

# Kindergarten Implementation Resources

(Adapted from the Virginia Department of Educations' [Standards](#), [Resources](#) and [Curriculum Framework](#))

## Kindergarten: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can name basic emotions.</i></p> <p><i>I can be aware of how my body feels when I have different emotions.</i></p> <p><i>I can recognize when things are hard for me and that it is okay to make mistakes, or ask for help.</i></p>	<p><a href="#">This resource</a> offers a lesson to explore the use of feelings with various emojis.</p> <p>Feeling Videos: • <a href="#">Feeling Video Intro</a> • <a href="#">I Feel Happy</a> • <a href="#">I Feel Frustrated</a> • <a href="#">I Feel Mad</a> • <a href="#">A Little Lesson on Feelings</a></p> <p>Use literature to have students connect themselves to characters. Have students identify the character's feelings and if these feelings are comfortable or uncomfortable. Have students discuss how they might feel in a similar situation. Read Aloud Suggestions:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Most Magnificent Thing</a>: This book explores the many feelings you might experience in a day: feeling mad, calming down, and persistence</li> <li>• In <a href="#">this video</a>, Greater Good teaches how to explain perseverance and self distancing with the book <a href="#">Super Satya Saves the Day</a> by Kaakhee Mirchandani</li> </ul> <p>Read Aloud Suggestions to discuss how mistakes are opportunities to grow and learn)</p> <ul style="list-style-type: none"> <li>• <a href="#">Beautiful Oops</a>: This book explores growing from mistakes.</li> </ul>	<p>When watching a video or reading a book, pause to identify the emotions of the characters. Discuss the feelings that the characters are experiencing and what may have caused them to feel that way. Emphasize that all of the feelings expressed are natural. Ask students to make connections to the character by allowing them to share stories of times they felt the same emotion.</p> <p>Create a check-in board or personal "mood meter" on which children can identify current feelings as part of the daily routine. Consider allowing students to revisit the board after lunch or recess as feelings can change throughout the day. Make sure, if a student selects a mood like anger, sadness, or fear that you offer them the opportunity to connect with you or at least validate the emotion by saying, "I am sorry to see you are feeling sad. Is there anything we can do to help you feel better?"</p> <p>Give students a sheet of paper with several circles drawn on it. Use mirrors for children to practice and observe their "feelings faces," then draw them into each</p>

	<ul style="list-style-type: none"> <li>● <u>The Girl Who Never Made Mistakes:</u> This book explores the importance of experiencing mistakes.</li> </ul> <p>Have students draw personal “flip side” pictures. On one side of a page, they draw a personal strength and on the other, they draw something that is hard for them. Take a few minutes each day to invite students to share (if they feel comfortable).</p> <p>Play an “oops” game. Create a deck of cards with mistakes (e.g., spilled paint in art, bumped into a friend’s desk, forgot packed lunch, made a mistake in math). Have each student pick a card and draw a picture of the mistake. Help the class recognize that mistakes happen every day. Put the mistakes into a “class book,” and together come up with what can be learned from each mistake (add this to the book).</p> <p>Have students play charades using two decks of cards—one deck with animals and one deck with emotion words (e.g., happy, sad, or angry). Select a combination and have the class act it out (e.g., Excited Lion, Angry Fish). Take it one-step further by allowing students to identify a different emotion they want their animal to be and act out that one.</p>	<p>circle. Ask students to describe how their insides feel when they experience these different emotions.</p> <p>Help children describe facial and body features of specific feelings (e.g., excited: mouth and eyes open wide or sad: eyes looking downward and body slumped). Play a guessing game in which one child shows a feeling through facial expression or body posture and others name the feeling or hold up a card.</p> <p>Create a feelings bingo game with each square representing a different feeling. The teacher begins and plays along to model what the feeling means to them. As students play, have them talk about what their insides feel like when they have that feeling.</p> <p>Use simple and common scenarios to have students identify how they would feel in certain situations. Focus on physical signals that students may experience (i.e., heart beating faster, stomachache, tight muscles).</p>
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## Kindergarten: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can identify strategies that allow me to stay calm</i></p> <p><i>I can work independently and ask for help when needed.</i></p>	<p>Use books that involve a character(s) experiencing a strong emotion and pause to ask questions such as, “What could the character do in this situation to stay calm,” “What would you do in this situation,” and “What could happen if the character does not remain in control?” Self-management, read-aloud suggestions include: <a href="#">Courage</a> by Bernard Waber, <a href="#">Jabari Jumps</a> by Gaia Cornwall, <a href="#">When You Are Brave</a> by Pat Zietlow Miller, <a href="#">Brave Molly</a> by Brooke Boynton-Hughes, <a href="#">The Lion Inside</a> by Rachel Bright and Jim Field, <a href="#">When Miles Got Mad</a> by Abbie Schiller and Samantha Counter, <a href="#">The Choices I Make</a> by Michael Gordon, as well as <a href="#">Hunter and His Amazing Remote Control</a> which is a book/curriculum to support self control. It can be used as a differentiation strategy or delivered as a whole group classroom lesson.</p> <p><a href="#">Breathing Strategies</a>: Various ