupofcomprehension.blogspot.com/2011/03/golden-rule.html>

Puzzle “Peaces”

<http://www.teacherjulasroom.com/2013/09/puzzle-pieces-and-classroom-unity.html>



Social Emotional Learning Lesson 5

The Magic of Communication

K - 3rd Grade

SEL Competency: Relationship Skills	SEL Sub-Competency: Communication
Lesson Concepts: <ul style="list-style-type: none"> • I will use nice words and actions when making friends. • I will look at people when they are speaking to me. • I will respond when someone is talking to me by nodding or responding with words. 	Lesson Objectives: <ul style="list-style-type: none"> • Students will learn verbal and nonverbal communication skills related to making friends. • Student will learn basic active listening skills
Why this Lesson Matters: <p>“Knowing when and how to express yourself, recognizing nonverbal cues, and being able to discern what is important when someone speaks can be key factors in building interpersonal relationships. Communication is what we do to gain mutual understanding; it is the process of sending and receiving messages. Successful communication occurs when there is understanding. Communication can be verbal, using oral language to convey a message, or nonverbal, including facial expressions, body language, text or written based language. Teaching young people how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.”</p> <p>From http://www.sdca.org/office/girlsonlytoolkit/toolkit/got-05-communication.pdf</p>	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Paper crayons • White board, expo markers • Interview Handout 	Session Length and Pacing: Community Circle – 15 minutes Part 1 of Lesson – 30 minutes Part 2 of Lesson - 25-30 Minutes Examples, Role Play and Activity – 30 minutes Total - 80-90 minutes
Community Circle Question: <ul style="list-style-type: none"> • What does it mean to be a friend? • When we are listening to someone, what should we do to make sure they know we are listening to them? • How can things like tone of voice, facial expressions, or body language, change the meaning of the words we are saying? 	
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> • What do you know about Covid-19? • What questions do you have about Covid-19? 	
LESSON	
Need for Skill	The purpose of this lesson is to help students with verbal and nonverbal communication and active listening skills. Teaching young people how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.

Teach Learning Objectives

Part 1: Students will learn verbal and nonverbal communication skills related to making friends.

- Begin by playing the game “Telephone.” Have participants sit in a circle. Make up a phrase or use phrases such as: “candy crunching coconut lovers; red roses with thorny stems; you would like to place an order? etc...” Direct them to whisper it in the ear of the person sitting next to them. Each participant whispers what they think they heard to the next participant next to them. The last participant says the phrase or sentence out loud.
 - Ask the first participant if that was their phrase.
 - Did anything change?
 - Did the message get lost or changed in translation? This is an example of verbal communication and listening.
- Give examples from “telephone” to demonstrate that what you want to communicate is not always what others understand. Explain this is how rumors and gossip spread: someone tells someone a secret and it gets passed on and it gets changed and distorted along the way, just as the message did in “telephone.”
- Remind participants that being clear and concise in their verbal and non-verbal communication is an important life skill that needs to be practiced.
- Say, “Being a good friend is important. We need to learn how to communicate better so we need to work on some skills. We are going to read the book “How to be a Friend” by Laurie Kransy Brown and Marc Brown.” If you do not have the book, the read aloud is available at <https://www.youtube.com/watch?v=uLj71K5JPSY>.
 - Discussion Questions:
 - What did you learn about being a friend? (write responses on board)
 - Now set-up a compare and contrast activity on the board. Make the title “I can be a good friend!” Then make two columns titled “Good Choice and Poor Choice”.
 - Possible answers for good choice: say nice words, share, help each other, listen carefully, told the truth, etc.
 - Possible answers for poor choice: yelling, lying, bossy, laughing at someone when they are hurt or upset, interrupting, etc.
- Say, “Part of being a good friend and communicator is using a good tone of voice. What does that mean? Tone of voice refers to the emotion we are trying to express when speaking. For example, the phrase “I have homework tonight” can be expressed using several different tones.”
 - Teacher Models:
 - “I have homework tonight” with an angry tone.
 - “I have homework tonight” with a surprised tone
 - “I have homework tonight” with an excited tone.
- *Group Activity:* Give each of your students a large sheet of paper and crayons or a white board and expo marker. Tell students that you are going to read sentences and you will use different tones. Then have students draw a face associated with the emotion they think you are expressing through your tone. Then, one at a time, read them the same sentence in a different tone of voice. Have students share.

	<ul style="list-style-type: none"> ● Suggested sentences to say in “welcoming voice, angry voice, or tired voice.” <ul style="list-style-type: none"> ○ “Please pass me your homework.” ○ “I can’t wait to go to school today.” ○ “It’s time to go.” ○ “Really” or “Seriously” <p>Part 2: Active Listening</p> <ul style="list-style-type: none"> ● Explain to your students, “Today, we are going to learn to listen with our whole bodies, from the top of our heads to the bottom of our feet.” We are going to start by reading “Howard B. Wigglebottom Learns to Listen”, by Howard Binkow. ● Ask students: <ul style="list-style-type: none"> ○ “What happened to Howard when he didn’t listen?” ○ “How would you feel if you were Howard’s teacher or friend?” ○ “What did it look like when Howard started to listen?” ● Now create an anchor chart to illustrate the characteristics of whole body listening and review the chart with your students explaining and modeling each action. ● For the anchor chart, suggestions are below: <ul style="list-style-type: none"> ○ Head (brain) is thinking about what is being said. ○ Eyes are looking at the person who is speaking. ○ Ears hear what people are saying. (If you are deaf, you listen with your eyes, using sign language and lip reading.) ○ Mouth stays closed. ○ Heart cares about what is being said. ○ Hands and feet are still. <p><i>Practice:</i></p> <ul style="list-style-type: none"> ● Choice #1: Lead your class through a game of “Simon Says,” where students perform the motions or actions as you suggest them, but only if they are part of a “Simon Says...” sentence. For example, you could say: “Simon says jump,” “Simon says raise your right hand,” and “Simon says take one step forward,” but be certain to occasionally leave off the “Simon says...” to see just how closely your class is listening. ● Choice #2: Have students play a game of “Red Light/Green Light.” <ul style="list-style-type: none"> ○ Ask students how listening is important to playing the game? <p>From: OverComing Obstacles https://www.overcomingobstacles.org/portal/curriculum/elementary-k-2</p>
<p>Model Examples & Non-Examples (Complete after Parts 1 and 2 are completed)</p>	<ul style="list-style-type: none"> ● Gather your students and tell them “I’m going to show you what being a good listener and what being a bad listener look like.” ● Then, ask your students “Who wants to tell me about something fun they did this week?” ● Call on a student, and as he or she starts to talk, listen, and make good eye contact. ● Next, call on another student, and as the student talks, look around the room, get up from your chair, and turn your back on the student. ● Ask the student how he or she felt when you were being a bad listener. Tell the class, “Good students and good friends are good listeners.” <p>From: OverComing Obstacles https://www.overcomingobstacles.org/portal/curriculum/elementary-k-2</p>

<p>Engage in Role Play Practice (Complete after Parts 1 and 2 are completed)</p>	<ul style="list-style-type: none"> • Have partners get in pairs. Direct them to communicate “hello” to their partner three different ways. If they need help, remind them that they can use verbal words, written text, their body, or a gesture, or even do something creative. • Next have them communicate a feeling to their partner. Give examples of feelings: sad, angry, happy, excited, jealous, confused, or worried. The other partner will guess what feeling is being portrayed. For example, if their feeling was “sad” they could say or write “I feel sad”, make a facial expression, or show with their body how they feel.
<p>Activity to Practice Skill (Complete after Parts 1 and 2 are completed)</p>	<p><i>Teacher Preparation:</i> Read directions below and make copies of the “Interview” handout.</p> <ul style="list-style-type: none"> ▪ Tell students that they are going to practice listening and using tone by interviewing their classmates. Explain that when you interview a person, you ask the person questions to find out information about them. ▪ Tell them, “You are going to go around the room and interview classmates and find out who loves broccoli, who doesn’t feel strongly about broccoli, and who hates broccoli. ▪ When you are the interviewer, you are going to ask, ‘Do you like broccoli?’ ▪ The person being interviewed can answer only answer by saying the word ‘broccoli,’ and by using the tone to show how you feel about broccoli. ▪ You cannot answer more than one time, and you cannot say any other words. It will be important to listen carefully in this game.” (You might want to practice the three tones with the class before having students conduct their interviews.) ▪ Explain that all students will take turns being the interviewer and the interviewee. Pass out the “Listening Interview” activity sheet. Direct students to begin their interviews and check the correct column next to their interviewee’s name to indicate their findings. (Any food item or nonfood item can be substituted for broccoli.) ▪ Have members of the class share their findings. Then say, “Raise your hand if you found (student’s name) loved/didn’t feel strongly about/hated broccoli.” <i>For each student, the whole class should have the same response.</i> Remind students that they were able to figure out someone’s preference based on the way they heard a single word. <p>From: OverComing Obstacles https://www.overcomingobstacles.org/portal/curriculum/elementary-k-2</p>
<p>Closing Circle Question:</p> <ul style="list-style-type: none"> • What are things you can do to be a better friend? 	
<p>Digital Learning Adaptations: <i>Introduce the topic of communication by selecting a read aloud book below or select your own:</i></p> <ul style="list-style-type: none"> • “Max’s Words” by Kate Banks is a creative picture book that promotes, literacy and communication. https://youtu.be/Yqclq6EvzQU • “My Mouth is a Volcano” by Julia Cook https://www.youtube.com/watch?v=f_Ui0mQiLY <ul style="list-style-type: none"> ○ This book is about a young boy that has a lot to say and his words just erupt out of his mouth. • “Decibella and her 6-inch Voice” by Julia Cook https://www.youtube.com/watch?v=MWl5MfjhGuE <ul style="list-style-type: none"> ○ This is about a kid with a big outdoor voice, until her teacher shows her 5 different volumes. <p><i>Communication and friendship skills:</i></p> <ul style="list-style-type: none"> • Tell students that, “Being a good friend is important. We need to learn how to communicate better so we need to work on some skills. We are going to listen to the book “How to be a Friend” by Laurie Kransy Brown and Marc Brown.” https://www.youtube.com/watch?v=ulj71K5JPSY. 	

- Discussion Questions:
What did you learn about being a friend?

Listening:

- Explain to your students that a part of communication is listening, we are going to start by reading “Howard B. Wigglebottom Learns to Listen”, by Howard Binkow.
- Ask students:
 - “What happened to Howard when he didn’t listen?”
 - “How would you feel if you were Howard’s teacher or friend?”
 - “What did it look like when Howard started to listen?”

Activity:

- Have students practice communication and listening by interviewing someone at home or within the community. Have students write their responses and submit them to you or have them video the interview and submit it to FlipGrid or another platform. Below are possible questions:
 - Do you ever think about renaming the colors of the crayons?
 - What’s your superhero name and what powers do you have?
 - If you could grow anything in the yard, what would it be?
 - If you opened a store, what would you sell?
 - Tell me something about you that you think I might not know?
 - What’s a memory that makes you happy?
 - What makes you feel brave?
 - If you could give \$100 to charity, which charity would you choose?

References/Resources:

What is Communication?

<https://www.centervention.com/what-is-communication/>

Communication Lesson: Nonverbal Communication

<https://media.centervention.com/pdf/Communication-Nonverbal-Communication-Activities.pdf>

Listening Grades 1st-3rd

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

OverComing Obstacles: Lesson 1 Listening

https://www.overcomingobstacles.org/?gclid=CjwKCAjwztL2BRATEiwAvnALcsKtIbE4MwwPFIEKYeXW9eTMh-B1e6SthbanAPCpP011yUv8c4UqpBoCRmgQAvD_BwE

Resources to build communication in every classroom, every day.

<https://www.common sense.org/education/articles/we-all-teach-sel-communication-activities-and-tools-for-students>

San Diego County District Attorney, Girls Only Toolkit, Communication

<http://www.sdcca.org/office/girlsonlytoolkit/toolkit/got-05-communication.pdf>

How to Be a Good Friend

<https://www.education.com/lesson-plan/how-to-be-a-good-friend/>

Voice Volume and Tone of Voice

<https://sociallyskilledkids.com/voice-volume-and-tone-of-voice/>

Tone of Voice Activities for Kids

<https://study.com/academy/lesson/tone-of-voice-activities-for-kids.html>



Social Emotional Learning Lesson 6

I Know My Feelings

Grades K-3rd Grade

SEL Competency: Self-Awareness	SEL Sub-Competency: Identify Emotions
Lesson Concepts: <ul style="list-style-type: none"> • I will be able to identify basic feelings such as anger, happiness, etc. • I will be able to use the “I feel ____” statement. • I will be able to think about how my body feels and describe the feeling. 	Lesson Objectives: <ul style="list-style-type: none"> • Identify different feelings • Learn to say, “I feel ____” to describe an emotion • Identify and describe the body language that correspond to emotions
Why this Lesson Matters: “Emotional self-awareness is the ability to recognize and understand one's own emotions. You know how you feel and why you feel that way. And, you can see how your feelings help or hurt what you do. You also have an accurate sense of how other people see you.” https://www.mindful.org/emotionally-self-aware/	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • “The Color Monster” or “The Way I Feel” book • Index cards • Basket • Feelings Chart English/Spanish Handout 	Session Length and Pacing: <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach: 15 minutes • Model: 10 minutes • Practice: 10 - 15 minutes • Activity: 10 minutes • Closing Community Circle: 15 minutes <p>Total: 75 - 80 minutes</p>
Community Circle Question: Opening circle question/prompt, use these multiple times if you break the lesson into 2-3 parts: <ul style="list-style-type: none"> • Who can name feeling words? <ul style="list-style-type: none"> ○ Make a list of feeling words that students identify. • Who can tell me about a time when you felt happy? Angry? Sad? • What kinds of things make you feel happy? Sad? Angry? Excited? How do you act when you feel these ways? Can you tell how your parents or your brothers or sisters or your friends are feeling? How? • How can you show a friend that you are really listening? What does careful listening look like? • Are other people always going to tell us how they are feeling using their words? • Raise your hand if you can tell when another person is happy? • How about when another person is mad? Scared? What are the clues that help you figure out what the other person is feeling? 	
Community Circle COVID-19 Question Consideration: Say something about how we all go through lots of changes in our lives and have different feelings because of change. Have students turn their focus to the changes and feelings in their lives since the coronavirus. There are many changes and feelings. Share some examples from your own life in recent weeks and elicit some from students.	

Next, have students fold a sheet of paper in half. On the one side of the paper, ask students to draw their feelings before the coronavirus and before their school building closed. On the other side of the paper, ask students to draw how things are now.

Have some students share out their drawings and talk about such things as:

- How was life before the virus? How did you feel?
- What is it like now? What is new? How do you feel?
- What was lost?
- What was gained?
- What feeling did students have before?
- What feelings do they have now?

LESSON

Need for Skill

- Identifying and knowing your feelings is being responsible because when you can identify how you are feeling, it is easier to decide what to do about that feeling.
- Knowing your own feelings also helps you figure out how other people might be feeling, and this can be respectful.
- It is important to for children to know and understand certain body signals and how they relate to feelings.

Teach Learning Objectives

Part 1: Identifying Feelings and Say to Yourself, "I feel ___."

Preparation: Prior to instruction, the teacher needs to write down the different feelings found in one of the books below that they will read to the class on index cards (one feeling per card) or use the attached "Feeling Faces" handouts. Place feelings in a basket or other convenient container (hat, bag, box, etc).

- Read the book "The Color Monster" a story about feelings by Anna Llana or play the read along version <https://www.youtube.com/watch?v=PWujGPb6mgo>
 - "The Way I Feel" by Janan Cain or play the read along version
- Play a charade game with the students to demonstrate the feelings expressed in the book. For the initial game, use only the feelings that were listed in the book: sad, disappointed, happy, silly, thankful, proud, angry, jealous, frustrated, excited, scared, shy, and bored. Have the students sit in a circle. Select a student to pull a feeling out of the container. The student must non-verbally act out that feeling. The other students will have to guess what feeling is being acted out. The student who guesses correctly will have a turn to act out a different feeling. (You might consider having a mirror available for students to see how they look as an individual when they show this feeling). Use this opportunity to discuss body language and facial expressions. Remember to include a discussion about how their body feels (racing heart, tears, quivering lips, shaking, etc.) Recognizing the signs of their feelings and emotions will help them understand and control them. Ask students to share times when they felt silly, scared, happy, sad, angry, excited and proud. Use the children's examples and ask them to show you with their faces and bodies how they felt.
- When we tell a friend or adult how we are feeling, we are going to practice saying, "I feel ___ (sad, angry, happy, scared, etc.) We often make the mistake of using the phrase "You make me feel...", which is hurtful and causes arguments. So, let's practice. I'm going to show you face of people and you say, "I feel ___."

	<p>Part 2:</p> <ul style="list-style-type: none"> • Explain to students that there is no "good" or "bad" emotion. Emotions come and go. When we can notice them in our bodies, we are able to allow them to pass through. • Ask students if they remember any of the feeling words we learned from our previous lesson? Ask them if they know the phrase, we use to express our feelings? • Today, we are going to try to learn how our bodies react to our feelings/emotions. Have you ever said or done something that you wish you could take back? Have you ever overreacted to something small and felt bad and gotten into trouble? Yeah, me too. The problem is that a lot of the time our emotions get going even before our brains know what's going on. At first, we just feel a little uncomfortable, then annoyed, and then....! We must be aware of how our emotions in our body are trying to get our attention. • Ask students: <ul style="list-style-type: none"> ○ Can we feel emotions in our body? ○ Where do you feel [happy, love, sad, angry, fear] in your body; how does your body know when you are (happy, angry, scared)? <p>Teaching Note: If these questions seem to be too complex for your students, prompt them a bit more by asking, "Has anyone ever heard someone say, 'I've got butterflies in my tummy,' or 'I have a broken heart.'? They are giving you clues to where they are feeling those emotions in their body! When someone is nervous, they might feel it in their tummy. When someone is sad, they might feel it in their heart. When someone is mad, they might feel it in the chest or their head. Where in your body do you feel your emotions?"</p> <ul style="list-style-type: none"> • Show the "Mindfulness for Students" video https://www.youtube.com/watch?v=r6CPzygCff0 <ul style="list-style-type: none"> ○ What happen to the student? How did his body react? • Ask students to indicate <ul style="list-style-type: none"> ○ "Courtney's eyes look puffy; she is quiet and looking down." How do you think Amy is feeling? How do you know? ○ Jacob just received a 100% on his science project. How do you think he is feeling? How do you know?
<p style="text-align: center;">Teacher Modeling K-1</p>	<p>Teacher Preparation: Read the scenarios below and decide which examples you will use.</p> <ul style="list-style-type: none"> • Say, "I am going to read you some examples that contain feelings. You need to decide if the feeling I say is correct or incorrect for the example. I will call on one student to tell me if the feeling is correct or incorrect." Tell students that you will call on one student to decide whether it is correct (clap once) or incorrect (clap twice). For younger students, you can show them feeling cards while providing the examples below: <ul style="list-style-type: none"> ○ "I got a bad grade on a project that everyone else did well on. I feel excited." <ul style="list-style-type: none"> ▪ Discuss possible correct feelings, such as sad or disappointed. ○ "My mom brought my favorite treat, cupcakes, to my class for my birthday. I feel happy." <ul style="list-style-type: none"> ▪ Discuss possible other feelings, such as proud. ○ "I fell down on the playground. My knee is bleeding, and I can't get up and walk. I feel scared." <ul style="list-style-type: none"> ▪ Discuss possible other feelings, such as mad, embarrassed, etc. ○ "It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used. I feel sad." <ul style="list-style-type: none"> ▪ Discuss possible other feelings, such mad, frustrated, disappointed.

	<ul style="list-style-type: none"> ○ “You painted a really pretty picture in art class and the teacher holds it up to show everyone. I feel tired.” <ul style="list-style-type: none"> ▪ Discuss possible other feelings such as proud, embarrassed, happy, etc.
<p style="text-align: center;">Teacher Modeling (2nd and 3rd grades)</p>	<ul style="list-style-type: none"> ● Say, “I am going to read you some examples that contain feelings, but this time I want you to tell me the feeling, how you know they feel that way, and where they would feel the emotion in their body.” ● Don is on the playground playing with a ball. Jack takes the ball and will not give it back. Don’s hands turn into fists, and his lips are pursed together. <ul style="list-style-type: none"> ○ How does Don feel? Angry, mad ○ How do you know? Hands are in fists; lips are tight together. ○ What is Don’s body feeling? Boiling, cannot think clearly, heart racing, muscles are tight, crying, etc. ● “Nevaeh is a new girl in class. Jasmine asks Nevaeh if she wants to sit next to her at lunch. Nevaeh smiles and says, “Yes.” <ul style="list-style-type: none"> ○ How does Nevaeh feel? Happy ○ How do you know? She smiles. ○ What does Nevaeh feel like in her body? Warm, calm, etc. ● The teacher asked Joe to talk in front of the class about the project he just finished. Joe walked slowly with his head down and spoke quietly in front of the class. <ul style="list-style-type: none"> ○ How did Joe feel? Nervous ○ How do you know? Talking quietly and head down. ○ What happened to Joe’s body? Sweaty palms, butterflies in his stomach, faster breathing
<p style="text-align: center;">Activity to Practice Skill</p>	<p><i>There are five activities to choose from, so please select one that is age appropriate for your class.</i></p> <p>Activity 1, Version 1: Simon Says</p> <ul style="list-style-type: none"> ● Play Simon Says with feelings. The teacher gives the directions for Simon Says. When the teacher says the words “Simon Says,” the students should show on their face/body the feeling. If the teacher doesn’t say Simon Says, the students do not make any facial/body movement. <ul style="list-style-type: none"> Simon says, “Show me happy.” Students should show feeling. Show me disgusted. Students should not show feeling. Simon says, “Show me mad.” Simon says, “Show me scared.” Simon says, “Show me excited.” Show me embarrassed. Show me calm. Simon says, “Show me sad.” Simon says, “Show me angry.” Simon says, “Show me disgusted.” Show me disappointed.

Activity 2: Version 2, Feelings with Simon Says

- Play Simon Says with feelings/moods from the story. For example, say: “Simon says, be busy like a bee.” Hold up colored paper to match the emotion from the story. Have the children take turns giving other emotions to say in the game and write them down on specific colors they refer to. Again, draw attention that not all of us have the same feeling with a color.

Activity 3: Rainbow Stew

- Put shaving cream in a zip lock bag along with liquid water colors or food coloring in the three primary colors of red, blue, and yellow. Close the bag and tape shut, allow the children to mix the colors. Discuss the colors and how they have become all mixed up, just like the character(s) in the story. (Always remember to burp the bag and make sure all the air is out by pressing the contents up to the seal.)

Activity 4: Different Colors for Many Moods

- Have the children each choose a color from the crayon box. Write down why they chose that color and what type of mood it represents for each child. Write down what they dictate and display their art around the classroom.

Activity 5: Mood Cure—Create a “How to cure a bad mood book”

- Encourage the children to come up with creative and practical ideas on things that make them feel better. (Ex: walk through a field of butterflies, dance like a monkey, play with a puppy, hug mommy, smell cotton candy).
- Create a list of what the children say. Allow the children to each pick one and illustrate or cut out pictures of each idea and put them into the book.
- Write down what each chose as they bring them to you and put them into a binder. Keep this book in the classroom library and have it handy when someone needs to feel better. As time goes on, you can continue to add other pages for various situations that arise. Read the book often in circle, story center, or small group.

Closing Circle Questions:

- What feeling did we talk about today?
- When we talk about feelings what is the phrase we use? “I feel__.”
- What else did you learn today _____?

Digital Learning Adaptations:

Opening:

- Show the following video of the Sesame Street [Count Counting Feelings](#). Ask students to share how they are feeling today, using the following format:
 - Today I feel/felt _____ because _____.
 - Model the activity by telling students how you are feeling, e.g.
 - Today I feel/felt excited, happy, or thrilled because you made it to our online classroom.
 - Today I feel/felt sad or disappointed because I can’t hug you and/or be with you on the rug.
- Encourage students to expand their feelings vocabulary and, like the count in the Sesame Street video, count the feelings words you come up with as a group. Chart them, if you can, to acknowledge different learners in your group.

Activity:

- Many publishers have given permission, i.e. open license, for online story time and classroom read-aloud videos and live events. This includes Penguin Random House, publisher of the [The Very Hungry Caterpillar](#) and [The Very Quiet Cricket](#) by Eric Carle.
- So, if you have either of these two books available to you at home, you can freely engage students in a read aloud and book talk either live or by video. Although read alouds by you or your librarian are more engaging than video clips, both allow you to pause and ask questions along the way to keep your students engaged. YouTube videos of the books are here: [The Very Hungry Caterpillar](#) and here: [The Very Quiet Cricket](#).
- While listening to *The Very Quiet Cricket* read aloud (or watching the video), engage students in discussion, by pausing at different points in the book (or video) with questions such as these:
 - How do you think the little cricket felt as it hatched from the egg and was welcomed to the world by the big cricket? How about when the little cricket tried to answer but could not?
 - How do you think the little cricket felt when meeting the locust, the praying mantis, the caterpillar, and the spittlebug?
 - Ask for a show of hands of students who have ever seen a locust, a praying mantis, a caterpillar, or a spittlebug. How did that make them feel?
 - How did the little cricket feel when meeting the cicada, the bumblebee, the dragonfly, the mosquitoes, and the luna moth?
 - Ask for a show of hands of students who have ever seen or heard a cicada, a bumblebee, a dragonfly, mosquitoes, or a luna moth? How did it make them feel?
 - How did the cricket feel when meeting the other cricket? What happened? How did the cricket(s) feel?
 - What changed?

Note: Ask students to explain their answers by citing images or text from the book or video.

- Questions to consider for *The Very Hungry Caterpillar* book or video include:
 - How do you think the caterpillar felt on Sunday when he first came out of the egg?
 - How do you think the caterpillar felt after eating the apple, the pears, the plums, and the strawberries?
 - Ask for a show of hands of students who like apples, pears, plums, or strawberries.
 - How do you think the caterpillar felt after eating the oranges?
 - How did the caterpillar feel on Saturday after eating one slice of chocolate cake, one ice cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollypop, one piece of cherry pie, one sausage, one cupcake, and one slice of watermelon?
 - How might your students have felt if they ate all these things? Why?
 - How did the caterpillar feel the next Sunday after eating the leaf? What was different about the caterpillar?
 - For the next two weeks the caterpillar disappeared in a cocoon. What happened next? How did the butterfly feel?
 - What changed?

References/Resources:

Addressing Change & Loss for Grades PreK-2

<https://www.morningsidecenter.org/teachable-moment/lessons/addressing-change-loss-grades-prek-2>

Feelings K-2

<https://kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>

CenterVention: Emotions Lessons

<https://www.centervention.com/social-emotional-learning-activities/>

Social Academic Instructional Group (SAIG) Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

About Mindset

<https://www.drdansiegel.com/about/mindsight/>

Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/resources/strategies.html>

The Way I Feel: A Read4Health Lesson Plan

<https://www.coloradopl.org/read4health/lessonplans/way-i-feel-read4health-lesson-plan>

Lesson: Emotions in Our Body

<https://www.mindfulschools.org/wp-content/uploads/2018/03/Emotions-in-Our-Body.pdf>

Empowering Education: Mindfulness Based SEL: Body Maps, Feeling Emotions in the Body

https://empoweringeducation.org/wp-content/uploads/2016/08/10-EE_Body-Maps_Pt1_k-2.pdf

Ideas for Using Books to Support Social Emotional Development

http://csefel.vanderbilt.edu/booknook/many_colored_days.pdf



Social Emotional Learning Lesson 7

I Can Help Myself Feel Better

K – 3rd Grade

<p>SEL Competency: Self-Management</p>	<p>SEL Sub-Competency: Emotional Regulation</p>
<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • I can focus attention on my body for clues about how I am feeling • When you feel uncomfortable feelings, it is hard to think clearly • I can use calming strategies to feel better • Talking to a trusted adult can help 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Recognize physical body cues that signal uncomfortable feelings • Use calming strategies to manage uncomfortable feelings • Talk to a trusted adult if uncomfortable feelings continue
<p>Why this Lesson Matters:</p> <p>An important foundational skill to possess is the ability to manage and express your emotions constructively. A child's capacity to emotionally self-regulate affects their family and peer relationships, academic performance and long-term mental health (<i>Parenting for the Brain</i>). Students need to recognize when they are having uncomfortable feelings so they can use calming strategies. Learning to identify physical body cues can help students know when it is time manage uncomfortable feelings with calming strategies. By using a PAUSE signal, students interrupt the escalation of emotion. This, combined with naming the feeling, can engage the thinking part of the brain. This helps them be able to use the calming strategies and stay in control (<i>Second Step</i>).</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Board or chart paper and markers • <i>Listening to My Body: An Activity and Discussion Guide</i> - https://www.gabigarciabooks.com/wp-content/uploads/2020/04/Listening-To-My-Body-Activity-Guide-2020.pdf • <i>Listen to My Body</i> by Gabi Garcia (Optional) • Calming strategy materials (based on what strategies you model) • Worksheets for activities to practice skill (based on what practice activity you select) • Coloring/writing supplies for each student • Internet access/sound 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach: 15 minutes • Model: 10 minutes • Practice: 10 - 15 minutes • Activity: 10 minutes • Closing Community Circle: 15 minutes <p>Total: 75 - 80 minutes</p>
<p>Community Circle Question:</p> <ul style="list-style-type: none"> • When was the last time you had an uncomfortable feeling? Name the feeling and describe what your body felt like. 	
<p>Community Circle COVID-19 Question Consideration:</p> <ul style="list-style-type: none"> • When you had school at home, what feelings did you have? Were they comfortable or uncomfortable feelings? Name your emotions. How do you feel about being back at school? Name an emotion. 	

LESSON

Need for Skill

- Sometimes we can feel uncomfortable on the inside, and that makes it hard to think clearly or do what we need to do at school or at home. If we know how to help ourselves get rid of that uncomfortable feeling, we can help ourselves feel better and get on with our day.

Teach Learning Objectives

- Create a chart asking students to name emotions they have felt (or you have spoken about in class during previous lessons). Categorize emotions into comfortable and uncomfortable emotions. For suggestions to use as prompts with students see page 5 in the *Listening to My Body: An Activity and Discussion Guide*.
- Explain to students that comfortable emotions are those emotions that we like to feel. They make us feel good and we want to have more of those emotions – some examples could be happy, calm, proud or silly. Uncomfortable emotions are the emotions that we do not like to experience and make it hard for us to think clearly. These could be the “bad” feelings, such as scared, sad, angry, or worried.
- One way we know we are having an uncomfortable feeling is by listening to our bodies. Use pages 3 and 4 in the *Listening to My Body: An Activity and Discussion Guide* to discuss ways students can pause and check-in with themselves by paying attention to their heart, breath, energy, temperature and muscles/bellies.
- It is important when our bodies give us a cue that we PAUSE and tell ourselves that “I feel uncomfortable.” (And, even better if the students can name the feeling they are experiencing!)
- Now, I am going to talk about some things you can do to help you handle uncomfortable emotions. These are called calming strategies. Calming strategies are things that can help you feel better. There are lots of things that children and grown-ups do to help themselves feel better. I am going to teach you a few calming strategies but want to share one important one with you first. That is - just find an adult you trust and ask to talk to them. (Ask students to share some examples of who is a trusted adult in their lives.) Talking to an adult about what makes you feel uncomfortable can help you feel better.
- Share a few other calming strategies such as:
 - a. Taking 5 deep breaths
 - b. Thinking of things that make you happy
 - c. Move around - jump, stretch, dance
 - d. Listen to music
 - e. Ask for a hug/Give yourself a hug/Hug a stuffed animal
 - f. Eat a snack/drink water
 - g. Holding up fingers and “blowing out the candles”
 - h. Color/Draw
 - i. Sing a song
 - j. Counting to 10/Counting from 10
 - k. Pounding playdoh
 - l. Positive self-talk
 - m. Grounding – count sounds, sights, tastes, smells and textures
 - n. Breathing exercises (heart/square)
 - o. Pick a calming choice card
 - p. Use a calming kit
 - q. Find a calming area/space
 - r. Act out Tucker the Turtle
 - s. Spaghetti body

	<p>t. Stress press</p> <ul style="list-style-type: none"> • Tell students that sometimes they may need to try a few calming strategies to feel better, but if they still feel uncomfortable after trying a few strategies then it is important to talk to a trusted adult. • We know we are successful when we can notice that we feel uncomfortable, choose a way to help ourselves feel better, do it, and then move on with our day.
<p>Model Examples & Non-Examples</p>	<p>Pick a few calming strategies to model (today or throughout the week). Before modeling the strategies provide context for their use by sharing a scenario. For examples:</p> <ul style="list-style-type: none"> • You have arrived at school late and you forgot your assignment at home. You notice that your hands become sweaty, your stomach gets tight, and you keep thinking that you will be embarrassed to have to have tell your teacher. So, you (model a calming strategy). You notice that your stomach feels at ease and you decide you will tell your teacher privately and bring it tomorrow. What worked for this student? • You come in from recess after other kids called you names. You feel sad and uncomfortable. You notice that you are starting to feel sick – your stomach feels weak, you begin to feel hot and you want to cry. So, you (model a calming strategy) and begin to feel better. What worked for this student? <p>Here are descriptions for calming strategies that may need more explanation:</p> <p>POSITIVE SELF-TALK</p> <ul style="list-style-type: none"> • Provide some examples of how students could use positive self-talk when they are having uncomfortable feelings by having them repeat some positive talk after you. For example, say “I can do better next time”, “I am smart”, and “I work hard.” Ask students to share some positive language ideas too! <p>GROUNDING</p> <p>This is a calming technique that uses your five senses to help remind you of the present so you can get through tough or stressful situations.</p> <ul style="list-style-type: none"> • Take a deep belly breath to begin. • 5 - LOOK: Look around for 5 things that you can see and say them out loud. For example, you could say, I see the computer, I see the cup, I see the picture frame. • 4 - FEEL: Pay attention to your body and think of 4 things that you can feel and say them out loud. For example, you could say, I feel my feet warm in my socks, I feel the hair on the back of my neck, or I feel the pillow I am sitting on. • 3 - LISTEN: Listen for 3 sounds. It could be the sound of traffic outside, the sound of typing or the sound of your tummy rumbling. Say the three things out loud. • 2 - SMELL: Say two things you can smell. If you are allowed to, it’s okay to move to another spot and sniff something. If you cannot smell anything at the moment or you can’t move, then name your 2 favorite smells. • 1 - TASTE: Say one thing you can taste. It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you cannot taste anything, then say your favorite thing to taste. • Take another deep belly breath to end. <p>BREATHING EXERCISES (Pick One)</p>

- Let us learn heart breathing now. For heart breathing, the first thing you do is think of a happy memory—something that makes you smile and feel loving on the inside. It could be a memory of playing with your grandfather, or helping your mom make dinner, or going to the park with your family. It should be a wonderful memory. Ask students a few students to share their memory if comfortable. Next, put one hand on your heart and the other hand on your belly. Now take a deep breath—so that the air goes into your belly and your hand moves out. Let us try that together. Watch and give corrective feedback if needed. Encourage students to breathe slowly. Now we are ready for heart breathing. Keep your hands in the same position. Look down or close your eyes and think of your happy memory. Take some deep breaths, and now imagine that your happy memory is in your heart (right under your other hand) and imagine breathing right through your heart and your happy memory. Imagine that the air is going in and out of your heart and your memory instead of your nose or mouth. Keep doing that for five breaths. Let your face smile a little.
- Let us learn square breathing now. Pause and breathe in for 4... (signal with your fingers 1, 2, 3, 4 as you breathe in). Then hold your breath for 4... (signal with your fingers 1, 2, 3, 4 as you hold your breath). Now breathe out for 4... (signal with your fingers 1, 2, 3, 4 as you exhale). Finally, pause and think for 4 (signal with your fingers 1, 2, 3, 4 as you pause). Then repeat if needed.

PICK A CALMING CHOICE CARD

- Create some square cut out cards that have both pictures and words of easy calming strategies for students.
- Show students where the cards are located and teach that when they feel an uncomfortable emotion and are having trouble deciding what to do that, they can grab the calming choice cards to help them pick a strategy.
- Model the procedure students should use when accessing the cards.
- Download an example of free calming choice cards here - <http://www.lizs-early-learning-spot.com/anger-management-23-calming-strategy-cards/>

USE A CALMING KIT

- Create a calming kit with various items to help students calm their uncomfortable emotions.
- Show students the kit and explain how they can use the various items in it.
- Here is an example of items you may wish to put in your calming kit - <https://www.thechaosandtheclutter.com/archives/what-to-include-in-a-calm-down-kit>
- Calming Jars are also a great item to make with students and include - <https://www.playdoughtoplato.com/calm-down-jars/>

FIND A CALMING AREA/SPACE

- Find a spot in your room and make it cozy (consider textures, fabric, lighting, etc.)
- Add your calming kit as well as other self-regulation items such as a mirror, comfy/alternative seating (whatever your space and budget allows).
- Teach the expectations and rules for using the space as well as times when it is appropriate (having uncomfortable feelings) v. in the middle of a timed test, or when another student is using it. How long can student's use the space? (Consider a timer that they set when entering and they return to the group when time is up, etc.)

TUCKER THE TURTLE

- Use a turtle puppet to illustrate the story of how Tucker is able to control feelings and calm down (“think like a turtle”) - Step 1: Recognize your feelings, Step 2: Stop your body, Step 3: Tuck inside your “shell” and take 3 deep breaths and Step 4: Come out when you are calm and think of a solution
- Use this story to teach the Turtle Technique - https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf
- Sing a song about Tucker - If You’re Angry and You Know it (take a breath) and change out the emotions with other uncomfortable ones.
- Teach multiple ways for the student’s to “tuck” such as inside a box or calming area, inside their clothing or hands in front of their face.

SPAGHETTI BODY

- Sometimes, your body gets too tight. This happens when you are mad or nervous. Spaghetti Body is something you do to get your body loose. That makes you feel better. Since you are the boss of your body, you can make the tight go away.
- Have you seen wet spaghetti noodles? They are wiggly, not tight. You can make your body like spaghetti noodles.
- Okay, this is the cool part. To get your Spaghetti Body, first you must make your body very tight all over! Let us practice. Scrunch your hands very tight. You can even grunt if that helps. And now, spaghetti your hands very loose. Great job.
- Stand up now. When I say a body part, you scrunch it very tight. Count to 3. Then make it Spaghetti loose. So, you will scrunch, hold for 3, then relax it like a noodle. What will you do? (Have student’ repeat directions).
- Scrunch your feet. 1,2,3. Now Spaghetti! Scrunch your legs. 1,2,3. Now Spaghetti! Scrunch your bottom! Laughing is okay but keep scrunching. 1,2,3. Now Spaghetti. You want to do your bottom again, right? Okay, go ahead. (Repeat for stomach, shoulders, arms, hands, neck, face, eyes).
- Great job! You did Spaghetti Body! You should feel loose and wiggly all over. Doing Spaghetti Body helps your body feel less sad or nervous. This means you will feel better.
- The last thing to know is: You MUST practice Spaghetti Body, or it will not work. Just like you practice (baseball, piano, reading, tying your shoes), you must practice Spaghetti Body to get good at it. You should practice it when you feel good and happy. That way, you will be an expert spaghetti kid when you get mad or nervous.
- Remember, you are the boss of your body. You can feel better by doing Spaghetti Body

STRESS PRESS

- Stress Press helps you feel better when you are mad. And that is good, because when you are mad, sometimes you make bad choices and get into trouble. So, Stress Press can help you NOT get into trouble. Do you know what stress is? Stress is when something happened, and you did not like it, and your body got mad. Like, maybe your face got hot and your muscles got tight, and your eyebrows got mean. Stress is not good. But you can make it go away because you are the boss of your body.
- Okay, hold out your hands and show me your palms. Did you know your palms have heels, just like your feet? They are here (bottom part of hand, just above wrist). Circle your palm heels with your fingers. Good. Now, make your hands like a knife, with straight, tight fingers. And press your palm heels together. Put your elbows out—straight as a line! Do not let your hands touch your chest.

	<ul style="list-style-type: none"> • Press your palm heels together as hard as you can. Your arms should go a little shaky if you press for long enough. That is the Stress Press. Let us do it together, and I want you to count out loud to 10 while we do it. • Great job! You did the Stress Press! It helps you calm down when you are mad. It does not fix the problem that made you mad, BUT it helps you make better choices about the problem. Do you understand? • The last thing to know is: You MUST practice Stress Press, or it will not work. Just like you practice (baseball, piano, reading, tying your shoes), you must practice Stress Press to get good at it. You should practice it when you feel good and happy. That way, you will be an expert stressor-presser when you get mad. Remember, you are the boss of your body. You can feel better by doing Stress Press.
<p style="text-align: center;">Practice or Engage in Role Play</p>	<ul style="list-style-type: none"> • Have students practice exhibiting physical body cues using the calming strategies that you modeled. Ask how does your body feel when you are (name uncomfortable emotion)? Then, have the students act out possible body cues (or describe possible body cues) and then pick a coping strategy to use. If students struggle with remembering the coping strategies have calming choice cards for them to use! • If time allows, you could also set up stations around the room (with each station representing a calming strategy to practice) and have student is rotate. This could also be done with items in the calming kit.
<p style="text-align: center;">Activity to Practice Skill</p>	<p>Pick one of the following activities to reinforce the lesson and have students complete it during the week:</p> <ul style="list-style-type: none"> • Read the book <i>Listen to My Body</i> by <i>Gabi Garcia</i> and have the students practice the calming strategies that are named in the book (there are prompts throughout the book to facilitate the practice and discussion) https://www.gabigarciabooks.com/listening-to-my-body/ • Cope-Cake (Coping Skills Worksheets and Game) https://pottstownfoundation.org/media/65921/supporting-students-self-care-colleen-tillger--copecakescopingskillworksheets.pdf • How Does My Body Feel? Provide students the body handout and ask them to pick an uncomfortable emotion and draw how they act and look when they feel that emotion. Review the body cues discussed in the lesson if needed. Then have them write on the back of the handout a calming strategy they could use when they feel that uncomfortable emotion. https://drive.google.com/file/d/1TUEwCjJNX53EOtg9lZsyeYCYfajh0BU/view • Have students draw a picture of themselves doing something that makes them calm, safe or loved and then write a sentence about it. Encourage students to utilize what they drew as a coping strategy next time they have an uncomfortable emotion https://www.gabigarciabooks.com/wp-content/uploads/2020/04/Listening-To-My-Body-Activity-Guide-2020.pdf (Page 7)
<p>Closing Community Circle Question:</p> <ul style="list-style-type: none"> • When will you practice making yourself feel better this week? What calming strategy will you try to use? 	

Digital Learning Adaptations:

- Teach students digital procedures and expectations for class circles. Instead of passing around the talking piece, call on each student when it is their time to share. If the student does not wish to answer the question, just teach them to say “pass” so you know to move on to the next student.
- Name some comfortable and uncomfortable emotions for the students and have them share what their bodies feel like when they experience these emotions.
- Share your screen to show pages 3 and 4 in the *Listening to My Body: An Activity and Discussion Guide* to discuss ways students can pause and check-in with themselves by paying attention to their heart, breath, energy, temperature and muscles/bellies.
- Model coping strategies that are easy to do and applicable in the home as well as school setting. For example, suggest to students that they find a safe, cozy spot in their house that they like (which can serve as a calming space/area) or model deep breathing/mindfulness. Instead of modeling, you can also show some videos with examples of calming strategies such as:
 1. Listening to My Body - <https://www.youtube.com/watch?v=NIV00-BUvlo>
 - Play the digital story and pause the video when the book indicates the calming strategies
 - Ask the students to do the calming strategy with you and then restart the video
 - Ask students what calming strategy they liked the best from the book
 2. How to Manage Emotions - <https://www.youtube.com/watch?v=ZJAEkDXtyQQ>
 - What does to be happy mean to you?
 - What are some that make you sad?
 - What are some things you can do to feel better when you are sad?
 - What do you do to feel better when you feel angry?
 3. You Amazing Brain - <https://vimeo.com/352685468>
 - How can having a calm brain help you?
 - Name three things you can do to calm your brain.
 4. Mindfulness with Mindful Ozzy - https://www.youtube.com/watch?v=0k_R7R1gldA
 - What does mindfulness mean to you?
 - Why is it important for us to pay attention to our breathing?
 - What is the magic number that Ozzy wants you to count to when doing mindful breathing?

Trauma-Informed Tip for Teachers:

- Neuroscience shows that humans develop their abilities for emotional self-regulation through connections with reliable caregivers who soothe and model in a process called “co-regulation.” Since many children who have experienced trauma may have not experienced a reliable, comforting presence, they have difficulty regulating their emotions and impulses. Co-regulation provides a practical model for helping children learn to manage immediate emotions and develop long term self-control. (*ACES in Education*)
- Co-regulation is important because it is one of the first steps to self-regulation. Co-regulation is modeling and guiding your students to be in “conscious control of their thoughts, feelings, and behaviors.” So – employing those coping skills with them at first, keeping a calm demeanor, deep breathing, and using empathic language. You are assuring safety, your modeling to the child what a safe and calm body looks like, and you are essentially regulating them with your presence. An example of this would be walking with the child to the calm corner and starting some deep breathing. Beginning to trace your finger across the “figure 8 racetrack” poster on the wall or pulling out a coloring book and some crayons to color alongside the child. (*Miss Behavior*) Basically, it is supporting the student with the calming strategy in the moment and doing it alongside of them.
- When we attempt to teach self-regulation skills without evaluating a child’s co-regulation history, we risk asking too much of them too soon. Many children simply lack the neurodevelopmental foundation upon which successful self-regulation is built. Asking them to self-regulate is like expecting a teenager drive a car without any driver-training classes. (*Dr. Mona Delahooke*)

References/Resources:

- ACES in Education, Co-Regulation with Students “At-Risk”—Calming Together
<https://www.acesconnection.com/g/aces-in-education/blog/co-regulation-with-students-at-risk-calming-together>
- Centervention, Identifying and Coping with Anxiety Lesson – Fill Up Your Worry Cup
https://www.centervention.com/identifying-and-coping-with-anxiety-lesson/?tx_category=emotion-regulation
- Closet Counselor, Cope-Cake: Coping Skills Worksheets and Game
<https://pottstownfoundation.org/media/65921/supporting-students-self-care-colleen-tillger--copecakescopingskillworksheets.pdf>
- Collaborative for Academic, Social, and Emotional Learning (CASEL), Sample Teaching Activities to Support Core Competencies of Social Emotional Learning
<https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>
- Coping Skills for Kids, Coping Skills Spotlight: 5 4 3 2 1 Grounding Technique
<https://copingskillsforkids.com/blog/2016/4/27/coping-skill-spotlight-5-4-3-2-1-grounding-technique>
- Dr. Mona Delahooke, What to Know Before We Teach Children Self-Regulation Skills
https://monadelahooke.com/what-to-know-before-we-teach-children-self-regulation-skills/?fbclid=IwAROCW5OAgg3HIXP7SKiH_TmGDWlyXPRqWXfTSpAnxeay-29TzoGXTt2KxCs
- Fulton County Schools, Social Emotional Learning Remote Learning
<https://www.fultonschools.org/Page/17126>
- Gabi Garcia, Listening to My Body
<https://www.gabigarciabooks.com/listening-to-my-body/>
- Indiana Department of Education, Educational Neuroscience Toolkit
https://www.doe.in.gov/sites/default/files/sebw/educational-neuroscience-toolkit-cover.pdf?fbclid=IwAR19b3g_o_xTkzGISvXnggO4oyWVFiDYv7tbIJOGmcjoPh9yK7mJWOhc9Y
- Indiana Department of Education, Social Emotional Learning Toolkit, How Does My Body Feel
<https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>
- Liz’s Early Learning Spot, Anger Management: 23 Calming Strategy Cards
<http://www.lizs-early-learning-spot.com/anger-management-23-calming-strategy-cards/>
- Milwaukee Public Schools, Social Academic Instructional Group (SAIG) Curriculum
<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>
- Miss Behavior, What is co-regulation and why is it so important?
<http://missbehaviorblog.blogspot.com/2019/01/why-co-regulation-is-so-important.html>
- National Center for Pyramid Model Innovations, Tucker the Turtle Take Time to Tuck and Think
https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.pdf
- Overcoming Obstacles, Life Skills Curriculum Elementary Level Kindergarten – Second Grade, Coping Skills
<https://www.overcomingobstacles.org/curriculum>
- Parenting for Brain, Self Regulation & Emotional Regulation Skills in Children
<https://www.parentingforbrain.com/self-regulation-toddler-temper-tantrums/>
- Playdoh to Plato, 24 Soothing Calm Down Jars
<https://www.playdoughtoplato.com/calm-down-jars/>
- Plum Tree Psychology, Coping Skills Activities
<https://www.theplumtree.net/coping-skills-activities/>
- Second Step, Grade 1, Lesson 13: Strong Feelings
<https://www.secondstep.org/covid19support/grade-1-lessons>
- Social Sprouts Story Time, Listening to My Body
<https://www.youtube.com/watch?v=NIV00-BUvlo>
- The Chaos and the Clutter, The Best Things to Include in a Calm Down Kit
<https://www.thechaosandtheclutter.com/archives/what-to-include-in-a-calm-down-kit>



Social Emotional Learning Lesson 8

I Am Beautiful!

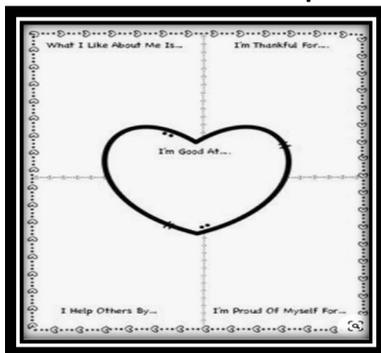
K – 3rd Grade

SEL Competency: Self-Awareness	SEL Sub-Competency: Self-Confidence
Lesson Concepts: <ul style="list-style-type: none"> • I can identify my personal strengths and talents • I am proud of “who” I am 	Lesson Objectives: <ul style="list-style-type: none"> • Students will identify their own strengths and talents • Students will display ownership of their strengths and talents
Why this Lesson Matters: Kids who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they can do. Self-esteem helps kids cope with mistakes. It helps kids try again, even if they fail at first. As a result, self-esteem helps kids do better at school, at home, and with friends. https://kidshealth.org/en/parents/self-esteem.html	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Flipchart • Markers • Computer for videos • Review group discuss and activities to determine which one your class will complete 	Session Length and Pacing: <ul style="list-style-type: none"> • Community Circle – 15 minutes • Lesson and Group Activity – 30 minutes • Activity – 20-30 minutes <p>Total: 65-75 minutes</p>
Community Circle Questions: <ul style="list-style-type: none"> • When have you felt proud of yourself? What are you interested in? or What are you good at? 	
Community Circle COVID-19 Question Consideration: (2nd and 3rd Grade) <ul style="list-style-type: none"> • How have your feelings changed about yourself since we had to leave school early and stay at home? • Have you learned a new skill? • Have you become more self-confident with skills or activities? 	
LESSON	
Need for Skill	Having a clear self-picture of yourself helps to foster one’s sense of identity. Know your strengths help improve your confidence to tackle tasks.
Teach Learning Objectives	Students will understand the term self-confidence, identify personal strengths or talents, and be proud of their abilities. <ul style="list-style-type: none"> • Say, “Today we are going to talk about understanding our personal strength, talents, and weakness. This will help us understand how to build on our strengths and become more confident. Confidence means that you have the belief that you can do something very well, so you must understand your strengths to be confident.” <ul style="list-style-type: none"> ○ Have you ever felt confident in one thing, but not another?

- Say, “Your feelings can change from day to day and can be affected by many different situations or events. The key is that self-confidence is not fixed and can change depending on your environment, situation, or event.”
- **Videos for K-1st: Teacher Preparation** – watch both videos and decide which one to show to your class or find one you prefer.
 - “The Reflection of Me.”
<https://www.youtube.com/watch?v=D9OXXCu5XMg&t=49s>
 - “I like Myself” <https://www.youtube.com/watch?v=D9OXXCu5XMg&t=49s>
- **Videos for 2nd and 3rd Graders: Teacher Preparation** – watch videos and decide which one to show to your class or find one you prefer.
 - “Self-Esteem: How To Feel Awesome About Being You”- RocketKids
<https://www.youtube.com/watch?v=M6H0w03GJrQ>
 - Does anyone remember some of the thing the girl said about improving your self-esteem? Answer: “Do your best, Pitch In, “I Can” Attitude, Practice, Make a list of the stuff you are good at.”
 - The Art of Self-Esteem by Kid President: <https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLDWUYS8TtaHeRDrSGq3FZz2h2cFy179A8>
 - What is your space jam?
 - We Are All Different – and THAT’S AWESOME!, Cole Blakeway
<https://www.youtube.com/watch?v=sQuM5e0QGLg>
 - What makes you different? What makes you jump out of bed?
- Debrief selected video with class

- Ask class: What are you good at doing? Playing a certain game? Making your bed? Making your mom smile? Things that you are good at doing are called your talents. What are your talents?
- For example, you might be talented in the way you take good care of your pet. Knowing that you have a talent or are good at doing something makes you feel good. That good feeling is the way you feel about yourself. A talent can make you have confidence and courage to try new things and to make good choices.

K-1st Grades: Teacher Preparation – on a flipchart draw a diagram like the one below:



Group Discussion

- Write these statements in each box:
 - What I Like About Me Is.....
 - I Help Others By.....
 - I’m Thankful For....
 - I’m Proud Of Myself For....
 - In the middle write “I’m Good At....”

Closing Circle Question:

- What did I learn today?
- How will you fill your bucket with positive self-confidence this week?

Digital Learning Adaptations:

Henry and Leslie <https://www.youtube.com/watch?v=A2RIHM8xfmM>

'Henry and Leslie' by Debora Dyass is a story that teaches children about self-esteem. Knowing your strengths and acknowledging that not everybody is perfect is a great foundation for teaching children about building confidence and the importance of self-esteem.

Beautiful Wonderful Strong Little Me Book by Hannah Carmona Dias

<https://www.youtube.com/watch?v=XWdyQAUcedM>

In the Kids Book about Confidence, Beautiful Wonderful Strong Little Me, Lilly has dark skin, curly hair, freckles, and full lips. She is also smart, strong, funny, and friendly. Lilly knows that she does not look like her friends, and others have noticed. Through playful, lyrical lines, Lilly speaks up for every girl who has been asked What are you? in this celebration of self-love and acceptance. Beautiful Wonderful Strong Little Me is a great Self Confidence Book for Kids, teaches Self Esteem for Kids and is a great Self Love Book for Kids!!

Have students answer these questions on a flipgrid:

- I like who I am because...
- I'm super at...
- I feel good about my...
- My friends think I have an awesome...
- Somewhere I feel happy is...
- I mean a lot to...
- Others reckon I'm a great...
- I think I'm a pretty good...
- Something I really enjoy is...
- I really admire myself for...
- My future goals are...
- I know I can achieve them because I'm...
- I'm naturally gifted at...
- Others often praise my...

It's good to be both realistic and positive about yourself, and this is a good way to begin a habit of positive talk. Children may need an adult's help in completing this but try to let them come up with their own ideas about the traits and characteristics they like about themselves.

Extension Activity:

1. Play a guessing game with your friends. On a sheet of paper, write down three clues that tell something special about you and your talents. The teacher will read the clues and students will guess who has those talents.
2. Make a "Marvelous Me" collage to celebrate being you! Look through old magazines and newspapers and cut out pictures and words that describe you. Paste them on a sheet of paper to make a collage.
3. Give each student a copy of the Positive Messages Activity Sheet. First have the student complete the sentences at the top of the activity sheet. Next, tape the Positive Messages Activity Sheet to each student's back (masking tape works very well). Have your students add one positive message to another student's Activity Sheet. Your students can use the following statements as guidelines (you may wish to write these on the board for students to refer to): I like you because _____. What makes you special is _____. When each student has ten positive messages, have your students review the positive

messages they have received. You may also wish to compare the messages with the entire class to demonstrate uniqueness and individuality

Helping your family, neighbors, and friends makes you feel good about yourself. What kinds of things do you do for them and for your school? Pick up garbage that is blowing across the soccer field? Protect library books by carefully putting them in the return box? Make a class book that shows the neat things everyone does to help in your class.

References/Resources:

Roberts, E. (2012, May 1). *The Difference Between Self-Esteem and Self-Confidence*, HealthyPlace. Retrieved on 2020, May 12 from <https://www.healthyplace.com/blogs/buildingselfesteem/2012/05/the-difference-between-self-esteem-and-self-confidence>

18 Self-Esteem Worksheets and Activities for Teens and Adults

<https://positivepsychology.com/self-esteem-worksheets/>

Addressing Change and Loss for Grades PreK-2

<https://www.morningsidecenter.org/teachable-moment/lessons/addressing-change-loss-grades-prek-2>

Self-Esteem, K-2

https://kidshealth.org/classroom/prekto2/personal/growing/self_esteem.pdf

Free Social Emotional Learning Activities

<https://www.centervention.com/social-emotional-learning-activities/>

Kids Health from Nemours

www.KidsHealth.org

Social Academic Instructional Groups Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/resources/strategies.html>

Colorado Professional Learning Network: The Way I Feel Lesson Plan

<https://www.coloradoplc.org/read4health/lessonplans/way-i-feel-read4health-lesson-plan>

Lesson: Emotions in Our Body

<https://www.mindfulschools.org/wp-content/uploads/2018/03/Emotions-in-Our-Body.pdf>

Empowering Education: Body Maps, Feeling Emotions in the Body

https://empoweringeducation.org/wp-content/uploads/2016/08/10-EE_Body-Maps_Pt1_k-2.pdf

Book Nook

http://csefel.vanderbilt.edu/booknook/many_colored_days.pdf



Social Emotional Learning Lesson 9

I Think I Can: The Power of “Yet”

K – 3rd Grade

<p>SEL Competency: Self-Management</p>	<p>SEL Sub-Competencies: Perseverance and Goal Setting</p>
<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • I can remind myself to keep trying even when “this is hard.” • Mistakes help me learn. • I can create a personal “effort” motto to remind me to do my best. • Being perseverant can help me reach my goal 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Define perseverance • Identify growth mindset phrases that describe effort to use when doubting oneself or his/her abilities • Discuss the importance of perseverance in doing your best to meet goals • Identify a goal
<p>Why this Lesson Matters:</p> <p>An important foundational skill to possess is the ability to set, monitor, adapt, and evaluate his/her goals to achieve success in school and life. Goals provide students with a sense of direction, a sense of accomplishment and help define their growth and development (<i>Accent on Success</i>). Yet, students must have the motivation to persevere in overcoming obstacles to ultimately reach their goals. Research shows that perseverance is important for academic success, including educational attainment and school grades. Young people with strong perseverance skills will set goals, persist in completing a task even when challenges arise, connect a current task to future goals, and try again when they fail at doing something (<i>Insight Center</i>). Teaching children to persevere through challenges gives them the work ethic to be responsible and resilient adults (<i>Talking with Trees</i>).</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Board or chart paper and markers • Sour Patch Kids Candy (One per student) • Book (Optional) • Video Clips (Optional) <ol style="list-style-type: none"> a. Itsy-Bitsy Spider https://www.youtube.com/watch?v=rCGRNWGAyYQ b. Ormie The Pig https://www.shortoftheweek.com/2011/07/29/ormie/ c. Caminandes 3: Llamigos https://youtu.be/SkVqJ1SGeL0 • Songs (Pick One) <ol style="list-style-type: none"> a. Sesame Street – Bruno Mars “Don’t Give Up” https://www.youtube.com/watch?v=pWp6kkz-pnQ b. Sesame Street – Janelle Monae “Power of Yet” https://www.youtube.com/watch?v=XLeUvZvuvAs • Wrapping Paper, Box (Optional) • Worksheets or materials for activities to practice skill (based on what practice activity you select) • Coloring/writing supplies for each student • Internet access/Sound 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach: 20 minutes • Model: 10 minutes • Practice: 10 minutes • Activity: 10 minutes • Closing Community Circle: 15 minutes <p>Total: 80 minutes</p>

Community Circle Question:

- What is something new that you have tried to do? Have you ever tried something, and it was hard to do at first? What happened?

Community Circle COVID-19 Question Consideration:

- When you had school at home, what was something new you had to do? Did you have to learn something new? Did you have to do something you had always done one way, a new way? How did it make you feel? Was it hard to do at first? What happened?

LESSON

Need for Skill

- Sometimes it can seem easy just to give up when things are hard. If we persevere though, we do not give up. By learning from mistakes and challenges as well as using effort statements to help, you can reach goals at school and in life.

Teach Learning Objectives

- Start by handing out one sour patch kid candy to each student. Tell them not to eat it until you tell them to do so. Ask the students if they know what happens when they eat a sour patch kid? Call on them until someone says, “First it is sour, then it is sweet.” Then tell your students they can eat it, but to pay attention to what happens to the taste when they do so. After they eat it and mention how sour it was, explain that stuff in their lives is remarkably similar. Many things start off very sour or hard/difficult, but the reward is so sweet and worthwhile if we stick with it!
- Tell your students that you have a big, but especially important word to share with them today. Then say “Perseverance” and ask if anyone can tell you what the word means. Call on a few students to guess if no one raises their hand, providing some hints if able!
- Then share that perseverance means trying over and over even when something is hard or difficult. It is being patient and willing to work hard. It is staying with the task and doing your best. It is not giving up. You persevere when you work through mistakes and challenges to get what you want.
- When you succeed at something you have accomplished a goal. Explain that a goal is something that you want to do (or want to learn to do) but cannot do it yet. For example, if you cannot ride bike, a goal could be to be learning to ride a bike by summer. And it would take perseverance to succeed. You could show perseverance by practicing riding your bike every day and getting back on it each time after you fall.
- Look over the following books and video clips and pick one that is most appropriate for your class. Read the book or show the video and then engage students in a discussion about perseverance:
 1. *Little Engine That Could* by Watty Piper
 2. *Giraffes Can’t Dance* by Giles Andreae
 3. *Salt in His Shoes* by Deloris Jordan
 4. *Pete the Cat Go Pete Go!* by James Dean
 5. *The Tortoise and The Hare* by Aesop
 - Who in the story showed perseverance?
 - Did they have a goal? What were they trying to do/accomplish?
 - What challenges or hard things did that character face in the story?
 - What different emotions did the character share throughout the story?

- What did the character do to persevere?
- What is a challenge or something that is hard for you to do? (learning to play soccer, being patient, sharing with a sibling, learning to read or write, waking up early for school, etc.).
- What are ways to show perseverance? (practice daily, ask my teacher for help, study, try something new, work hard, save money, help a sibling or friend learn something new, finish something that you start, not giving up, try something again, even if you make mistakes, etc.)

6. The Itsy-Bitsy Spider

<https://www.youtube.com/watch?v=rCGRNWGAyYQ>

- What was the Spider's goal? What did she want?
- What happened after the spider fell?
- Would you have continued to try after falling?
- Did she give up?
- How did she persevere?
- Can you think of a time you persevered?
- How can perseverance help you? How did it help the spider?

7. Ormie the Pig -

<https://www.shortoftheweek.com/2011/07/29/ormie/>

- What was Ormie's goal? What did Ormie want?
- How did Ormie feel when he failed?
- Did Ormie give up?
- Would you have continued trying as long as Ormie did?
- How would you have tried to get the cookies?
- How did Ormie persevere?
- Do you think next time Ormie has a challenge he will try hard again?
- Can you think of a time you persevered?
- How can perseverance help you? How did it help Ormie?

8. Caminandes 3: Llamigos - <https://youtu.be/SkVqJ1SGeL0>

- What was the llama's goal? What did the llama want?
- What challenges did the llama face?
- How did the llama persevere to get the fruit?
- What feelings do you think he experienced while chasing the fruit?
- How does it feel when it is hard to get what you want?
- Can you think of a time you persevered?
- What kinds of things can you say to yourself to help you persevere toward a goal?
- How can perseverance help you? How did it help llama?

- After asking a few of the above questions for either a book or a video, share that the common theme is effort. When we persevere, we are putting in the effort to keep trying and working out hardest.
- Now, share with the students a phrase that you have used to keep encouraging yourself when you were having difficulty learning or try to do something that is hard.
- Teach them the power of Yet. Tell them you say, "I can't do it YET." Then reinforce that not knowing something does not mean they never will. It just means they have not YET. Remind them to have an attitude of "I can't do this YET" but that one day soon, they WILL.
- You can also share other effort statements or ask your students to come up with some. For example, statements like: "I can do this," "I am going to keep trying," "I think I can," "I know I can do this," "I am doing my best," "I just

	<p>haven't got this figured out YET," "I won't give up," "I can do hard things," "I can work hard," "I can learn new things," and "Mistakes help me learn."</p> <ul style="list-style-type: none"> • End with one of these two songs that have great effort statements. Have your students dance and sing along! <ol style="list-style-type: none"> 1. Sesame Street – Bruno Mars "Don't Give Up" https://www.youtube.com/watch?v=pWp6kkz-pnQ 2. Sesame Street – Janelle Monae "Power of Yet" https://www.youtube.com/watch?v=XLeUvZvuvAs
<p style="text-align: center;">Model Examples & Non-Examples</p>	<ul style="list-style-type: none"> • For younger students you may wish to model an example and non-example using a wrapped box full of suckers, stickers, or some other fun treat: <ol style="list-style-type: none"> a. Wrap a box in different wrapping paper a few times (five layers) – bow is optional! b. Place the box in the classroom where your kids can see it a few days to a week before the lesson. c. When kids ask you about opening it say things like "No, I don't think so", "Not right now", "I thought about it but I decided not to open it because I might mess it up." d. Then when it is time to open it up start by asking the students "Well what if I mess it up?" Then as you start and continue to open the present make sure to show signs of frustration, sadness, dejectedness, and a little self-conscious about making mistakes. Talk about how hard it is, say you can't do it, say you don't know how, etc. e. Then when you get to the end ask your students if you would ever find the treats if you gave up and didn't try? Say it was because they were so encouraging that you kept trying! Share some of the effort statements they used and end with letting them know that you persevered! f. Watch a video example of this modeling here - https://youtu.be/Z2wYePzhhPc • You may also model an example and non-example with students of any age with this situation: <ol style="list-style-type: none"> 1. Pretend you are doing schoolwork and it is your hardest subject. Maybe it's a difficult math problem, reading or even writing. Whatever it is for, it is tough. You are struggling and you are not sure you can do it. Maybe you even want to give up. You look around and notice some of the kids are already done and think why I am even trying to do this! You think about taking the easy way out and just doing the least you have to, even though you know it won't be right. It is just too hard. <ul style="list-style-type: none"> - Ask students: What are some things you could think to yourself at this point to help you persevere (keep trying)? What effort statements could you use? 2. Now imagine yourself in the same situation. Maybe it's a difficult math problem, reading or even writing. Whatever it is for, it is tough. You are struggling and you are not sure you can do it. Maybe you even want to give up. You look around and notice some of the kids are already done and think why I am even trying to do this! Then you pause and think this IS hard, but the work needs to get done. I can do my best! So, you re-read the directions, focus and do it! You get it done and do it to the best of your ability. <ul style="list-style-type: none"> - Ask students: What effort statements did I use? Why was perseverance important?

	<ul style="list-style-type: none"> - Explain that without perseverance you wouldn't have finished your work, or you wouldn't have done your best work. Without perseverance you wouldn't have gotten a good grade, you wouldn't have learned what you needed to learn and that might make the next lesson even harder. If you didn't persevere and do your best work, your teacher might have had you do the whole thing over again. Perseverance is important to get you through the challenge and often spending time and effort when it is needed keeps you from a more difficult outcome later.
<p style="text-align: center;">Practice or Engage in Role Play</p>	<ul style="list-style-type: none"> • For practice, on chart paper write "Things We Can't Do YET." Then start the conversation by saying something you can't do yet but want to such as "I can't whistle YET." Record your idea on the class chart with your name underneath. Then have students think for a few minutes and then, take turns sharing their "YETS" with the class. After everyone has had a turn to share, emphasize that everyone has something they cannot do YET! Remind students that YET is an effort statement and then ask them to name a few others. Pair students up and have them practice using additional effort statements either with their same YET that they shared or another goal. • Pair up students and have them engage in "what to do" role plays. Start out role play the "what not to do" part of the scenario. Then pose a question and have students act out their response with a partner. Then follow-up with the response or have a pair share/act out the "what to do." <ol style="list-style-type: none"> 1. You really need to learn how to tie shoelaces. You have started to notice that most of kids in your class now all have shoe's that tie, and you are embarrassed that you don't. Your mom has said she will buy you a new pair of shoes (with laces!) if you can learn to tie them. You have been practicing at home after school, but you just can't figure it out. It is too hard, and you get easily frustrated and tired. You think you will never learn! <i>Stop, and ask students what could you do to show perseverance?</i> <p>Possible "What to Do": You really want new shoes with laces, so you take a deep breath, focus your thoughts, and try harder. You ask your mom to work with you so you can learn where you are making the mistakes. You tell yourself "I won't give up" and keep practicing until you are doing your best!</p> <p>Tell students, over time you will persevere and learn to tie shoelaces. In this case, you set a goal for yourself (getting new shoes) and you worked hard for it (learning to tie shoelaces). Sometimes though we set goals and work hard but still don't meet our goals/succeed. While we still may feel disappointed when we don't reach a goal it is important to realize that you still persevered and know you tried your best.</p> 2. You said something mean to a friend by mistake, and now your friend is mad at you. She says she won't talk to you anymore and is telling everyone else what happened. You feel bad that you said it, but now she's being so mean. You feel bad and want to cry. You feel going to apologize to her will be so embarrassing. You think it would be easier just to ignore her, or just be by yourself at school so

	<p>you don't have to worry about the situation. <i>Stop, and ask students what could you do to show perseverance?</i></p> <p>Possible "What to Do": You realize that you have to say something to her, or you will lose your friend forever. If you don't say you are sorry, you will feel guilty and want to stop going to school. You figure out what needs to be done, and you walk over to your friend. Even though it's so uncomfortable, you do the right thing and apologize.</p> <p>Tell students, despite feeling uncomfortable, you did the emotionally difficult thing and talked to your friend. Remember that perseverance is the strength to do what you know is the right thing to do, even when it is hard for your mind, body, or emotions. Perseverance is important in having positive relationships with friends, siblings, parents, and family members because we may not agree with them sometimes. Perseverance helps you work through issues and maintain relationships, even when it feels uncomfortable.</p>
<p style="text-align: center;">Activity to Practice Skill</p>	<p>Pick one of the following activities to reinforce the lesson and have students complete it during the week:</p> <ul style="list-style-type: none"> • Have students learn different effort statements that they can refer to when they need help. Have students make/design their own or use the mantra posters and coloring sheets in the link below. Create a display of effort posters the students can look too when they need help preserving. https://www.teacherspayteachers.com/Product/Growth-Mindset-SEL-Mantra-Posters-Coloring-Sheets-FREE-sample-3340949 • Have students think of something they are learning to do or want to learn to do but can't do it yet. (If you do the "Things We Can't Do Yet" exercise above this is a great follow-up activity!) Use the link below for a graphic organizer and have your students write what they can't do, what they can do and draw a picture. Then have them turn what they can't do into a goal. On the back of the paper have them write their goal and what they plan to do to meet it. https://www.dropbox.com/s/yhinezg3hyfybu0/The%20Power%20Of%20Yet.pdf?dl=0 • If you used the Itsy-Bitsy Spider video while teaching this is a great activity to compliment the lesson. Model how to create a spider using play dough, pipe cleaners and googly eyes. While making the spider, make a mistake and illustrate how to overcome it using perseverance. Pass out the materials and have students make their own spiders. Once they finish have them create an effort statement that goes with it. Display the spiders in the classroom and ask students to share their effort statement. • "Sink or Swim" - Roll clay into four balls, three of them small and one a little larger (like small and big marbles). Drop each small one into the water and watch them sink. Tell the students that each ball represents a person that feels discouraged or frustrated by life's difficulties. We all feel like that at times. Just like the clay balls, you may want to give up and sink into a sad state of despair. (You can give the clay balls pretend names and ask the

students to make up reasons why each one might be feeling low. For example, Susie is struggling with her sight words and wants to give up...) Next, take the larger clay ball and start reshaping it to form the shape of a simple canoe. Talk about how this person is not going to give up when faced with a problem. They are choosing to have a positive attitude and show perseverance. Discuss how it's possible to work through the challenges and achieve your goal by "reshaping" your attitude. Put the "boat" in the water and watch it float. Now take each of the small balls and put them inside the "boat." Ask the students what can happen when a person has a positive attitude and decides to persevere. They not only achieve their goal but are a positive role model for others. (10- Minute Life Lessons, Jaime Miller)

- "Reach for the Stars" - Ask each student to draw a large star outline on colored paper and cut it out. Have the students write a dream or goal that they hope to achieve this year or in the future on their star, along with several steps that could help them reach their dream or goal. Ask them to decorate their star. Ask about potential challenges in reaching their goals, how they would face these challenges, and the perseverance it might take to fulfill their dreams.
- "Stick with It" Singalong - Write the lyrics below and ask students to follow along and sing to the tune of "Mary Had a Little Lamb."
 - When you're working, stick with it, stick with it, stick with it. Keep on going, do your best.
 - Don't give up! When you're playing...
 - When you're running...
 - When you're learning...

Ask the students to come up with new verses about situations when they need to stick with it and show perseverance. (From Character Education: Ideas and Activities for the Classroom, Carson-Dellosa Publishing Company,

- "The Tortoise and the Hare" – This is a great follow up activity if you read this book in during the lesson. Divide the class into two groups, the Hares, and the Tortoises. Ask each student to write a sentence from the point of view of his or her character before the race and after the race. Then ask the students to rework the fable, describing what would have happened if the tortoise had given up and not persevered until the end of the race. (From Character Education: Ideas and Activities for the Classroom, Carson-Dellosa Publishing Company, Greensboro, NC, 1988.)

Closing Community Circle Question:

- What does the word perseverance mean to you? How will you show perseverance this week to work towards a goal?

Digital Learning Adaptations:

- Teach students digital procedures and expectations for class circles. Instead of passing around the talking piece, call on each student when it is their time to share. If the student does not wish to answer the question, just teach them to say "pass" so you know to move on to the next student.
- Ask students to raise their hands if they have ever eaten a sour patch kid candy. If a majority has, ask someone to explain what happens when they eat it. You may also ask students to think of something they have eaten that at first tasted yucky or bad, but after eating more of it started to taste better or even good!

- Look over the following books and video clips and pick one that is most appropriate for your class. Show a virtual reading of the book or show the video and then engage students in a discussion about perseverance:
 - *Little Engine That Could* - <https://www.youtube.com/watch?v=2EhWYGbi5o>
 - *Giraffes Can't Dance* – <https://www.youtube.com/watch?v=vZjsLK5vwNU>
 - *Salt in His Shoes* - <https://www.youtube.com/watch?v=1BFa2ELYMfo>
 - *Pete the Cat Go Pete Go!* - <https://www.youtube.com/watch?v=UU-86lbb5Go>
 - *The Tortoise and The Hare* - https://www.youtube.com/watch?v=z_5GN6CbAvA
 - *The Itsy-Bitsy Spider* - <https://www.youtube.com/watch?v=rCGRNWGAyYQ>
 - *Ormie the Pig* - <https://www.shortoftheweek.com/2011/07/29/ormie/>
 - *Caminandes 3: Llamigos* - <https://youtu.be/SkVqj1SGeLO>
- Teach them the power of Yet. Tell them you say, “I can’t do it YET.” Show it on the screen. Then reinforce that not knowing something doesn’t mean they never will. It just means they haven’t YET. Remind them to have an attitude of “I can’t do this YET” but that one day soon, they WILL.
- You can also share other effort statements by posting them on your screen for students to see. For example, statements like: “I can do this,” “I am going to keep trying,” “I think I can,” “I know I can do this,” “I am doing by best,” “I just haven’t got this figured out YET,” “I won’t give up,” “I can do hard things,” “I can work hard,” “I can learn new things,” and “Mistakes help me learn.” Ask students if they have any additional to share.
- Share this video as an example to model a student using positive effort statements to persevere - <https://www.youtube.com/watch?v=8AQQqJEwkjw>
- End with one of these two songs that reinforce effort statements. Have your students dance and sing along!
 - Sesame Street – Bruno Mars “Don’t Give Up” <https://www.youtube.com/watch?v=pWp6kkz-pnQ>
 - Sesame Street – Janelle Monae “Power of Yet” <https://www.youtube.com/watch?v=XLeUvZvuvAs>

Tips for Teachers:

- Use language carefully to make the connection between hard work and success. Instead of generalized praise, “You are so good/smart/special,” connect high performance and accomplishment to hard work and effort. “You got an A on your test! I can see that you really prepared and worked hard.” The connection also works in the reverse. “You didn’t do very well on your test. How much time did you spend studying? What can you do to get a better grade next time?” It is important that students understand the power they have over their own success and failure. (And that failure does not have to be a permanent condition!) (*Wonder Teacher, Teaching Perseverance*)
- Resist blaming students for a lack of perseverance; instead, work on improving relevancy and engagement in class. (*Common Sense Education*)
- Put failures and mistakes into a growth perspective. Some students, especially perfectionists, have an excessive fear of failure. They avoid it by giving up on subjects or activities that do not come easily. Other students mistakenly equate a failure with a lack of intelligence or talent, taking needless hits to their self-esteem. Your own reaction to failure can make a powerful impact. When your students face setbacks, explain that failure is an expected part of the learning process that helps build intelligence and stamina. Taking a matter-of-fact approach, encourage your students to analyze what went wrong, seek help where needed, and try again...and again. (*Connections Academy*)
- Give your students the chance to struggle. As a teacher, you may be tempted to rush in to help when you see your students struggling with an assignment or problem. But struggle is essential to building self-confidence, independence, and perseverance. Resist the urge to intervene immediately, thereby allowing them time to figure it out on their own. (You can always intervene later if you see the struggle is becoming unproductive or too frustrating.) By trying these approaches, you can help your student grow in tenacity and focus—character traits that contribute to success in college and in career. A bonus is that when students do succeed after struggling, the victory is all theirs. (*Connections Academy*)

References/Resources:

- Accent on Success, Goal Setting for Students <http://www.teachingmoments.com>
- Beverly Woods Elementary School, Perseverance <https://schools.cms.k12.nc.us/beverlywoodsES/Documents/AprilPerseverance.pdf>

- Collaborative for Academic, Social, and Emotional Learning (CASEL), Sample Teaching Activities to Support Core Competencies of Social Emotional Learning
<https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>
- Common Sense Education, We All Teach SEL: Perseverance Activities and Tools for Students
<https://www.commonsense.org/education/articles/we-all-teach-sel-perseverance-activities-and-tools-for-students>
- Connections Academy, How to Empower Students to Persevere
<https://www.connectionsacademy.com/support/resources/article/4-tips-for-empowering-students-to-persevere>
- Counseling Connections, Perseverance
<http://schoolcounselingconnections.blogspot.com/2016/03/perseverance.html>
- Counselor Keri, Perseverance Activity Classroom Guidance Lesson
<https://www.counselorkeri.com/2018/01/06/perseverance-activity/>
- Dilworth Elementary Character Education, Perseverance
<https://dilworthpta.org/wp-content/uploads/2016/07/April-PERSEVERANCE-Lesson.pdf>
- Fulton County Schools, Social Emotional Learning Remote Learning
<https://www.fultonschools.org/Page/17126>
- Indiana Social Emotional Learning Competencies PK-12 Lesson Plans, Learning Something New: Can I?
<https://www.doe.in.gov/sites/default/files/sebw/sel-lesson-plans-pk-12-final-attachments.pdf>
- Insight Center, Achieve Perseverance
<http://insight.bostonbeyond.org/act-skills/achieve/perseverance/>
- Little Minds at Work, Persevere! {A Lesson About Never Giving Up}
<https://littlemindsatwork.org/persevere-lesson-never-giving/>
- Love for the Elementary Counselor, Perseverance – Sour Patch Kids
<https://lovefortheelementarycounselor.home.blog/2019/02/26/guidance-lesson-perseverance/>
- Milwaukee Public Schools, Social Academic Instructional Group (SAIG) Curriculum
<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>
- Proud to be PRIMARY, Social & Emotional Learning, Growth Mindset, mind+heart, K-2 Curriculum
<https://www.teacherspayteachers.com/Product/Growth-Mindset-Social-Emotional-Learning-Character-Education-Curriculum-3340720>
- Srinivasan, Meena (2019), Changing 'I Can't' to 'I Can't' Yet
<https://www.education.com/lesson-plan/changing-i-cant-to-i-cant-yet/>
- Srinivasan, Meena (2019), Determination
<https://www.education.com/lesson-plan/determination/>
- Talking with Trees, What is Perseverance
<https://talkingtreebooks.com/definition/what-is-perseverance.html>
- The Brown Bag, Growth Mindset: The Power of Yet
<https://brownbagteacher.com/growth-mindset/>
- Wonder Teacher, Teaching Perseverance
<http://wonderteacher.com/teaching-perseverance/>



Social Emotional Learning Lesson 2

Be the Reason Someone Smiles

4th - 6th Grade

SEL Competency: Relationships		SEL Sub-Competency: Kindness and Building Relationships	
Lesson Concepts: <ul style="list-style-type: none"> I understand how to develop positive relationships with others. I will be kind to my friends and others. I will show gratitude to my friends, family, and community. 		Lesson Objectives: <ul style="list-style-type: none"> Students will be able to define and describe kindness. Students will be able to define and identify ways to show gratitude. Students will identify the importance of kindness and gratitude in a relationship. 	
Why this Lesson Matters: There can be no underestimating the importance of friendships. Friendships, kindness and gratitude help students develop emotionally which enables them to have a more positive outlook and do better in school. Interactions with same-aged peers, helps students learn age-appropriate behaviors, how to be sensitive and empathetic to the needs of others, how to cooperate and negotiate, and how to communicate with others. Students establish and maintain healthy relationship through acts of kindness and gratitude toward others. From: https://happilyeverelephants.com/home/childrens-books-about-friendship https://www.frontierdistrict.k-state.edu/family/child-development/docs/school-age/ImportanceFriendship.pdf			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece Computer for video Read activity section to determine materials 		Session Length and Pacing: <ul style="list-style-type: none"> Community Circle – 15 Part 1 – 20 minutes Part 2 – 20 minutes Group Practice – 15-20 minutes Activity – 30 minutes <p>Total - 60-100 minutes</p>	
Community Circle Question: <ul style="list-style-type: none"> What does it mean to be a friend? Why are friendships important? 			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> Did you make new friends during Covid-19? How did you keep in touch with your friends during Covid-19? Did you show kindness or gratitude to anyone during Covid-19? 			
LESSON			
Need for Skill		Friendships have a major impact on our health and well-being. Friendships, kindness and gratitude help students develop emotionally which enables them to have a more positive outlook and do better in school. Interactions with same-aged peers, helps students learn age-appropriate behaviors, how to be sensitive and empathetic to the need of others, understand how to cooperate and negotiate, and how to communicate with others. From https://www.teacherplanet.com/content/friendship	
Teach Learning Objectives		Adapted from https://www.campkindnesscounts.org/characterportal Part 1: Kindness	

- Say, “First I want you to look to the person sitting next to you and tell them ‘something good that happened is? Or one good thing in my life ?’”
 - Encourage students to be creative but if they are having trouble let them know that it can be a simple response like, having pizza last night for dinner.
 - Once students have answered, ask for volunteers to share with the whole class.
 - Sharing the good things will put the students in a positive mindset for the lesson.
 - Today, we are going to discuss kindness and the qualities of a good friend. “Kindness is being friendly towards people, animals, etc... Kindness can be shown through affection, compliments, celebrating another person’s success, concern, and care. Kindness also means being nice to yourself and will help you with your friendships.” (From <https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>)
 - Show the video "High School Runner Carries Injured Competitor" <https://www.youtube.com/watch?v=LKQOeByucOc>
 - Discussion Questions:
 - Why do you think this girl stopped to help her opponent? (If need be, explain what the word "opponent" means.)
 - What does it mean when she says that she has a medal for her heart?
 - What is the difference between winning a medal to win a race and winning a medal that saved and helped someone else?
 - How does a kind deed like this ripple out to others?
 - How do kind deeds affect communities?
 - How can one kind deed affect the world?
 - What have you learned from this video?
 - How can we spread kindness in our classroom?
 - How can we spread kindness throughout our school?
- Part 2: Gratitude** (the majority of this lesson is from www.ggsc.berkeley.edu)
- Say, “now that we have a better understanding of kindness, let us take some time to talk about gratitude. Can anyone tell what they think gratitude is?”
 - Jot down student responses on the board.
 - Read the definition of gratitude, “the ability to recognize, acknowledge, and be thankful for the good things, people, and places in our lives.” From www.ggsc.berkeley.edu
 - Refer to the responses from students and circle the responses that could be used within the definition as an example of gratitude.
 - Ask, “Does anyone want to share additional examples of gratitude?”
 - Now we are going to watch a video titled, “Gratitude is Good For You” <https://www.youtube.com/watch?v=sCV-mEsASLA>
 - Ask, “Why is gratitude good for you?”
 - It is a positive emotion that makes people more open, creative, and energized.
 - Gratitude helps us recognize the kindness in others and makes friendships stronger
 - When we express gratitude we often feel happier.
 - Have students get in partners (assign A and B to students). Tell students that person “A” has one minute to tell person “B” three things they are grateful for. Then switch and have volunteers share what they are grateful for.

	<ul style="list-style-type: none"> • Tell students that being able to identify what you are grateful for, or saying “thank you,” is critical for relationships/friendships. Gratitude is a choice. You choose to how to think and act. <ul style="list-style-type: none"> ○ Tell students that you want them to silently look for everything in the room that is blue (20 seconds). ○ Say, “what did you see that was green? Students should tell you that you said ‘blue.’ Reply: “But you looked around, right? So why can’t you tell what was green?” • Then explain to students: <ul style="list-style-type: none"> ○ It is important to realize that you choose how you look at life and what you can focus on throughout the day. ○ You can spend your time and energy thinking about what is wrong in life, looking at people’s negative characteristics, and doing things to feel better about yourself at the expense of others. ○ Or you can choose to appreciate all the good things that you have in your life, recognize people’s positive characteristics, and do things that make others feel better about themselves. <p><i>Summary:</i> Explain to students the being kind and showing gratitude is important to building friendships with people. When we are kind and express gratitude and appreciation to people in our lives, it creates a bond, builds trust, and helps you feel closer to people. Building relationships with people is complex, and takes patience, respect, forgiveness, and love.</p>
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<p>Group Activity</p>	<ul style="list-style-type: none"> • Instruct students that we all will be playing a game. The game has 3 rounds. We will be tossing a ball, hacky sack, etc. around the circle—make sure to throw it to someone that has not yet received it AND each round you need to throw it to someone different • <i>Round 1:</i> When you throw the ball, say something kind about the person you are throwing the ball to. Make sure everyone gets a turn and to use a complete sentence. Let them know their compliments should be about the person’s character or something they have done or said in the past. It can also be about something that makes them a kind person. <ul style="list-style-type: none"> ○ Examples: Mary is kind when she opened the door for me this morning. Sam shows kindness when he helps me with a problem that I do not understand. I appreciate Damien’s willingness to speak up when people are saying mean things—that shows courage. • <i>Round 2:</i> Now we are going to play the game another way. When you throw the ball to someone else, say something kind about yourself. It could be something you are good at, something you like about yourself or for something you have worked hard to achieve. Give them a moment so they can think about what they will say. Make sure everyone gets a turn and to remind them to use a complete sentence. <ul style="list-style-type: none"> ○ Example: A strength of mine is positivity—I work hard at being optimistic. • <i>Round 3:</i> For the last round, you are going to share someone or some things that you are grateful or thankful for. Give students time to think. <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Was it easier to say something kind about yourself or about someone else? • What are some of the caring things you said to others or yourself? • How did you feel when someone said something kind about you? • How did you feel when you said something kind about someone else?
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	<ul style="list-style-type: none"> • Do you think being grateful or thankful is important? Why or why not? • How often do we stop and recognize others? What keeps us from doing so? <p>Activity is from https://www.doe.in.gov/sites/default/files/sebw/sel-lesson-plans-pk-12-final-attachments.pdf</p>
<p style="text-align: center;">Activity to Practice Skill (pick one activity)</p>	<p>Activity 1:</p> <ul style="list-style-type: none"> • On a piece of paper, make a list of people who take care of your community every day: people who keep you safe (firefighters, police officers, nurses, etc...), people who deliver packages, people who prepare or grow food, people who teach you about the world, people that clean your school or cook food at your school, etc... • Pick 3-5 of these people and make cards for them! Brainstorm ways that they show kindness and why you are grateful for them. Make sure to include a statement of appreciation and provide specific details about the person's impact. • Deliver the cards in person, if possible, or mail them to express your appreciation! <p>Activity 2: (from www.positivepsychology.com) <i>The Gratitude and Kindness Tree</i></p> <ul style="list-style-type: none"> • Determine if the tree will be in a vase or on a bulletin board. • For the vase, you will need several colored sheets of paper, string or ribbon, scissors, twigs or tree branches, some stones or marbles, a vase, and a sense of gratitude. • For the bulletin board, you will need colored sheets of paper, tape, and a drawing of a tree with branches. • Step 1: Make one or more leaf cutouts to use as a template for your leaves. You can use this PDF for templates, find another you like, or even create your own design. Trace your leaves on your colored paper using your template(s). • Step 2: Cut out the leaves, punch a hole at the top of each leaf, and loop your string or ribbon through each hole. • Step 3: Have students draw or write things on the leaves that they are grateful for or draw or how they exhibit acts of kindness. • Step 4: Hang the leaves from the branches or tape them on the tree for everyone to see. • Students and teachers can add leaves all year long! <p>Sentence starters:</p> <ul style="list-style-type: none"> • "I am grateful for my family because..." • "Something good happened this week..." • "I am grateful for my friendship with... because..." • "I am grateful for who I am because..." • "Something silly that I am grateful for..." • "Something else I am grateful for..." • "I show kindness to others by..."
<p>Closing Circle Question:</p> <ul style="list-style-type: none"> • How will you show kindness? • How will you show someone that you are grateful for them? 	
<p>Digital Learning Adaptations:</p> <ul style="list-style-type: none"> • Show the video "High School Runner Carries Injured Competitor" https://www.youtube.com/watch?v=LKQOeByucOc <ul style="list-style-type: none"> ○ Discussion questions for a virtual meeting: 	

- Why do you think this girl stopped to help her opponent? (If need be, explain what the word "opponent" means.)
- What does it mean when she says that she has a medal for her heart?
- What is the difference between winning a medal to win a race and winning a medal that saved and helped someone else?
- How does a kind deed like this ripple out to others?
- How do kind deeds affect communities?
- How can one kind deed affect the world?
- What have you learned from this video?
- How can we spread kindness in our classroom?
- How can we spread kindness throughout our school?

Part 2: Gratitude (the majority of this lesson is from www.ggsc.berkeley.edu)

- Now we are going to watch a video titled, "Gratitude is Good For You" <https://www.youtube.com/watch?v=sCV-mEsASLA>
 - Have students write a short response on "Why is gratitude good for you?"
 - Have the class can create a "Kindness and Gratitude Wordle" out of the adjectives. To create a Wordle, go to www.wordle.net.

Activity:

- On a piece of paper, make a list of people who take care of your community every day: people who keep you safe (firefighters, police officers, nurses, etc.), people who deliver packages, people who prepare or grow food, people who teach you about the world, people that clean your school or cook food at your school, etc.
- Pick 3-5 of those people and make cards for them! Brainstorm ways that they show kindness and why you are grateful for them. Make sure to include a statement of appreciation and provide specific details about the person's impact.
- Deliver the cards in person, if possible, or mail them to express your appreciation!
- Share a letter on FlipGrid!

References/Resources:

Learning How to be a Good Friend and Kindness Goes a Long Way

<https://www.education.com/lesson-plans/>

Kind World Explorers

<https://www.campkindnesscounts.org/characterportal>

Teaching Guide: Being Friends

<https://www.goodcharacter.com/elementaryschool/being-friends/>

Building Relationship: Making New Friends

<https://www.scholastic.com/teachers/blog-posts/sandy-carrillo/17-18/building-relationships---making-new-friends/>

Making and Keeping Friends

<http://www.elementaryschoolcounseling.org/making-and-keeping-friends.html>

Friendship

<https://www.teacherplanet.com/content/friendship>

40 Kindness Activities & Empathy Worksheets for Students and Adults

<https://positivepsychology.com/kindness-activities-empathy-worksheets/>

Region of Peel, Working for You: Changes In Me

<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>

The Importance of Kindness

<https://www.peelregion.ca/health/commhlth/bodyimg/changes-in-me/lessons/>

How Full is Your Bucket?

https://www.redlandsusd.net/cms/lib/CA01900901/Centricity/Domain/4821/K_caring_for_others_how_full_is_your_bucket.pdf

Character Development: Being a Good Friend

https://www.educationworld.com/a_lesson/cre8time/social-emotional-being-a-good-friend.shtml

The Importance of Friendship for School-Age Children

<https://www.frontierdistrict.k-state.edu/family/child-development/docs/school-age/ImportanceFriendship.pdf>

Indiana Social Emotional Learning Competencies PK-12 Lesson Plans

<https://www.doe.in.gov/sites/default/files/sebw/sel-lesson-plans-pk-12-final-attachments.pdf>

Tremendousness: The Science of Gratitude

<https://www.tremendo.us/work/tremendousness-the-science-of-gratitude/>

Greater Good Science Center: A Strengths-Based Gratitude Curriculum for Tweens and Teens

www.ggsc.berkeley.edu

13 Most Popular Gratitude Exercises and Activities

<https://positivepsychology.com/gratitude-exercises/>

Gratitude

<https://kidshealth.org/en/teens/gratitude.html#:~:text=Thanking%20people%20can%20make%20it,and%20helps%20you%20feel%20closer.>



Social Emotional Learning Lesson 3

Empathy Can Change the World

4th - 6th Grade

SEL Competency: Social Awareness		SEL Sub-Competency: Empathy	
Lesson Concepts: Students will: <ul style="list-style-type: none"> Put themselves in another’s shoes, see the other person’s point of view and understand the other person’s feelings 		Lesson Objectives: <ul style="list-style-type: none"> Definition and understanding of empathy How to empathize with others? 	
Why this Lesson Matters: Empathy is important for how we get along with people. Whether you can be a good friend, get hired for a job, be successful with a team of others... all of those things depend on being able to understand how other people might see a situation and how they are feeling. Empathy is at the root of all healthy relationships. It helps you know how your actions affect others, what actions you need to take to be a good friend or teammate, and it helps you understand more about the people and the world around you. (www.talkingtree.com)			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece Computer to show video Review activity for possible materials 		Session Length and Pacing: Community Circle – 10 minutes Lesson, Group Activity and Role Play – 30 minutes Activity – 20-30 minutes Total - 60-90 minutes	
Community Circle Question: <ul style="list-style-type: none"> Today we are going to learn a valuable skill. It is called recognizing another’s feelings, also known as empathy. Opening circle question/prompt: <ul style="list-style-type: none"> Name some actions that show you are being sensitive to people's feelings. How does it make you feel when people show they understand what you are going through? How does it feel to help someone by showing compassion? Why is it important for people to empathize with others? 			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> What are feeling you have about Covid-19? Did someone help you understand your feelings? Could you tell how other people felt about Covid-19? 			
LESSON			
Need for Skill		Empathy is important for how we get along with people. Whether you can be a good friend, get hired for a job, be successful with a team of others... all of those things depend on being able to understand how other people might see a situation and how they are feeling. Empathy is at the root of all healthy relationships. It helps you know how your actions affect others, what actions you need to take to be a good friend or teammate, and it helps you understand more about the people and the world around you. (www.talkingtree.com)	
Teach Learning Objectives and Examples		<ul style="list-style-type: none"> Say, “in a previous lesson we reviewed feelings. Can anyone tell me some feeling words?” Examples, happy, sad, angry, frustrated, etc. Today we are going to continue to talk about feelings, but how to understand feelings in other people which is call empathy.” 	

	<ul style="list-style-type: none"> • Say, “the definition of empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It is the ability to “put yourself in someone else’s shoes” and to understand the way a situation might make them feel. Definition of empathy has two parts: shared emotion(s) and seeing someone else’s point of view or perspective taking.” (www.talkingtree.com) • Say, “first, empathy is about sharing an emotion with someone, or feeling the way they feel, even if you aren’t in the same situation. When you feel an emotion along with someone, even if you are not directly affected by whatever is causing their situation, that’s empathy.” (www.talkingtree.com) <p>Example 1: Have you ever felt sad with a friend just because he was sad? That is empathy! So for example, if you feel sad with your friend because he didn’t make the soccer team (even though you aren’t affected by him not making the team)... that’s empathy. Sharing his sadness is a kind of empathy. (www.talkingtree.com)</p> <p>Example 2: Have you ever been with a friend who just got a new technology device and she’s so excited about it and you get super excited too? If you are feeling excited because you know how great it can feel to get something new ... that’s empathy. Being excited with and for your friend is a kind of empathy. (www.talkingtree.com)</p> <ul style="list-style-type: none"> • <i>Perspective Taking:</i> Say, “The second part of a definition of empathy is about being able to understand someone else’s way of looking at a situation, even if you see it differently. We often call this “putting yourself in someone else’s shoes” and it means you see things from their point of view, or from their perspective. Having empathy means you can step back from the way you see a situation and think about how someone else might feel from their side of the story.” (www.talkingtree.com) <p>Example 1: Have you ever thought a game was really fun but your friend felt it wasn’t fair? If you saw your friend was bothered by the game and understood she was not having a good time even though you were... that’s empathy. You showed empathy by understanding how things felt from her side of the situation. (www.talkingtree.com)</p> <p>Example 2: Have you ever noticed that your mom is frustrated while she’s tidying up your room? You have taken a shower and left your wet towel and dirty clothes on the floor. But you think about it from your mom’s perspective and realize that she does not like picking up a messy space and she feels frustrated at having the extra work. When you look at the situation from your mom’s side of the story (from her perspective) and understand how she might be feeling... that’s empathy. (www.talkingtree.com)</p>
<p>Group Activity</p>	<p><i>Teacher Preparation:</i> Watch the video “2019 404 Empathy Day Pilot Recap” at https://socialmediaweek.org/blog/2019/10/smw-partners-with-facebook-to-host-first-ever-empathy-day/ (scroll to the bottom of the page)</p> <ul style="list-style-type: none"> • Say, “Empathy involves all aspects of how we communicate, which includes how we communicate and respect people using social media. We are going to watch a video that discusses empathy and how we interact with social media. In October of 2019, a group of high school students came together with some Instagram, Twitter and Facebook influencers to address negative social media comments

	<p>and how they are encouraging followers to pay it forward with positive comments, lets listen to the recap of their work together.”</p> <ul style="list-style-type: none"> • Play https://socialmediaweek.org/blog/2019/10/smw-partners-with-facebook-to-host-first-ever-empathy-day/ • Ask students the following after watching the video: <ul style="list-style-type: none"> ○ How is empathy related to social media? ○ What is good about social media? Possible answers: <ul style="list-style-type: none"> ▪ stay connected with friends and family ▪ volunteer or get involved with a campaign, nonprofit, or charity ▪ enhance their creativity by sharing ideas, music, and art ▪ meet and interact with others who share similar interests ▪ communicate with educators and fellow students ○ What are some bad things about social media? Possible answers: <ul style="list-style-type: none"> ▪ post photos of themselves online or use their real names on their profiles ▪ reveal their birthdates and interests ▪ post their school name and the town where they live ▪ say mean things about people, start rumors ○ Tell students about the “WWGS?” (What would Grandma Say?) rule before they post on social media. Would you want your teacher, future bosses, parents, college admissions officers to see? (https://kidshealth.org/en/parents/social-media-smarts.html)
<p style="text-align: center;">Role Play</p>	<p>Say, “We have reviewed the definition of empathy, I’ve provided you with some examples, and we discussed how to be empathetic with social media. Now let’s practice.”</p> <p>Directions: Divide students into groups or ask for volunteers to role-play these situations. Make sure to provide students with feedback.</p> <ul style="list-style-type: none"> • You get into an argument with a friend because she wants to borrow your phone charger — for the fifth time this week! Role-play the scenario in which you handle the situation with empathy rather than with anger. • Your brother is having a bad day and is yelling at you and everyone else in your house. Role-play a scenario in which you show empathy toward your brother instead of yelling back. • Your friend invites you to swim in her pool, but not your other friend, who is standing right with you. Role-play a scenario in which you show empathy toward your friend who was not invited to go swimming.
<p style="text-align: center;">Activity to Practice Skill</p>	<p><i>Teacher Preparation:</i> Read the activity, decide if this activity will be relative to your class, grade level or whole school. Determine if the messages will be posted on social media and/or the school. Break students into groups or have them work independently.</p> <ul style="list-style-type: none"> • Activity: Life can be so hectic that we may not always take the time to try to be sensitive to other people’s feelings and experiences. To help remind students throughout school about trying to be empathetic, we are going to create Public Service Agency messages to share on social media and print to post around the

school or classroom. First, come up with a catchy, memorable phrase or sentence that serves as a friendly reminder to be empathetic and sensitive to other people's feelings and experiences. Then create or download images that illustrate or complement your message.

<https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf>

Closing Circle Question:

- How will you practice the skill of recognizing another's feelings this week? Who will be your first person to practice with?

Digital Learning Adaptations:

- Lesson: Watch the video "What is Empathy?" at <https://www.youtube.com/watch?v=icIUdTEQnU>
- Activity: Showing empathy toward others can be tough to do, especially when you're experiencing strong emotions yourself. Watch a 30- minute, age-appropriate TV show and use the handout to examine the ways characters on the show are sensitive to other people and ways that they are not. Once you have completed the chart, pick one situation from the TV episode and determine how the characters might have acted more empathetically. Rewrite the scene with these revisions.
(<https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf>)
- Send to teacher

References/Resources:

Social Academic Instructional Group Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

Empathy 6-8: KidsHealth in the Classroom

<https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf>

Teaching Kids to Be Smart About Social Media

<https://kidshealth.org/en/parents/social-media-smarts.html>

Acts of Kindness Activity

https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy_handout1.pdf

35 Children's Books That Teach Empathy and Kindness

https://www.huffpost.com/entry/childrens-books-empathy-kindness_15d52e7b1e4b0c63bcbee2699

https://static1.squarespace.com/static/536fe0f6e4b08758c320b79a/t/5eb4263e35be1011d85a443b/1588864575681/6_BigHeartedConversations.pdf

Discuss Every Story with Printable Conversation Cards

<https://www.doinggoodtogether.org/bhf-book-lists/conversation-cards-for-every-story>

Indiana, Department of Education Educational Neuroscience Toolkit: Built Upon A Neurodevelopmental Culturally Responsive Framework.

<file:///C:/Users/DavisTara/Metropolitan%20Regional%20Education%20Service%20Agency/School%20Climate%20Team%20-%20General/SEL%20Project/Resources/educational-neuroscience-toolkit-cover.pdf>

Three Activities to Teach Kids Kindness

<https://www.littlepassports.com/blog/educational/3-activities-encourage-kindness-kids/>

A Wrinkled Heart

<https://www.pacer.org/bullying/classroom/elementary/activities/wrinkled-heart.asp>

Help Us Spread #Actsofempathy During Empathy Week

<https://socialmediaweek.org/blog/2019/10/smw-partners-with-facebook-to-host-first-ever-empathy-day/>



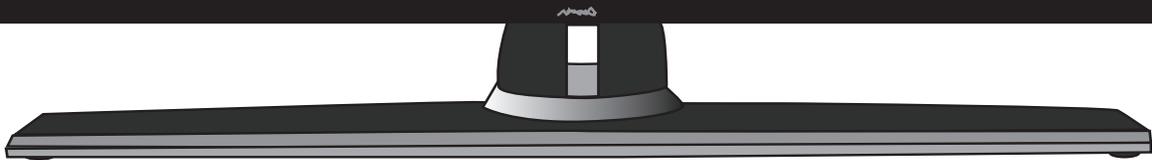
Name: _____

Date: _____

Acts of Kindness

Instructions: Choose a 30-minute, age-appropriate TV show that you enjoy and use the chart to write about how the characters show empathy toward each other. Which actions show empathy and compassion? Which ones don't? After you complete the chart, pick one scene and decide how the characters could have shown more empathy. Rewrite the scene with your revisions in the spaces at the bottom.

Actions That Show Empathy	Actions That Don't Show Empathy





Social Emotional Learning Lesson 5

Listen as Much as You Speak

4th - 6th Grade

SEL Competency: Relationship Skills		SEL Sub-Competency: Communication	
Lesson Concepts: <ul style="list-style-type: none"> I will use appropriate words and actions with peers. I will recognize my ability to communicate without using words. I will use active listening skills. 		Lesson Objectives: <ul style="list-style-type: none"> Students will learn verbal and nonverbal communication skills related to making friends. Student will learn active listening skills 	
Why this Lesson Matters: “Knowing when and how to express yourself, recognizing nonverbal cues, and being able to discern what is important when someone speaks can be key factors in building interpersonal relationships. Communication is what we do to gain mutual understanding; it is the process of sending and receiving messages. Successful communication occurs when there is understanding. Communication can be verbal, using oral language to convey a message, or nonverbal, including facial expressions, body language, text or written based language. Teaching young people how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.” From http://www.sdca.org/office/girlsonlytoolkit/toolkit/got-05-communication.pdf			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece Post-It Notes Flip Chart Paper Markers Computer for videos 		Session Length and Pacing: Community Circle – 15 minutes Part 1 of Lesson – 30 minutes Part 2 of Lesson - 20 minutes Part 3 of Lesson – 30 minutes Activity – 20 minutes Total - 90-115 minutes	
Community Circle Question: This lesson has three parts, so there is a community question for each part. <ul style="list-style-type: none"> <i>Part 1:</i> Describe someone who is a responsible speaker and someone who is not a responsible speaker (no names). Which one do you trust more? Why? <i>Part 2:</i> When we are talking to someone, what are some things we should pay attention to besides the words being used? <i>Part 3:</i> When we are listening to someone, what should we do to make sure they know we are listening to them? 			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> What has been communicated to you about Covid-19? What questions do you have about Covid-19? Without using words, how would you express your feelings about Covid-19? 			
LESSON			
Need for Skill		The purpose of this lesson is to help students with verbal and nonverbal communication and active listening skills. Teaching young people how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.	

Teach Learning Objectives

Part 1: Students will learn verbal and nonverbal communication to help them be more effective in school and to be able to maintain healthy relationships.

- Begin class today by writing the following equation on the board: “speaker + listener = communication.” Circle the word “speaker” in the equation and tell the students they will be focusing on this part of the equation and its importance to communication.
- Explain to students that we have the power to affect what people think about us by using words carefully. Verbal expression of words is used to describe things, people, and ideas. It is through verbal expression that our friendships are formed.
 - For example, the words such as “nice, courageous, strong, beautiful, good friend, curious, happy, clever, etc.” are used when expressing a positive statement.
- Say, “Part of being a good friend and communicator is using a good tone of voice. What does that mean? Tone of voice refers to the emotion we are trying to express when speaking. For example, the phrase “I have homework tonight” can be expressed using several different tones.”
 - Teacher Models:
 - “I have homework tonight” with an angry tone.
 - “I have homework tonight” with a surprised tone
 - “I have homework tonight” with an excited tone.
- Say, “And it doesn’t stop there! Something as simple as the word “really” can have many different meanings depending on your pitch. A rising pitch shows surprise, a falling pitch shows disbelief. Not changing your pitch at all can sound *sarcastic* (when you say one thing but mean the opposite).”
 - Say, “Let us watch this quick video about using the word “really” and the different meanings it can have when used in different situations.” Video: “Really” “Really” <https://englishwithkim.com/say-really-different-tones/>
- Say, “So imagine that your friend just told you he won the lottery. How you say the word “really” will influence how he thinks you feel about this (and might influence whether he shares his prize money!). From <https://www.fluentu.com/blog/english/english-intonation/>

Teacher Preparation: You will need post-it notes, flipchart paper, and markers. Save this activity so that you can refer to it throughout the entire lesson.

- Inform students that they are going to put together two lists of words. One list will be positive words or phrases and the other will be negative words or phrases related to the way they want to be spoken to.
- Break the class into groups of three or four. Give all students a packet of Post-It notes and instruct them to discuss together the ways they like and dislike to be addressed. Every time a student mentions a positive or negative statement, he or she should write the statement on one of the Post-It notes. At the end, every group should have two stacks of sticky-notes. Have students place post-it notes on flipchart paper labeled “Positive” or “Negative,” which should be located where everyone can see.
 - If you want to model this activity beforehand, write positive and negative words and/or phrases on the board.
- As the facilitator you will need to read, review, and clarify each post-it notes with the class. Then start to group the ones that are similar. Start to extend the reflections of the students by grouping the post-it notes into non-verbal communication and/or tone. Explain to student that the meaning of the words they have expressed can be changed simply by changing tone. Provide them with examples from the list the students

generated. Identifying, if any, nonverbal communication methods that the students listed. This will be a transition into Part 2 of this lesson.

- *Optional:* Once students have identified and created posters of these positive principles of speaking with each other, have them sign the poster. Ask each student to come up and sign the posters with their names, agreeing that they are making a commitment with others to use positive words and statements with peers.

Part 2: Nonverbal Communication

- As a class, discuss how certain animals communicate nonverbally. Give the following examples:
 - Did you know that when a deer shows the white on its tail, it is signaling danger?
 - Did you know that when a horse flattens its ears against its head, it is telling you that it is angry?
- Invite students to give additional examples of how animals—their pets, for example—communicate nonverbally. Point out that people communicate nonverbally as well. Explain that students will explore how and what they communicate with body language.
- Ask if anyone knows what a silent movie is? If necessary, explain that when movies were first made, they did not have any sound. The audience never heard the actors speak. Information about the story was shown in writing on the screen between scenes. If there was background music, it was provided by someone who played the piano in the movie theater as the movie was shown.
 - Tell students we are going to watch a silent movie clip and while you are watching jot down what they are trying to communicate.
 - The Kid-Charlie Chaplin <https://www.youtube.com/watch?v=qNseEVlaCl4>
- Now let us practice using nonverbal language. Have student's line-up in a straight line and tell them that they need to arrange themselves in order by their date of birth. Explain to students that they cannot verbally speak.
 - Ask students what problems they encountered.
 - What methods did they use to figure out the birthdates?
 - What would have made the exercise easier?

From OverComing Obstacles <https://www.overcomingobstacles.org/portal/curriculum/>

Part 3: Active Listening

This activity is from OverComing Obstacles <https://www.overcomingobstacles.org/portal/curriculum/>

- Begin this lesson by presenting the class with the following riddle:
 - A man and his son are in a car accident. They are taken to a hospital where the man is kept in the intensive care unit. As his son is wheeled into the operating room, the surgeon walks in and says, "I can't operate on this boy. He's my son!" How can this be? Have students provide their answers.
Answer: It is the boy's mother.
- Say, "You may have heard what I said when I told you the riddle, but good listening means both hearing and understanding. Today we're going to find out what it takes to listen well."
- *Teacher Preparation:* Divide the class into groups of six. Select one volunteer from each group to join you at the front of the room. Explain to everyone that you are going to give the volunteers a message. They will then go back to their groups and whisper that message to one other student. That student will whisper it to another student and so on, until everyone in the group has heard the message. Caution students to listen carefully to the message and repeat it exactly the way they heard it.

	<ul style="list-style-type: none"> • Message – <i>“If you see Missy, tell her to pick up the two poodles and the cocker spaniel as she usually does after school. But today, she must also pick up a shepherd named Sam, four terriers all named Joanne, and a Great Dane named Tiny.”</i> • Have students return to their groups to pass on the message. Remind them to whisper the message to just one other student in their group. • When students have finished, ask the last person in each group to repeat the message for the class. After all students have shared, ask the class how many dogs Missy should pick up after school. • After some debate, read the message again to the class and repeat the question. (Missy should pick up nine dogs.) Invite students to make observations about how successfully the message was communicated. Encourage them to explain why it was difficult to get the details of the message straight. • Say, “Active listening requires that you pay attention to what is being said, understand it, and then remember it.” <p>Active Listening Skills:</p> <ul style="list-style-type: none"> • Tell students that there are simple things they can do to become better listeners and improve their communication skills. We are going to watch a short video that reviews crucial aspects that helps improve active listening. As you are watching, take notes on how to become a more active listener. <ul style="list-style-type: none"> ○ Video: “Active Listening: Katie Owens at TEDxYouth@Conejo” https://www.youtube.com/watch?v=WER63AY8zB8 ○ Ask students, what are the three steps to becoming a better active listener? <ul style="list-style-type: none"> ▪ Remove all distractions ▪ Listen to the speaker’s signal and sounds (body language) ▪ Provide feedback stating you understand (paraphrase or restate what you heard) <p>Practice:</p> <ul style="list-style-type: none"> • Divide the class into pairs. Tell students that one person will talk for one minute and the partner will need to listen and paraphrase what was said. • For one minute tell students to discuss: “If you were granted three wishes, what would they be?” • Have the student that is listening practice the three steps from the video. <ul style="list-style-type: none"> ○ How did they do? Did they have trouble listening or remembering? • Switch roles and change topics if you want to. • Discussion: <ul style="list-style-type: none"> ○ Was it easy or hard to paraphrase? ○ How did it feel to do it? ○ When you were the speaker, what was it like to hear yourself paraphrased? • Tell students that active listening is a skill they will work on all their lives and it is an important tool to help people clarify and understand one another.
<p style="text-align: center;">Activities to Practice Communication and Active Listening</p>	<p>Teacher Preparation: Review and prepare for both games below.</p> <ul style="list-style-type: none"> • <i>Game 1:</i> Telephone. Have participants sit or stand in a circle. Make up a phrase or use phrases such as “When you’re in an exam and can’t stop coughing; Dumbo’s real name is Jumbo Junior; you’ve been voted off the island; nobody’s favorite food is cabbage, etc.” • Direct them to whisper it in the ear of the person next to them. Each participant whispers what they think they heard to the next participant next to them. The last participant says the phrase or sentence out loud. <ul style="list-style-type: none"> ○ Ask the first participant if that was their phrase. ○ Did anything change?

- Did the message get lost or change in translation? This is an example of verbal communication and listening.
 - Explain this is how rumors and gossip spread: someone tells someone a secret and it gets passed on and it gets changed and distorted along the way, just as the message did in “telephone.”
 - Remind participants that being clear and concise in their verbal and non-verbal communication is an important life skill that needs to be practiced.
- *Game 2: Telephone Charades* To prepare for the game, write a list of humorous actions to be acted out. Some examples are a cat bathing itself; going waterskiing; fishing and catching a huge fish; skateboarding; etc. Here are some song ideas: Hit Me Baby One More Time (Britney Spears), Fire (Kasabian) – acting out fire can be more difficult than it seems! or Lego House by Ed Sheeran. Funny movies such as March of the Penguins; A Bug’s Life; Zoolander; Iron Man; etc.
 - The first person turns around and taps the next person in line on the shoulder. He or she then acts out the clue using classic charades rules (no talking or noises permitted). The second person then taps the third person and acts out his or her understanding of what was acted out. This process continues until it reaches the last person in line, who must guess what the action is.
 - This game is funny because the acting tends to become warped and distorted based upon each person’s interpretation of what is going on.
 - Variation: A good variation to try is to have two teams line up and act out the same clue simultaneously. The teams that guess the clue correctly (or most correctly) wins the round.
- Wrap-Up Questions:*
- What are 1-2 words that describe what this activity was like for you?
 - What made it easy? Difficult?
 - What did you learn about communication and active listening from these activities?
 - Ask students if someone has ever misread their nonverbal messages. Tell students that sometimes those misunderstandings are the result of different cultural norms. Explain that nonverbal cues are often interpreted based on cultural background.

Closing Circle Question:

- What are things you can do to be a better communicator?
- What are things you can do to be a better active listener?

Digital Adaptations:

Part 1

- Have students write a list of positive words, phrases, or statements.
- Then have students watch two videos:
 - This video review tone of voice when talking to others. The video is “DTA: Tone of Voice” <https://www.mcgill.ca/newsroom/article/teenagers-have-hard-time-reading-one-anothers-tones-voice>
 - Then watch this quick video about using the word “really” and the different meanings it can have when used in different situations.” Video: “Really” <https://englishwithkim.com/say-really-different-tones/>
- Now have students go through their list of words and circle the words that can have a different meaning if you change your tone when using the word. Have them provide an example.

Part 2

- Explain to students that we also express communication through non-verbal communication. For example, facial expression, hands on hips, slouching, etc.
- Explain to students that when movies were first made, they did not have any sound. The audience never heard the actors speak. Information about the story was shown in writing on the screen between scenes. If there was background music, it was provided by someone who played the piano in the movie theater as the movie was shown.
 - Tell students we are going to watch a silent movie clip and while you are watching jot down what they are trying to communicate.
 - The Kid-Charlie Chaplin <https://www.youtube.com/watch?v=qNseEVlaCl4>
- Have students watch their favorite TV show and record the non-verbal forms of communication that they observed. Have students send you the name of the show and some of the examples they observed.

Part 3

- Tell students that there are simple things they can do to become better listeners and improve their communication skills. We are going to watch a short video that reviews crucial aspects that help improve active listening. As you are watching take notes on how to become a more active listener.
 - Video: “Active Listening: Katie Owens at TEDxYouth@Conejo”
<https://www.youtube.com/watch?v=WER63AY8zB8>
 - Ask students, what are the three steps to becoming a better active listener?
 - Remove all distractions
 - Listen to the speaker’s signals and sounds (body language)
 - Provide feedback stating that you understand (paraphrase or restate what you heard)

References/Resources:

What is Communication?

<https://www.centervention.com/what-is-communication/>

Communication Lesson: Nonverbal Communication

<https://media.centervention.com/pdf/Communication-Nonverbal-Communication-Activities.pdf>

Listening Grades 4-5

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

OverComing Obstacles: Middle School Curriculum

https://www.overcomingobstacles.org/?gclid=CjwKCAjwztL2BRATEiwAvnALcsKtlbE4MwwPFIEKYeXW9eTMh-B1e6SthbanAPCpP011yUv8c4UqpBoCRmgQAvD_BwE

Resources to build communication in every classroom, every day.

<https://www.commonsense.org/education/articles/we-all-teach-sel-communication-activities-and-tools-for-students>

San Diego County District Attorney, Girls Only Toolkit, Communication

<http://www.sdca.org/office/girlsonlytoolkit/toolkit/got-05-communication.pdf>

Voice Volume and Tone of Voice

<https://sociallyskilledkids.com/voice-volume-and-tone-of-voice/>

Tone of Voice Activities for Kids

<https://study.com/academy/lesson/tone-of-voice-activities-for-kids.html>

Telephone Charades

<https://www.icebreakers.ws/medium-group/telephone-charades.html>

Active Listening

<https://www.morningsidecenter.org/teachable-moment/lessons/active-listening-grades-3-6>

Speaking Kindness in Democratic Classrooms

<https://www.tolerance.org/classroom-resources/tolerance-lessons/speaking-kindness-in-democratic-classrooms>

Intonation for English Learners: When to Change It and How to Learn It

<https://www.fluentu.com/blog/english/english-intonation/>



Social Emotional Learning Lesson 6

Just Say How You Feel

4th - 6th Grade

SEL Competency: Self -Awareness	SEL Sub-Competency: Emotions
Lesson Concepts: <ul style="list-style-type: none"> I can identify feelings and emotions in myself and others. I can express feelings. 	Lesson Objectives: <ul style="list-style-type: none"> Identify and describe feelings Identify feelings in our bodies
Why this Lesson Matters: Research has found that people who are emotionally skilled <u>perform better</u> in school, have <u>better relationships</u> , and <u>engage less frequently</u> in unhealthy behaviors. Being self-aware is a demonstration of one’s “ability to accurately recognize one’s own emotions, thoughts, and values” along with the ability to understand how they impact their own behavior. (From https://www.ycei.org/)	
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece <i>Feeling Charades Cards</i> Handout <i>Mapping Emotions in the Body</i> PowerPoint <i>Feeling Words</i> Handout Poster paper 	Session Length and Pacing: <ul style="list-style-type: none"> Community Circle - 15 minutes Lesson – 15-20 minutes Activity 15 minutes Total: 45-60 minutes
Community Circle Question: <ul style="list-style-type: none"> Think of a feeling you had this morning when you were getting ready to come to school. Why were you feeling that way? How did you know that you were feeling that way? 	
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> What is the first thing that comes to mind when you think of Covid-19? Using your words, colors, or animals describe your feelings about Covid-19. What has been gained (e.g. new appreciations for what was or is, new discoveries, old connections, new connections, quieter neighborhoods, birdsong)? What has been lost (e.g. high fives, fist bumps, hugs, school, friends to hang out with, visits with loved ones perhaps, people’s health and in some cases people’s lives)? How have the changes made you feel? 	
LESSON	
Need for Skills	Emotions or feelings are complex psychological and physiological reactions involving a person’s state of mind and their surrounding environment. Emotions include feeling angry, jealous, happy, sad, scared, guilty, grief, joy, trust, nervous, annoyed, shy, envious, desirous, disappointed, worried, furious, proud, regretful. People often feel more than one emotion at a time and there are often multiple causes for someone’s emotional state. Emotions, feeling them, expressing them, or not expressing them, influence behaviors and actions; it is imperative to learn how to cope with emotions and how to express emotions in productive and positive ways so our actions can be aligned with how we wish to behave. This lesson will focus on identifying and tuning into our bodies to help understand our emotions and feelings, while another lesson will discuss how to regulate these emotions. (From https://www.ycei.org/)

Identifying and Describing Feelings:

- Say, “learning to express our feelings helps us to feel better and shows we care and respect ourselves. Using words to explain our feelings is the responsible way to get our needs met and shows we care about ourselves and others, too.”
- Watch this video and write down the emotions and feelings being displayed by these teenagers <https://www.youtube.com/watch?v=SM4oNjRd2LI>
 - Have students pair up with a neighbor to discuss what they wrote and ask a couple of people to share out.
- Say, “there is more than one way to say you are feeling happy, sad, angry, or scared. We are going to expand our knowledge and understanding of feeling and emotion words. It is important that we start to recognize and describe feelings and emotions correctly. We are going to watch a video that discuss feeling and emotion words that we often misuse.”
 - Show this video https://www.youtube.com/watch?v=TXRB_pkmtYs
 - Ask students, “what did you learn?”

Group Activity

- Put students into groups of 3 or 4 depending on class numbers. Provide each group with a feeling words such as: Angry, Happy, Afraid, Sad, Hurt, Good, Love, Confused.
 - Instruct students to describe the word and come up with synonyms to the word on a poster paper.
- Have each group share and keep the posters. The teacher or facilitator should use the *Feeling Word* handout to help expand the words the students have used on their poster.
- Tell the students they did a nice job and now we are going to expand the lesson by identifying feeling within our bodies.

Identify Feelings Within Our Bodies:

- Say, “tuning in to what your body is feeling, deciding what happened to make you feel that way, and deciding what to call the feeling is part of being self-aware. And self-awareness usually makes it easier to be responsible, respectful, and safe.”
- Say, “being able to feel emotions is part of what makes us human. Many people struggle to understand their emotions and the things that cause us to feel so deeply. Emotionally, we often experience a huge range of different things in response to any situation. If we want to learn how to regulate our emotions, we first need to be aware of the emotion that has shown up. Sometimes the first clue to an emotion is a physical feeling in our body, or body signals.”
- Say, “many times people say that an emotion is good or bad because of how it makes us physically feel. Scientists in Finland conducted an experiment to see how our emotions impact our physical being. Here’s a short video that shows what happens.”
- *Play Video: Mapping Emotions in the Body
https://www.youtube.com/watch?v=cZP_I6NkQb4 (2:23)
- Have students get back into their groups and poster from the activity above. Have students write or draw where they think their assignment emotion shows up within the human body.
- Have a couple of volunteers report out.

	<ul style="list-style-type: none"> • Show students the <i>Mapping Emotions in the Body</i> PowerPoint and review with them how emotions affect our bodies.
<p>Group Practice</p>	<p>Say: “Now let us practice. Tell me what the mental and physical emotions the person is experiencing.”</p> <ul style="list-style-type: none"> • My friend did not choose me to play volleyball during gym class. I stomp around the gym and yell swear words at her. <ul style="list-style-type: none"> ○ Ask students the following question: What did you notice about how the student’s feelings and the decision she made? What could she have done differently? • You have just remembered you have a test in math next period, and you did not study for it. <ul style="list-style-type: none"> ○ How do you feel and what starts to happen to your body? • You are in a group that must present your project orally to the class. You do not like talking in front of large groups, and it is your turn to present. When talking, you speak quietly, your eyes are lowered, and your face flushes a little red. <ul style="list-style-type: none"> ○ How are you feeling? Embarrassed. What is going on in your body that tells you how you are feeling? Speaking softly, eyes are down, and face is red. • A classmate gets upset with you because you accidentally bumped into her desk and her things fell on the floor. She calls you a name. Your face gets red, your voice gets loud, and you swear at her. How are you feeling? Embarrassed, mad. <ul style="list-style-type: none"> ○ What is going on in your body that tells you how you are feeling? Red face, loud voice.
<p>Activity to Practice Skill</p>	<p>Pick one activity from below (both activities require feeling charades word list).</p> <p>Activity 1: Feeling Charades-</p> <ul style="list-style-type: none"> • Print out <i>Feeling Words</i> handout and place face down on a pile. • Have students take turns selecting a slip from the pile. Tell students to not show the word to the other students. Have students act out a time a person might feel this way. • Have students determine if that was the appropriate feeling and if any other feeling word could match that description. <p>Activity 2: Emotions Musical Charis</p> <ul style="list-style-type: none"> • Set-up chairs in the traditional “musical chairs” format. Have music ready to play. Play music and when the music stops one student will be standing. • The student standing will pick an emotion card from the feeling charades list. • The student will act out that emotion and the other students must guess. Then that student gets a round of applause and sits back at their desk. • Continue the game.
<p>Closing Circle Question:</p> <ul style="list-style-type: none"> • Think about something coming up this week where you might have to tune into your feeling and body’s clues to identify how you are feeling. When might that be? How will you remember to do this? 	
<p>Digital Learning Adaptations:</p>	

- On a digital platform: say, “learning to express our feelings helps us to feel better and shows we care and respect ourselves. Using words to explain our feelings is the responsible way to get our needs met and shows we care about ourselves and others, too.”
- Watch this video and write down the emotions and feelings being displayed by these teenagers <https://www.youtube.com/watch?v=SM4oNjRd2LI>
- Say, “there is more than one way to say you are feeling happy, sad, angry, or scared. We are going to expand our knowledge and understanding of feeling and emotion words. It is important that we start to recognize and describe feelings and emotions correctly. We are going to watch a video that discuss feeling and emotion words that we often misuse.”
 - Show this video https://www.youtube.com/watch?v=TXRB_pkmtYs
 - Ask students, “what did you learn?”

Activity

- Assign students a feeling word. Have the student define the words, find synonyms, and examples from a poem, song, or story.

Identify Feelings Within Our Bodies:

- Say, “tuning in to what your body is feeling, deciding what happened to make you feel that way, and deciding what to call the feeling is part of being self-aware. And self-awareness usually makes it easier to be responsible, respectful, and safe.”
- Say, “being able to feel emotions is part of what makes us human. Many people struggle to understand their emotions and the things that cause us to feel so deeply. Emotionally, we often experience a huge range of different things in response to any situation. If we want to learn how to regulate our emotions, we first need to be aware of the emotion that has shown up. Sometimes the first clue to an emotion is a physical feeling in our body, or body signals.”
- Say, “many times people say that an emotion is good or bad because of how it makes us physically feel. Scientists in Finland conducted an experiment to see how our emotions impact our physical being. Here’s a short video that shows what happens.”
- Have students watch *Mapping Emotions in the Body* https://www.youtube.com/watch?v=cZP_I6NkQb4 (2:23)
- Have students write or draw where they think their assignment emotion shows up within the human body.

References/Resources:

Social Academic Instructional Group Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

Be the Boss: A lesson Plan on Managing Feelings

https://www.educationworld.com/a_lesson/lesson-plan-managing-feelings.shtml

San Diego County District Attorney: Emotions Lessons

<http://www.sdca.org/office/girlonlytoolkit/toolkit/got-04-emotions.pdf>

Yale Center for Emotional Intelligence: Emotions Matter

<https://www.ycei.org/>



Social Emotional Learning Lesson 7

Calming Your Flipped Lid

4th – 6th Grade

SEL Competency: Self-Management	SEL Sub-Competency: Emotional Regulation
<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • Feeling very uncomfortable is a clue that the thinking part of my brain is losing control. • I can demonstrate how my brain flips its lid when experiencing uncomfortable emotions. • Recognizing my feelings, helps the thinking part of my brain start to manage my uncomfortable feelings – I can name it to tame it! • I can use calming strategies to regain control and think clearly. 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Describe three parts of the brain and their functions when experiencing uncomfortable emotions. • Identify and name uncomfortable feelings as they occur. • Recognize situations that require the use of calming strategies • Identify and use calming strategies to manage uncomfortable feelings and regulate emotions.
<p>Why this Lesson Matters:</p> <p>An important foundational skill to possess is the ability to manage and express your emotions constructively. A child's capacity to emotionally self-regulate affects their family and peer relationships, academic performance and long-term mental health (<i>Parenting for the Brain</i>). This lesson helps students understand what happens inside them when they experience uncomfortable emotions. It also lays the groundwork for learning skills to manage the brain's and body's reactions to stress and conflict. Students have brain and body responses to interpersonal conflicts and other stressors. These responses can include uncomfortable emotions that arise quickly and cause conflicts to escalate. When emotions are intense, it is hard to think clearly and make good decisions. Being able to identify and use calming strategies will help students stop themselves from acting impulsively on their feelings (<i>Second Step</i>).</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Board or chart paper and markers • Mindfulness and The Brain – How to Explain it to Children Infographic (3/4ths down the article) https://blissfulkids.com/mindfulness-and-the-brain-how-to-explain-it-to-children/ • Name It to Tame It/Flipping Your Lid Handout https://drive.google.com/file/d/1aeHtPtT00UWBdD-yTPTIaVlb1fpWqh69/view • <i>Even Super Heroes Have Bad Days</i> by Shelly Becker (Optional) • Calming strategy materials (based on what strategies you model) • Worksheets/Materials for activities to practice skill (based on what practice activity you select) • Coloring/writing supplies for each student • Internet access/Sound 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach: 15 minutes • Model: 10 minutes • Practice: 10 - 15 minutes • Activity: 10 minutes • Closing Community Circle: 15 minutes <p>Total: 75 - 80 minutes</p>

Community Circle Question:

- When was the last time you had an uncomfortable feeling? Name the emotion. How did it make you feel? How did you handle/react to it?

Community Circle COVID-19 Question Consideration:

- When you had school at home, what feelings did you have? Were they comfortable or uncomfortable feelings? Name your emotions. How do you feel about being back at school? Name an emotion.

LESSON

Need for Skill

- Sometimes we can feel uncomfortable and that makes it hard to think clearly or do what we need to do at school or at home. When we learn how our brain influences our emotions, we are then able to train our brain to manage our feelings – especially those that are uncomfortable! If we know how to help ourselves get rid of uncomfortable feelings, we can help ourselves regain control, think clearly and get on with our day.

Teach Learning Objectives

- Ask students to tell you some things that the brain can do. If they need prompting suggest things like think, smell, talk, see, play, feel, taste, etc. Let them know that the brain is incredible, but sometimes our brain can cause us problems too! When this happens, it is called “Flipping Your Lid.” Flipping your lid is when your brain is so stressed out that it makes you act without thinking first. If you are in danger (like a fire), acting quickly without thinking can keep you safe, but if you are not in danger, acting without thinking can get you even more upset or in trouble.
- Explain that the brain has many parts, and each one has a job to do. They each do their job best if they are calm and working together. There are three very important parts of your brain involved in feelings and thinking. Today, I am going to teach you about how those three parts of our brain work together.
- Show the *Mindfulness and The Brain – How to Explain it to Children Infographic* to teach about the three different parts of the brain.
- The Amygdala – Think of this as the Jumpy Superhero. The amygdala is like the brain’s superhero, protecting us from threats. It helps us to react quickly when there is danger. Sometimes it is good to react—when there’s a real physical threat, like when you see a football coming your way. The amygdala simply decides that there’s not enough time to think about it and makes us react quickly: you move your head away from the path of the football. In this way, the amygdala can decide whether we get to think about the information our body gathers through our senses or not. But there is a problem. The amygdala cannot see a difference between real danger and something stressful or uncomfortable. It is jumpy and can make mistakes. When we are angry, sad, or stressed the amygdala thinks there’s real imminent danger and then we simply react without thinking. We might say or do something we regret immediately. We might even start a fight or just freeze when we are supposed to speak in front of the class. Fear and stress shut down our thinking in this way.
- The Hippocampus – Think of this as the Librarian. The Hippocampus stores and recalls memories. When the Amygdala is upset, the poor Hippocampus cannot store memories or properly bring them to mind. This is why sometimes when you get so mad or so worried that it is like you are unable to think or remember anything!
- The Prefrontal Cortex (PFC) – This is the Smart One. This is the part of our brain that helps us make good choices. It helps you make smart choices and decides what is stored in your memory. To make good choices, the PFC needs to get the information

our body gathers through the senses—sights, sounds, smells, and movements. But, when the Amygdala is upset, the PFC cannot help us.

- So how does all this work together? Using the hand model of the brain, show the students what “flipping your lid” looks like. Make a fist with you thumb against the palm and your fingers over it. Explain that the fronts of your fingers are the PFC (AKA the Smart One). Then open your hand and show your palm. Explain that is the Hippocampus (AKA the librarian). Finally, cross your thumb back over your palm and explain that the thumb is the Amygdala (AKA the jumpy superhero).
- Make a closed fist again and ask the students to do it with you. Ask students to imagine that they are trying to leave for school, but they cannot find their backpack. They start getting stressed about being late. You cannot remember where you last saw it and you start shouting at your little brother. Then open you fist (or flip your lid) and say, “That’s flipping your lid!” We react! We make split second decisions based on how we are feeling. We cannot access the thinking/problem solving part of the brain because it is flipped! Our amygdala has taken over!
- The good news though is that we can get our PFC back in control by using calming strategies that gets our lid back down. The first step is acknowledging the uncomfortable feelings we are experiencing. What we can name, we can tame. So it is important to Name it to Tame it – whether it is tired, tense, itchy, cold, icy, tingly, full, numb, frozen, flowing, goose-bumpy, upset, angry, sad, worried, anxious, stressed, etc.
- Now, I am going to talk about some things you can do to help you handle uncomfortable emotions and get your PFC back in control! These are called calming strategies. Calming strategies are things that can help you feel better. There are lots of things that kids and grown-ups do to help themselves feel better. I am going to teach you a few calming strategies but want to share one important one with you first. That is - just find an adult you trust and ask to talk to them. (Ask students to share some examples of who is a trusted adult in their lives.) Talking to an adult about what makes you feel uncomfortable can help you feel better.
- Share a few other calming strategies such as:
 - a. Play outside/Exercise
 - b. Stretch/Yoga/Body Movement/Dance
 - c. Read a book
 - d. Doodle/Draw
 - e. Take a nap
 - f. Take a bath or shower
 - g. Count backward from 10 slowly
 - h. Journal/write down your feelings
 - i. Drink water/Eat a snack
 - j. Listen to Music or Podcast/Sing
 - k. Ask for a hug/Give yourself a hug
 - l. Hangout with a friend
 - m. Do a puzzle
 - n. Play a game
 - o. Positive self-talk
 - p. Grounding – count sounds, sights, tastes, smells and textures
 - q. Breathing exercises (heart/square)
 - r. Use a calming kit
 - s. Find a calming area/space
 - t. Spaghetti body
 - u. Stress press

	<ul style="list-style-type: none"> • Tell students that sometimes they may need to try a few calming strategies to feel better, but if they still feel uncomfortable after trying a few strategies then it is important to talk to a trusted adult. • We know we are successful when we can notice that we feel uncomfortable, Name it to Tame it, regain control by using a calming strategy to help ourselves feel better and then get on with our day.
<p>Model Examples & Non-Examples</p>	<p>Pick a few calming strategies to model (today or throughout the week). Before modeling the strategies provide context for their use by sharing a scenario. For examples:</p> <ul style="list-style-type: none"> • You walk into class first thing in the morning and feel really upset because your mom just yelled at you right before getting to school. Your body cheeks are flush, your breathing heavy and you feel like you just want to punch something. So, you model a calming strategy. You notice that you start breathing slower and feel more relaxed. What worked for this student? • You come in from lunch after other kids called you names. You feel sad and uncomfortable. You notice that you are starting to feel sick – your stomach feels weak, you begin to feel hot and you want to cry. So, you model a calming strategy and begin to feel better. What worked for this student? <p>Here are descriptions for calming strategies that may need more explanation:</p> <p>POSITIVE SELF-TALK</p> <ul style="list-style-type: none"> • Provide some examples of how students could use positive self-talk when they are having uncomfortable feelings by having them repeat some positive talk after you. For example, say “I can do better next time”, “I am smart”, and “I work hard.” Ask students to share some positive language ideas too! • For more examples of positive self-talk see this worksheet - https://media.centervention.com/pdf/Positive-Thoughts-Worksheet.pdf <p>GROUNDING</p> <p>When we are anxious or stressed or otherwise upset, we are often thinking about past or future situations. We’re worried about something in the future and thinking of all the things that could possibly go wrong, or we’re dwelling on a past incident and all the things that did go wrong. 5, 4, 3, 2, 1, grounding is a calming technique that helps you focus on the present by using your five senses and to notice and focus on things currently around you. This brings you back to the present, rather than overthinking about the past or future.</p> <ul style="list-style-type: none"> • Take a deep belly breath to begin. • 5 – Things You See: Use your eyes to look around. Say them out loud or write them down. You could say things like “I see a lamp, a water bottle, a box of tissues, a poster on the wall, and a computer.” • 4 – Things You Feel: Pay attention to your body and think of 4 things that you can feel, say them out loud, or write them down. For example, you could say, I feel the fuzzy liner of my sweatshirt on my arms, my hair falling onto my face, the cool breeze on my skin, or a mosquito bite itching. • 3 – Things You Hear: Listen carefully. What sounds do you hear? Say them out loud or write them down. If you are at school, you might hear pencils scratching on paper. If you are outside you might hear wind rustling the leave in the trees. If you’re at home, you might hear the TV playing in the other room.

- **2 – Things You Smell:** Take another deep breath in with your nose. What do you smell? Say them out loud or write them down. You might notice the smell of hand sanitizer someone just used, or maybe your teacher is wearing perfume. If you can't smell anything, then say your favorite things to smell.
- **1 – Things You Taste:** Move your tongue around in your mouth. What do you taste? Say it out loud or write it down. Is your mouth still minty from brushing your teeth? Or can you still taste something you ate for lunch? If you can't taste anything, then say your favorite thing to taste.
- Take another deep belly breath to end.
- Use this worksheet to accompany the exercise - <https://media.centervention.com/pdf/54321-Grounding-Emotion-Regulation.pdf>

BREATHING EXERCISES (Pick One)

- Let's learn heart breathing now. For heart breathing, the first thing you do is think of a happy memory—something that makes you smile and feel loving on the inside. It could be a memory of playing with your grandfather, or helping your mom make dinner, or going to the park with your family. It should be a wonderful memory. Ask students a few students to share their memory if comfortable. Next, put one hand on your heart and the other hand on your belly. Now take a deep breath—so that the air goes into your belly and your hand moves out. Let's try that together. Watch and give corrective feedback if needed. Encourage students to breathe slowly. Now we are ready for heart breathing. Keep your hands in the same position. Look down or close your eyes and think of your happy memory. Take some deep breaths, and now imagine that your happy memory is in your heart (right under your other hand) and imagine breathing right through your heart and your happy memory. Imagine that the air is going in and out of your heart and your memory instead of your nose or mouth. Keep doing that for five breaths. Let your face smile a little.
- Let's learn square breathing now. Pause and breathe in for 4.... (signal with your fingers 1, 2, 3, 4 as you breathe in). Then hold your breath for 4... (signal with your fingers 1, 2, 3, 4 as you hold your breath). Now breathe out for 4... (signal with your fingers 1, 2, 3, 4 as you exhale). Finally, pause and think for 4 (signal with your fingers 1, 2, 3, 4 as you pause). Then repeat if needed.

USE A CALMING KIT

- Create a calming kit with various items to help students calm their uncomfortable emotions.
- Show students the kit and explain how they can use the various items in it.
- Here is an example of items you may wish to put in your calming kit - <https://www.andnextcomesl.com/2016/12/calm-down-kit-for-older-kids.html?m=1>
- Calming Jars are also a great item to make with students and include - <https://www.playdoughtoplato.com/calm-down-jars/>

FIND A CALMING AREA/SPACE

- Find a spot in your room and make it cozy (consider textures, fabric, lighting, etc.)
- Add your calming kit as well as other self-regulation items such as a mirror, comfy/alternative seating (whatever your space and budget allows).

- Teach the expectations and rules for using the space as well as times when it is appropriate (having uncomfortable feelings) v. in the middle of a timed test, or when another student is using it. How long can student's use the space? (Consider a timer that they set when entering and they return to the group when time is up, etc.)

SPAGHETTI BODY

- Sometimes, your body gets too tight. This happens when you are mad or nervous. Spaghetti Body is something you do to get your body loose. That makes you feel better. Since you are the boss of your body, you can make the tight go away.
- Have you seen wet spaghetti noodles? They are wiggly, not tight. You can make your body like spaghetti noodles.
- Okay, this is the cool part. To get your Spaghetti Body, first you must make your body very tight all over! Let's practice. Scrunch your hands very tight. You can even grunt if that helps. And now, spaghetti your hands very loose. Great job.
- Stand up now. When I say a body part, you scrunch it very tight. Count to 3. Then make it Spaghetti loose. So, you will scrunch, hold for 3, then relax it like a noodle. What will you do? (Have student' repeat directions).
- Scrunch your feet. 1,2,3. Now Spaghetti! Scrunch your legs. 1,2,3. Now Spaghetti! Scrunch your bottom! Laughing is okay but keep scrunching. 1,2,3. Now Spaghetti. You want to do your bottom again, right? Okay, go ahead. (Repeat for stomach, shoulders, arms, hands, neck, face, eyes).
- Great job! You did Spaghetti Body! You should feel loose and wiggly all over. Doing Spaghetti Body helps your body feel less sad or nervous. This means you will feel better.
- The last thing to know is: You MUST practice Spaghetti Body, or it won't work. Just like you practice (baseball, piano, reading, tying your shoes), you must practice Spaghetti Body to get good at it. You should practice it when you feel good and happy. That way, you will be an expert spaghetti kid when you get mad or nervous.
- Remember, you are the boss of your body. You can feel better by doing Spaghetti Body

STRESS PRESS

- Stress Press helps you feel better when you are mad. And that's good, because when you're mad, sometimes you make bad choices and get into trouble. So, Stress Press can help you NOT get into trouble. Do you know what stress is? Stress is when something happened, and you didn't like it, and your body got mad. Like, maybe your face got hot and your muscles got tight, and your eyebrows got mean. Stress is not good. But you can make it go away, because you are the boss of your body.
- Okay, hold out your hands and show me your palms. Did you know your palms have heels, just like your feet? They are here (bottom part of hand, just above wrist). Circle your palm heels with your fingers. Good. Now, make your hands like a knife, with straight, tight fingers. And press your palm heels together. Put your elbows out—straight as a line! Don't let your hands touch your chest.
- Press your palm heels together as hard as you can. Your arms should go a little shaky if you press for long enough. That is the Stress Press. Let's do it together, and I want you to count out loud to 10 while we do it.

	<ul style="list-style-type: none"> • Great job! You did the Stress Press! It helps you calm down when you're mad. It doesn't fix the problem that made you mad, BUT it helps you make better choices about the problem. Do you understand? • The last thing to know is: You MUST practice Stress Press, or it won't work. Just like you practice (baseball, piano, reading, tying your shoes), you must practice Stress Press to get good at it. You should practice it when you feel good and happy. That way, you will be an expert stressor-presser when you get mad. Remember, you are the boss of your body. You can feel better by doing Stress Press.
<p>Practice or Engage in Role Play</p>	<ul style="list-style-type: none"> • Ask for a student to share a time when they "Flipped Their Lid." Use the scenario shared for the role play and ask for 5 volunteers. Have 3 students act out what happens to the brain during the scenario – one student being the Amygdala, one student being the Hippocampus and one student being the PFC. Then have another student act narrate the scenario while the final student acts the part and demonstrates the calming strategy. For example, (student narrator speaks) Tiffany was having a good day (Amygdala crouched or on knees, Hippocampus sitting next to Amygdala and the PFC standing behind then both with arms stretched over their head point down) but during lunch some girls made fun of her and she felt both sad and angry (PFC pulls up arms over their head, Amygdala becomes jumpy). As she walked back to the classroom, she used some positive self-talk to dismiss the mean comments the girls made (student would start using self-talk to demonstrate strategy). Tiffany then felt calm (the PFC returns arms back to where they started, and the Amygdala returns to calm). If time allows ask for more students to share a scenario and role play again. • If time allows, you could set up stations around the room (with each station representing a calming strategy to practice) and have student's rotate. This could also be done with items in the calming kit.
<p>Activity to Practice Skill</p>	<p>Pick one of the following activities to reinforce the lesson and have students complete it during the week:</p> <ul style="list-style-type: none"> • Read the book <i>Even Super Heroes Have Bad Days</i> by Shelly Becker and then engage students in guided discussion. End by having students choosing their favorite superhero character and imagining that their superhero is having a bad day. Then have them draw a picture or write a few sentences about it. https://a50c0a1a-247b-47bb-bfe5-0d93ab7e5b70.filesusr.com/ugd/891a30_9a19c8ac6b4442479579d4fb1428e7c2.pdf • Read excerpts from the book <i>Chess Rumble</i> by G. Neri. Even though there are many themes present in the book, focus on the calming/self-regulating strategies Marcus used to address the uncomfortable emotions in his life. This teacher's guide also provides additional questions, extensions and ideas – https://www.leeandlow.com/uploads/loaded_document/332/TG_Template_Chess_Rumble_2016_Teacher_s_Guide_FINAL.pdf • Read the book <i>The Bird</i> by Zeta Elliott and then engage students in guided discussion focusing on is there something you do or someplace you go that makes you feel better when you are having a bad day to emphasize calming strategies. This teacher's guide also provides additional questions, extensions, and ideas - https://www.leeandlow.com/uploads/loaded_document/542/Bird_TeachersGuide.pdf

- Have two paper plates and a fastener for each student. Tell students that, in order to remember some of the ideas on how to cope with uncomfortable feelings, they will create a wheel of calming strategies. Guide the students through the following steps:
 1. Take the first paper plate and cut out a small triangle/slice toward the middle in order to be able to see the plate that will be fastened underneath it.
 2. Insert a paper fastener into the first plate with the triangle cut out and then into the second plate so the top plate can spin over the bottom plate.
 3. Spin the top plate, and each time a new section of the bottom plate is exposed, write one of your favorite coping skills from the list that was created on the board into each section of the bottom plate. *(The students will write 10 of their favorite coping skills from the class-generated list on the bottom paper plate.)*
 4. Once all the coping skills have been written down on the bottom plate, decorate!
 5. Ask students to write their names on the bottom of their wheel so they know it is theirs, and tell them they can take it home with them or keep it in school in order to help them remember how to cope with uncomfortable feelings.
- Have students divide a piece of paper into 4 boxes. In the top two boxes have them write down a stressor that makes them flip their lid. Then, in the bottom right box have them write or draw how they typically react when those stressors are present and how it makes them feel. Then share that one of the calming strategies discussed was breathing. Then engage students in a video meditation that focuses on the breath, teaching your students to turn their attention inward and creating good habits for future meditation. After the video meditation, have students draw a picture of how they feel after the meditation in the final box. Encourage them that the picture will hopefully serve as a reminder of the benefits of breathing and mediation as a calming strategy instead of past behaviors.
<https://www.youtube.com/watch?v=CvF9AEe-ozc>

Closing Community Circle Question:

- When will you practice using calming strategies to regain control and clearly think this week/weekend? What calming strategy will you try to use?

Digital Learning Adaptations:

- Teach students digital procedures and expectations for class circles. Instead of passing around the talking piece, call on each student when it is their time to share. If the student does not wish to answer the question, just teach them to say “pass” so you know to move on to the next student.
- Ask students to tell you some things that the brain can do by virtually raising their hand to be called upon. If they need prompting suggest things like think, smell, talk, see, play, feel, taste, etc.
- Share your screen to Show the *Mindfulness and The Brain – How to Explain it to Children Infographic* to teach about the three different parts of the brain as an introduction to a video that will then go into more detail.
- Share this video and then follow-up with the following questions:
 1. Why Do We Lose Control of Our Emotions - <https://www.youtube.com/watch?v=3bKuoH8CkFc>
 - Ask the students to demonstrate the hand model for “flipping” your lid (if they need help review it with them and then have them practice)
 - What can you do to keep from flipping your lid?
 - Can you name at least one trusted adult that you can talk to about what upsets you, so that you don’t flip your lid? How can this trusted adult help you keep from flipping your lid?

- Model coping strategies that are easy to do and applicable in the home as well as school setting. For example, suggest to students that they find a safe, cozy spot in their house that they like (which can serve as a calming space/area) or model deep breathing/mindfulness. Instead of modeling, you can also show some videos with examples of calming strategies such as:
 2. Calm Down and Release the Amygdala - <https://www.youtube.com/watch?v=Zs559gulGDo>
 - Why do we need calming strategies?
 - What are some calming strategies that we could use?
 3. Even Super Heroes Have Bad Days - <https://vimeo.com/216918288>
 - Play the digital story
 - When the superheroes want to feel better, they try to do things to help them relax, like exercising or helping others. What do you do to make yourself feel better on a bad day?
 - Have students choose their favorite superhero character and imagine that their superhero is having a bad day. Then have them draw a picture or write a few sentences about it.
 4. The Bird - <https://www.youtube.com/watch?v=4ApeJ95OAUU>
 - Play the digital story
 - How does Bird learn to cope with his uncomfortable emotions? What calming strategies does he use? What is something you do or someplace you go that makes you feel better when you are having a bad day? How does it make yourself feel better?
 5. Breath Mediation for Kids - <https://www.youtube.com/watch?v=CvF9AEe-ozc>
 - How do you feel?
 - What did you notice about your breathing?
 - How could you remember to do this when you have an uncomfortable feeling so you can calm down?

Trauma Informed Tips for Teachers:

- Neuroscience shows that humans develop their abilities for emotional self-regulation through connections with reliable caregivers who soothe and model in a process called “co-regulation.” Since many children who have experienced trauma may have not experienced a reliable, comforting presence, they have difficulty regulating their emotions and impulses. Co-regulation provides a practical model for helping children learn to manage immediate emotions and develop long term self-control. (*ACES in Education*)
- Co-regulation is important because it’s one of the first steps to self-regulation. Co-regulation is modeling and guiding your students to be in “conscious control of their thoughts, feelings, and behaviors.” So – employing those coping skills with them at first, keeping a calm demeanor, deep breathing, and using empathic language. You’re assuring safety, your modeling to the child what a safe and calm body looks like, and you’re essentially regulating them with your presence. An example of this would be walking with the child to the calm corner and starting some deep breathing. Beginning to trace your finger across the “figure 8 racetrack” poster on the wall or pulling out a coloring book and some crayons to color alongside the child. (*Miss Behavior*) Basically, it is supporting the student with the calming strategy in the moment and doing it alongside of them.
- When we attempt to teach self-regulation skills without evaluating a child’s co-regulation history, we risk asking too much of them too soon. Many children simply lack the neurodevelopmental foundation upon which successful self-regulation is built. Asking them to self-regulate is like expecting a teenager drive a car without any driver-training classes. (*Dr. Mona Delahooke*)

References/Resources:

- ACES in Education, Co-Regulation with Students “At-Risk” —Calming Together <https://www.acesconnection.com/g/aces-in-education/blog/co-regulation-with-students-at-risk-calming-together>
- And Next Comes L, 40+ Calm Down Tools for Older Children <https://www.andnextcomesl.com/2016/12/calm-down-kit-for-older-kids.html?m=1>
- Blissfull Kids, Mindfulness and the Brain – How to Explain It to Children

- <https://blissfulkids.com/mindfulness-and-the-brain-how-to-explain-it-to-children/>
- Centervention, 5, 4, 3, 2, 1 Grounding Emotional Regulation Calming Activity
https://www.centervention.com/emotional-regulation-worksheets/?tx_category=emotion-regulation
- Centervention, Identifying and Coping with Anxiety Lesson – Fill Up Your Worry Cup
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- Centervention, Practicing Positive Self-Talk Worksheet
https://www.centervention.com/practicing-positive-self-talk-worksheet/?tx_category=emotion-regulation
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https://monadelahooke.com/what-to-know-before-we-teach-children-self-regulation-skills/?fbclid=IwAR0CW5OAgg3HIXP7SKiH_TmGDWlyXPRqWXfTSpAnxeay-29TzoGXTt2KxCs
- Fulton County Schools, Social Emotional Learning Remote Learning
<https://www.fultonschools.org/Page/17126>
- Indiana Department of Education, Educational Neuroscience Toolkit
https://www.doe.in.gov/sites/default/files/sebw/educational-neuroscience-toolkit-cover.pdf?fbclid=IwAR19b3g_o_xTkzGISvXngO4oyWVFiDYv7tbJJOgmciPh9yK7mJWOhc9Y
- Indiana Department of Education, Social Emotional Learning Toolkit, How Does My Body Feel
<https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>
- Lee & Low Books, The Bird by Zetta Elliott, A Teacher's Guide
https://www.leeandlow.com/uploads/loaded_document/542/Bird_TeachersGuide.pdf
- Lee & Low Books, Chess Rumble by G. Nerri, A Teachers's Guide
https://www.leeandlow.com/uploads/loaded_document/332/TG_Template_Chess_Rumble_2016_Teacher_s_Guide_FINAL.pdf
- Meditation Channel, Breath Meditation for Kids
<https://www.youtube.com/watch?v=CvF9AEe-ozc>
- Milwaukee Public Schools, Social Academic Instructional Group (SAIG) Curriculum
<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>
- Miss Behavior, What is co-regulation and why is it so important?
<http://missbehaviorblog.blogspot.com/2019/01/why-co-regulation-is-so-important.html>
- Overcoming Obstacles, Life Skills Curriculum Elementary Level Third – Fifth Grade, Coping Skills
<https://www.overcomingobstacles.org/curriculum>
- Parenting for Brain, Self-Regulation & Emotional Regulation Skills in Children
<https://www.parentingforbrain.com/self-regulation-toddler-temper-tantrums/>
- Playdoh to Plato, 24 Soothing Calm Down Jars
<https://www.playdoughtoplato.com/calm-down-jars/>
- Plum Tree Psychology, Coping Skills Activities
<https://www.theplumtree.net/coping-skills-activities/>
- Proud to be PRIMARY, Social & Emotional Learning, Self-Management, mind+heart 3-5 Curriculum
<https://www.teacherspayteachers.com/Product/Self-Management-Mindfulness-Social-Emotional-Learning-Distance-Learning-4046243>
- Second Step, Grade 5, Lesson 9: Introducing Emotion Management and Lesson 10: Calming Down
<https://www.secondstep.org/covid19support/grade-5-lessons>
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<https://www.teacherspayteachers.com/Product/Flipping-a-Lid-Parts-of-the-Brain-and-Our-Emotions-Distance-Learning-Friendly-4370860>



Social Emotional Learning Lesson 8

I'm Becoming!

4th - 6th Grade

SEL Competency: Self-Awareness		SEL Sub-Competency: Self-Confidence	
Lesson Concepts: <ul style="list-style-type: none"> I know my personal strengths and talents. I am building my confidence to accomplish tasks and tackle different life situations. 		Lesson Objectives: <ul style="list-style-type: none"> Students will identify their own strengths. Students will identify ways to help build their self-confidence. 	
Why this Lesson Matters: Kids who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they can do. Self-esteem helps kids cope with mistakes. It helps kids try again, even if they fail at first. As a result, self-esteem helps kids do better at school, at home, and with friends. (From https://kidshealth.org/en/parents/self-esteem.html)			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece White or Smart Board Computer to play videos Review activity section for needed materials 		Session Length and Pacing: <ul style="list-style-type: none"> Community Circle – 15 minutes Part 1- 20 minutes Part 2- 20 minutes Group Practice – 15 minutes Activity – 30 minutes <p>Total: 110 minutes Total</p>	
Community Circle Questions: <ul style="list-style-type: none"> What is self-esteem? What is self-confidence? Can we change self-esteem and self-confidence? 			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> How have your feeling changed about yourself since we had to leave school early and stay at home? Have you learned a new skill? Have you become more self-confident with skills or activities? 			
LESSON			
Need for Skill		Self-Confidence – “You can’t touch it, but it affects how you feel. You cannot see it, but it’s there when you look in the mirror. You cannot hear it, but it’s there every time you talk about yourself. Feeling good about yourself affects how you act and live.” www.Kidshealth.org/classroom	

Teach Learning Objectives
Model Examples & Non-Examples

Teacher Preparation: To start the lesson, review the videos below and determine which would be most appropriate for your students or show a video that you prefer.

Part 1: Students will identify personal strengths or talents

- Say, “People often mix-up terms *self-esteem* and *self-confidence*. The terms are similar, but they are different.”
- Say, “Self-esteem is how you feel about yourself. Your feelings can change from day to day and can be affected by many different situations or events. The key is that self-esteem is not fixed and can change depending on your environment, situation, or event. Self-esteem is about loving and valuing yourself and confidence is believing in yourself and trusting your abilities. These are the absolute most important traits needed to live a whole and healthy life.”
- Say, “Self-Confidence is something you can’t touch it, but it affects how you feel. You cannot see it, but it is there when you look in the mirror. You cannot hear it, but it is there every time you talk about yourself. Feeling good about yourself affects how you act and live.”
 - Say, “for example, you might be talented in the way you take good care of your pet. Knowing that you have a talent or are good at doing something makes you feel good. That good feeling is part of your self-esteem, or the way you feel about yourself. A talent can make you have such good self-esteem that it can give you courage to try new things and to make good choices. Self-Confidence is knowing what we can and cannot do and trusting in our abilities. When you are self-confident, you are more willing to take on challenges.”
 - Say, “What are you good at doing? Playing a certain game, instrument, or dancing? Making your bed or cooking? Making your mom smile? Things that you are good at doing are called your talents. Have you ever felt confident in one thing, but not another?”
- Videos:
 - <https://www.youtube.com/watch?v=M6H0w03GJrQ> “Self-Esteem: How To Feel Awesome About Being You”- RocketKids
 - Does anyone remember some of the thing the girl said about improving your self-esteem? Answer: “Do your best, Pitch In, “I Can” Attitude, Practice, Make a list of the stuff you are good at.”
 - The Art of Self-Esteem by Kid President: <https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLDWUYS8TtaHeRDrSGq3FzZ2h2cFy179A8>
 - What is your space jam?
 - We Are All Different – and THAT’S AWESOME!, Cole Blakeway <https://www.youtube.com/watch?v=sQuM5e0QGLg>
 - What is it that makes you different? What makes you jump out of bed? Cole Blakeway, a messy ten-year-old teaches us the value of celebrating differences as he describes his beautiful friendship with Steven, a 44-year-old man with Autism. In a world that gravitates to be the same, Cole Blakeway reminds us that we are all different and that is AWESOME!

	<p>Part 2: Building self-confidence</p> <p>Reflect on self-confidence and, then discuss with students that you may believe in your abilities, but sometimes we lack the confidence to excel with our abilities. There are ways to help build your confidence.</p> <ul style="list-style-type: none"> • One way to build self-confidence is not be afraid of failure. Failing does not mean you are incapable or unintelligent; it simply means that you need to re-evaluate and try again. Every time you fail and try again, your confidence will grow. • Let’s watch this quick video from Will Smith called “Benefits of Failure” https://www.youtube.com/playlist?list=PLAgD4rj7BEzQ3CeLfPKLntiYOomRt6jHx • Ask students to “Name some famous people that have failed and overcome their failures?” Discuss their failures and successes <ul style="list-style-type: none"> ○ Michael Jordan ○ J.K. Rowling ○ Oprah Winfrey ○ Dwayne “The Rock” Johnson • Say, “Another way to build your confidence is to set realistic goals based on your strengths and talents. For examples students often say, <ul style="list-style-type: none"> ○ “I’m going to be a famous YouTuber when I grow up.” ○ “I want to be a professional athlete.” ○ “My dream is to go to Yale.” • Say, “Turning your dreams into actionable goals is more challenging. Wanting to achieve something and understanding the steps it takes to achieve the dream are two different concepts that we will cover in another lesson. What I want you to focus on is understanding your strengths and how your strengths will help you set realistic goals about yourself. “
<p style="text-align: center;">Group Activity</p>	<p>Choose an activity based on your grade level.</p> <p>Activity 1:</p> <p>Write these questions on the white or smart board. Have students answer all or some these questions on a piece of paper. The instructor should also participate.</p> <ul style="list-style-type: none"> • What are my strengths? • What do you like to do for fun? • What do you wish your teacher knew about you? • What do you wish your parents or caretakes knew about you? • What do you like about school? • What do you like about yourself? • What activities can make me a better and stronger person? • What are my areas of growth (weaknesses)? • How can I use my strengths to improve my weaknesses? • Students Share their Answers: <ul style="list-style-type: none"> ○ Choose a group of students who are similar in some way (e.g., all boys in the room wearing black shoes, all girls with blue eyes, all students with birthdays in September, all students in the back row). Invite this group of students to read their answers to the first question. Encourage them to explain their choices. Express interest in and appreciation for all responses. If a student is reluctant to explain, accept this and move on.

	<p>Activity 2:</p> <ul style="list-style-type: none"> • Ask students to take out a piece of paper or interactive electronic device. Ask students to write answers to the following questions. Point out that these questions require students to think about themselves—something this course will help them learn to do. Pause after each question, allowing students time to jot down answers: <ul style="list-style-type: none"> ○ If you were a book, what book or type of book would you be? ○ If you were a character in a story or a movie, who would you be? ○ If you were a piece of clothing, what would you be? ○ If you were an animal, what would you be? ○ If you were food, what would you be? ○ If you were one of the four elements—earth, wind, water, or fire—which one would you be? • Students Share their Answers: <ul style="list-style-type: none"> ○ Choose a group of students who are similar in some way (e.g., all boys in the room wearing black shoes, all girls with blue eyes, all students with birthdays in September, all students in the back row). Invite this group of students to read their answers to the first question. Encourage them to explain their choices. Express interest in and appreciation for all responses. If a student is reluctant to explain, accept this and move on.
<p>Independent Activity to Practice Skill</p>	<p>Activity 1: (4th and 5th Grades) Using magazine pictures, images printed from the Internet, or your own drawings, create a collage that shows your interests, skills, and accomplishments. Think of it like a mirror: When you see your reflection, who is the person you see in the mirror and what's great about that kid?</p> <p>Activity 2: Poem (5th and 6th Grades) Have students read the poem “Where I’m From” by George Ella Lyon, available at www.georgeellalyon.com/where.html .</p> <ul style="list-style-type: none"> • The students will go line by line discussing what they can infer from each line and what the seemingly random objects. The students will focus on the last line of the poem where Lyon states “I am from those moments/ snapped before I budded/ leaf-fall from the family tree”. They will discuss the nature of entering adulthood earlier than planned, connection and isolation play a role in creating developing an identity. Particularly they will begin to reflect on how their family’s culture and environment have helped to shape who they are. • Have each student write a poem reflecting his or her heritage and family. They should begin each stanza with “I am from...” • The students will be asked to think of significant items in their lives, things that have helped shape their memories, family beliefs that have molded the way they believe, and a description of their place within their family. The end goal of this brainstorming session and rough draft is for students to have a better idea of where they came from and how it shaped them. • Students will use Animoto or another tool to animate their poetry and add images and music to help share where they are from and who they are. <ul style="list-style-type: none"> ○ Animoto is free

- This is an example <https://animoto.com/play/gkxKXDtpOHePgtDlc1PB7Q>

Activity 3: “Garden of Greatness” (4th and 5th Grades)

Make your own personal flower to add to a classroom display called the Garden of Greatness. This display will showcase everyone’s talents! Using art and drawing supplies, make a flower that has pictures of you and all your talents. Trace a large circle on a sheet of construction paper for the head of a flower. Draw and color a picture of you inside the flower and cut it out. Then, draw or trace leaves and petals for the flower. On each leaf and petal, draw and color a talent you have. Cut out those pieces, make a green construction paper stem, and glue all the flower parts together. Finally, attach your flower on a bulletin board to stand with your friends’ flowers and talents.

Have students brainstorm a list of things that he or she is good at, things that make them feel important, or things that made them feel unique and specials.

Pass out bright strips of colored paper (6-8) and circles pre-labeled with their names. Have students write the things they are good at on each colored strip of paper. Then, students glue the strips onto the back of the circle to make a flower. Collect flowers and staple them onto the bulletin board.



Activity 4: Multiple Learning Styles (4th- 6th Grades)

- Have students design cereal boxes with themselves as the hero on the front. Have them include “nourishing facts” about themselves, such as their proudest moments, hobbies, etc. Have them add a coupon redeemable for help with something at which they’re skilled. Have them share their boxes in small groups.

Closing Circle Question:

- Students can share or pass:
- What is one small thing you can do this week that will help you feel more confident?

Digital Lesson Adaptions:

Based on the lesson, the following can be used on a virtual platform:

- “Self-Esteem: How To Feel Awesome About Being You”- RocketKids
<https://www.youtube.com/watch?v=M6H0w03GJrQ>
 - Does anyone remember some of the concepts the girl said about improving your self-esteem? Answer: “Do your best, Pitch In, “I Can” Attitude, Practice, Make a list of the stuff you are good at.”
- The Art of Self-Esteem by Kid President: <https://www.youtube.com/watch?v=l-gQLqv9f4o&list=PLDWUYS8TtaHeRDrSGq3FZz2h2cFy179A8>
 - What is your space jam?
- We Are All Different – and THAT’S AWESOME!, Cole Blakeway
<https://www.youtube.com/watch?v=sQuM5e0QGLg>
 - What is it that makes you different? What makes you jump out of bed? Cole Blakeway, a messy ten-year-old teaches us the value of celebrating differences as he describes his beautiful friendship with Steven, a 44-year-old man with Autism. In a world that gravitates to be the same, Cole Blakeway reminds us that we are all different and that is AWESOME!

- Have students answer the following on FligGrid or another tool:
 - What are my strengths?
 - What do you like to do for fun?
 - What do you wish your teacher knew about you?
 - What do you wish your parents or caretakers knew about you?
 - What do you like about school?
 - What do you like about yourself?
 - What activities can make me a better and stronger person?
 - What are my areas of growth (weaknesses)?
 - How can I use my strengths to improve my weaknesses?

Activity 1: (4th and 5th Grades)

- Using magazine pictures, images printed from the Internet, or your own drawings, create a collage that shows your interests, skills, and accomplishments. Think of it like a mirror: When you see your reflection, who is the person you see in the mirror and what is great about that kid?
 - Have student’s post their work on a platform such as FlipGrid or they can take a picture and send it to you.

Activity 2: Multiple Learning Styles (4th- 6th Grades)

- Have students design cereal boxes with themselves as the hero on the front. Have them include “nourishing facts” about themselves, such as their proudest moments, hobbies, etc. Have them add a coupon redeemable for help with something at which they are skilled. Have them share their boxes in small groups.

References/Resources:

Roberts, E. (2012, May 1). *The Difference Between Self-Esteem and Self-Confidence*, HealthyPlace. Retrieved on 2020, May 12 from <https://www.healthyplace.com/blogs/buildingselfesteem/2012/05/the-difference-between-self-esteem-and-self-confidence>

18 Self-Esteem Worksheets and Activities for Teens
<https://positivepsychology.com/self-esteem-worksheets/>

Where I’m From
<https://www.common sense.org/education/lesson-plans/where-im-from>

OverComing Obstacles Curriculum Middle School
https://www.overcomingobstacles.org/?gclid=CjwKCAjwqpP2BRBTEiwAfpiD-8qha3GF1eC_pmhYCXO6F7B7_03nlhgbbBM4iX37oobOM8-MHZJ58hoCWqwQAvD_BwE

Self-Esteem and Confidence, the Ultimate Health Skills
<https://www.projectschooolwellness.com/how-to-boost-students-self-confidence/>

Teaching Middle Schoolers How to Write SMART Goals
<https://www.projectschooolwellness.com/teaching-middle-schoolers-how-to-write-smart-goals/>



Social Emotional Learning Lesson 9

Ready, Set, GOAL

4th – 6th Grade

<p>SEL Competency: Self-Management</p>	<p>SEL Sub-Competencies: Perseverance and Goal Setting</p>
<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • I can remind myself of the power of YET • Being perseverant can help me reach my goal • Goal setting is a skill I can use as a perseverance tool • The difference between a dream and a goal is action • Long-term goals can be broken into a series of steps or short-term goals. • I can write a specific goal with clear action steps 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Define perseverance and discuss its importance • Identify growth mindset phrases that describe effort to use when doubting oneself or his/her abilities • Understand the link between goal setting and perseverance. • Define and distinguish between short- and long-term goals • Identify a long-term goal with the short-term action steps needed to achieve it
<p>Why this Lesson Matters:</p> <p>An important foundational skill to possess is the ability to set, monitor, adapt, and evaluate his/her goals to achieve success in school and life. Goals provide students with a sense of direction, a sense of accomplishment and help define their growth and development (<i>Accent on Success</i>). Yet, students must have the motivation to persevere in overcoming obstacles to ultimately reach their goals. Research shows that perseverance is important for academic success, including educational attainment and school grades. Young people with strong perseverance skills will set goals, persist in completing a task even when challenges arise, connect a current task to future goals, and try again when they fail at doing something (<i>Insight Center</i>). Teaching children to persevere through challenges gives them the work ethic to be responsible and resilient adults (<i>Talking with Trees</i>).</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Board or chart paper and markers • Power of Yet Song - https://www.youtube.com/watch?v=J6CnrFvY94E • Worksheets or materials for activities to practice skill (based on what practice activity you select) • Coloring/writing supplies for each student • Internet access/Sound 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach: 25 minutes • Model: 15 minutes • Practice: 10 - 15 minutes • Activity: 10 - 15 minutes • Closing Community Circle: 15 minutes <p>Total: 90 -100 minutes</p>
<p>Community Circle Question:</p> <ul style="list-style-type: none"> • What is something new that you have tried to do? Have you ever tried something, and it was hard to do at first? Did you eventually accomplish it, or did you give up? Explain what happened. 	
<p>Community Circle COVID-19 Question Consideration:</p> <ul style="list-style-type: none"> • When you had school at home, what was something new you had to do? Did you have to learn something new? Did you have to do something you had always done one way, a new way? How did it make you feel? Was it hard to do at first? What happened? 	

LESSON

Need for Skill

- In life you will experience challenges. Yet, it is important to keep trying even when things are difficult. Goal setting is an important skill needed to help you persevere when things get tough. Writing specific goals provide you with a visual reminder of what you want to achieve and by when. It helps keep you on track and accountable. You will know you are successful when you can write specific goals with steps to complete them and use effort statements to keep trying when at first you do not meet your goal.

Teach Learning Objectives

- Write Perseverance on the board and put it in a word bubble. Then ask students to describe what the word means, writing their responses around it. If students struggle to define it, have them look up its meaning in the dictionary. You can also have them look up similar words such as determination, persistence, dedication, effort, and motivation.
- Share that during our self-confidence lesson, we spoke about some famous people that failed and overcame their failures. Do you think those famous people had perseverance?
- Share that perseverance means trying over and over even when something is hard or difficult. It is putting in the effort. Natural abilities only get us so far, we will have to be willing to work hard. Perseverance is being patient, staying with the task and doing your best. It is not giving up. You persevere when you work through mistakes, challenges, and failures to get what you want.
- Draw a T chart and ask students to share some examples of things that they have done already that took perseverance (for example, learning to ride a bike, learning to tie their shoe, getting an A in a particular subject, making a sports team, etc.). Chart responses on the left side of the chart.
- Then ask students to name things that they have not done yet or things that they will likely experience in their lives that will require perseverance to be successful. Chart responses on the right side of the chart.
- Share with the students that one tool to help with perseverance is to have an effort statement. An effort statement is used to keep encouraging yourself when you are facing challenges or having difficulty accomplishing something you want to do.
- Teach them the power of Yet. Tell them you say, "I can't do it YET." Then reinforce that not knowing something does not mean they never will. It just means they haven't YET. Remind them to have an attitude of "I can't do this YET" but that one day soon, they WILL. Play this song to reinforce the Power of Yet - <https://www.youtube.com/watch?v=J6CnrFvY94E>
- Follow by letting students know there are other effort statements they can use to help them persevere. For example, "I can do this," "I am going to keep trying," "I think I can," "I know I can do this," "I am doing my best," "I just haven't got this figured out YET," "I won't give up," "I can do hard things," "I can work hard," "I can learn new things," "I got this," and "Challenges help me learn."
- Next, lead the discussion toward goal setting, which is an especially important skill students can use as a perseverance tool.
- Tell students that a goal is something that you are trying to do or achieve. Define short-term goals (*goals that do not take much time to complete*) and long-term goals (*goals that one hopes to accomplish in the future*) with students.
- Tell students that many times short-term goals are the steppingstones that lead to accomplishing long-term goals. By breaking a large goal down into manageable chunks, a person is more likely to persevere and accomplish a goal. Regardless though of whether it is a long - or short- term goal, all goals will need steps that will have to be taken to reach your goal.

	<ul style="list-style-type: none"> • Goals are also very personal and can be for anything you want to achieve at home, school or in life! • Follow up with they may have sometimes heard a teacher or adult also refer to a goal as a dream. While dreams can become goals. The difference between a dream and a goal is action. That is why it is important we write our goals down. • Writing goals clarifies what you want, motivates actions, gives meaning to action, makes big things achievement, keeps you accountable and helps you reach your max potential. Most importantly it also provides you with a visual reminder of your goal! • When writing goals, it is important that you make them a specific as possible. This means that the goal is clear and describes exactly what you need to do, it has a realistic deadline or time frame and you will know when you have achieved it. • Let students know that you will now look at some examples of goal setting using specific long- and short- term goals.
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<p>Model Examples & Non-Examples</p>	<ul style="list-style-type: none"> • Say first we are going to explore specific goals. Share two examples and ask the students which goal is specific: <ol style="list-style-type: none"> 1. I am going to do better in math class. 2. I am going to learn 3 new songs on my guitar by the end of the month. • Learn 3 new songs on my guitar by the end of the month is the most specific and is the goal that is most likely to be achieved. It is clear – it states exactly what you want to do (learn new songs on my guitar). It gives you a deadline/timeframe to complete it – when you will do it (by the end of the month). And, you will know when you have achieved it - how many songs to work on (learned 3 new songs by the end of the month). • I am going to do better in math class is too vague and not specific enough. The word better could mean different things to different people. Is better getting a B or an A? When do they want to do better in math class by? This month? By the end of the first quarter/grading period? Or this year? It also does not mention how you will know you have met your goal. • Once you have a specific goal, you then need to determine the steps that need to be taken to reach it. • For example, let’s say you have a goal of passing your vocabulary test next Friday. Is this a short-term or long-term goal? (Short-term) To accomplish this what steps would you need to complete? (Have students provide some suggestions) The answer could reflect: <ol style="list-style-type: none"> 1. Do all vocabulary homework 2. Practice using this week’s vocabulary words in a sentence each day 3. Play vocabulary games on Kids Vocab or Word Joust App 4. Study the vocabulary words after school on the Thursday before my test 5. Get an A on my vocabulary test • Then remind students that long-term goals also have steps that need to be taken to reach it. Often long-term goals have many short-term goals that serve as steppingstones to make your goal more manageable to achieve. This also helps with perseverance! • For example, let’s say your long-term goal is to make the basketball team at your school or community/club team this (or next school year). Your short-term goals or action steps would be: <ol style="list-style-type: none"> 1. Decide that you want to be on the basketball team 2. Find somewhere to practice/Start practicing 3. Find out when tryouts are 4. Find someone who can help you improve the skills you are having trouble with 5. Eat well and make sure to get a lot of rest the week before tryouts 6. Try out for the basketball team
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	<p>7. Be chosen for the basketball team</p> <ul style="list-style-type: none"> Remind students that just because they have a goal and steps to accomplish it, does not mean they will always succeed. Therefore, perseverance is so important! Sometimes you will work hard and not meet your goals, but knowing you did your best will give you a sense of pride and self-confidence. So then what? Do you give up or tryout for the team again next time? That is up to you! Sometimes you will do your best, but it may be time to move on to a different goal. Or you can revise your goal and start the process over again. Either way, you will be showing perseverance as it is doing your best toward a goal, even though it is a big challenge.
<p>Practice or Engage in Role Play</p>	<ul style="list-style-type: none"> Group or pair up students. Show the following goal statements and ask the students to determine if the goals are specific or not specific. <ol style="list-style-type: none"> I want to get along better with my brother (Not Specific) I want to learn two new magic tricks this month (Specific) I want to practice Spanish online twice a week (Specific) I want to learn to play an instrument (Not Specific) I want to become an Olympic athlete in 10 years (Specific) Review the answers and then ask the students to rewrite the not specific goals to be specific. It may be helpful to share this sentence template: I (what you are going to accomplish) by (when). Have students revisit the T chart from earlier in the lesson. Ask them to select something from the right side labeled "I can't do it YET" (for example, complete all levels in a video game, get all A's or graduate from high school). Have them make it a long-term goal and develop some steps or short-term goals to achieve it. Ask some groups/pairs to share out. Share the following scenarios (or make up your own) and ask students to determine how they could show perseverance if they worked hard for a goal they did not meet. Ask them to utilize effort statements as part of their response. <ol style="list-style-type: none"> Your goal was to listen better to your teacher this week and raise your hand to be called on in class instead of blurting out. Your goal was to receive a stamp every day this week, but you only got 2 stamps in your agenda instead of 5. What can you do? You studied hard but got a 70 on your math test. Your goal was to get an 85 or higher. What can you do? Your goal is to be more organized this week by making sure you take home all your assignments to complete for homework each day. On Wednesday you left your agenda at school with your homework assignments in it. What can you do? Your goal was to learn to play a particular piece on the piano for your spring music recital. You have not learned the piece and the music recital is next week. Your teacher says you will need to play something you have already learned instead. What can you do?
<p>Activity to Practice Skill</p>	<p>Pick one of the following activities to reinforce the lesson and have students complete it during the week:</p> <ul style="list-style-type: none"> Goal Setting - Tell students that just like their dreams, their goals are personal. Only they can decide what their goals should be, only they can work for their goals, and only they can change their goals. Using one or a combination of the following handouts have students write one specific goal for school and one for home/personal life. Encourage them to consider short- and long-term goals. Make sure they also complete the steps it will take to meet their goals and how they will know they are successful. Finally, also have them write two strategies for how they will persevere to

reach their goals. You could also have younger students draw a picture of themselves completing their goal(s).

1. Overcoming Obstacles, *The Goals of Perseverance Activity Sheet* (Handout in digital folder)
 2. Simple Goal Setting Worksheet - <https://www.developgoodhabits.com/wp-content/uploads/2017/04/Simple-Goal-Setting-W-819x1024.jpg>
 3. Goals Example 1 - <https://0.tqn.com/z/g/specialed/library/goal1.pdf>
 4. Goals Example 2 - <https://0.tqn.com/z/g/specialed/library/goal2.pdf>
- Perseverance Journal – Have students create a perseverance journal to generate and monitor goals. Give students the opportunity to design the cover of their journal with inspirational images and words that will inspire them to stay motivated to persevere in meeting their goals. Share with the class that they will have time every week to check back in with the progress of their goals and write more goals in their journals. Use pages 3-5 in the digital folder called *Perseverance Journal* for more detailed instructions and supplemental handouts the students can use. Students can also look for more quotes at this website - <http://www.teachingelementaryandbeyond.com/2016/11/75-quotes-to-encourage-growth-mindset.html>
 - Goal Vision Board – Give students a blank 8x11 sheet of paper as well as art supplies, magazine clippings, pictures to print off the computer, etc. and have them create a vision board for a goal long-term goal (but obtainable in one year). The vision board can contain pictures and words for the goal itself as well as for the steps that will need to be taken to accomplish it. Find space to hang the students goal vision boards so they have a visual reminder of what they are working to achieve.
 - Have students read the poem or Show the poem “Pretty Good” by Charles Osgood and have students write poetry about a time when they persevered and did their personal best. <https://www.youtube.com/watch?v=QnkKlwF7d9Y>
 - Read *Unlimited: How Wilma Rudolph Became the World’s Fastest Woman* by Kathleen Krull, a story about Wilma Rudolph who, despite growing up battling polio, won three Olympic gold medals in track and field. After reading the story, discuss how Wilma continually faced hardships (poverty, racism, polio) and how she continued to overcome these hardships. To prompt student thinking, ask the following questions: What was the setting of Wilma’s childhood? How did this affect her life? What happened to Wilma when she was five years old, and how did Wilma respond to this hardship? Explain how Wilma was able to achieve the nearly impossible and walk again at church. What would you have done if you had been Wilma or a child with polio? What character traits helped Wilma to be successful? Remind students of the definition of perseverance and discuss how Wilma persevered to reach each of her goals, even when things did not go her way.
 - Read *I Can’t Do That Yet* by Ester Pia Cordova and engage students in conversation about perseverance. How does Enna’s attitude change once she starts saying “I can’t do that, yet” instead of “I can’t do that?” What other effort statements could Enna learn to use? Why do you think perseverance such an important trait to have? Do you think you can be successful in life without perseverance? Why or why not?
 - Engage students in a conversation about each of the following quotes. Do they agree or disagree? Brainstorm ways in which having goals can lead to a more fulfilling life. Do large goals seem frightening? How does breaking them down into smaller steps make them more manageable? Have students create posters or collages to illustrate one of the ideas in the quotes.

1. "The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach." –Dr. Benjamin Mays
2. "Success is failure with the dirt brushed off." –Mamie McCullough
3. "A journey of a thousand miles must begin with a single step." –Lao Tzu

Closing Community Circle Question:

- What is a goal you are currently working to achieve? How will you show perseverance this week/month while working to accomplish it?

Digital Learning Adaptations:

- Teach students digital procedures and expectations for class circles. Instead of passing around the talking piece, call on each student when it is their time to share. If the student does not wish to answer the question, just teach them to say "pass" so you know to move on to the next student.
- Use FlipGrid or another application to capture student responses for some examples of things that they have done already that took perseverance (for example, learning to ride a bike, learning to tie their shoe, getting an A in a particular subject, making a sports team, etc.) and things that they have not done yet or things that they will likely experience in their lives that will require perseverance to be successful. Share responses with the group.
- Play the video song of *This is the Power of Yet* to convey an effort statement - <https://www.youtube.com/watch?v=J6CnrFvY94E> and then follow up by sharing some additional statements.
- Transition into goal setting. Use one of these videos to further convey the concept:
 1. *How to Set Goals (4 Easy Steps)* - <https://www.youtube.com/watch?v=a4jnPQD7pO8>
 2. *LearnStorm Growth Mindset: How to write a SMART Goal* - <https://www.youtube.com/watch?v=U4IU-y9-J8Q>
 3. *How to Set SMART Goals* - <https://www.youtube.com/watch?v=wGbmAH4mBPA>
- Model/Practice goal example and non-examples using polls and other opportunities to respond functions.
- Utilize these other digital books, poems, and videos to further convey the topics of perseverance and goal setting:
 1. *Powerful Ture Story – Never Give Up!* - <https://www.youtube.com/watch?v=kZIXWp6vFdE>
 - What is the value in not giving up, even when the outcome is not exactly what you had hoped for?
 - It is important to know who your "go-to" people are when you need support. Who are the people in your life that will help you in finishing strong?
 2. *Goal Setting Growth Mindset* - <https://www.youtube.com/watch?v=NG3HxrW1qZk&feature=youtu.be>
 - Have students record what quotes, statements, phrases connected with them during the video.
 - How can using effort statements can help you persevere?
 3. *I Can't Do That, YET* - <https://www.youtube.com/watch?v=fwLiUCWCUrU>
 - How does Enna's attitude change once she starts saying "I can't do that, yet" instead of "I can't do that?"
 - What other effort statements could Enna learn to use?
 - Why do you think perseverance such an important trait to have?
 - Do you think you can be successful in life without perseverance? Why or why not?
 4. *Unlimited: How Wilma Rudolph Became the World's Fastest Woman* - https://www.youtube.com/watch?v=Uhu_wuYsmcA
 - What was the setting of Wilma's childhood? How did this affect her life?
 - What happened to Wilma when she was five years old, and how did Wilma respond to this hardship?
 - Explain how Wilma was able to achieve the nearly impossible and walk again at church. What would you have done if you had been Wilma or a child with polio?

- What character traits helped Wilma to be successful?
 - How did Wilma persevere to reach each of her goals, even when things didn't go her way?
5. *Pretty Good* - <https://www.youtube.com/watch?v=QnkKlwF7d9Y>
- What did you learn from the poem?
 - How can you show your personal best?

Tips for Teachers:

- Use language carefully to make the connection between hard work and success. Instead of generalized praise, "You are so good/smart/special," connect high performance and accomplishment to hard work and effort. "You got an A on your test! I can see that you really prepared and worked hard." The connection also works in the reverse. "You didn't do very well on your test. How much time did you spend studying? What can you do to get a better grade next time?" It is important that students understand the power they have over their own success and failure. (And that failure does not have to be a permanent condition!) (*Wonder Teacher, Teaching Perseverance*)
- Resist blaming students for a lack of perseverance; instead, work on improving relevancy and engagement in class. (*Common Sense Education*)
- Put failures and mistakes into a growth perspective. Some students, especially perfectionists, have an excessive fear of failure. They avoid it by giving up on subjects or activities that do not come easily. Other students mistakenly equate a failure with a lack of intelligence or talent, taking needless hits to their self-esteem. Your own reaction to failure can make a powerful impact. When your students face setbacks, explain that failure is an expected part of the learning process that helps build intelligence and stamina. Taking a matter-of-fact approach, encourage your students to analyze what went wrong, seek help where needed, and try again...and again. (*Connections Academy*)
- Give your students the chance to struggle. As a teacher, you may be tempted to rush in to help when you see your students struggling with an assignment or problem. But struggle is essential to building self-confidence, independence, and perseverance. Resist the urge to intervene immediately, thereby allowing them time to figure it out on their own. (You can always intervene later if you see the struggle is becoming unproductive or too frustrating.) By trying these approaches, you can help your student grow in tenacity and focus—character traits that contribute to success in college and in career. A bonus is that when students do succeed after struggling, the victory is all theirs. (*Connections Academy*)

References/Resources:

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- Connections Academy, How to Empower Students to Persevere
<https://www.connectionsacademy.com/support/resources/article/4-tips-for-empowering-students-to-persevere>
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- Indiana Social Emotional Learning Competencies PK-12 Lesson Plans, Growing My Mindset
<https://www.doe.in.gov/sites/default/files/sebw/sel-lesson-plans-pk-12-final-attachments.pdf>
- Insight Center, Achieve Perseverance
<http://insight.bostonbeyond.org/act-skills/achieve/perseverance/>
- Overcoming Obstacles, Life Skills Curriculum Elementary Level Third-Fifth Grade, Perseverance & Personal Best
<https://www.overcomingobstacles.org/curriculum>
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<https://www.overcomingobstacles.org/curriculum>
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Social Emotional Learning Lesson 2

Whatever, Whoever You Are, Be A Good One

7th - 12th Grade

SEL Competency: Relationships	SEL Sub-Competency: Healthy Relationships
Lesson Concepts: <ul style="list-style-type: none"> • I understand the difference between healthy and unhealthy relationships and why they occur. • I will be more aware of unhealthy behaviors related to social media. 	Lesson Objectives: <ul style="list-style-type: none"> • Students will identify characteristics of healthy and unhealthy relationships. • Students will understand why unhealthy relationships occur. • Students will be able to examine the effects of using social media on their relationships.
Why this Lesson Matters: Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences that affect self-esteem. We can develop healthy relationships with anyone, including family, friends, and peers. It takes time, energy, and care to develop positive, healthy relationships. For today’s teens, digital technology is an extension of their everyday lives. However, these new digital technologies have created a landscape in which personal boundaries are far from clear. Adolescents need guidance on the need for healthy relationships which will enable them to have a more positive outlook and do better in school. For examples students with healthy relationships are more sensitive and empathetic to others’ needs, understand how to cooperate, and negotiate, and how to communicate with others. From https://www.teacherplanet.com/content/friendship https://www.futureswithoutviolence.org/children-youth-teens/thats-not-cool/	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Computer for video • Flipchart paper, markers • Read “Teacher Preparation” sections • Read activity section to determine materials 	Session Length and Pacing: <ul style="list-style-type: none"> • Community Circle – 15 • Part 1 – 30 minutes • Part 2 and Group Practice – 30 minutes • Activity – 30-45 minutes Total - 100-125 minutes
Community Circle Question: <ul style="list-style-type: none"> • Part 1: What is the benefit of having healthy relationships with peers, family, teammates, etc.? • Part 2: How does social media impact your relationships/friendships? 	
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> • How have your relationships with peers, family, and community changed since Covid-19? 	
LESSON	
Need for Skill	During adolescence, young people learn how to form safe and healthy relationships with friends, parents, teachers, and romantic partners. Both adolescent males and females often try on different identities and roles during this time, and relationships contribute to their development. Peers play a big role in identity formation, but relationships with caring adult including parents, mentors or coaches are also important for adolescent development. However, we cannot forget the influence of social media and the part it plays in the formation of student’s identify. In this lesson we will discuss healthy and unhealthy relationship with a focus on social media. From https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html

**Teach Learning
Objectives and
Group
Activities**

Part 1: Healthy and Unhealthy Relationships

- Explain to students that the first part of the lesson will focus on healthy and unhealthy relationships and the second part will examine relationships and social media.
- Explain to students that when you talk about the term “relationships” that this could refer to friendships or being in a relationship. Many of the concepts that we discuss will apply both to friendships and being in a relationship.
- Say, “we are going to start off with a small group activity. Find 3-4 people for your group. As a group write down (white board or flipchart paper) your answer to this question, ‘What are some characteristics of a healthy relationship and characteristics of an unhealthy relationship?’ Once you have your list, then rank your top 3-5 and be prepared to share with the class. You will have 8-10 minutes.”
- Have students report out. The teacher will write common characteristics that the students identified on the board. As students are reporting out, use the terminology and definitions of the following: (from TeensHealth and The Connection Lab)
 - *Respect* – respect each other as an individual. A healthy friendship means learning about the other person and valuing what is important to them, what they like.
 - *Kindness* – being friendly towards others by showing affections, giving compliments, celebrating another person’s success, and caring.
 - *Trust* – it means that you feel that you can count on each other and that the other person will be there for you. You feel that you can say anything to that person, and they will understand you and that they will not tell anyone else. Trust is earned over time and can be lost with a broken promise.
 - *Honesty* – be honest about thoughts and feelings that you have with your friend. Show the ‘real you’, this is who your friend wants to get to know. You also need to tell the truth about problems and/or other things that may happen in the relationship.
 - *Communication* – constant communication and talking it out is how we show respect, trust, and honesty to our friends. It requires listening, sharing thoughts and feelings with each other.
 - *Gratitude* – being appreciative and thankful for the things and people in our lives.
 - *Fairness/equality*- You need to have give-and-take in your relationship. Do you take turns choosing which new movie to see? As a couple, do you hang out with your partner's friends as often as you hang out with yours? You will know if it is not balanced. Things get bad fast when a relationship turns into a power struggle, with one person fighting to get his or her way all the time.
 - *Separate identities*- In a healthy relationship, everyone needs to make compromises. But that does not mean you should feel like you are losing out on being yourself. When you started going out, you both had your own lives (families, friends, interests, hobbies, etc.) and that should not change. Neither of you should have to pretend to like something you do not, or give up seeing your friends, or drop out of activities you love. And you also should feel free to keep developing new talents or interests, making new friends, and moving forward.
- The teacher can also use some of the statements below: From TeensHealth and The Connection Lab

Healthy	Unhealthy
You feel good about yourself when you are around the other person.	You feel sad, angry, scared, or worried.
You do not try to control each other. There is an <i>equal</i> amount of give and take.	You feel that you give more attention to them than they give to you. You feel controlled.
There is good <i>communication</i> , sharing, and trust. You feel safe and trust to share secrets. (honesty and trust)	You don't communicate, share or trust. You feel there is no respect for you or your opinion.
You like to spend time together but also enjoy doing things apart. (Separate Identities)	You feel pressured to spend time together and you feel guilty when you are both apart from each other.
You <i>respect</i> each other's opinion. You listen and try to understand their point of view even if you do not always agree with them.	You feel the need to be someone that you are not.
There is <i>no fear</i> in your friendship/relationship.	You feel fear in your relationship.

- Say, "Our psychological health and physical well-being depend heavily on our ability to form relationships. As a group, you can identify characteristics of healthy and unhealthy relationships, but now let us take time to discuss why people experience times of difficulty. Problems often arise because the people in the relationships have different expectations, become distracted with other issues, or have difficulty expressing what is on their minds. Some of the issues or concerns are controllable, while others are, or are perceived to be, uncontrollable. Common problems exist in most relationships and, if they remain unresolved, can lead to a break-up." (from https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/full_document.pdf)

Teacher Preparation- On separate pieces of flipchart paper, write the four common problem areas encountered in relationships: Social Media, Extracurricular Activities/Commitment Issues, Communication, Compatibility Issues (age, values, attitude) and post these in four areas of the classroom. Divide the class into four groups and assign each group to one of the four problem areas identified.

- Tell students that there are four sheets of paper around the room with common problems in relationships. Each group will be given 1-2 minutes to brainstorm and record their ideas about possible examples related to the problem area.
- After the allotted time has expired, have the groups move to the next flipchart paper with a different problem area. The groups review the examples already recorded and offer others if they can. This process continues until each group has visited each of the four problem areas.
- Allow groups to revisit their original problem area to view additional examples offered by the other groups.

Possible Debriefing Questions

- Did you have any difficulty identifying examples under any of the problem areas? If so, under which one(s)?
- Did any of the examples seem trivial? Explain.
- Do any of the four problem areas seem more problematic than others? Explain

(from https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr12/full_document.pdf)

- Explain to students that it is important to look at their friendships and/or relationships to determine if it is “healthy” and then look at “why” the relationship could be in trouble. If you look at “why” your relationship is struggling, you may be able to fix it, but sometimes relationships cannot be fixed. If you find you need to discuss this more, please find a trusted adulted, parent/guardian, or school counselor. Next time we get together we are going to continue this conversation but through the lens of social media.

Part 2: Relationships and Social Media (from <https://www.common sense.org/education/digital-citizenship/lesson/my-social-media-life>)

- Start the lesson by asking, “What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar?”
 - Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none.
- Now ask, “What percentage of teens in the U.S. do you think are on social media?”
 - Let’s watch this quick video from “The Common Sense Census”
https://www.youtube.com/watch?v=78IMsY5f_O4
- If you have your smart phone, take it out, and look at the percentage of screen time. If you have an Apple, go to settings, and then screen time.
- Say, “As adults we are not saying that your screen time or social media usage is good or bad. We are all users and we need to learn how to navigate the social media world so we can maintain healthy relationships with our friends.”
- Now we are going to watch a short video clip
 - (7th-9th) Teen Voices: Friendships and Social Media
<https://www.youtube.com/watch?v=fBWQTb5WLg4&t=50s>
 - (10th-12th) Teen Voices: Friendships and Boundaries
<https://www.youtube.com/watch?v=yjzGxLq1Dqs&t=46s>
- Have students get in groups of 2-3 and discuss these questions:
 - What are benefits of social media?
 - You can connect with friends, share pictures of what you are doing or thinking, share exciting things you are doing, stay up to date on the latest happenings
 - What are problems or drawbacks?
 - It is distracting, you feel you have to be on it, there's pressure to be perfect, there's pressure to look like your life is great, it can make you feel sad or even depressed
 - Follow up by asking students whether they themselves have experienced any of those benefits or drawbacks.
- Explain that one negative part of social media, as shared by teens in the video, is the feeling that you must be on social media all the time. Invite students to share how they feel when they are without their phones or devices for a period. Students might mention feeling anxious, depressed, worried, or fearful they are missing out.
- Say, “overusing social media can sometimes lead to oversharing, which is sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful. For example:
 - sharing thoughts or feelings in the heat of the moment
 - sharing things, you would not want everyone to see, such as photos from a party, or you are acting silly or weird, but then it was shared with a bigger group of people
 - sharing every detail of your life like what you ate for breakfast or every thought that comes to mind

<p>Group Activity</p>	<p><i>Teacher Preparation:</i> Organize the class into five groups. Assign each group one of the statements below to discuss whether they agree or disagree and why? Each group will have 2 minutes to discuss and then they will share out. (from https://www.common sense.org/education/digital-citizenship/lesson/my-social-media-life)</p> <ol style="list-style-type: none"> 1. Building real relationships with people is much easier face-to-face. Those relationships are stronger and last longer. 2. Without social media, people would not be able to post new and creative things as easily. Artists have an outlet for their work because of social media. 3. Social media is not about connecting with other people; it is just about showing off who you want people to think you are. 4. Posting swimsuit pictures of yourself, in provocative positions, on Instagram is fine? People choose to post what they think will get the most likes or comments. 5. A good friend of yours told you that the more “Snapchat” points you have, the more popular you are. What would you say to your friend?
<p>Activity to Practice Skill (pick one activity)</p>	<p>Activity: (from https://www.common sense.org/education/digital-citizenship/lesson/my-social-media-life)</p> <ul style="list-style-type: none"> • In your group, choose <u>two</u> of the resources below to review. <ol style="list-style-type: none"> 1. Snapchat Streaks Are Not Friendship: Since when did we maintain friendships without actually talking? https://www.theodysseyonline.com/snapchat-streaks-worst 2. Healthy vs Unhealthy Relationships https://www.theodysseyonline.com/snapchat-streaks-worst 3. Frientimacy: The 3 Requirements of All Healthy Friendships by Shasta Nelson (watch 0:00-8:00) https://www.youtube.com/watch?v=hmJyWreER7A • As you review the resources, capture your thoughts by answering: <ul style="list-style-type: none"> ○ What does the source say about quality relationships? ○ Do you agree with the key points in this resource? Why or Why not? ○ How did the sources make you think differently about healthy relationships?
<p>Closing Circle Question: Identify one strategy, concept, or idea you have about improving relationships in your life.</p>	
<p>Digital Learning Adaptations:</p> <p>Part 1:</p> <ul style="list-style-type: none"> • Short video clip on “Healthy Relationships” https://www.youtube.com/watch?v=it7ewj7cpQ4 <ul style="list-style-type: none"> ○ Have students answer, “What are some characteristics of a healthy relationship and characteristics of an unhealthy relationship?” Once you have your list, then rank your top 3-5 and be prepared to share with the class (teacher selects platform). • Have students write a poem, song or develop a video These questions are: <ul style="list-style-type: none"> ○ What characteristics can you bring to a peer relationship? ○ What characteristics are you looking for in a friend? ○ What characteristics are you NOT looking for in a friend? <p><i>Possible Debriefing Questions</i></p> <ul style="list-style-type: none"> • Did you have any difficulty identifying examples under any of the problem areas? If so, under which one(s)? • Did any of the examples seem trivial? Explain. • Do any of the four problem areas seem more problematic than others? Explain. 	

Part 2:

- Now we are going to watch a short video clip
 - (7th-9th) Teen Voices: Friendships and Social Media <https://www.youtube.com/watch?v=fBWQTb5WLg4&t=50s>
 - (10th-12th) Teen Voices: Friendships and Boundaries <https://www.youtube.com/watch?v=yjzGxLq1Dqs&t=46s>
- Have students answer these questions or develop a video answer these questions:
 - What did teens say were some benefits of social media?
 - What did they identify as problems or drawbacks?
 - Discuss your own experiences on social media. Pros and cons?

Activity: (from <https://www.common sense.org/education/digital-citizenship/lesson/my-social-media-life>)

- Have students, choose two of the resources below to review.
 - Snapchat Streaks Are Not Friendship: Since when did we maintain friendships without actually talking? <https://www.theodysseyonline.com/snapchat-streaks-worst>
 - Healthy vs Unhealthy Relationships <https://www.theodysseyonline.com/snapchat-streaks-worst>
 - Frientimacy: The 3 Requirements of All Healthy Friendships by Shasta Nelson (watch 0:00-8:00) <https://www.youtube.com/watch?v=hmJyWreER7A>
- As you review the resources, capture your thoughts by answering:
 - What does the source say about quality relationships?
 - Do you agree with the key points in this resource? Why or Why not?
 - How did the sources make you think differently about healthy relationships?

References/Resources:

Friendship

<https://www.teacherplanet.com/content/friendship>

Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation

https://www.edu.gov.mb.ca/k12/cur/physlth/frame_found_gr12/full_document.pdf

Healthy Relationships in Adolescence

<https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html>

Healthy Relationships Toolkit - Teenagers

<http://www.socialworkerstoolbox.com/healthy-relationships-toolkit-teenagers/>

Healthy Relationships

<https://www.connectspartanburg.org/healthy-relationships-teens>

TeensHealth from Nemours

<https://teenshealth.org/en/teens/>

Peer Relationship Lesson Plans

<https://www.mcgill.ca/connectionslab/resources>

My Social Media Life and Rewarding Relationships

<https://www.common sense.org/education/digital-citizenship/lesson/my-social-media-life>



Name: _____

Date: _____

Walk a Mile in Another Person's Shoes

Instructions: With a partner, read through the scenarios, select two of them, then discuss what's happening. What are the characters feeling? How do their actions and words show this? How are they not being empathetic? Next, role-play the situations using strategies that show empathy toward one another.

1

A group of students is milling about in the hall. Micah teases Adam, a younger student, about not making the soccer team, and Adam argues back. The argument escalates to a shouting match.

2

You're excited to go out with your friends on Friday night, but your mom wants you to go out to dinner with the family. You refuse, your mother grounds you, and you storm to your room.

3

Sarah is telling Jeanne how hurt she is by her recent break-up with her boyfriend, but Jeanne isn't really paying attention and keeps changing the subject. Sarah eventually yells at Jeanne for not listening to her.

4

The bell is about to ring, and everyone is rushing to their next class. In the rush, Samantha accidentally knocks books out of Dan's hands. Everyone laughs and keeps moving on while Dan turns red and scurries to pick up his books.

5

You get your math test back only to discover you got a low grade. You're not surprised because you've been really busy getting ready for the school play, but when your friend picks up the test and starts showing everyone, you feel angry and embarrassed. You rip the test out of his hand and stomp away.

6

You have a big date this weekend and really want to borrow one of your sister's sweaters. When you ask her to borrow it, she says no because she doesn't want it to get ruined. You beg her, explaining that the date is very important, but she won't budge.



Social Emotional Learning Lesson e

You, Me, Empathy!

7th - 12th Grade

SEL Competency: Social Awareness	SEL Sub-Competency: Empathy
Lesson Concepts: <ul style="list-style-type: none"> • I can put myself in another’s shoes, see the other person’s point of view and understand the other person’s feelings 	Lesson Objectives: <ul style="list-style-type: none"> • Definition and understanding of empathy and sympathy • How to empathize with others?
Why this Lesson Matters: Empathy is important for how we get along with people. Whether you can be a good friend, get hired for a job, be successful with a team of others... all of those things depend on being able to understand how other people might see a situation and how they are feeling. Empathy is at the root of all healthy relationships. It helps you know how your actions affect others, what actions you need to take to be a good friend or teammate, and it helps you understand more about the people and the world around you. (www.talkingtree.com)	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Computer to show video • <i>Walk a Mile in Another Person’s Shoes</i> Handout • Review activity for possible materials 	Session Length and Pacing: Community Circle – 10 minutes Lesson, Group Activity and Role Play – 30 minutes Activity – 20-30 minutes Total - 60-90 minutes
Morning Circle Question: <ul style="list-style-type: none"> • What is empathy, and how is it different from sympathy? List some actions that show the differences between empathy sympathy. • What does this phrase mean? “Don’t criticize someone until you’ve walked a mile in their shoes.” • Why do you think it is easier for some people to empathize with others? What makes it difficult to show empathy? • What images of empathy do you see around you on TV and in the movies? What effects do you think the media might have on how we act toward other people? https://classroom.kidshealth.org/classroom/9to12/personal/growing/empathy.pdf	
Morning Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> • What are feeling you have about Covid-19? • Did someone help you understand your feelings? • Could you tell how other people felt about Covid-19? 	
LESSON	
Need for Skill	Empathy is important for how we get along with people. Whether you can be a good friend, get hired for a job, be successful with a team of others... all of those things depend on being able to understand how other people might see a situation and how they are feeling. Empathy is at the root of all healthy relationships. It helps you know how your actions affect others, what actions you need to take to be a good friend or teammate, and it helps you understand more about the people and the world around you. (www.talkingtree.com)

Teach Learning Objectives and Examples

- Say, “Today we are going to talk about empathy, sympathy and perspective taking. To start the lesson we are going to watch a video titled “Empathy Can Change the World.” While you are watching think about your definition of empathy.
 - “Empathy Can Change the World”
https://www.youtube.com/watch?time_continue=143&v=aU3QfyqvHk8&feature=emb_logo
 - Ask students to share their definition of empathy.

- Say, “the definition of empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It is the ability to “put yourself in someone else’s shoes” and to understand the way a situation might make them feel.” (www.talkingtree.com)

Say, “first, empathy is about sharing an emotion with someone, or feeling the way they feel, even if you aren’t in the same situation. When you feel an emotion along with someone, even if you are not directly affected by whatever is causing their situation, that’s empathy.” (www.talkingtree.com)

- Provide these examples:
Example 1: Have you ever felt sad with a friend just because he was sad? That’s empathy! So for example, if you feel sad with your friend because he didn’t make the soccer team (even though you aren’t affected by him not making the team)... that’s empathy. Sharing his sadness is a kind of empathy. (www.talkingtree.com)

Example 2: Have you ever been with a friend who just got a girlfriend and he’s so excited and you get super excited too? If you are feeling excited that’s empathy. Being excited with and for your friend is a kind of empathy. (www.talkingtree.com)

- *Sympathy:* Say, “Sympathy sounds like empathy, but they are different. Sympathy is having a shared feeling of pity, sorrow, sadness, compassion, etc. for another person. Sympathy is feeling for while empathy is feeling with.”
<https://www.teachthought.com/learning/difference-empathy-sympathy/>

Example: A fellow classmates broke his leg and you watch him struggle to get down the hallway with his crutches. If you are thinking, “wow, that really stinks” then that sympathy.

Example: Your boyfriends Grandmother died, so you send him and his family a card. You are feeling sad for him and his family, this is sympathy.

- *Perspective Taking:* Say, “Is about being able to understand someone else’s way of looking at a situation, even if you see it differently. We often call this “putting yourself in someone else’s shoes” and it means you see things from their point of view, or from their perspective. Having empathy means you can step back from the way you see a situation and think about how someone else might feel from their side of the story.” (www.talkingtree.com)

Example 1: Have you ever thought a game was really fun but your friend felt it wasn’t fair? If you saw your friend was bothered by the game and understood she was not having a good time even though you were... that’s empathy. You showed empathy by understanding how things felt from her side of the situation. (www.talkingtree.com)

	<p>Example 2: Have you ever noticed that your mom is frustrated while she’s tidying up your room? You have taken a shower and left your wet towel and dirty clothes on the floor. But you think about it from your mom’s perspective and realize that she does not like picking up a messy space and she feels frustrated at having the extra work. When you look at the situation from your mom’s side of the story (from her perspective) and understand how she might be feeling... that’s empathy. (www.talkingtree.com)</p> <ul style="list-style-type: none"> • Say, “we will discuss perspective taking more in another lesson, so the remainder of this lesson will be on empathy.”
<p>Group Activity</p>	<p><i>Teacher Preparation:</i> Watch the video “2019 404 Empathy Day Pilot Recap” at https://socialmediaweek.org/blog/2019/10/smw-partners-with-facebook-to-host-first-ever-empathy-day/ (scroll to the bottom of the webpage)</p> <ul style="list-style-type: none"> • Say, “Empathy involves all aspects of how we communicate, which includes how we communicate and respect people using social media. We are going to watch a video that discusses empathy and how we interact with social media. In October of 2019, a group of high school students came together with some Instagram, Twitter and Facebook influencers to address negative social media comments and how they are encouraging followers to pay it forward with positive comments, lets listen to the recap of their work together.” • Play https://socialmediaweek.org/blog/2019/10/smw-partners-with-facebook-to-host-first-ever-empathy-day/ • Ask students the following after watching the video: <ul style="list-style-type: none"> ○ How is empathy related to social media? ○ What is good about social media? Possible answers: <ul style="list-style-type: none"> ▪ stay connected with friends and family ▪ volunteer or get involved with a campaign, nonprofit, or charity ▪ enhance their creativity by sharing ideas, music, and art ▪ meet and interact with others who share similar interests ▪ communicate with educators and fellow students ○ What are some bad things about social media? Possible answers: <ul style="list-style-type: none"> ▪ post photos of themselves online or use their real names on their profiles ▪ reveal their birthdates and interests ▪ post their school name and the town where they live ▪ say mean things about people, start rumors ○ Tell students about the “WWGS?” (What would Grandma Say?) rule before they post on social media. Would you want your teacher, future bosses, parents, college admissions officers to see? (https://kidshealth.org/en/parents/social-media-smarts.html)
<p>Role Play</p>	<p>Say, “We have reviewed the definition of empathy, I’ve provided you with some examples, and we discussed how to be empathetic with social media. Now let us practice.”</p> <p>Directions: Use the “Walk a Mile in Another Person’s Shoes” handout. With a partner, read through the scenarios, select two of them, then discuss what is happening. What are the characters feeling? How do their actions and words show this? How are they not being</p>

	empathetic? Next, role-play the situations using strategies that show empathy toward one another.
Activity to Practice Skill	<p><i>Teacher Preparation:</i> Read both activities and decide which activity is appropriate for your class. For Activity 1, decide if this activity will apply to your class, grade level or whole school. Determine if the messages will be posted on social media and/or the school. Break students into groups or have them work independently.</p> <p>Activity 1:</p> <ul style="list-style-type: none"> Life can be so hectic that we may not always take the time to try to be sensitive to other people’s feelings and experiences. To help remind students throughout school about trying to be empathetic, we are going to create Public Service Agency messages to share on social media and print to post around the school or classroom. First, come up with a catchy, memorable phrase or sentence that serves as a friendly reminder to be empathetic and sensitive to other people’s feelings and experiences. Then create or download images that illustrate or complement your message. https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf) <p>Activity 2: This can be done independently or assign partners/groups.</p> <ul style="list-style-type: none"> Find or create a poem, song, or scene in a story or TV show and discuss how it portrays empathy.
<p>Closing Circle Question:</p> <ul style="list-style-type: none"> How will you practice the skill of recognizing another’s feelings this week? Who will be your first person to practice with? 	
<p>Digital Learning Adaptations:</p> <p>Lesson: Watch the video “What is Empathy?” at https://www.youtube.com/watch?v=icIIUdTEQnU and “Empathy Can Change the World” https://www.youtube.com/watch?time_continue=143&v=aU3QfyqvHk8&feature=emb_logo Have students answer the following questions:</p> <ul style="list-style-type: none"> What is empathy, and how is it different from sympathy? List some actions that show the differences between empathy sympathy. What does this saying mean? “Don’t criticize someone until you've walked a mile in their shoes.” Why do you think it’s easier for some people to empathize with others? What makes it difficult to show empathy? <p>Activity: Showing empathy toward others can be tough to do, especially when you are experiencing strong emotions yourself. Watch a 30- minute, age-appropriate TV show and use the handout to examine the ways characters on the show are sensitive to other people and ways that they are not. Once you have completed the chart, pick one situation from the TV episode and determine how the characters might have acted more empathetically. Rewrite the scene with these revisions. (https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf) Send to teacher</p>	
<p>References/Resources: <i>Social Academic Instructional Group Curriculum</i> https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm</p> <p>Empathy 9-12: KidsHealth in the Classroom https://teenshealth.org/classroom/9to12/personal/growing/empathyPRE_1-20-11.pdf?ref=search</p>	

Teaching Kids to Be Smart About Social Media

<https://kidshealth.org/en/parents/social-media-smarts.html>

Indiana, Department of Education Educational Neuroscience Toolkit: Built Upon A Neurodevelopmental Culturally Responsive Framework.

<file:///C:/Users/DavisTara/Metropolitan%20Regional%20Education%20Service%20Agency/School%20Climate%20Team%20-%20General/SEL%20Project/Resources/educational-neuroscience-toolkit-cover.pdf>

The Difference Between Empathy and Sympathy <https://www.teachthought.com/learning/difference-empathy-sympathy/>

Help Us Spread #Actsofempathy During Empathy Week <https://socialmediaweek.org/blog/2019/10/smw-partners-with-facebook-to-host-first-ever-empathy-day/>



Social Emotional Learning Lesson 4

Respect is Cool!

7th - 12th Grade

SEL Competency: Social Awareness		SEL Sub-Competency: Respect	
Lesson Concepts: <ul style="list-style-type: none"> I understand the definition of respect. I understand how to be respectful towards others. 		Lesson Objectives: <ul style="list-style-type: none"> Build an understanding of respect and respectful behavior. Develop a perspective on how to respect others through kindness and positive talk. 	
Why this Lesson Matters: <p>Students need to learn to respect themselves and others. We live in an ever-changing world with people from various cultural, educational, and religious backgrounds. Respect means to demonstrate “high regard” for or special attention to something or someone. However, this definition alone does not provide us the guidance, in regards, what that something is or who that someone is. The requirements for respect must be considered from both a social and individual perspective. Most individuals learn the basic social guidelines for respect as children. These basics, combined with community consensus about respectful behavior, define standards to guide our interactions with others. Our own definitions of respect are influenced by our personality, emotions, preferences, and cultural context. (From https://www.c-q-l.org/resources/articles/respect-what-does-it-really-mean/ and http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/)</p>			
Materials: <ul style="list-style-type: none"> Community circle centerpiece and talking piece Flipchart and markers Review the section “Group Practice” to determine materials and teacher preparation Review the section “Activities” to determine materials and teacher preparation 		Session Length and Pacing: <ul style="list-style-type: none"> Community Circle – 15 minutes Lesson and Examples– 30 minutes Group Practice – 15-20 minutes Activity –30-60 minutes <p>Total - 90-125 minutes</p>	
Community Circle Question: <ul style="list-style-type: none"> Who deserves more respect: Dogs or cats? Apples or oranges? Pie or cake? http://www.centerforrestorativeprocess.com/blog/a-circle-on-the-topic-of-respect 			
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> Why do you think it is important that friends, family, and neighbors help each other right now? What was something that you did for someone that was helpful or kind during quarantine? 			
LESSON			
Need for Skill		<p>Students need to learn to respect themselves and others. We live in an ever-changing world with people from various cultural, educational, and religious backgrounds. Treating people with respect makes the world better, especially at home, at school, or out in one’s community. Respect includes qualities like acceptance, courtesy, manners, being considerate of the feelings of others, peacekeeping, and appreciating differences. From https://www.c-q-l.org/resources/articles/respect-what-does-it-really-mean/ and http://www.goodchoicesgoodlife.org/choices-for-young-people/r-e-s-p-e-c-t/)</p>	

<p>Teach Learning Objectives</p>	<p><i>Teacher Preparation:</i> Write the following sentence starters on the board. Have students work in small groups. Have students brainstorm and record student responses on the board or flipchart. You may have to assist by providing a couple of examples.</p> <ul style="list-style-type: none"> • <i>What is RESPECT?</i> • <i>What does respect look like... waiting one's turn, helping people</i> • <i>What does respect sound like... using phrases like "please and thank you"</i> • <i>What does respect feel like... being caring, safe, healthy</i> <ul style="list-style-type: none"> • After all the words and/or descriptions have been written, ask students the following questions: <ul style="list-style-type: none"> ○ Which words are related to respecting others? ○ What are other ways people show respect for others? ○ What is the proper way to talk to others as it relates to respect? ○ Are any of the words listed related to self-respect? ○ What are other ways people respect themselves? ○ How are healthy behaviors, e.g., not vaping, related to self-respect? ○ How is respecting others and self-respect related when it comes to dating? • Divide the class into small groups of students. Have each group brainstorm on a sheet of paper how they would like to be treated when their classmates speak to them. Encourage them to think about ideas like respect, eye contact, non-threatening body language, inclusivity, and politeness. Ask students to use positive statements that begin with; "People respect me when they..." • Ask some of the groups to share their statements. Point out to students that when people are respectful of others, when they include everyone in a group, and when they are polite, they in fact are being empathetic. • Ask students whether they think speaking positively to or about someone has more impact when said in person or online. What about when they speak negatively to a person or about someone? Why do they think that this has impact? • Explain to students that hate speech is defined by Dictionary.com as "speech that attacks, threatens or insults a person or group on the basis of national origin, ethnicity, color, religion, gender, gender identity, sexual orientation or disability." Ask them how they feel when they witness, experience, or send hate speech or they post negative comments on social media. How does verbal online behavior affect the lives of the individuals that are the targets? What actions, if any, do they take when they themselves, or their friends, receive hate speech or negative comments on social media? <p>(From https://www.tolerance.org/classroom-resources/tolerance-lessons/constructively-engaging-in-digital-communities)</p>
<p>Group Practice</p>	<p><i>Teacher Preparation:</i> This will be a 4-Corners Activity. You will need four large pieces of paper or post-its. On poster one, write "Do Nothing," poster two, "Respond," poster three, "Something Else", and poster four "Report". On each post-it write the word "Explain," just below the heading.</p> <ul style="list-style-type: none"> • Write the following scenarios on the board or read them aloud. <ul style="list-style-type: none"> ○ A couple you know is going through a nasty breakup. Both are your good friends. You read a post on social media that trashes one of them.

	<ul style="list-style-type: none"> ○ A good friend of yours recently got into an argument with another student. That student sent a racially insensitive text to your friend, and you and others saw a screen shot of the exchange. ○ A student you do not know is being bullied online through social media posts. Other students and members of the community are questioning his gender. Some of your friends are the worst offenders. ○ A photograph and story of you in an embarrassing circumstance has been posted online and portrayed as a real news story. ○ Some students you do not know are spreading a nasty story about you on social media. Your friends think it is true and begin to ignore you. <ul style="list-style-type: none"> ● To start the next activity, remind students that they have the power to escalate or de-escalate a situation through their words and actions. Ask students to think about what they would do under the same scenarios they just examined as a class. ● Read each scenario and ask students to move to the corner that best describes how they would react to that scenario. Once they have made their selections, have the group in each corner explain their reasons. Have students state whether they think their action would escalate or de-escalate the situation. ● To debrief, discuss the following: <ul style="list-style-type: none"> ○ Why are positive comments important to you? How do they affect your life? ○ When people are experiencing some difficulty—such as arguments, friendship breakups, false accusations, or harassment—why is it better not to make negative comments? ○ What responsibility do you have for your online communication? ○ How can you help encourage all students to take this responsibility seriously? <p>Activity is from: https://www.tolerance.org/classroom-resources/tolerance-lessons/constructively-engaging-in-digital-communities</p>
<p style="text-align: center;">Activity to Practice Skill</p>	<p><i>Teacher Note:</i> Choose an activity or multiple activities for your students.</p> <p>Activity 1: This activity is an extension of the “Group Practice”</p> <ul style="list-style-type: none"> ● Place students into small groups and have them identify the lessons they have learned in this activity. Have each group develop class guidelines for online and in-person communication based on what they have learned. When they have finished, groups should present their ideas to the class and have the class vote on the best ones. Post the final guidelines in your classroom. <p>Activity 2: Have the class develop a Public Service Announcement (PSA).</p> <ul style="list-style-type: none"> ● Step 1: “What is respect, <i>What does respect look like? What does respect sound like? What does respect feel like?</i>” ● Step 2: Watch sample PSAs on Respect, for example, “Respect” https://www.youtube.com/watch?v=F7zPzFSrmiw or “Respect” PSA https://www.youtube.com/watch?v=2iwBah_Avw8 ● Step 3: Research and Plan <ul style="list-style-type: none"> ○ Have students research and take notes on facts, statistics, and solutions ○ Methods to engage audience ○ Introduce the problem, ○ Offer solutions or call to action ● Step 4: Create a visual storyboard

- Sketch how the PSA will look from frame to frame
- Determine descriptions, camera angles, audio
- **Step 5:** Create and Edit your PSA to around 60 seconds
- **Step 6:** Publish and Share your PSA

Closing Circle Question:

- How will you promote respect?

Digital Learning Adaptations:

Teacher Preparation: Watch the videos to make sure it will resonate with your students or choose a video that you prefer.

- Tell students that they will watch a video on respect. While watching the video have them take notes on their observations of respectful and disrespectful behaviors.
 - “Video that will change your life. I have no words left.” <https://www.youtube.com/watch?v=PT-HBI2TVtI>

Activity: Have students pick a writing prompt. Depending on the grade level determine how many paragraphs need to be written.

- What does respect mean to you?
- We should show respect to authority, but does that mean doing everything they ask of us? Should we comply even if it is against our beliefs and/or rights?
- How can someone earn respect? Is it comparable to currency? Can you earn it in increments and spend it just the same?
- Is it judgmental to say “that person has no self-respect” when referring to another person?
- Think about the lyrics to the song RESPECT by Aretha Franklin. What do they mean to you? Do they relate to you in any way?
- Can you be respectful toward another person without respecting them?
- In what ways do you demonstrate self-respect?

Have students post activities to FlipGrid or another platform to demonstrate their work.

References/Resources:

Teaching Respect in the Modern Classroom

<https://proudtobeprimary.com/teaching-respect-in-the-classroom/>

Bullying and Diversity Lesson: What’s Your Name?

https://www.educationworld.com/a_lesson/00-2/lp2061.shtml

A Circle on the Topic of Respect

<http://www.centerforrestorativeprocess.com/blog/a-circle-on-the-topic-of-respect>

Teaching Guide: Respecting Others

www.goodcharacter.com

Teaching Kid the Importance of Respect

<https://freespiritpublishingblog.com/2016/09/13/teaching-kids-the-importance-of-respect/>

Respect. What does it really mean?

<https://www.c-q-l.org/resources/articles/respect-what-does-it-really-mean/>

Teaching Guide: Respecting Others

https://www.goodcharacter.com/middle_school/respecting-others/

Constructively Engaging in Digital Communities

<https://www.tolerance.org/classroom-resources/tolerance-lessons/constructively-engaging-in-digital-communities>

Public Service Announcements: A How-To Guide for Teachers

<https://www.teachwriting.org/blog/2018/4/11/public-service-announcements-a-how-to-guide-for-teachers>

Respect Others. Respect Yourself.

<http://headsup.scholastic.com/sites/default/files/NIDA14-CDC-PTG.pdf>

Guess What I Am Game

Tom and Jerry	Macaroni and Cheese
Scooby Doo	Peanut Butter and Jelly
Batman	Thunder and Lighting
Black Panther	Nemo
Han Solo	Mashed Potatoes and Gravy
Buzz Lightyear	Bacon and Eggs
Mario	Barack Obama
Snoopy	Tarzan
Ham and Cheese	Fried Chicken
Oprah Winfrey	Will Smith
Jennifer Lopez	Shakira

Pantomime Activity

Directions: Please print and cut out each pantomime scenario and put them in a hat or jar.

Subject choking in restaurant, needing help; others' reactions

Subject coming home late, parents waiting up angry

Subjects walking down scary street late at night

Subjects playing a practical joke on someone

Subjects finding out their favorite celebrity is coming to town

Subjects receiving a bad grade on a test they thought they'd done well on

Subjects arguing about a sporting event

Subject learning his/her pet has died; others' reactions

Subject opening a gift, surprised at contents; others' reactions

Subjects encountering students from rival school at the mall

Subject begging parents for car, parents resisting

Subject can't find ride home from school, when younger siblings need childcare; others' reactions



Social Emotional Learning Lesson 5

“You Can’t Handle the Truth”

7th – 12th Grade

SEL Competency: Relationship Skills	SEL Sub-Competency: Communication
Lesson Concepts: <ul style="list-style-type: none"> • I will use appropriate words and actions with peers and adults. • I will recognize and analyze nonverbal cues when communicating with others. • I will use active listening skills when someone is communicating with me. 	Lesson Objectives: <ul style="list-style-type: none"> • Students will learn that using words responsibly is part of being an effective communicator. • Students will identify and analyze nonverbal cues to communication. • Students will learn active and listening skills.
Why this Lesson Matters: <p>“Knowing when and how to express yourself, recognizing nonverbal cues, and being able to discern what is important when someone speaks can be key factors in building interpersonal relationships. Communication is what we do to gain mutual understanding; it is the process of sending and receiving messages. Successful communication occurs when there is understanding. Communication can be verbal, using oral language to convey a message, or nonverbal, including facial expressions, body language, text or written based language. Teaching young people how to communicate effectively helps them maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.”</p> <p>From http://www.sdca.org/office/girlonlytoolkit/toolkit/got-05-communication.pdf</p>	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Post-It Notes • Flip Chart Paper • Markers • Computer for videos • <i>Pantomime</i> Handout • <i>Guess Who I Am</i> Handout 	Session Length and Pacing: Community Circle – 15 minutes Part 1 of Lesson – 35 minutes Part 2 of Lesson - 30 minutes Part 3 of Lesson – 30 minutes Activity – 20 minutes Total - 110-130 minutes
Community Circle Question: This lesson has three parts, so there is a community question for each part. <ul style="list-style-type: none"> • <i>Part 1:</i> Describe someone who is a responsible speaker and someone who is not a responsible speaker (no names). Which one do you trust more? Why? • <i>Part 2:</i> How can things like tone of voice, facial expressions, or body language, change the meaning of the words we are saying? • <i>Part 3:</i> When we are listening to someone, what should we do to make sure they know we are listening to them? 	
Community Circle COVID-19 Question Consideration: <ul style="list-style-type: none"> • What has been communicated to you about Covid-19? • What questions do you have about Covid-19? • Without using words, how would you express your feelings about Covid-19? 	
LESSON	
Need for Skill	The purpose of this lesson is to help students with their verbal and nonverbal communication and active listening skills. Teaching young people how to communicate effectively helps them

	<p>maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.</p>
<p>Teach Learning Objectives</p>	<p><i>Teacher Preparation:</i> Before class, write on the board “speaker + listen = communication.” Then set up the clip of the famous courtroom confrontation scene from <i>A Few Good Men</i> between Tom Cruise and Jack Nicholson.</p> <ul style="list-style-type: none"> • <i>A Few Good Men</i>, “You can’t handle the truth!” https://www.youtube.com/watch?v=W7RH8kSkXIY <p>Part 1: Students will learn verbal and nonverbal communication to help them be more effective in school and maintain healthy relationships. This lessons is from OvercomingObstacles https://www.overcomingobstacles.org/portal/curriculum/highschool And StudentPaths https://studentpaths.com/stpa/wp-content/uploads/2014/07/Comm-Non-Verbal.pdf</p> <ul style="list-style-type: none"> • Begin class today by circling the word “speaker” in the equation on the board: “responsible speaker + active listener = communication.” Tell the students they will be focusing on this part of the equation and its importance to communication. • Say, “Human communications are generally divided into three parts: speaking, listening, and nonverbal. A study at UCLA of human interpersonal communication once offered that the nonverbal parts of our communication make up 93% of our overall effectiveness as communicators. Broken down further, the study suggests that, for effective communicative performance: 7% of the impact came from the words used, 38% from the voice quality, and 55% from other nonverbal cues. Nonverbal cues are facial expressions, eye contact, posture, and hand movements. Throughout this lesson we will address verbal expression, nonverbal communication, and active listening. • Tell students that they are going to watch a video clip of the famous courtroom confrontation scene from <i>A Few Good Men</i> between Tom Cruise, playing a lawyer sent to investigate the death of a marine, and Jack Nicholson, playing the head of the military base where the marine died. • Give students the background by explaining that at this point in the film, Cruise suspects that there has been a cover-up in the death of the marine. He suspects that Nicholson’s character gave an order that resulted in the death. • After viewing the clip, discuss the power of words. <ul style="list-style-type: none"> ▪ Ask questions such as the following: <ul style="list-style-type: none"> • What power do words have for Cruise in this movie? (Words will provide information that can help him determine whether a cover-up has taken place.) • How did Nicholson and his staff use words in this movie? (They used them to lie and cover up what really happened.) • What was the “truth” that Nicholson thought a civilian could not handle? (In his mind, the military must toughen up its soldiers to face the horrors of war by any means necessary. He views these methods as needed, and says that the death, though tragic, was beneficial.) ○ Say, “we have the ability to control what we say and how we say it, so we need to be responsible speakers. Words have consequences. I have some more questions for us to discuss related to the movie <i>A Few Good Men</i>.” <ul style="list-style-type: none"> ▪ How did Nicholson use words in the courtroom scene in this speech? (He used them to rationalize, or justify, his unjustifiable behavior.) ▪ Is this an example of speaking responsibly? (Absolutely not; covering up the truth is a manipulation of words to deceive someone.)

- Does Nicholson take responsibility for his use of words? (Yes; he believes he is doing a great service to his country by “toughening up” the military. He has thought things through and believes that what he is doing is right.)
- What are the consequences of his words? (He has now been exposed.)
- What will be the consequences of his actions? (He will likely receive a dishonorable discharge from the military, face a court martial, and go to jail.) Conclude the discussion by saying, “Words are powerful, so be careful and think about the consequences of your words, since you must take responsibility for them. Remember, if the words come out of your mouth, they are yours.”

Group Activity:

Teacher Preparation: Print the handout “Tell Me About Yourself.” You will need 5 copies.

- Tell students that our words create an impression, so it is important to use words in ways that show respect for ourselves and for the people around us. In a job interview, for example, a prospective employer can learn a lot about you based on what you say and how you say it.
- Ask for two volunteers to read the interview cases from the handout labeled “Tell Me About Yourself.” Have volunteers act out the roles of the interviewer, candidate 1, and candidate 2, improvising actions as they speak.
- Ask students in the audience to listen carefully to these interviews, thinking about what the candidates say and how they say it. Have students list the strengths and weaknesses of each candidate.
- Write their responses on the board.
 - (Candidate 1 is fast, strong, and athletic, but is boastful and has no related experience. He treats the job lightly and makes promises he may not be able to keep, such as, using his bike for deliveries.
 - Candidate 2 is a problem solver—he’s already figured out how to fit the job into his schedule. He also provides examples of comparable work he has done and skills/ knowledge that would make him successful. However, candidate 2 has no direct experience.)
- Ask students to tell, by a show of hands, which candidate they would hire for the job. Have a student who supports candidate 2 summarize how this person was able to use words responsibly.
 - Candidate 2 used words to make a good impression, showing respect for himself and the position. He communicated his interest and showed that he is qualified for the job.
- Underline the words “responsible speaker” on the board from the equation that you wrote at the beginning of class.
 - Ask, “What else does it mean to be a responsible speaker?” Elicit from students that responsible speakers speak not only truthfully, but also respectfully. They use words to make a positive impression.
 - Ask how using words responsibly might benefit candidate 2. (He will probably get the job.)
- End this session by referring to the equation that you wrote on the board to begin class.
 - Ask, “Who do you think has the most power in this equation—the speaker or the listener?”
- Elicit from students the following key points that were taught in this lesson:
 - Words are powerful, so use them wisely.
 - You must take responsibility for your words because they belong to you.
 - Using words responsibly is part of being an effective communicator.
 - Speak responsibly for persuasion, clarity, and diplomacy.

Part 2: Nonverbal Communication

This lesson is from OvercomingObstacles <https://www.overcomingobstacles.org/portal/curriculum/highschool>
And StudentPaths <https://studentpaths.com/stpa/wp-content/uploads/2014/07/Comm-Non-Verbal.pdf>

Teacher Preparation: Print the handout “Pantomime” and cut out each scenario.

Write the following two phrases on the board: “Good communication is ...” and “A good communicator ...”

- Allow students 5 minutes and instruct students to use notebook paper to brainstorm every thought they must define effective communication and communicators. This list will focus our attention on how we learn the skills of communication.”
- Have students share. Facilitate the discussion to create lists for the two definitions: an act of good communication, and a person with skills for quality communication. Work to capture skills, examples, and other student responses that define the full spectrum of effective communication, including speaking, listening, and the nonverbal cues people use to convey messages.
- Spend a minute making notes on the board to find a few themes or ways to organize the ideas in the brainstorm. Ask students which ideas would count as examples of nonverbal communication. Use the analysis to focus on nonverbal and segue into the next instructional section of activity.

Group Activity:

- Explain to students that we will work in groups to better understand the power of nonverbal communication.
 - Ask: Does anyone know what a “pantomime” or more commonly “mime” is? A pantomime is a theatrical performance with no words or sound; the actors use only gestures and facial expressions.
- Tell students that they will work in groups of 2-3. Have students pick a pantomime scenario from a hat or jar. Allow the group to take 5 minutes to plan a one-minute pantomime. Remind students that they cannot use sounds or words in this performance. Everything must be communicated nonverbally.
- After each pantomime, allow performing group of students to share their topic with the rest of the class, and allow them a short period of discussion with the audience.
- Have students summarize what they have learned about nonverbal communication.
- If students need a jump-start, explain the following:
 - We all experience nonverbal communication every day.
 - We use it to understand what people are communicating to us.
 - We send nonverbal messages through our facial expressions, body language, gestures, and eye contact.
 - Effective nonverbal communication can make our messages stronger and clearer.

Conclusion:

- Ask students to name examples of nonverbal communication that occur in their daily lives?
- Ask them how using nonverbal communication effectively can be a powerful tool?
- Elicit from students the following key points that were taught in this lesson:
 - People communicate their thoughts and feelings nonverbally.
 - Paying attention to facial expressions, gestures, eye contact, and body language enables us to understand nonverbal messages.
 - People send nonverbal messages constantly; we can learn to recognize and interpret others’ nonverbal messages.
 - People can control the nonverbal messages they send.

Part 3: Active Listening

This activity and content is from OverComing Obstacles

<https://www.overcomingobstacles.org/portal/curriculum/> and <https://www.theatrefolk.com/blog/say-active-listening-drama-classroom/>

- Begin this lesson by presenting the class with the following riddle and allow students one minute to answer:
 - “A man walks into a museum, sees a portrait on the wall, and says ‘That man’s father is my father’s son.’ Who is the person in the picture?” (Answer: the first man’s son or nephew)
- Write this quote on the board, “*Most people do not listen with the intent to understand; they listen with the intent to reply.*” -Stephen R. Covey
 - Ask students, “what does this mean?”
- Ask, “how many times have you been listening to someone talk then realize that you have no idea what they’re saying?”
- Say, “When most people talk to each other, they’re not fully listening. They are thinking about what they are going to say. They’re distracted and not focused solely on the speaker.”
- Explain how communication is a 21st century skill. But communication is not a one-way street. It is not just the job of the speaker to say something. If the listener is not a participant in the process, then communication is blocked. Good listening means both hearing and understanding. Today we’re going to find out what it takes to listen well.”
- Tell students that there are simple things they can do to become better listeners and improve their communication skills. We are going to watch a short video that reviews crucial aspects that helps improve active listening. As you are watching, take notes on how to become a more active listener.
 - Video: “Active Listening: Katie Owens at TEDxYouth@Conejo”
<https://www.youtube.com/watch?v=WER63AY8zB8>
 - Ask students, what are the three steps to becoming a better active listener?
 - Remove all distractions
 - Listen to the speaker’s signals and sounds (body language)
 - Provide feedback stating that you understand (paraphrase or restate what you heard)
- Say, “In summary an active listener means you are fully focused on what the speaker is saying. No looking at your phone during a conversation! You are also giving nonverbal cues such as eye contact, head nodding, and smiling and verbal cues such as paraphrasing, summarizing, and asking questions. These behaviors demonstrate that you are listening.

Practice:

Students listen to each other in groups and then recall what they learned.

- Divide students into groups of three. Each group decides who is A, B, & C.
- Have A start. They have 30 seconds to talk to B about their favorite things: music, food, movie, tv show, color, subject, thing to do after school, etc.
- At the end of 30 seconds, B turns to C and tells C what they remember about A’s favorite things.
- B then talks to C for 30 seconds about their favorite things.
- At the end of 30 seconds, C turns to A and tells A what they remember about B’s favorite things.
- The cycle repeats with C talking to A, and then A telling B.
- **Discuss this exercise as a group.**
 - How hard was it to listen to someone for 30 seconds?
 - What new thing did you learn about someone in your group?

	<ul style="list-style-type: none"> ○ What did you learn about the way you listen to someone? ○ After a minute or two, ask someone to share what they remember about another member of their group. After time has passed, do they still retain that information?
<p style="text-align: center;">Activities to Practice Communication and Active Listening</p>	<p>Teacher Preparation: The goal is to make a seamless story among various players. Explain to students that this activity will help practice verbal and nonverbal communication and active listening. When the group is provided with a story, students begin performing the story. They can use nonverbal language and appropriate verbal language to convey the message. The audience must use active listening skills so that they can then paraphrase and/or retell the story.</p> <ul style="list-style-type: none"> • Have a group of 6 to 10 students line up in a row. • Start by getting a suggestion from the audience. (“May I have the title of a story that’s never been written...???”) • After receiving the suggestion (i.e. “The Best Day Ever”), repeat it back – this is to ensure that the players have heard it. • The teacher points at one player who starts telling the story and keeps talking until the teacher points at someone else. Have the next player pick up where the last improviser left off – have them do it as seamlessly as possible (even if it’s mid-word or mid-sentence). • Keep pointing at players and telling the story until you feel that the story is at an end. • Repeat the activity so that all students get an opportunity to practice. <p><i>Wrap-Up Questions:</i></p> <ul style="list-style-type: none"> • What are 1-2 words that describe what this activity was like for you? • What made it easy? Difficult? • What did you learn about communication and active listening from these activities? • Ask students if someone has ever misread their nonverbal messages.
<p>Closing Circle Question:</p> <ul style="list-style-type: none"> • What are things you can do to be a better communicator? • What are things you can do to be a better active listener? 	
<p>Digital Adaptations:</p> <p>Part 1:</p> <ul style="list-style-type: none"> • Tell students that they are going to watch a video clip of the famous courtroom confrontation scene from <i>A Few Good Men</i> between Tom Cruise, playing a lawyer sent to investigate the death of a marine, and Jack Nicholson, playing the head of the military base where the marine died. <ul style="list-style-type: none"> ○ <i>A Few Good Men</i>, “You can’t handle the truth!” https://www.youtube.com/watch?v=W7RH8kSkXIY • Give students the background by explaining that at this point in the film, Cruise suspects that there has been a cover-up in the death of the marine. He suspects that Nicholson’s character gave an order that resulted in the death. • After viewing the clip, have students answer the following questions? <ul style="list-style-type: none"> • What power do words have for Cruise in this movie? • How did Nicholson and his staff use words in this movie? • What was the “truth” that Nicholson thought a civilian could not handle? • How did Nicholson use words in the courtroom scene in this speech? • Is this an example of speaking responsibly? • Does Nicholson take responsibility for his use of words? • What are the consequences of his words? • What will be the consequences of his actions? 	

- Have students reflect and answer: “What else does it mean to be a responsible speaker?” and “Who do you think has the most power in this equation—the speaker or the listener?”

Part 2

- Explain to students that we also express communication through non-verbal language. For example, facial expression, hands on hips, slouching, etc.
- Explain to students that when movies were first made, they did not have any sound. The audience never heard the actors speak. Information about the story was shown in writing on the screen between scenes. If there was background music, it was provided by someone who played the piano in the movie theater as the movie was shown.
- Have students watch their favorite TV show on “mute” and record the non-verbal forms of communication that they observe. Have students send you the name of the show and some of the examples they observed.

Part 3

- Tell students that there are simple things they can do to become better listeners and improve their communication skills. We are going to watch a short video that reviews crucial aspects that help improve active listening. As you are watching take notes on how to become a more active listener.
 - Video: “Active Listening: Katie Owens at TEDxYouth@Conejo”
<https://www.youtube.com/watch?v=WER63AY8zB8>
 - Ask students, what are the three steps to becoming a better active listener?
 - Remove all distractions
 - Listen to speaker’s sign and sounds (body language)
 - Feedback that you understand (paraphrase or restate what you heard)

Activity: From: Films <https://www.indeed.com/career-advice/career-development/teaching-excellent-communication-skills>

Have students pick a film or TV clips that can be paused and discussed. Have them write responses to share during the next class. Have students look for and write about:

- Characters who learn how to handle a crisis using clear, concise communication.
- Characters that display non-verbal communication skills to express an emotion or tell a story.
- How characters process and communicate complex emotions?
- How characters used multiple communication skills to solve problems?
- Situations that went wrong because of poor communication skills.

References/Resources:

What is Communication?

<https://www.centervention.com/what-is-communication/>

Communication Lesson: Nonverbal Communication

<https://media.centervention.com/pdf/Communication-Nonverbal-Communication-Activities.pdf>

OverComing Obstacles: High School Curriculum

<https://www.overcomingobstacles.org/portal/curriculum/highschool>

39 Communication Games and Activities for Kids, Teens, and Students

<https://positivepsychology.com/communication-activities-adults-students/>

Nonverbal Communication, The Loudest Voice of All

<https://studentpaths.com/stpa/lesson-plans/>

Resources to build communication in every classroom, every day.

<https://www.common sense.org/education/articles/we-all-teach-sel-communication-activities-and-tools-for-students>

Active Listening

<https://www.morningsidecenter.org/teachable-moment/lessons/active-listening-grades-3-6>

Speaking Kindness in Democratic Classrooms

<https://www.tolerance.org/classroom-resources/tolerance-lessons/speaking-kindness-in-democratic-classrooms>

Intonation for English Learners: When to Change It and How to Learn It

<https://www.fluentu.com/blog/english/english-intonation/>

StudentPaths: Connecting Students to their Future, Communications Basics Nonverbal

<https://studentpaths.com/stpa/wp-content/uploads/2014/07/Comm-Non-Verbal.pdf>

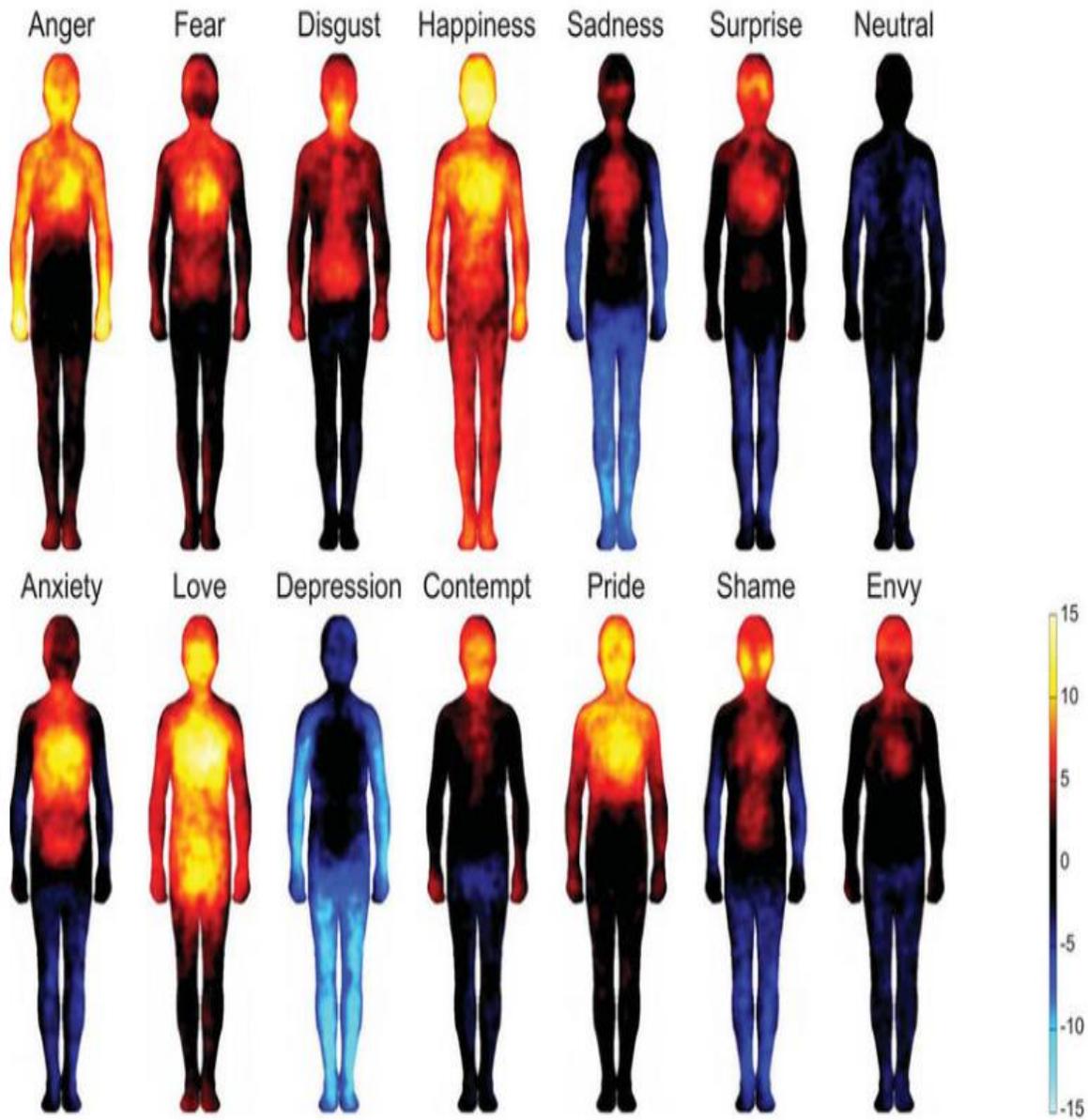
“What did you say?” Active Listening in the Drama Classroom”

<https://www.theatrefolk.com/blog/say-active-listening-drama-classroom/>

The Best Methods for Teaching Excellent Communication Skills

<https://www.indeed.com/career-advice/career-development/teaching-excellent-communication-skills>

Mapping Emotions On the Body



People drew maps of body locations where they feel basic emotions (top row) and more complex ones (bottom row). Hot colors show regions that people say are stimulated during the emotion. Cool colors indicate deactivated areas.

Image courtesy of Lauri Nummenmaa, Enrico Gleason, Riitta Hari, and Jari Hietanen.



Social Emotional Learning Lesson 6

What is Going On? All These Emotions!

7th - 12th Grade

SEL Competency: Self-Awareness	SEL Sub-Competency: Emotions
Lesson Concepts: <ul style="list-style-type: none"> ● I can identify and describe my changing emotions. ● I can identify and describe my physical emotions based on situations. 	Lesson Objectives: <ul style="list-style-type: none"> ● Identify emotions and why they occur ● Identify and describe a variety of physical and psychological emotions
Why this Lesson Matters: Research has found that people who are emotionally skilled perform better in school, have better relationships, and engage less frequently in unhealthy behaviors. Plus, as more and more jobs are becoming mechanized, so-called soft skills — which include persistence, stress management and communication are very important. Being self-aware is a demonstration of one’s “ability to accurately recognize one’s own emotions, thoughts, and values” along with the ability to understand how they impact their own behavior. (from https://www.ycei.org/)	
Materials: <ul style="list-style-type: none"> ● Community circle centerpiece and talking piece ● Lesson 6 Emotions PowerPoint ● Mapping Body Emotions Handout ● White or Smart Board ● Markers ● Flip Chart ● Computer to play videos ● Students will need paper and pencil 	Session Length and Pacing: <ul style="list-style-type: none"> ● Community Circle - 15 minutes ● Part 1 – 15-20 minutes ● Activity-15 minutes ● Part 2- 15-20 minutes ● Activity-15 minutes <p>Total: 100-125 minutes</p>
Community Circle Question: <i>Part 1:</i> <ul style="list-style-type: none"> ● If you were a color, what color would you be and how does that reflect how you are feeling today? ● What is the first thing that comes to mind that makes you laugh? Tell us the story! ● If you could be any animal, what would you be and why? <i>Part 2:</i> Below are quotes about emotions and feelings. Choose quotes from below or find ones appropriate for your class, and ask students to discuss what they mean? As the facilitator focus and reflect upon the emotions and feelings expressed by students. Relate this back to the lesson on identifying emotions. Inspiring word may be written on chalk/white/smartboard ahead of time. These are available for display on <i>Emotions Lesson 6 Presentation</i> <ul style="list-style-type: none"> ● “I am not afraid of storms, for I am learning how to sail my ship.” – Louisa May Alcott ● “You can’t understand someone until you walk a few miles in their moccasins.” – Native American Proverb ● “Your life is the sum result of all the choices you make, both consciously and unconsciously. If you control the process of choosing, you can take control of all aspects of your life. You can find the freedom that comes from being in charge of yourself.” – Robert F. Bennett ● “Despite everything, no one can dictate who you are to other people.” – Prince ● “Everybody’s at war with different things . . . I am at war with my own heart sometimes.” – Tupac Shakur 	

Community Circle COVID-19 Question Consideration:

- What is the first thing that comes to mind when you think of Covid-19?
- Using your words, colors, or animals describe your feelings about Covid-19.

LESSON

Need for Skills

During our teenage years and early twenties, we often experience intense feelings and emotions. Not only does this feel overwhelming, but it can be confusing, changing rapidly from day to day. While this is going on, our minds are developing habits. Learning how to identify this feelings and emotions can be helpful. This lesson will focus on identify and understanding emotions and feelings, while another lesson will discuss how to regulate these emotions.

Part 1: Lesson

Teacher Preparation: Review these videos and determine which one would be appropriate for your class.

- Use powerpoint *Emotions Lesson 6 Presentation*
- Mysteries of the Brain: Emotional Brain <https://www.nbclearn.com/brain/cuecard/102470>
- Emotions in the Brain <https://www.youtube.com/watch?v=xNY0AAUtH3g&t=3s>

What are emotions and why do we have them?

- Say, “today we will be starting by focusing on Self-Awareness by specifically learning to recognize different emotions and how these emotions affect you. Everyone experiences difficult emotions - - including sadness, anger and frustration. Emotions are not good, or bad---they just are. Emotions come and go, one day you feel sad or angry and then you feel fine. Emotions have an important role. They alert us that something has happened in our environment that we need to pay attention to. They are our cue to look after or protect ourselves.”
- Say, “before going further, lets watch a video. While watching the video answer these questions and then we will discuss your answers.” (These questions are on the *Emotions Lesson 6 Presentation, slide 4*)

Technology helps understand emotions because....

Things that affect emotions include....

Things that emotions affect include....

Ways emotions can be detected include....

Emotions and feelings are the same/not the same because....

Emotions matter because....

- Videos:
 - Mysteries of the Brain: Emotional Brain <https://www.nbclearn.com/brain/cuecard/102470>
 - Emotions in the Brain <https://www.youtube.com/watch?v=xNY0AAUtH3g&t=3s>
- Below is a chart, please display this on the white or smart board or use the *Emotions Lesson 6 Presentation*. Have students read these emotions and ask them to provide you with examples (of course there are more reasons why you might experience each emotion)

Emotion	Why????
Anger	You, or someone you care about, is <i>attacked, insulted, or hurt</i> by others; you want to retaliate and defend yourself.

	Anxiety	You sense <i>potential danger</i> in the future, e.g., you might be worried about the outcome when you go to court next week.
	Fear	You believe there is a <i>threat</i> to you or someone you care about.
	Sadness	You have <i>lost</i> someone or something <i>important to you</i> ; things haven't worked out how you hoped they would.
	Shame	Your actions could lead to being <i>rejected</i> by friends if they found out what you have done.
Examples and Non-Examples	<ul style="list-style-type: none"> • Say, “the strength of the emotion and how long it lasts will depend on how likely the expected outcome is and how important the outcome is to you. At times, the facts of a situation might not explain the intensity of the emotion.” • For example, if a friend doesn't return your phone call or text immediately, you might think they don't want to be friends anymore. You might start to feel sad, thinking the friendship is over. But they call you the next day and are sorry they didn't call earlier – they had been unwell. Sometimes the way we view a situation can impact how we feel. 	
Activity for Lesson 1	<ul style="list-style-type: none"> • Say, “People will often say they did something bad because they felt a certain way. While that may be true, it does not have to be. Self-Awareness is about understanding that emotions may make us feel a certain way, yet how we act because of that emotion is more often a choice. The emotions we feel are not necessarily good or bad, they are just emotions. However, what we do because of our emotions and the choices we make can be good or bad.” • Say, “Take out a piece of paper and something to write with. I'm going to share a few scenarios with you, and I want you to think about how these situations would make you feel. I want you to just write down what emotion that situation would make you feel and what you would want to do because of it. I will call on a few folks to share.” • Present a few of the following scenarios with brief pauses for students to write an emotion. The scenarios are also found on <i>Emotions Lesson 6 Presentation</i> to post. After each pause, you can get a few students to share. <ul style="list-style-type: none"> ○ Someone said something rude and untrue about your family. ○ A group member calls you out when you didn't do your part of the project. ○ Someone compliments you on a new outfit. ○ The person you are crushing on asks if they can eat lunch with you. ○ Someone praises you for something you didn't do. ○ A teacher wrongly accuses you of cheating on a test. ○ You broke your family's brand-new microwave. ○ A teacher catches you cheating on a test. ○ Your team just won the league championship. ○ A pet runs away from home. • Ask students, “How did that go for you? Was it easy, hard, or could you answer all of them?” • Say, “All of us may feel different things but the important part is for you to understand how you are feeling. That's Self-Awareness.” Tell students to save this paper because we will use it again in Lesson 2. <p>Extension Activity: Tell students that they can learn more about their emotions by taking some assessments found at https://sciences.ucf.edu/psychology/myemotions-hxus/ My Emotions is a resource for free quizzes and tests about emotions. Take tests on all aspects of emotions, from your general mood to how you deal with stress.</p>	

Lesson 2

Review Points from Lesson 1:

- In Lesson 1, we focused on Self-Awareness by specifically learning to recognize different emotions and how these emotions affect you. Everyone experiences difficult emotions -- including sadness, anger and frustration. Emotions are not good, or bad---they just are. Emotions come and go, one day you feel sad or angry and then you feel fine. Emotions have an important role. They alert us that something has happened in our environment that we need to pay attention to. They are our cue to look after or protect ourselves. Does anyone have any questions about Lesson 1 or anything they want to share pertaining to Lesson 1?

How to recognize emotions?

- Say, “being able to feel emotions is part of what makes us human. Many people struggle to understand their emotions and the things that cause us to feel so deeply. Emotionally, we often experience a huge range of different things in response to any situation. If we want to learn how to regulate our emotions, we first need to be aware of the emotion that has shown up. Sometimes the first clue to an emotion is a physical feeling in our body, or body signals.”
- Say, “many times people say that an emotion is good or bad because of how it makes us physically feel. Scientists in Finland conducted an experiment to see how our emotions impact our physical being. Here’s a short video that shows what happens.”
- *Play Video: Mapping Emotions in the Body https://www.youtube.com/watch?v=cZP_I6NkQb4 (2:23)

Below is a chart that you can display after the movie to provide examples of body signals associated with emotions. Found *Lesson 1 Presentation*

Emotion	Body signals
Anger	Clenched fists Heart thumping Feeling hot in neck and face Feel blood pressure going up Throbbing temples Tension in body Clenched jaw Shaking or trembling Increased sweating Headache
Anxiety	Heart beats faster, slower, louder, or skips Tension in neck, shoulders, jaw Sweaty palms Urge to run away Upset stomach Hard to breathe Blushing Feel lightheaded or dizzy Heaviness in the chest

	<table border="1"> <tr> <td data-bbox="295 98 568 310">Fear</td> <td data-bbox="568 98 1412 310"> Butterflies in your stomach Shortness of breath Dry mouth Shortness of breath Tension around eyes and mouth Sick in the stomach </td> </tr> <tr> <td data-bbox="295 310 568 491">Sadness</td> <td data-bbox="568 310 1412 491"> Empty feeling in chest or stomach Lump in your throat Aching Feel like crying Tightness in your chest </td> </tr> <tr> <td data-bbox="295 491 568 667">Shame</td> <td data-bbox="568 491 1412 667"> Can't look others in the eyes Feel sick in the stomach Heaviness in the chest Shrink yourself and want to make yourself invisible Body temperature goes up </td> </tr> </table>	Fear	Butterflies in your stomach Shortness of breath Dry mouth Shortness of breath Tension around eyes and mouth Sick in the stomach	Sadness	Empty feeling in chest or stomach Lump in your throat Aching Feel like crying Tightness in your chest	Shame	Can't look others in the eyes Feel sick in the stomach Heaviness in the chest Shrink yourself and want to make yourself invisible Body temperature goes up
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<p>Modeling Examples and Nonexamples for Lesson 2</p>	<ul style="list-style-type: none"> Say, “emotions can vary from small to big, and some situations can make one person feel one way and another person feel totally different. Emotions can often be identified by tuning in to what is going on in your body. These cues help you to figure out how you are feeling. Say, “we are going to start today by discussing the body cues or physical characteristics of feelings. For example, when I feel nervous, my palms start sweating, or when I feel angry my cheeks get red and my chest feels tight. Let’s go around and share one or two physical characteristics or body cues that you feel when you have some of these basic feelings that everybody has: Angry: Happy: Afraid: Sad: *Facilitator should write these feelings on the board/flipchart paper, recording the physical cues that students identify. 						
<p>Activity Lesson 2</p>	<p>Activity A:</p> <ul style="list-style-type: none"> Say, “During Lesson 1, you wrote down emotions to scenarios. Please get those out because we will use them again (if students forgot, please post the scenarios from Lesson 1 on the board). Now I want you to pick any one of those situations I just shared and next to the emotion, write down how it physically makes you feel. What happens with your body? What happens in your brain?” Give students time to write and ask a few students to share their responses. <p>Activity B:</p> <ul style="list-style-type: none"> Show the <i>Mapping Body Emotions</i> document Say, “This image shows the results from the heat mapping emotion study the video discussed. Find a group of three and share one thing that stands out about the image. Remember that reds are hot temperatures and blues are colds. What do you notice about where the heat is for different emotions?” <ul style="list-style-type: none"> Give students time to share and ask a few students to share their responses. 						

Teacher Note: Discussion can involve a lot of different observations. Anger with heat in hands, shame with heat in cheeks (blushing), anxiety/fear heat in chest, etc.

- Say, “In your same groups, think about what you do because of these emotions. Use this sentence starter to get you going, ‘When I feel _____, it makes me want to _____.’ See how many different emotions you can fill in the blanks for.” Give students time to share and ask a few students to share their responses.
- Say, “Self-Awareness is all about identifying how we feel and what it makes us want to do. As we continue to learn about Self-Awareness, we will talk later about Self-Regulation, which is what we do about these emotions.”

Closing Circle:

Say, “Emotions can get us into a number of tough situations if we act based solely on how we feel. When we can recognize our emotions and understand how they make us feel, then we are better prepared to make choices based off them. It’s not about trying to avoid being mad, but rather about how do we make better choices when we get mad.” In further lessons we will discuss how to regulate our feelings.

- Think about something coming up this week where you might have to tune into your feeling and body’s clues to identify how you are feeling. When might that be? How will you remember to do this?

Digital Learning Adaptations:

Identifying and Understanding Emotions:

Teacher will determine which video students will watch:

[Mysteries of the Brain: Emotional Brain](https://www.nbclearn.com/brain/cuecard/102470) <https://www.nbclearn.com/brain/cuecard/102470>

[Emotions in the Brain](https://www.youtube.com/watch?v=xNY0AAUtH3g&t=3s) <https://www.youtube.com/watch?v=xNY0AAUtH3g&t=3s>

Tell students to answer these questions while watching the video:

- *Technology helps understand emotions because....*
- *Things that affect emotions include....*
- *Things that emotions affect include....*
- *Ways emotions can be detected include....*
- *Emotions and feelings are the same/not the same because....*
- *Emotions matter because....*

Have students learn more about their emotions by taking some assessments found at

<https://sciences.ucf.edu/psychology/myemotions-hxus/>

My Emotions is a resource for free quizzes and tests about emotions. Take tests on all aspects of emotions, from your general mood to how you deal with stress.

Emotions and the Body:

Have students read this article <https://www.npr.org/sections/health-shots/2013/12/30/258313116/mapping-emotions-on-the-body-love-makes-us-warm-all-over> and watch this video Mapping Emotions in the Body

https://www.youtube.com/watch?v=cZP_I6NkQb4 (2:23)

Activity for Identifying, Understanding Physical and Emotional Feelings:

Present these scenarios to students and have them write an emotion and then a physical reaction. Have students send responses to you.

- Someone said something rude and untrue about your family.

- A group member calls you out when you didn't do your part of the project.
- Someone compliments you on a new outfit.
- The person you are crushing on asks if they can eat lunch with you.
- Someone praises you for something you didn't do.
- A teacher wrongly accuses you of cheating on a test.
- You broke your family's brand-new microwave.
- A teacher catches you cheating on a test.
- Your team just won the league championship.
- A pet runs away from home.

References/Resources:

Should Emotions be Taught in Schools?

<https://ideas.ted.com/should-emotions-be-taught-in-schools/>

Out of Home Care Toolbox

<https://www.oohctoolbox.org.au/>

Understanding Your Emotions

<https://kidshealth.org/en/teens/understand-emotions.html>

<https://resilienteducator.com/classroom-resources/teaching-eg-ruler-approach/>

Social Academic Instructional Group Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

How to Help Teens Manage Their Emotions and Accept Their Feelings

<https://www.goodtherapy.org/blog/how-to-help-teens-manage-their-emotions-and-accept-their-feelings-0705175>

12 Ways to Teach Kids to Recognize and Label Their Emotions

<https://susanfitzell.com/12-ways-to-teach-kids-to-recognize-and-label-their-emotions/>

What are Primary and Secondary Emotions?

<https://www.betterhelp.com/advice/general/what-are-primary-and-secondary-emotions/>

Curricula and Trainings: Character Strong

<https://www.characterstrong.com/>

Social Academic Instructional Group Curriculum

<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>

Yale Center for Emotional Intelligence: Emotions Matter

<https://www.ycei.org/>

San Diego County District Attorney: Emotions Lessons

<http://www.sdcca.org/office/girlsonlytoolkit/toolkit/got-04-emotions.pdf>



Social Emotional Learning Lesson 7

Stress! I Have Plenty!

7th -12th Grade

<p>SEL Competency: Self-Management</p>	<p>SEL Sub-Competency: Emotional Regulation</p>
<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • I can identify stressors in my life. • I can determine the amount of control I have over my stressors. • Changing how I think about a situation or event can help affect how I feel. • I can use coping strategies to manage and reduce my stress. • When the coping strategies I use do not work, asking others for help is a sign of strength 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Distinguish between positive stress and negative stress. • Identify types of stress occurring in adolescence. • Categorize common sources of stress and explain the difference between stress we can control and stress we cannot control. • Identify and use coping strategies to manage stress and anxiety.
<p>Why this Lesson Matters:</p> <p>An important foundational skill to possess is the ability to manage and express your emotions constructively. For teens in particular, their ability to regulate and control emotions is linked to how well they're able to manage stress. The connection between stress and the ability to cope is vitally important. Teens who successfully deal with stress are better positioned to handle life's challenges and avoid more risky behaviors. This is because when adolescents are unable to manage stress, they have greater difficulty solving problems. Teaching teens positive problem-solving skills and stress relievers will equip them to manage stress in a healthy way. Learning to positively cope with stress is the foundation of healthy relationships, learning, and mental health.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Board or chart paper and markers • <i>A Glass of Water: An Inspirational Story</i> - https://www.youtube.com/watch?v=Rxjp-fkuc-U • Calming strategy materials (based on what strategies you model) • Worksheets/Materials for activities to practice skill (based on what practice activity you select) • Coloring/writing supplies for each student • Internet access/Sound 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach: 15 minutes • Model: 15 minutes • Practice: 15 minutes • Activity: 15 minutes • Closing Community Circle: 15 minutes <p>Total: 90 minutes</p>
<p>Community Circle Question:</p> <ul style="list-style-type: none"> • What are some things in your life that stress you out either at school or at home? On a typical day would you describe yourself as feeling highly stressed, moderately stressed, or rarely stressed. Explain what that stress feels like. (Note: As students share the various home and school stressors that they experience chart them as we will use them as part of the lesson. If students struggle to identify the stress as either home or school related, emphasize that sometimes it is difficult to determine where one stress stops and another one starts.) 	
<p>Community Circle COVID-19 Question Consideration:</p> <p>During the coronavirus quarantine did you feel stressed? What did that stress feel like? Do you still feel stressed? If so, what is stressing you out? On a typical day would you describe yourself as feeling highly stressed, moderately</p>	

stressed, or rarely stressed. (Note: As students share the various home and school stressors that they experience chart them as we will use them as part of the lesson. If students struggle to identify the stress as either home or school, emphasize that sometimes it is difficult to determine where one stress stops and another one starts.)

LESSON

Need for Skill

- Being prepared to deal with challenges and stressful events is a life-long skill needed for a healthy life and enduring success. It also acts as a protective factor against depression and long-term physical health issues. When we learn to take responsibility for our feelings by coping with the emotional pain or stress, we feel inside, it becomes easier to calm ourselves and to keep our stress at manageable levels, even, when we are feeling overwhelmed. We know we are successful when we can identify the stressors in our lives, determine the level of control we have over those stressors, and identify coping strategies to help us move on with our daily lives.

Teach Learning Objectives

- Share with students that stress is a natural response to a challenge or threat. Stress has a thoughts component, a feelings component and a physical (body clues) component. Remind students of the previous lesson where we talked about how body cues or physical characteristics are the first signs of helping us identify our emotions. A little bit of stress can be good for us – for example, butterflies in our stomach before an exam that motivate us to study. However, the stress response can cause problems when it overacts and goes on for too long. Too much stress can interfere with our daily lives and have a negative effect on our health, weakening our immune system and wearing out our body. Therefore, it is helpful to identify how you react to stress, because then you will know the early warning signs and can take steps to manage stress.
- Show *A Glass of Water: An Inspirational Story* - <https://www.youtube.com/watch?v=Rxjp-fkuc-U> to further emphasize the importance of the long-term stress can play on the body and, through discussion, students can realize that there are coping strategies that allow them to “live happy.”
- First though, talk about the different types of stress that you can experience:
 1. **Pressure** is the psychological experience produced by urgent demands or expectations for a person’s behavior, originating from an outside source. For example, this could be the pressure to complete a school project, study for an exam, help a parent with a task before the holidays, or maintain a certain grade point average in order to stay on the football team.
 2. **Uncontrollability** is the degree of control that a person has over an event or situation. It is normal to experience having very little control over life, especially in middle and high school when many developmental changes are taking place. As you continue to find your unique individuality, experiences of role confusion, inner turmoil, and emotional chaos are common. The inability to control these emotions and any circumstances that trigger them is the psychological stress that is typical in adolescence.
 3. **Frustration** is the psychological experience produced by the blocking of a desired goal or fulfillment of a perceived need. There are two types of frustration: external and internal. Examples of external forms of frustration are a car breaking down, a desired job not coming through, not getting into a college you really liked or a rejection of some sort. Examples of internal forms of frustration are when a goal is not attained or a need is not fulfilled because of a personal characteristic, such as not making the sports team, getting a role

in the school play or making an A on a test because your athletic, performance or academic skills in a particular area are poor.

4. **Distress**, on the other hand, is the effect of unpleasant and undesirable experiences, such as those discussed above and can also turn into worry, anxiety or even fear. At times, significant stress will arise from events that are threatening or particularly life-altering. For instance, events like your parents getting divorced or your mother getting remarried can not only create circumstantial stress, like having to live with someone new, but also emotional and psychological stress. Another example could be being bullied at school. This kind of stress could require the aid of a mental health professional, a friend you trust, or an uninvolved family member.
5. **Eustress** is a type of positive stress. Positive stress can inspire you to accomplish a task or move closer to a goal. Eustress is the optimal amount of stress people need to promote health and wellbeing.

- Show the list of stressors that the student's shared during the class circle. Ask students to quietly think about the stressor(s) they shared and try to determine the type of stress it represents.
- Draw a big circle on the white/smartboard and then draws two circles inside the big circle. Label the outside circle "Outside my control." Label the middle circle "Some control." Label the inner circle "Within my control."
- Tell students this is circle is a diagram of stressors we can control and those we cannot control. Ask for a few volunteers to place some stressors from the list into one of the circles. Then ask the students, "Why is it important to think about the amount of control we have over our stressors?" Discuss responses.
- Emphasize that the way we think about an event or situation can affect how we feel. Some interpretations or thoughts are more likely to lead to comfortable feelings, while others can make us feel emotionally uncomfortable, such as stress. Therefore, even if a situation is beyond our control, changing the way we think about it can help. For example: A student is stressed about their father's health. They think about whether this is something they can control or not control. They decided they can't control it and use a positive affirmation to change their thought to help relieve some of their stress about it: "My dad has an excellent medical team working on his health. The most helpful thing I can do is to come to school every day and pass all my classes."
- Let students know that realizing what we can and cannot control is only the first step in coping with stress. While we cannot always control what happens or what others say and do, we must take responsibility for our own feelings and learn to cope with the emotional pain and stress we feel inside. Therefore, one the best life-long skills we can learn is coping strategies to help with stress management. The more we practice healthy coping strategies, the easier it becomes to calm ourselves and to keep our stress at manageable levels, even when we are feeling overwhelmed.
- There are many coping strategies available for use. There is no one right way of coping. It is important to find what works for you when coping with stress. Ask students to share what things they have used to help calm themselves when stressed. Then, share a few coping strategies they did not name from this list:
 - Play outside/Exercise – Walk, Run, Ride a Bike
 - Stretch/Yoga/Body Movement/Dance
 - Read a Book
 - Sleep/Take a Nap
 - Doodle/Draw
 - Take a Bath or Shower

	<ul style="list-style-type: none"> • Journal/Write down your feelings • Drink water/Eat a snack • Listen to Music or Podcast/Sing • Hangout with a friend • Watch a Movie • Do a puzzle • Play a game • Enjoy a hobby • Pray • Cook • Pat a pet • Count backwards from 100 (in multiples of 7) • Positive self-talk • Grounding – count sounds, sights, tastes, smells and textures • Breathing • Imagery • Progressive Muscle Relaxation • Meditate • G.L.A.D. Technique <ul style="list-style-type: none"> • You may also wish to share the following handouts with strategies: <ol style="list-style-type: none"> 1. Page 59 - https://www.doe.in.gov/sites/default/files/sebw/educational-neuroscience-toolkit-cover.pdf?fbclid=IwAR19b3g_o_xTkzGISvXnqgO4oyWVFiDYv7tbJJOGmcjoPh9yK7mJWOhc9Y 2. https://drive.google.com/file/d/1wF9JUqSpzDGFikc7KU-rNK65RlXarAQ2/view • Tell students that sometimes they may need to try a few coping strategies to feel better, but if they still feel uncomfortable after trying a few strategies then it is important to talk to a trusted adult. Our brain can signal to us when we cannot cope and need help. People who learn to ask others (friends, parents, counselors, etc.) for help in building their coping ability become stronger, not weaker, and they are able to cope much better the next time a challenging experience causes stress. We all need help and support from others sometimes. Telling others is not a weakness. Often the most resilient people are those who have learned to ask for help because they are aware that they need to build their coping abilities to deal with those same stressors as they arise.
<p>Model Examples & Non-Examples</p>	<p>Pick a few calming strategies to model (today or throughout the week). Before modeling the strategies provide context for their use by sharing a scenario. For example, you and your best friend apply to the same college and plan to be roommates. You get in, but your best friend does not (or your best friend gets in, but you do not.) Or, it is Friday night and you are at home looking on social media when you see your group of friends post that they are hanging out together. You were not invited.</p> <p>Here are descriptions for calming strategies that may need more explanation:</p> <p>POSITIVE SELF-TALK</p> <p>Provide some examples of how students could use positive self-talk when they are feeling stressed by having them repeat some positive talk after you. For example, say “I got this”, “I am smart”, and “I work hard.” Ask students to share some positive language ideas too!</p>

GROUNDING

When we are anxious or stressed or otherwise upset, we are often thinking about past or future situations. We are worried about something in the future and thinking of all the things that could possibly go wrong, or we are dwelling on a past incident and all the things that did go wrong. 5, 4, 3, 2, 1, grounding is a calming technique that helps you focus on the present by using your five senses and to notice and focus on things currently around you. This brings you back to the present, rather than overthinking about the past or future.

- Take a deep belly breath to begin.
- **5 – Things You See:** Use your eyes to look around. Say them out loud or write them down. You could say things like “I see a lamp, a water bottle, a box of tissues, a poster on the wall, and a computer.”
- **4 – Things You Feel:** Pay attention to your body and think of 4 things that you can feel and say them out loud or write them down. For example, you could say, I feel the fuzzy liner of my sweatshirt on my arms, my hair falling onto my face, the cool breeze on my skin, or a mosquito bite itching.
- **3 – Things You Hear:** Listen carefully. What sounds do you hear? Say them out loud or write them down. If you are at school, you might hear pencils scratching on paper. If you are outside you might hear wind rustling the leaves in the trees. If you are at home, you might hear the TV playing in the other room.
- **2 – Things You Smell:** Take another deep breath in with your nose. What do you smell? Say them out loud or write them down. You might notice the smell of hand sanitizer someone just used, or maybe your teacher is wearing perfume. If you cannot smell anything, then say your favorite things to smell.
- **1 – Things You Taste:** Move your tongue around in your mouth. What do you taste? Say it out loud or write it down. Is your mouth still minty from brushing your teeth? Or can you still taste something you ate for lunch? If you cannot taste anything, then say your favorite thing to taste.
- Take another deep belly breath to end.
- Use this worksheet to accompany the exercise - <https://media.centervention.com/pdf/54321-Grounding-Emotion-Regulation.pdf>

BREATHING EXERCISES (Pick One)

- *Breath-Counting Exercise*
 1. Find a comfortable position. Take several deep breaths and settle into yourself. You may either close your eyes or keep them open, depending on your own comfort. If you keep them open, fix them on an object or a spot on the floor about four feet in front of you. Your eyes may be either focused or unfocused.
 2. Take deep, comfortable breaths. Notice your inhalation. The pause between inhaling and exhaling, your exhalation, and the pause before starting again.
 3. As you inhale, count, “1...” As you exhale, count, “2...” Inhale, “3...” Exhale, “4...” Continue until you reach 10 then start over.
 4. If you lose count, simply begin with “one” on your next inhalation.
 5. If you notice your mind has wandered, gently notice this, and return your focus back to counting your breath.
 6. If you notice any body sensations catching your attention, focus on that sensation until it fades. Then return your attention back to counting your breaths. Let us learn square breathing now. Pause and breathe in for 4.... (signal with your fingers 1, 2, 3, 4 as you breathe in). Then hold your breath for 4... (signal with your fingers 1, 2, 3, 4 as you hold your breath). Now breathe out for 4... (signal with your fingers 1, 2, 3, 4 as you exhale). Finally,

pause and think for 4 (signal with your fingers 1, 2, 3, 4 as you pause). Then repeat if needed.

- *Smiling Breath*

1. Low, calm, deep breathing can help us relax, manage stress, relieve anxiety and depression, and get a good night's sleep, among many other things. Play this recording and model the prompts for the students, they can then do it with you - <https://kidshealth.org/en/teens/relax-breathing.html>

IMAGERY

1. Imagery is just daydreaming, but a little more structured and purposeful. It can be extremely helpful when you are upset or stressed out. The rule of thumb for imagery should be “more than a minute, less than an hour.” It is a short escape from an upsetting situation.
2. There are lots of ways to use imagery to relax. You can imagine any one of these:
 - a. Relaxing place
 - b. Soothing person
 - c. Secret lockbox
3. There are two KEYS to effective imagery:
 - a. Get all your senses involved: sight, sound, taste, touch, smell. The more sensorially-rich your imagery is, the more effective and relaxing it can be.
 - b. Breathe deeply and calmly throughout
4. For relaxing place: Think of a place you have been to, or seen in a movie, or read about in a book, or otherwise imagined. This place should be safe. For example, some people like to think of the beach, a forest, or grandma’s porch swing, for example. Once you have that place in mind, really focus on what it feels like to be there. What are you wearing? What do you hear? What are the smells? Focus on the space between your feet and the floor. Now what do you hear? Is there a taste in your mouth? Focus on the space between your teeth and tongue. Are there people around? Is there a breeze? Ask and answer these questions gently, as they come up. And if you do not like the answers, imagine them changing.
5. For soothing person: Imagine someone who is kind, sees the best in you, and is never cruel. (Crushes do not work for this; the person is probably an adult or close friend). This might be someone in your life right now. Or a fictional character. Or, if you believe in a higher power, it could be this, too. Once you have the person in mind, imagine in detail what they look like, what they are saying, and what you feel like with them.
6. For secret lockbox: Imagine—in detail—a place in your mind where you keep what is most special to you: your favorite memories, your good feelings, your hopes and dreams. Very clearly construct in your mind what the lockbox looks like, and where you keep it. Open the box (do you need a key? A code? Is it at the bottom of the ocean?) and sift through the lockbox, finding some or all the pleasant things you keep in there.

PROGRESSIVE MUSCLE RELAXATION

- In progressive muscle relaxation, you tense a group of muscles as you breathe in, and you relax them as you breathe out. You work on your muscle groups in a certain order.
- When your body is physically relaxed, you cannot feel anxious. Practicing progressive muscle relaxation for a few weeks will help you get better at this skill, and in time you will be able to use this method to relieve stress.
- Visit these two websites for procedures/techniques on guiding your students:

1. <https://www.uofmhealth.org/health-library/uz2225>
2. <https://psychcentral.com/lib/progressive-muscle-relaxation>

MEDITATIONS

Teens can benefit greatly from meditation, and as they grow older, they appreciate more the privilege of having some time to wholly focus on the present and disengaging from thoughts about everything else. The following sites provide meditations that involve being aware of your mind and changing your thoughts, or meditations where you put your thoughts aside and go deep within:

1. <https://www.doyou.com/10-cool-meditations-for-pre-teens-and-teens-67578/>
2. <http://mindfulnessforteens.com/guided-meditations/>

G.L.A.D. TECHNIQUE

The G.L.A.D. technique helps you focus on what is going right, not what is wrong or disappointing. This technique is an acronym for ways of finding joy and balance by paying attention to the life around you in a more positive and self-aware way.

G -- One **gratitude** that you are thankful for today. This can mean basic gratitude for the shoes on your feet or the water that you drink, but it must be relevant to your day. It could be about appreciating someone, a meaningful work relationship, partnership, community of friends. It could also be about yourself. The way this is most effective is to think of how it has made you feel today.

L -- One new thing you **learned** today. This can be about yourself, something new that you learned from others or something you learned about someone you have known for a long time. It can mean learning a new fact or something from an experience. Just by being curious, it allows you to see that each day is full of new things.

A -- One small **accomplishment**. We often believe that an accomplishment must be something grand. It can be ordinary acts of self-care that you did for yourself or for someone. For example:

- Getting out of bed (highly underrated)
- Not skipping meals
- Taking medications or supplements
- Getting enough sleep
- Paying bills on time or finishing an assignment before it is deadline
- Making it to work on time

D -- One thing of **delight** that touched you today. Consider anything that made you smile, laugh, brought you joy or was pleasing to your senses. This could be noticing beautiful flowers, laughing at a funny joke or video, tasting something delicious, noticing a pleasant sensation or hearing a song that made you happy.

Practice or Engage in Role Play

- Split students into groups and have them discuss the following scenarios. Have students identify the stressor, whether it is within their control or not, and a coping strategy or strategies to use. Then have them share what they discussed, and role play the coping strategy they selected during large group share out.

1. You are very worried about your friend. Lately, he has been very depressed, and it seems to be getting worse. He never wants to do

	<p>anything anymore, including basketball—his first love. He comes to school looking disheveled, which is also uncharacteristic of him. Yesterday, he joked about ending it all. When you told him that was not funny, he tried to convince you he was only kidding and made you promise you would not tell anyone.</p> <ol style="list-style-type: none"> 2. You are the oldest of four children and your parents are in the middle of a divorce. You love them both very much, but you do not like being put in the middle of their arguments. You try to support both, but it does not seem to be good enough. Now you feel as if you are letting them both down. 3. You had a major blowout with your friend yesterday. Out of nowhere she appears and starts screaming at you—something about the fact that you betrayed her. You do not know what she was talking about, but she would not listen to you. Now, she will not even give you the time of day. 4. This school year has been particularly stressful. You only came to this country two years ago, and now your family has moved again to another town. This school is not as diverse as your old school. The other kids look at you differently, treat you differently, or they just ignore you. You do not have any friends here, and now you are struggling with some difficult schoolwork. 5. You and your boyfriend have been dating for six months. You really care for him a great deal but are not ready for such a serious relationship. You have a lot of friends and you enjoy spending time with them. Your boyfriend, on the other hand, wants you to spend all your time with him. He is always giving you the third degree about where you have been when you are not with him. 6. For the last two weeks you have been harassed by a kid you know belongs to a local gang. Every time you turn around, he is there. He has bumped into you twice this week, knocking your books out of your hands. Today you found a note on your locker warning you to watch your back. <ul style="list-style-type: none"> • You may also wish for students to create their own role play scenarios based on current stressors they or friends are experiencing.
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<p>Activity to Practice Skill</p>	<p>Pick one of the following activities to reinforce the lesson and have students complete it during the week:</p> <ul style="list-style-type: none"> • Work in pairs. Discuss the things you do to calm down when you feel stressed or overwhelmed. List the strategies. See page 4-9 in the link below. https://www.beyondblue.org.au/docs/default-source/secondary-school-program/bw0027-sec-sch-prog-year-8-student-man-7.pdf?sfvrsn=6580a6e9_3 • Share the following handout on coping strategies, highlighting the six areas discussed. Have students pair off and review the examples, pros and cons. Ask them to highlight the strategies they like the best. Do they find that all their preferred strategies are in one area? Encourage them to pick some strategies from less used areas and commit to trying those strategies this week. Have them record their goals and write their own list of coping strategies. http://www.indigodaya.com/wpcf7_captcha/2019/04/Coping-skills-flyer-v5_Indigo-Daya.pdf • Have students use the following prompt to begin their journal writing: “Stress! I have got plenty”, for example. Have them identify symptoms of stress, develop a personal
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plan of stress-reducing techniques, and identify where to get help with tough problems.

- Have students search the internet for sayings that help them manage stress. Have students design posters that incorporate their chosen quotes or proverbs. Display the posters around the classroom.
- Invite a guest speaker skilled in a method of relaxation (e.g., meditation, yoga, tai chi) or a traditional sport to demonstrate and discuss their area of expertise and how it reduces stress. Have students write about the activity and whether it seems likely that the strategy will work for them.
- For one week, have students keep a list of situations that made them feel stressed and what they did to relax (e.g., they got into trouble, and then called a friend to let off steam). Have the class create a graph of the most frequently used stress relievers and discuss what works best.
- Explain that expressing feelings is one of the best ways to alleviate stress and confront problems. But not everyone is comfortable talking to someone else. One way to express feelings in a completely private way is to write about them. This is called therapeutic writing, and it can take numerous forms. Directions: Ask students to choose a special notebook, tablet, or binder that will be their personal journal. Spend a few minutes decorating/personalizing their journals. Their assignment is to write in their journals at least three times over the next week. The focus of the assignment is to write open and honestly about their feelings, their worries, their stressors, and how they have tried to respond to their stress--not to worry about grammar, spelling - remind students they can even draw pictures if they feel like that is the best way to express themselves. Here are some ideas for journal prompts:
 1. Write a letter to someone you wish to talk to, but you have not been able to.
 2. Write a letter to yourself, saying the things you think you need to hear.
 3. Write a script between you and anyone else you would like to talk to, imagining that the person might say to you when you tell them what is on your mind.
 4. Write about your day, focusing on what is bothering you or causing you stress and explore what might be causing this stress and what you might try to better cope with it.
 5. Write a poem expressing your feelings.
 6. Write a story in which one of the characters expresses your feelings.

After the week is up, review the students' journaling experience. did they find it helpful, fun, or useful? Do any of the students think they will continue writing as a way of coping with problems and stress?

- Break students into groups and assign each group one section of the following article: <https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/ includes/ pre-redesign/Teen Stress Standalone.pdf>
 1. First 5 paragraphs (ending with "It can help teens be on their toes and ready to rise to a challenge").
 2. Final 4 paragraphs (starting with "The response can cause problems, however, when it overreacts or goes on for too long.")
 3. Things that can cause you stress box (Page 1) and Signs an Adolescent is Overloaded (Page 2)
 4. Stress Management Skills for Young People - & AdultsHave each student in the group read their assigned section. Then have the groups discuss what they learned and if they agree or disagree. Ask each group to prepare a 3

minute teach back where they will teach their section to the rest of the class. Have each group present to the large group.

- Trace the feet of students. On each footprint, students write a strategy for coping. Display as “steps to overcoming.”

Closing Community Circle Question:

- What part of our week’s lesson on stress was the most interesting or helpful to you? How will you use something that you have learned?

Digital Learning Adaptations:

- Teach students digital procedures and expectations for class circles. Instead of passing around the talking piece, call on each student when it is their time to share. If the student does not wish to answer the question, just teach them to say “pass” so you know to move on to the next student.
- Show **A Glass of Water: An Inspirational Story** - <https://www.youtube.com/watch?v=Rxjp-fkuc-U> to further emphasize the importance of how long-term stress can play on the body and let students know that the discussion of coping strategies will take place later so that students can “live happy.”
- Create the circle diagram and share your screen to help students understand the concept of stress that is out of control and in our control. Ask students for examples of their stressors and where they would place them. Add them to the circle diagram.
- Model coping strategies that are easy to do and applicable in the home as well as school setting. For example, suggest to students that they find a safe, cozy spot in their house that they like (which can serve as a calming space/area) or model deep breathing/mindfulness. Instead of modeling, you can also show some videos with examples of coping strategies such as:
 - a. Effective Coping Skills to Reduce Stress - <https://www.youtube.com/watch?v=jfHicRd9Eq0>
 - List your preferred coping skills
 - How often do you utilize coping skills these days?
 - How can you implement these skills daily?
 - b. Coping with Teenage Stress - <https://www.youtube.com/watch?v=faqvfSK4otQ>
 - Name two things you can do to manage your stress
 - Decide how you will work at least one of these things into your schedule today
 - Think about how stress can be both good and a bad thing
 - c. A Self Care Action Plan - <https://www.youtube.com/watch?v=w0iVTQS8ftg&feature=youtu.be>
 - Write out your own action plan using Steps 1-3
 - What unique things bring you joy/comfort that you can include in your individual plan?
 - Think about how stress can be both good and a bad thing
 - d. Breathing Exercises to Manage Anxiety - <https://www.youtube.com/watch?v=PmBYdfv5RSk>
 - What feelings are you having that may increase your anxiety?
 - Think of a happy place while completing the video
 - e. Self Soothe Box - <https://www.youtube.com/watch?v=OyfgodSSdV4>
 - Make your own self soothe box by decorating a shoe box or another tub/box you have around the house. Please at least 5 self-soothing items in the box that include all 5 senses.
 - In 10 sentences or less, write how using your self-soothe box helped soothe you when you were stressed.

Trauma Informed Tips for Teachers:

- Neuroscience shows that humans develop their abilities for emotional self-regulation through connections with reliable caregivers who soothe and model in a process called “co-regulation.” Since many children and teens who have experienced trauma may have not experienced a reliable, comforting presence, they have difficulty regulating their emotions and impulses. Co-regulation provides a practical model for helping children and teens learn to manage immediate emotions and develop long term self-control. (*ACES in Education*)
- In early and mid-adolescence, brain systems that process emotions and seek rewards are more developed than the cognitive control systems responsible for good decision-making and future planning. This means that teens are biased towards choices that offer short-term reward rather than long-term benefit, and their emotions heavily influence their decisions. Given that poor decisions during adolescence can have long-term negative consequences, this is not the time for caregivers/educators to step back from their supportive roles; co-regulation support during this developmental period is crucial. (*OPRE Brief #2017-80*)
- Co-regulation support for teens is 1) Providing a warm, responsive relationship, 2) Providing support and empathy in times of intense emotion, 3) Modeling, monitoring, and coaching more sophisticated self-regulation skills across different contexts, 4) Monitoring and limiting opportunities for risk-taking behavior, 5) Providing opportunities to make decisions and self-monitor behavior in less risky situations, 6) Giving time and space to calm down in times of conflict, 7) Monitoring and prompting use of organizational and planning skills for successful task completion, 8) Continuing clear rules, boundaries, and consequences to incentivize good choices. (*OPRE Brief #2017-80*)

References/Resources:

- ACES in Education, Co-Regulation with Students “At-Risk” — Calming Together
<https://www.acesconnection.com/g/aces-in-education/blog/co-regulation-with-students-at-risk-calming-together>
- Beyond Blue, Year 8 Teacher Manual & Student Workbook, Session 6: Emotional Regulation – The Thinking-Felling Link
<https://www.beyondblue.org.au/healthy-places/secondary-schools-and-tertiary/secondary-schools-program/year-8>
- Beyond Blue, Year 8 Teacher Manual & Student Workbook, Session 7: Emotional Regulation – Coping with Challenges and Negative Emotions
<https://www.beyondblue.org.au/healthy-places/secondary-schools-and-tertiary/secondary-schools-program/year-8>
- Centervention, 5, 4, 3, 2, 1 Grounding Emotional Regulation Calming Activity
https://www.centervention.com/emotional-regulation-worksheets/?tx_category=emotion-regulation
- Collaborative for Academic, Social, and Emotional Learning (CASEL), Sample Teaching Activities to Support Core Competencies of Social Emotional Learning
<https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>
- Do You Yoga, 10 Cool Meditations for Pre-Teens and Teens
<https://www.doyou.com/10-cool-meditations-for-pre-teens-and-teens-67578/>
- Fulton County Schools, Social Emotional Learning Remote Learning
<https://www.fultonschools.org/Page/17126>
- Health Promotion Wave, Preview Materials, Grade 8
<http://www.healthwaveinc.com/sampleLessons.html>
- Healthy Place, Negative Thoughts Consuming Your Mind? The G.L.A.D. Technique
<https://www.healthyplace.com/blogs/buildingselfesteem/2014/10/do-negative-thoughts-consume-your-mind-try-this-technique>
- Indigo Daya, Coping Skills
http://www.indigodaya.com/wpcf7_captcha/2019/04/Coping-skills-flyer-v5_Indigo-Daya.pdf
- John Hopkins Bloomberg School of Public Health, The Teen Years Explained: A Guide to Healthy Adolescent Development
https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/_pre-redesign/Teen_Stress_Standalone.pdf
- Indiana Department of Education, Educational Neuroscience Toolkit
https://www.doe.in.gov/sites/default/files/sebw/educational-neuroscience-toolkit-cover.pdf?fbclid=IwAR19b3g_o_xTkzGISvXnqgO4oyWVFiDYv7tbIJOGmcjoPh9yK7mJWOhc9Y
- Indiana Department of Education, Social Emotional Learning Toolkit, Regulation
<https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>

- Indiana Social Emotional Learning Competencies PK-12 Lesson Plans, Dr. Brandie Oliver, My Many Ways to Manage Stress
<https://www.doe.in.gov/sites/default/files/sebw/sel-lesson-plans-pk-12-final-attachments.pdf>
- Milwaukee Public Schools, Social Academic Instructional Group (SAIG) Curriculum
<https://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS/SAIG-Curriculum.htm>
- Mindfulness for Teens, Guided Meditations
<http://mindfulnessforteens.com/guided-meditations/>
- OPRE Brief #2017-80, Caregiver Co-regulation Across Development: A Practice Brief
<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Co-RegulationFromBirthThroughYoungAdulthood.pdf>
- Overcoming Obstacles, Life Skills Curriculum Middle School Level & High School Level, Stress
<https://www.overcomingobstacles.org/curriculum>
- Paradigm Treatment, Types of Stress Teens Might Experience
<https://paradigmmlibu.com/types-of-stress-teens-might-experience/>
- Plum Tree Psychology, Coping Skills Activities
<https://www.theplumtree.net/coping-skills-activities/>
- Psych Central, Progressive Muscle Relaxation
<https://psychcentral.com/lib/progressive-muscle-relaxation>
- Teens Health, Relaxation Exercises: Breathing Basics
<https://kidshealth.org/en/teens/relax-breathing.html>
- University of Michigan, Stress Management: Doing Progressive Muscle Relaxation
<https://www.uofmhealth.org/health-library/uz2225>



Social Emotional Learning Lesson 8

I Am Strong, I Am Worthy, I Am Enough!

7th – 12th Grade

SEL Competency: Self-Awareness	SEL Sub-Competency: Self-Confidence
Lesson Concepts: <ul style="list-style-type: none"> • I recognize my strengths and how to build upon them. • I will use affirmation statements to increase my self-confidence. • I can recognize and appreciate positive traits in others. 	Lesson Objectives: <ul style="list-style-type: none"> • Identify and express positive strengths about themselves • Use affirmation statements to improve self-confidence • Appreciate positive traits in others
Why this Lesson Matters: Self-confidence is a feeling of trust in one’s abilities, qualities, and judgment. Healthy self-confidence helps students handle challenges or setbacks with ease. Students with a healthy sense of self-confidence can feel good about themselves and recognize their flaws. Students with confidence in their abilities and can practice positive affirmations approach difficult tasks as challenges to be mastered rather than as threats to be avoided. When students can recognize strengths in others, they feel happier and more confident. (from https://characterstrong.com/ and www.positivepsychology.com)	
Materials: <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • White or Smart Board • Computer to play videos • Students will need paper, pencil and technology • Identifying Character Traits Handout • Recharge Your Phone Handout 	Session Length and Pacing: This lesson has three parts. Part 1: Community Circle - 15 minutes Lesson – 15 minutes, Activities 20-30 minutes Part 2: Community Circle - 15 minutes Lesson – 10 minutes, Activity 10 minutes Part 3: Community Circle - 15 minutes Lesson – 15 minutes, Activity 20-30 minutes Total = 135-155 minutes
Community Circle Question: Part 1: Ask students how they know when a cell phone is getting low on a battery charge? (Answer: The phone will have a message warning you that there is 10% battery life on your phone)	



- Show a picture like the one above on the smart board.
- Next, ask students: “What does a person do when they notice the cell phone battery is low?” [Answer—they charge it]
- So, let’s talk today about areas in your life that may be low on “a charge” and areas that are fully charged.

Parts 2 and 3:

- Ask students to provide recap what they learned from the previous lesson? Have students been working on identifying strengths within their self-confidence? Have students developed affirmation statements?

Community Circle COVID-19 Question Consideration:

- How has Covid-19 lowered you cell phone battery?
- How did you recharge it?

LESSON

<p>Need for Skill</p>	<p>Self-Confidence – “You can’t touch it, but it affects how you feel. You can’t see it, but it’s there when you look in the mirror. You can’t hear it, but it’s there every time you talk about yourself. Feeling good about yourself affects how you act and live.” www.Kidshealth.org/classroom</p>
<p>Teach Learning Objectives</p>	<p>Part 1: Identifying and Expressing Positive Strengths About Themselves</p> <ul style="list-style-type: none"> • Say, “You need to understand your personal strengths would be something that comes very easily for you. We are all unique based on our personalities. It is important for you to know your capacities. Your strengths are things you can leverage on, while weakness are areas to improve on. Weakness are not something you lack nor your downfall, they are things you need to develop and build. <p>Teacher’s <i>Preparation</i>: Below are 2 videos, choose the video that would be most impactful for your students.</p> <ul style="list-style-type: none"> • Say, “Now we are going to watch “How to build your confidence and spark it in others” by Brittany Packnett. Video link: https://www.ted.com/talks/brittany_packnett_how_to_build_your_confidence_and_spark_it_in_others?rid=NUabwbq1moHF&utm_source=recommendation&utm_medium=email&utm_campaign=explore&utm_term=watchNow <ul style="list-style-type: none"> ○ This is a TED talk that discuss how confidence is the necessary spark before everything that follows. As you watch the movie, write down quotes or advice that Brittany discusses. • Say, “Now we are going to watch “A Pro-Wrestler’s Guide to Confidence” by Mike Kinney https://www.ted.com/talks/mike_kinney_a_pro_wrestler_s_guide_to_confidence#t-73293 <ul style="list-style-type: none"> ○ You are more than you think you are, says former pro wrestler Mike Kinney -- you just have to find what makes you unique and use it to your advantage. For years Kinney

"turned up" the parts of himself that made him special as he invented and perfected his wrestling persona, Cowboy Gator Magraw. In a talk equal parts funny and smart, he brings his wisdom from the ring to everyday life, sharing how we can all live more confidently and reach our full potential.

- As you watch the Ted Talk, write down quotes or advice that Mick discusses. Put your discussions and thoughts on FlipGrid (teacher will need to set-up the FlipGrid or use another platform)
- Debrief the video with students.

Teacher Preparation: There are 2 options for students to examine their self-confidence, review both options and determine which one you will use.

Option 1:

- Say, "Take out an electronic device and go to <https://www.viacharacter.org/survey/account/register#youth> " Take this survey and download the results.
 - The VIA Survey is the only free, scientific survey of character strengths. This will take 15 minutes or less. By far, one of the most popular strengths-based assessments, the **VIA survey** by Seligman and Peterson, helps in not only identifying our core strengths but also guides on how to improve them. The survey measures all the 24 signature strengths mentioned in the CSV manual and works exceptionally well as a positive psychology intervention (Eccles & Gootman, 2002; Peterson & Seligman, 2004).

Option 2:

- Say, "In order to understand your strengths and weakness, you need to know them. Here is a simple exercise you can try.
- Provide students with the handout "Character Traits" or project the handout. Review the list of attributes in Table 1 (handout). Have students pick five positive attributes that represents them, and arrange them in order, with number five being the one that represents them the least and number one is the one which represents them the most.
- Say, "Remember, do not choose attributes that you want to have. Choose those which really represent you. You can choose more than five if you want to."
- After 5 minutes, say, "it is equally important to know your weaknesses as much as knowing your strengths. Similar to the exercise you did earlier, pick five attributes from the list in Table 2 (Handout) which you believe represent you, with number five being the least like you and number one being the most like you.
- Tell students to keep these because they will use them later.

Part 2: Using Positive Self-Affirmation or Self-Talk

- Provide students with a quick reflection of what was reviewed in Part 1 of this lesson.
- Say, "Positive self-talk or self-affirmation is when we talk to ourselves in a reassuring, kind, and more optimistic way. It's the difference from saying to yourself: "I'm an idiot, I can't believe I failed this math test" or "I'm disappointed in how I did on the math test but I'm going to talk to the teacher and study more next time. Positive self-talk can have a big impact on how we think and feel. Over time, engaging in more positive self-talk can help reduce stress, improve self-esteem, increase motivation, inspire productivity, and improve overall mental and physical health." <https://www.thepathway2success.com/how-to-teach-positive-self-talk/>
- Write these statements on the board and then have students change the negative statements into positive self-affirmation statements:
 - I am ugly. (I am beautiful.)
 - I am stupid. (I am intelligent.)
 - I am negative. (I am positive or supportive.)
 - I don't work hard. (I work hard.)

	<ul style="list-style-type: none"> ○ I lie. (I am truthful.) ○ I am a follower. (I am a leader.) <ul style="list-style-type: none"> • Say, “Positive affirmations for teens can help teens rewire their brain and help them deal with their daily lives. Your prefrontal cortex, the part of the brain which helps moderate emotional and impulse control, is not fully developed until the early to mid-twenties. Also, your subconscious thoughts control up to 96% of your habits and behaviors. Therefore, you need to practice changing negative thoughts into positive thoughts. If you want to practice changing your negative thoughts into positive affirmations download the app ThinkUp. This app allows you to search a directory of positive affirmations or you can record your own, set a timer, and play the positive affirmations every morning or evening. Remember the more you practice, the more you will use positive affirmations.” https://www.thinkup.me/affirmations-for-teens/ <p>Part 3: Appreciate positive traits in others</p> <ul style="list-style-type: none"> • Provide students with a quick reflection of what was reviewed in Part 1 and Part 2 of this lesson. • Let’s watch this TED Talk by Lizzie Velasquez. While watching the video write down: <ul style="list-style-type: none"> ○ What difficulties did she face in life? How was she treated in schools? ○ What are some of Lizzie’s positive traits (perseverance, resilience, positive attitude, etc.) that contribute to her positive self-concept? <p>https://www.google.com/search?q=how+do+you+define+yourself+lizzie+velasquez&oq=how+do+yo+define+yourself+&aqs=chrome.1.69i57j0l6j69i60.10975j0j7&sourceid=chrome&ie=UTF-8#kpvallbx= a8XCXoHmGszcswXpvYLgCA27</p> <ul style="list-style-type: none"> • Debrief with students and use some of the questions below: <ul style="list-style-type: none"> ○ What about her do you most admire? How might her positive traits inspire and help others? How does Lizzie demonstrate that “beauty is on the inside”? ○ Who in her life supported her, and how did this help build her self-esteem? ○ If she were a student at this school, how could the school community support her? • Other examples you could choose if Lizzie Velasquez is not appropriate for your class: <ul style="list-style-type: none"> ○ One of the greatest scientists living on the planet today, Stephen Hawking (ALS)-- A theoretical cosmologist and physicist, Stephen Hawking is the director of research at the Centre For Theoretical Cosmology in the University of Cambridge today. ○ Stevie Wonder-Musician (blind) ○ Marlee Matlin-Actress (deaf) ○ Andrea Boccelli-Tenor, musician, writer and musical producer of Italian origin and has sold more than 75 million records (blind).
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<p style="text-align: center;">Engage in Role Play Practice</p>	<p>Break students into groups of four and provide each group with a scenario from below. Tell the groups that they are to give advice to the person on how to improve their self-confidence and help them use positive-affirmation statements. Have students report out.</p> <ul style="list-style-type: none"> • <i>Curly Sue</i>: “No matter what I do, I don’t look like the girls in my magazines. I’m short, I have curly hair and my mom won’t let me wear makeup or straighten my hair. I wish I could look as pretty as the models in my magazines. Any advice on how I can feel better about myself?” • <i>Running Scared</i>: “My dad is really mad at me because I got a C- in math. I usually get B’s, but I just started on the track team and I got a part-time job. Now my dad wants me to quit my job and the track team! I guess I can’t do it all. Help!” • <i>Sports Skunk</i>: “I tried out for the basketball team for the past 2 years and was cut both times. All my friends are on the team and now I have nothing to do after school. I used to think I was good at basketball, but I guess I really stink. Maybe I should just forget about sports.” • <i>Non-Nurse</i>: “I really want to go to college to be a nurse, but my grades haven’t been so great this year. I probably can’t get into nursing school. Nursing school is probably too hard anyway. What should I do?”
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Activity to Practice Skill	<ul style="list-style-type: none"> • Distribute the <i>Recharge Your Phone</i> handout. Explain to the students that this visual (smartphone) is an aid to help them think about their own areas of life – the left-hand side is like when their smart phone needs a battery charge. <ul style="list-style-type: none"> ○ What are some areas in their life that they feel they need to work on? ○ Write down a few items. • On the right side of the sheet, list areas of your life that you feel confident about—just like when the smart phone is fully charged. • At the bottom of the handout, create an affirmation statement to increase your ability to improve your confidence and self-acceptance in areas of your life that you are currently insecure about. <ul style="list-style-type: none"> ○ Give students some possible examples: <ul style="list-style-type: none"> ▪ I can do this. ▪ I am successful. ▪ I am not going to give up. ▪ I am a hard worker. <p>Extension Activity:</p> <ul style="list-style-type: none"> • Who are you on social media? • Write a social media profile of yourself. Think about how you want to portray yourself to your future employee, college recruiter, future significant others, etc.
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Closing Circle Question:

- True self-development only begins once you gain a good understanding of who you are and what or who you want to be.
- What is one negative thought or feeling you have about your self or someone else? Think about how to change that into a positive affirmation statement?

Digital Learning Adaptations:

Identifying Your Strengths

Part 1:

- Have student’s choice a video from below:
 - Watch “How to build your confidence and spark it in others” by Brittany Packnett. Video link: https://www.ted.com/talks/brittany_packnett_how_to_build_your_confidence_and_spark_it_in_others?rid=NUabwbq1moHF&utm_source=recommendation&utm_medium=email&utm_campaign=explore&utm_term=watchNow
 - This is a TED talk that discuss how confidence is the necessary spark before everything that follows. As you watch the video, write down quotes or advice that Brittany discusses. Put your discussions and thoughts on FlipGrid (teacher will need to set-up the FlipGrid or use another platform)
 - Watch “A Pro-Wrestler’s Guide to Confidence” https://www.ted.com/talks/mike_kinney_a_pro_wrestler_s_guide_to_confidence#t-73293
 - You are more than you think you are, says former pro wrestler Mike Kinney -- you just have to find what makes you unique and use it to your advantage. For years Kinney "turned up" the parts of himself that made him special as he invented and perfected his wrestling persona, Cowboy Gator Magraw. In a talk equal parts funny and smart, he brings his wisdom from the ring to everyday life, sharing how we can all live more confidently and reach our full potential.
 - As you watch the Ted Talk, write down quotes or advice that Mick discusses. Put your discussions and thoughts on FlipGrid (teacher will need to set-up the FlipGrid or use another platform)
- What are your strengths? Take the On-Line Aptitude Test – Find Your Strengths and Weaknesses <https://richardstep.com/richardstep-strengths-weaknesses-aptitude-test/>
 - Share your 3 strengths and areas for growth with your teacher

Part 2:

- Watch this TED Talk by Lizzie Velasquez. While watching the video write down:
 - What difficulties did she face in life? How was she treated in schools?

- What are some of Lizzie’s positive traits (perseverance, resilience, positive attitude, etc.) that contribute to her positive self-concept?
- What about her do you most admire? How might her positive traits inspire and help others? How does Lizzie demonstrate that “beauty is on the inside”?
- Who in her life supported her, and how did this help build her self-esteem?
- If she were a student at this school, how could the school community support her?
- Send your answers to your teacher (teacher determines method for turning-in responses)
- Video Link for Lizzie Velasquez:
<https://www.google.com/search?q=how+do+you+define+yourself+lizzie+velasquez&oq=how+do+you+define+yourself+&aqs=chrome.1.69i57j0l6j69i60.10975j0j7&sourceid=chrome&ie=UTF-8#kpvallbx=a8XCXoHmGszcswXpvYLgCA27>

Part 3:

- Who are you on social media?
- Write a social media profile of yourself. Think about how you want to portray yourself to your future employee, college recruiter, future significant others, etc.

References/Resources:

Dr. Brandy Oliver (2019), Indiana Social Emotional Learning Competencies PK-12 Lesson Plans
<https://www.doe.in.gov/sites/default/files/sebw/sel-lesson-plans-pk-12-final-attachments.pdf>

The Importance of Healthy Self-Confidence in Students

<https://www.marlborough.org/news/~board/health-and-wellness/post/the-importance-of-healthy-self-confidence-in-students>

Self-Confidence: A Key to Success

<https://www1.cfn.org/Home/Article.aspx?articleId=TKZjBonzsuebU8XAP2BPAXEAIxAP2FPAX11wXAP3DPAXXAP3DPAX&level=3XAP2FPAX6J7I3kztATGuYyXAP2BPAXDahIQXAP3DPAXXAP3DPAX>

Curricula and Training

<https://characterstrong.com/>

Why It’s Important To Know Your Strengths and Weaknesses

<https://leaderonomics.com/personal/why-its-important-to-know-your-strengths-and-weaknesses>

The Difference Between Self-Esteem and Self-Confidence

<https://www.healthyplace.com/blogs/buildingselfesteem/2012/05/the-difference-between-self-esteem-and-self-confidence>

How to Teach Positive Self-Talk

<https://www.thepathway2success.com/how-to-teach-positive-self-talk/>

Affirmations for Teens

<https://www.thinkup.me/affirmations-for-teens/>

7 Most Accurate Character Strengths Assessments and Tests

<https://positivepsychology.com/character-strengths-assessments-tests/>

Linley, P. A., Maltby, J., Wood, A. M., Joseph, S., Harrington, S., Peterson, C., Park, N., & Seligman, M. E. P. (2007). Character strengths in the United Kingdom: The VIA inventory of strengths. *Personality and Individual Differences*, 43, 341-351. <https://psycnet.apa.org/record/2007-05830-012>

Identifying Character Traits

http://mystarjob.com/archives/2014/3/22/mystarjob_careerguide/011_22032014c.jpg

Positive

TABLE 1

Action-Oriented	Adventurous	Analytical	Artistic
Athletic	Authentic	Caring	Clever
Compassionate	Charming	Communicative	Confident
Courageous	Creative	Curious	Determined
Disciplined	Educated	Empathetic	Emotional Intelligent
Energetic	Entertaining	Fast	Flexible
Focused	Detail-Oriented	Helping	Inspiring
Intelligent	Leadership	Learning	Motivated
Optimistic	Open-Minded	Organised	Outgoing
Patient	Precise	Responsible	Self-Controlled
Speaking	Spontaneous	Social /People Skills	Strategic Thinking
Team-Oriented	Thoughtful	Trustworthy	Visionary
Warm	Willpower	Wisdom	

Negative

TABLE 2

Aggressive	Arrogant	Bossy	Chaotic
Close-minded	Complaining	Contemptuous	Controlling
Cynical	Fearful	Greedy	Hesitant
Ignorant	Impatient	Impulsive	Indifferent
Insensitive	Intolerant	Irresponsible	Lazy
Lethargic	Loose-Tongued	Mistrustful	Moody
Naive	Negative	Obstructive	Passive
Prejudiced	Reckless	Rude	Selfish
Shallow	Short-sighted	Shy	Sloppy
Stubborn	Slow	Strict	Undisciplined
Vague	Wasteful		

Identifying Character Traits

Strengths Scavenger Hunt

<p>ADAPTABILITY Ability to live in the present, freely and willingly able to respond to the demands and changes of the moment</p>	<p>POSITIVITY Have an enthusiasm that is contagious-- They are upbeat and can get others excited about what they are going to do</p>	<p>CURIOSITY Interest, novelty-seeking, exploration, openness to experience</p>
<p>LEADERSHIP Organizing group activities to get things done, positively influencing others</p>	<p>EMPATHY Can sense the feelings of other people by imagining themselves in others' lives or others' situations</p>	<p>HONESTY Authenticity, being true to oneself, sincerity without pretense, integrity</p>
<p>GRATITUDE Being aware of and thankful of the good things that happen; taking time to express thanks</p>	<p>HUMOR Liking to laugh and tease; bringing smiles to other people; seeing the light side.</p>	<p>BRAVERY Valor, not shrinking from threat or challenge, facing fears, speaking up for what's right</p>
<p>OPEN-MINDEDNESS Thinking things through and examining them from all sides; weighing all evidence fairly</p>	<p>PATIENCE Ability to stay calm, wait or endure without complaint</p>	<p>DILIGENT Working hard in a careful and thorough way</p>

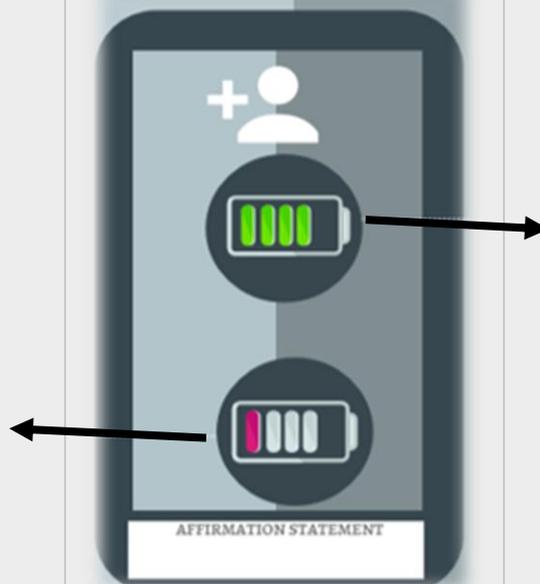
Recharge Your Phone

Activity for Self-Confidence

How can you begin to move the areas on the left to the right?

What can you do to build confidence in these areas?

Low Areas



Strengths

Affirmation Statement:



Social Emotional Learning Lesson 9

Goals and Grit

7th -12th Grade

<p>SEL Competency: Self-Management</p>	<p>SEL Sub-Competencies: Perseverance and Goal Setting</p>
<p>Lesson Concepts:</p> <ul style="list-style-type: none"> • Goal setting is a life-long skill that provides long-term direction and short-term motivation • Long-term goals can be broken down into short-term or medium-range goals • I can write short-, medium-, or long-term SMART (Specific, Measurable, Attainable, Relevant, Timely) goals • I can grow my grit • There are strategies and supports I can use to stay <i>goal-focused</i> when faced with a setback 	<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Demonstrate an understanding that goal setting supports life-long success • Define and distinguish between short-, medium - and long-term goals • Design action steps with timelines for achieving academic and personal goals • Define grit and discuss its importance. • Anticipate possible barriers to the achievement of a goal and identify ways to overcome them
<p>Why this Lesson Matters:</p> <p>An important foundational skill to possess is the ability to set, monitor, adapt, and evaluate his/her goals to achieve success in school and life. According to recent studies, only 20% of the population sets goals, and as many as 92% of those goals are never achieved. That said, it is unlikely to meet a highly successful person who does not regularly set personal goals. Goals are critical. They keep you focused on what is important and allow you to make the best use of your 24 hours each day. When tackled correctly, they force you out of your comfort zone and help you grow more than you would without them (<i>7 Mindsets</i>). Goals provide students with a sense of direction, a sense of accomplishment and help define their growth and development (<i>Accent on Success</i>). Yet, students must have the motivation to persevere in overcoming obstacles to ultimately reach their goals. Research shows that perseverance is important for academic success, including educational attainment and school grades. Young people with strong perseverance skills will set goals, persist in completing a task even when challenges arise, connect a current task to future goals, and try again when they fail at doing something (<i>Insight Center</i>). Teaching students to persevere through challenges gives them the work ethic to be responsible and resilient adults (<i>Talking with Trees</i>).</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Community circle centerpiece and talking piece • Board or chart paper and markers • Worksheets or materials for activities to practice skill (Based on what practice activity you select) • Coloring/writing supplies for each student • Internet access/Sound <p>Part 1:</p> <ul style="list-style-type: none"> • Goal Setting Student Organizer - https://files.nassp.org/igx_temp/Goal_Setting.pdf • SMART Goal Video - https://youtu.be/Zt9cl61rf1Q • SMART Goal Graphic (In Lesson Folder) • One of the following SMART Goal Templates: <ol style="list-style-type: none"> https://www.developgoodhabits.com/wp-content/uploads/2017/04/SMART-Goal-Setting-Worksheet-819x1024.jpg 	<p>Session Length and Pacing:</p> <ul style="list-style-type: none"> • Community Circle: 15 minutes • Teach Part 1: 45 minutes • Teach Part 2: 45 minutes • Model: 15 minutes • Practice: 25 minutes • Activity: 45 minutes • Closing Community Circle: 15 minutes <p>Total: 190 minutes</p>

<ul style="list-style-type: none"> b. https://drive.google.com/file/d/102QTzer1ecaRBrkXypJrTd_FBezrqrB/view c. https://www.nhs.us/wordpress/wp-content/uploads/2017/11/Futuready_Smart_Goals.pdf <p>Part 2:</p> <ul style="list-style-type: none"> • Obama Perseverance Quote (In Lesson Folder) • Grit Video - https://www.youtube.com/watch?v=m7M5_cu1Erc • Grit Scale Quiz - https://angeladuckworth.com/grit-scale/ • Steven Claunch Video - https://youtu.be/2MGMvEnoD6U 	
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Community Circle Question:

- Why is it important to set goals? How can goal setting help you in your life? When it comes to meeting your goals, do you think a person’s IQ is more important or their effort?

Community Circle COVID-19 Question Consideration:

- Did you have any goals that were interrupted by the Coronavirus? If so, what did you do? How did you react? If not, while at home did you set any new goals for yourself? Or if you did not set any goals what is something that you struggled with? (For example, getting up and “ready” for school each day.) How could have goal setting made things easier or have helped?

LESSON

Need for Skill	<ul style="list-style-type: none"> • In life you will experience challenges. Yet, it is important to keep trying even when things are difficult. Goal setting is an important skill needed to help you persevere when things get tough. Writing SMART goals provide you with a visual reminder of what you want to achieve and by when. It helps keep you on track and accountable. You will know we are successful when you can write short-, medium-, or long-term SMART goals and exhibit grit to stay <i>goal-focused</i> when faced with a setback.
Teach Learning Objectives	<p>Part 1: Goals</p> <ul style="list-style-type: none"> • Write the word GOAL on the board in a word bubble and ask students to suggest meanings for the word. If needed, remind students that you are not asking them to share “a goal”, just define the word goal. Chart their responses around the word. At the end, have a student look up the word goal in the dictionary and read the definition to the class. Write it on the board - “the object of a person’s ambition or effort; an aim or desired result.” Ask students to compare their definitions with the dictionary meaning. Wrap up this exercise with the thought that a goal is personal and a defined series of actions that result in a person accomplishing a task. Pass out this handout as a student organizer for the rest of the goal-setting conversation - https://files.nassp.org/igx_temp/Goal_Setting.pdf • Share with students that goal setting is a life-long skill. You will be hard-pressed to meet an extraordinarily successful person who does not regularly set personal goals whether in school, their career, or their personal life. Goals keep you focused on what is important and allows you to make the best of your time. Other benefits of goal setting include: <ul style="list-style-type: none"> a. Direction – Helps you know what to focus your efforts on b. Clarity - Helps you clarify what is important to you and then focus on it c. Decision Making – Helps you facilitate more effective decision making through better self-knowledge, direction, and focus d. Control – Helps you take a more active role in building your own future. e. Motivation – Provides you something to hope for and aspire towards

- f. Personal Satisfaction - Gives you a positive experience of achievement and personal satisfaction when you reach a goal.
- g. Purpose - Assists you in finding a sense of purpose in your life
- By a show of hands ask the students:
 1. Who has had a goal before?
 2. Who has ever achieved a goal?
 3. Who has ever not achieved a goal?
- Share that they are not alone! According to a recent study, only 20% of the population sets goals, and as many as 92% of those goals are never achieved (7 Mindsets). Then ask by show of hands who has ever written down a goal and monitored their progress in meeting it over time?
- Introduce the concept of SMART goals and share that studies have shown that people using SMART goals are 42% more likely to achieve their goals (Teen Smart Goals).
- Before writing a SMART goal though, you first will examine the three different type of goals:
 1. **Short-term goals** are objectives that you want to achieve in a short time frame - an hour from now, today, or as far as a month away. Short-term goals can also be things you have to do along the way to reach your medium-range or long-term goals.
 2. **Medium-range goals** are objectives that you want to achieve that will take more time, between a month or so and a year. Medium-range goals can be achieved on the way to reaching long-term goals.
 3. **Long-term goals** are objectives that you want to achieve in the future, whether you hope to accomplish them a few years from now or when you are much older.
- Explain that short-term goals can also just stand on their own with a few action steps to achieve. But often you will use them more so as steppingstones/action steps to your medium-range or long-term goal. The same can be said about medium-range goals too.
- To explain further, post the following words in your classroom: “Eat a good meal. Concentrate on math homework. Pass tests. Graduate. Study for math tests. Pass classes.” Then tell students, if the goal here is to graduate from high school, what order should these events be in so the goal can be achieved? Have them suggest an order.
- Then, summarize the process:
 - a. You had to eat a good meal to concentrate on your homework and study for your tests effectively. These are examples of short-term goals.
 - b. By studying effectively, you were able to pass your tests and therefore pass your classes. These are examples of medium-range goals.
 - c. Achieving those short-term goals and medium-range goals allowed you to graduate. That is a long-term goal.
- Ask each student to take a few minutes and write down a goal. Any goal whether it be short-, medium-, or long-term. Have them hold on to it and we will revisit it shortly.
- Next explain the power behind setting SMART goals and show this video to introduce the concept: <https://youtu.be/Zt9cl61rf1Q>
- Share this SMART goal graphic (see SMART Goal Graphic in the Lesson Folder or access from this link - <https://www.teensmartgoals.com/goal-setting-for-teens>) and talk through the various pieces of creating a goal. Ask students to all stand up with their written goal. As you talk through the various pieces (letters) of a smart goal, ask them to sit if their goal does not meet any of the criteria.
 - a. Specific – Is your goal clear and defined? Do you really understand what you are trying to achieve? For example, setting a goal to become a better

runner is vague, but setting a goal to run a mile within a certain amount of time is specific.

- b. Measurable – How will you know when you achieved it? What are benchmarks they can hit along the way? Running a mile is specific but not measurable. Indicators of progress toward a faster mile might mean decreasing the time in ten-second increments.
 - c. Attainable – Is this something you can achieve with current skills and abilities? If the goal setter does not currently can run a complete mile, improving the mile is not an achievable goal. The same might be said of becoming a professional athlete. While this may be possible at some point, it would not be a current SMART goal because the student does not currently possess the skill and ability.
 - d. Relevant – Is the goal meaningful and important? Why is it important for the runner to improve their mile time by twenty seconds? Are they trying to make the track team or get a better grade in gym class?
 - e. Time-Bound – When do you want to achieve this goal by? There is no urgency created by an open-ended goal. For example, you could say the runner will decrease his or her mile by twenty seconds within six months.
- At this point, it is likely that all the students will be sitting, but if not ask any who are still standing if they will share their goal and use it as an example to see if it in fact meets the SMART goal “test.” Otherwise, let students know we will work on revising their goals into SMART goals shortly.
 - End this part of the lesson by sharing that once goals are written it is important that we monitor them checking in regularly. Accountability is key to success and so is celebration of small and large milestones! The hard work though is just beginning. We will explore the concept of sticking with our goals even when challenges arise in the next part of our lesson.

Part 2: Grit

- Start the lesson with sharing this quote: “Gear yourself for the long haul...You’re gonna have some setbacks...You will be frustrated...You won’t always get everything you want – at least, not as fast as you want it. So, you must stick with it. You have to be persistent.” – President Barack Obama, Rutgers Commencement Address (Access Obama Perseverance Quote in Lesson Folder)
- Engage students in a conversation about what they think this quote means in the context of having and working to accomplish their goals.
- Ask students if they can define the word Grit. Has anyone heard this word before? If not, ask them if they can define perseverance. Explain that grit and perseverance are similar in that they mean you are willing to keep working and improving at something despite the challenges that get in your way.
- Describe grit as the ability to keep working toward a goal, overcoming challenges, and sticking with it even when it is hard. It is passion and perseverance toward very long-term goals.
- Pose these questions to students to further explain the concept of grit: “Did you ever notice how sometimes the smartest person isn’t the most successful? Or how the kid with the most natural talent on a team isn’t the star player? That’s because of grit!” Grit isn’t talent. Grit isn’t luck. Grit isn’t how intensely, for the moment, you want something. Studies show that intelligence or natural ability by itself isn’t as powerful as grit. Without practice and effort, natural talent is limited. But with grit, you can develop your ability-- you can get stronger and better at something when you work long and hard at it.
- Explain that the concept of grit has been studied and explored by Angela Duckworth. She wrote a book about it. Here is a short video to further explain the concept to your students - https://www.youtube.com/watch?v=m7M5_cu1Erc
- After the video ask students what they think about grit. Does effort matter?

- Have students take this short 10 question grit scale quiz. Let students know that there are several statements that may or may not apply to you. There are no right or wrong answers, so just answer honestly, considering how you compare to most people. At the end, you'll get a score that reflects how passionate and persevering you see yourself to be - <https://angeladuckworth.com/grit-scale/>
- Once students finish the quiz, they will get a "grit score." Do not have students share back but do ask them to self-reflect on their score.
- Explain that even though some people are "grittier" than others, the good news is that you can grow your grit! As you share these 5 steps encourage students to take note on an action, they could take to improve their grittiness:
 1. Pursue your interests! Find something that fascinates you or that you really want to achieve. Then, write down a long-term SMART goal and find a role model, mentor, or coach to keep you accountable.
 2. Practice, Practice, Practice – Hard work leads to competence and you are more likely to stick with things that you are good at. Put in the work to get a little bit better every day.
 3. Connect to a Higher Purpose – Reflect on how what you do can contribute to the well-being of others. How are you helping other people?
 4. Cultivate Hope – Believe it is possible! You have the possibility to change your brain and learn new skills throughout your life.
 5. Surround Yourself with Gritty People – Create positive peer pressure. The people around you have a huge influence on your thoughts, feelings, and behaviors. When you spend enough time with a particular group of people the way they do things become the way you do things.
- Share this video with students about Steven Claunch, who was born without fingers on his right hand and with one leg shorter than the other and has excelled in basketball, nonetheless. As student's watch ask them to take note of how Steven showed grit. How did he work hard to overcome his obstacles and what did he learn? <https://youtu.be/2MGMvEnoD6U>
- If time allows, feel free to share another example of grit: You have always wanted to learn another language, but are very subconscious about speaking it and feel you will not be able to learn. You share your concerns with the language teacher at your school and she lets you know about a free language course that promotes fluency in three months, and it is geared toward students like you. You think this might work, so you join the program. You become involved with the active online group, complete the lessons (called missions by the course creator), and post them for others to review. The end-of-course challenge is to have a 15-minute conversation in your target language. On the final day of your three-month study, you post your video.
- Make sure to mention that some people think that having grit means you never, ever quit. But that is not really accurate because having grit means you start with a goal that is possible to achieve with enough time and effort. For example, if you want to be the first 10-year-old to be President of the United States, no amount of grit is realistically going to help you reach your goal. Having grit means you persevere toward a goal that is difficult, but not foolishly impossible.
- However, like with anything worth achieving you should expect barriers along the way. Gritty people are prepared with strategies and supports they can use to stay *goal-focused* when faced with a setback. Share some of these strategies:
 1. Monitor your progress. Are you monitoring your progress at least weekly? Did you break your long-term SMART goal into small-term goals? Monitoring your progress keeps you accountable and alerts you early when adjustments need to be made.
 2. Put in more effort. Are you really giving it your all? How much time are you investing daily, weekly? Do you need to invest more?

	<ol style="list-style-type: none"> 3. <u>Extend timeframes.</u> Do you need to adjust your goal? How much more time is reasonable? You are free to adjust, just do not keep it open-ended. 4. <u>Seek help.</u> Do you have a friend, parent, teacher, coach, or mentor? 5. <u>Identify outside resources in your home, school or community that could help.</u> When you encounter obstacles, access resources rather than giving up on your goals. 6. <u>Identify an alternate path to goal achievement.</u> Adjustments are normal. Remember that we learn from challenge and the key to success is persistence.
<p>Model Examples & Non-Examples</p>	<ul style="list-style-type: none"> • Pick one of the SMART Goal Templates and model to students how they would complete it using a scenario below: <ol style="list-style-type: none"> 1. https://www.developgoodhabits.com/wp-content/uploads/2017/04/SMART-Goal-Setting-Worksheet-819x1024.jpg 2. https://drive.google.com/file/d/102QTzer1ecaRBrUKXypJrTd_FBezrqrB/view 3. https://www.nhs.us/wordpress/wp-content/uploads/2017/11/Futuready_Smart_Goals.pdf • Share the non-SMART goal example first, before modeling the correct one. • After modeling the SMART goal, be sure to also discuss: <ol style="list-style-type: none"> 1. Resources/Help needed for success 2. Plan to monitor progress – set reminders/stay organized, weekly review of action steps, self-reflection, etc. 3. Potential problems that may keep you from completing your goal along with strategies to support you staying on track – remember grit! • Model at least one of these scenarios on a SMART Goal Template: <ol style="list-style-type: none"> 1. SMART GOAL: I will get an “A” in Science (specific) by studying an extra 30 minutes per day (measurable). During these 30 minutes, I will: 1) review my notes from that day, 2) read the related sections of the textbook, and 3) write down any questions I must ask my teacher (actionable). It is important to me to reach a 3.5 GPA (relevant) so I can apply to the college of my choice. I will reach this goal by December 20 (time bound). NON-SMART GOAL: I want to do better in science, I want to get an A in science, or I will do my science homework every day. 2. SMART GOAL: I will be selected to the varsity team of my high school’s tennis team (specific). To do this, I will have improved my tennis rating from a 5 to a 6 (measurable). The way I will improve my tennis (actionable) includes: 1) 30 minutes of serving practice every day, 2) 1-2 hours of tennis clinics (or match play) 4 days per week, 3) 30 minutes of footwork training every day, 2) 2 tournaments per month. I am excited about representing my high school in tennis (relevant). I will reach my goal by December 31 (time bound). NON-SMART GOAL: I want to make the varsity tennis team, I want to do better in tennis, I want to be the best tennis player in the United States by next year 3. SMART GOAL: I will be chosen for the role of Bert (specific) in my school’s 8th grade musical Mary Poppins. I will improve my singing by practicing at least 1 hour every day until auditions (measurable). My practices will include: 1) learning the lyrics, 2) breathing exercises, 3) practicing proper singing posture, and 4) singing the musical’s songs every day (actionable). This goal is important to me because it will be exciting to have my friends come watch me perform (relevant). The due date for this goal is the date of auditions (time bound). NON-SMART GOAL: I want to play the role of Bert in Mary Poppins, I want to improve my signing by auditions, or I will practice signing every day. 4. SMART GOAL: I want to run a mile in 9 minutes or less (specific and measurable!). To reach my goal, I will do these activities 4 days per week (actionable): 1) stretch for 5 minutes, 2) run for 15 minutes, and 3) run intervals for 10 minutes. This is important to me because I want to do well in

	<p>my P.E. evaluation (relevant). I will reach this goal by November 1 (time bound). NON-SMART GOAL: I want to run better, I want to run faster, I want to score high in my P.E. evaluation.</p> <p>5. SMART GOAL: I will earn \$70 (specific) by July 10 (time bound). I will complete all my chores to earn my normal allowance. Also, I will work on 5 hours of extra projects every week (measurable). This will allow me to earn the money to enjoy going out with my friends (relevant). Every week I will (actionable): 1) clean my room, do my laundry, and make sure all my stuff is put away, 2) put away my own dishes, empty the dishwasher when it’s done, and wipe down the kitchen counters, 3) wash my mom’s car, and vacuum the inside. 4) mow the neighbor’s grass, water the plants, and clean up old leaves, and 5) pick up 2 additional odd jobs helping neighbors with projects/chores. NON-SMART GOAL: I will earn more money, I will work more, or I will be more helpful around the house to earn money.</p>
<p style="text-align: center;">Practice or Engage in Role Play</p>	<ul style="list-style-type: none"> • Provide each student with 2 copies of one of the following SMART Goal Templates: <ol style="list-style-type: none"> 1. https://www.developgoodhabits.com/wp-content/uploads/2017/04/SMART-Goal-Setting-Worksheet-819x1024.jpg 2. https://drive.google.com/file/d/102QTzer1ecaRBrkXypJrTd_FBezrqrB/view 3. https://www.nhs.us/wordpress/wp-content/uploads/2017/11/Futuready_Smart_Goals.pdf • Tell the students they are to develop 2 goals (one on each sheet). One goal must be academic/school/future related and the other can be anything else of their choosing. For one of their goals, they may wish to revisit the goal that they had written during the SMART Goal exercise during part one of the lesson. • If the template you select does not include these items, make sure students address the following on the back of each handout: <ol style="list-style-type: none"> 1. Resources/Help needed for success 2. Plan to monitor progress – set reminders/stay organized, weekly review of action steps, self-reflection, etc. 3. Potential problems that may keep you from completing your goal along with strategies to support you staying on track – remember grit! • Ask for volunteers to share their goals and monitor completion to ensure students are writing SMART GOALS correctly. • NOTE: You may also wish to share with students’ goal setting app trackers that they can utilize on their electronic devices. Depending on your students, you could model goal setting either on paper, in the app or on both! For more information about goal setting apps please see the <i>Digital Learning Adaptation</i> section.
<p style="text-align: center;">Activity to Practice Skill</p>	<p>Pick one of the following activities to reinforce the lesson and have students complete it during the week. Many activities will likely need extra time to be completed given the complexity of the topic. Therefore, consider starting the activity and allowing students to complete as part of another class/or SEL designated time.</p> <ul style="list-style-type: none"> • Journal Reflection - The following behaviors help to develop perseverance and grit: <ol style="list-style-type: none"> 1. Cultivate curiosity and a deep interest in what you are learning. 2. Increase your effort, do not blame your ability. 3. Learn from failure and apply its lessons. 4. Talk to yourself to guide your learning. 5. Learn from role models and mentors. <p>Write about a time you had a challenge and exhibited one or more of the above behaviors. Explain what happened and what you did. If you can’t think of a time when you used any of those behaviors, think of one of the goals you wrote and discuss how you will use one of those behaviors to help you achieve your goal.</p>

- Perseverance Walk – There are two versions of this activity. Here is the short version: Interview someone who overcome obstacles to achieve a positive goal. Answer the following questions in paragraph form. Write approximately 750 words.
 1. What did they want to achieve (their goal) and why?
 2. What were the obstacles they faced and overcame?
 3. What kept them going and on track?
 4. How and when did they reach their goal? How did it feel?
 5. What have been the benefits of reaching their goal?

The longer version also involves an interview, but instead of just writing the interview results, students are encouraged to create a storyboard, PowerPoint, google, Prezi, 3_D model story or anything else they can dream up! The first part of the story should portray the goal the person set, the second part of the story depict obstacles and roadblocks the person encountered during the way as well as a description of who they were managed and the final part should share what their subject’s life became once the goal was achieved. Students will also present their storyboard to their peers. For more detailed instructions on the activity as well as the interview questions please see the following links:

 1. Grit Lesson Plan: The Perseverance Walk - <https://www.edutopia.org/sites/default/files/pdfs/rmr/edutopia-rsrchmaderelevant-grit-perseverance-walklesson.pdf>
 2. Grit Student Worksheet: The Perseverance Walk - <https://www.edutopia.org/sites/default/files/pdfs/rmr/edutopia-rsrchmaderelevant-grit-perseverance-walkworksheet.pdf>
- Reflective Reading 1 – Have students pair up to read this short Michael Jordan story - https://nrcgt.uconn.edu/underachievement_study/self-efficacy/se_jordan/ One student can read the first half and the second student the rest. While they are reading ask them to highlight two phrases they like in the article (not more than eight words each) and then write a one sentence summary of the information. Then they will share both their highlighted phrases and sentence summary with another pair of students. A few students will be asked to share their sentences with the entire class.
- Reflective Reading 2 - Have students pair up to read the *Reflective Reading on Grit* handout in the lesson folder that features speech excerpts from Former President and First Lady Barack and Michelle Obama. You may have the pairs of students choose one reading or have them read all three. Have them take turns reading aloud to one another. While they are reading ask them to highlight two phrases they like in the article (not more than ten words each) and then write a one sentence summary of the information. Then they will share both their highlighted phrases and sentence summary with another pair of students. A few students will be asked to share their sentences with the entire class.
- Using Quotations – Write this quote on the board: “If you want to succeed, ask three old people for advice” – Chinese Proverb. Then write the words teacher, doctor, psychologist, social worker, librarian, adult relative, sibling, dentist, clergy, and coach on the board. Have students brainstorm the problems these people might be able to help them with, so they have resources and strategies ready to go when they encounter challenges in achieving their goals.
- I Like to Do – Explain that accomplishing goals sometimes requires doing things we do not enjoy. Discuss how connecting our goals to things we enjoy doing can make accomplishing them easier. Have students make a list of 10 things they like to do.

- GRIT Rubric – Have students refer to their Grit Score from the Grit Scale they took during part 2 of the lesson. Remind students that they can grow their grit. Share this Grit Rubric from the College Track from in San Francisco. It is “an afterschool, college preparatory program that works to increase high school graduation, college eligibility and enrollment and college graduation rates in under resourced communities.” Yet, even though the rubric may be made for “college,” it is applicable to all levels of life. Have students review the rubric and self-reflect on where they believe they currently are versus where they want to grow their grittiness in the areas of guts, resilience, integrity, and tenacity.
https://docs.google.com/document/d/1GJo0PCz9UfHCTPhD0Bgvi6FQA_10sQSx-wTlUvBtU8k/edit#heading=h.gjdgxs

Closing Community Circle Question:

- How will you work to develop perseverance or grit?

Digital Learning Adaptations:

- Teach students digital procedures and expectations for class circles. Instead of passing around the talking piece, call on each student when it is their time to share. If the student does not wish to answer the question, just teach them to say “pass” so you know to move on to the next student.
- Use FlipGrid or another application to capture student responses to questions in the lessons (such as defining words, reflective discussion, etc.) regarding goals and grit. You can also use student polling for another way of interaction. Share responses with the group.
- Post this student organizer for goals and share on your screen as you make your way through the lesson topics - https://files.nassp.org/igx_temp/Goal_Setting.pdf
- Share this SMART GOAL Video –: <https://youtu.be/Zt9cl61rf1Q>
- Display this *SMART Goal Graphic* (see SMART Goal Graphic in the Lesson Folder or access from this link - <https://www.teensmartgoals.com/goal-setting-for-teens>) as you talk through the various pieces of creating a goal. Ask students to hold up their written goal in front of their chest and as you talk through the various pieces (letters) of a smart goal, ask them to lower their goal if it does not meet any the criteria.
- Post the *Obama Perseverance Quote* that is in the lesson folder.
- Share this GRIT Video - https://www.youtube.com/watch?v=m7M5_cu1Erc
- Send students the Grit Scale Quiz link and give them time to complete the quiz - <https://angeladuckworth.com/grit-scale/>
- Show the Steven Claunch Video - <https://youtu.be/2MGMvEnoD6U>
- Pick a Goal Setting Template and complete the handout on camera while model the scenario example so students can see how to complete the worksheet template. You may also wish to model goal setting using a goal tracking app. There are many to choose from. Here are a few examples, many which are free at the current time:
 - Teen SMART Goals App - <https://apps.apple.com/us/app/teen-smart-goals/id1423247937>
 - Irunurn - <https://www.irunurun.com/>
 - Strides - <https://apps.apple.com/us/app/strides-goals-habits-tracker/id672401817?ign-mpt=uo%3D8>
 - 7 Best Apps for Student Goal Setting - <https://www.emergingedtech.com/2017/11/best-apps-for-student-goal-setting/>
- Here are some additional video clips that are good examples of goal setting or grit:
 - Kids with Character: GRIT - <https://www.youtube.com/watch?v=IrnihanwVos&feature=youtu.be>
 - Grit: The Key to Your Success - <https://www.youtube.com/watch?v=uwsZ22rprqc>
 - Fail Harder: Basketball Motivation - <https://www.youtube.com/watch?v=peeYthGINfM>
 - GRIT it Out - <https://vimeo.com/178015063/2c8c71d08c>
 - Thank You Mom - <https://www.youtube.com/watch?v=1SwFso7NeuA&feature=youtu.be>
 - Embracing Failure: Building a Growth Mindset Through the Arts - https://www.youtube.com/watch?v=6sPYE-ihy_4&feature=youtu.be

Tips for Teachers:

- Use language carefully to make the connection between hard work and success. Instead of generalized praise, “You are so good/smart/special,” connect high performance and accomplishment to hard work and effort. “You got an A on your test! I can see that you really prepared and worked hard.” The connection also works in the reverse. “You didn’t do very well on your test. How much time did you spend studying? What can you do to get a better grade next time?” It is important that students understand the power they have over their own success and failure. (And that failure does not have to be a permanent condition!) (*Wonder Teacher, Teaching Perseverance*)
- Resist blaming students for a lack of perseverance; instead, work on improving relevancy and engagement in class. (*Common Sense Education*) There are 11 ways that you can help teach GRIT in your classroom. Read these 11 tips here - <https://www.edutopia.org/blog/true-grit-measure-teach-success-vicki-davis>
- Put failures and mistakes into a growth perspective. Some students, especially perfectionists, have an excessive fear of failure. They avoid it by giving up on subjects or activities that do not come easily. Other students mistakenly equate a failure with a lack of intelligence or talent, taking needless hits to their self-esteem. Your own reaction to failure can make a powerful impact. When your students face setbacks, explain that failure is an expected part of the learning process that helps build intelligence and stamina. Taking a matter-of-fact approach, encourage your students to analyze what went wrong, seek help where needed, and try again...and again. (*Connections Academy*)
- Give your students the chance to struggle. As a teacher, you may be tempted to rush in to help when you see your students struggling with an assignment or problem. But struggle is essential to building self-confidence, independence, and perseverance. Resist the urge to intervene immediately, thereby allowing them time to figure it out on their own. (You can always intervene later if you see the struggle is becoming unproductive or too frustrating.) By trying these approaches, you can help your student grow in tenacity and focus—character traits that contribute to success in college and in career. A bonus is that when students do succeed after struggling, the victory is all theirs. (*Connections Academy*)

References/Resources:

- 7 Mindsets, Smart Goal Setting for Students
<https://7mindsets.com/smart-goal-setting-for-students/>
- Accent on Success, Goal Setting for Students
<http://www.teachingmoments.com>
- A.J. Juliani, Measuring the Immeasurable: Grit in Education
<http://ajjuliani.com/measuring-the-immeasurable-grit-in-education/>
- Angela Duckworth, Grit Scale
<https://angeladuckworth.com/grit-scale/>
- Better Humans, This is How to Grow Your Grit: 5 Secrets from Research
<https://medium.com/better-humans/this-is-how-to-grow-your-grit-5-secrets-from-research-9c78c803093e>
- Character LAB, Grit
<https://characterlab.org/playbooks/grit/>
- Collaborative for Academic, Social, and Emotional Learning (CASEL), Sample Teaching Activities to Support Core Competencies of Social Emotional Learning
<https://www.casel.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf>
- Common Sense Education, We All Teach SEL: Perseverance Activities and Tools for Students
<https://www.commonsense.org/education/articles/we-all-teach-sel-perseverance-activities-and-tools-for-students>
- Connections Academy, How to Empower Students to Persevere
<https://www.connectionsacademy.com/support/resources/article/4-tips-for-empowering-students-to-persevere>
- Develop Good Habits, SMART Goal Setting Worksheet
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- Edutopia, Grit Lesson Plan: The Perseverance Walk, “A Bit of Grit” by Amy Lyon
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Reflective Reading on Grit

Speech excerpts from Former President and First Lady Barack and Michelle Obama

Directions: Pair up with another student and take turns reading aloud to each other the following assigned speech excerpts (Readings 1-3). While reading, highlight two phrases you both like in each of the speech excerpts (not more than 10 words each) and then write a one sentence summary of the information (per reading). Then share your highlighted phrases and sentence summaries with another pair of students. Be prepared as you may be asked to share your sentences with the entire class!

Reading 1:

Former President Barack Obama, 2009 Back-To-School Address to the Nation

That's why today, I'm calling on each of you to set your own goals for your education – and to do everything you can to meet them. Your goal can be something as simple as doing all your homework, paying attention in class, or spending time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity, or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all kids deserve a safe environment to study and learn. Maybe you'll decide to take better care of yourself so you can be more ready to learn. And along those lines, I hope you'll all wash your hands a lot, and stay home from school when you don't feel well, so we can keep people from getting the flu this fall and winter.

Whatever you resolve to do, I want you to commit to it. I want you to really work at it.

I know that sometimes, you get the sense from TV that you can be rich and successful without any hard work — that your ticket to success is through rapping or basketball or being a reality TV star, when chances are, you're not going to be any of those things.

But the truth is, being successful is hard. You won't love every subject you study. You won't click with every teacher. Not every homework assignment will seem completely relevant to your life right this minute. And you won't necessarily succeed at everything the first time you try. That's OK. Some of the most successful people in the world are the ones who've had the most failures. JK Rowling's first Harry Potter book was rejected twelve times before it was finally published. Michael Jordan was cut from his high school basketball team, and he lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life. And that is why I succeed."

These people succeeded because they understand that you can't let your failures define you – you have to let them teach you. You have to let them show you what to do differently next time. If you get in trouble, that doesn't mean you're a troublemaker, it means you need to try harder to behave. If you get a bad grade, that doesn't mean you're stupid, it just means you need to spend more time studying.

No one's born being good at things, you become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. It's the same with your schoolwork. You might have to do a math problem a few times before you get it right, or read something a few times before you understand it, or do a few drafts of a paper before it's good enough to hand in.

Reading 2:

Former First Lady Michelle Obama, 2013 Martin Luther King Jr. Magnet High School (Nashville) Commencement Address

What I learned was that when something doesn't go your way, you've just got to adjust. You've got to dig deep and work like crazy. And that's when you'll find out what you're really made of, during those hard times.

But you can only do that if you're willing to put yourself in a position where you might fail. And that's why so often, failure is the key to success for so many great people. Take Steve Jobs, who was fired from Apple early in his career, and now his iPods and iPads and iPhones have revolutionized the entire world. Oprah was demoted from her first job as a news anchor, now she doesn't even need a last name. (Laughter.) And then there's this guy, Barack Obama, who lost — (applause) — I could take up a whole afternoon talking about his failures, but — (laughter) — he lost his first race for Congress, and now he gets to call himself my husband. (Laughter and applause.)

All jokes aside, the point is, is that resilience and grit, that ability to pick yourself up when you fall. Those are some of the most important skills you'll need as you make your way through college and through life.

And here's the thing, graduates: These qualities are not ones that you're born with. They're not like the color of your eyes or your height. They're not qualities that are beyond your control. Instead, you can dictate whether you'll have grit. You decide how hard you'll work. So I want you to make those choices right now, today, if you haven't already done so. Make those choices. I want you to tell yourself that no matter what challenges you face, that you will commit yourself to achieving your goals, no matter where life takes you.

Reading 3:

Former President Barack Obama, 2013 Ohio State University Commencement Address

Which brings me to the second thing I ask of all of you — I ask that you persevere. Whether you start a business, or run for office, or devote yourself to alleviating poverty or hunger, please remember that nothing worth doing happens overnight. A British inventor named Dyson went through more than 5,000 prototypes before getting that first really fancy vacuum cleaner just right. We remember Michael Jordan's six championships; we don't remember his nearly 15,000 missed shots. As for me, I lost my first race for Congress, and look at me now — I'm an honorary graduate of The Ohio State University. (Applause.)

The point is, if you are living your life to the fullest, you will fail, you will stumble, you will screw up, you will fall down. But it will make you stronger, and you'll get it right the next time, or the time after that, or the time after that. And that is not only true for your personal pursuits, but it's also true for the broader causes that you believe in as well.

So you can't give up your passion if things don't work right away. You can't lose heart, or grow cynical if there are twists and turns on your journey. The cynics may be the loudest voices — but I promise you, they will accomplish the least. It's those folks who stay at it, those who do the long, hard, committed work of change that gradually push this country in the right direction, and make the most lasting difference.

"Gear yourself for the long haul...You're gonna have some setbacks....You will be frustrated...You won't always get everything you want - at least, not as fast as you want it. So you have to stick with it. You have to be persistent."

**President Barack Obama,
Rutgers Commencement
Address**

Measurable

How will you know when you've achieved it?

You will need to be able to track daily progress

Achievable

How can the goal be accomplished?

List the specific tasks you will need to complete

Relevant

Why is this goal important to you?

Does this goal help add to your plans for the future?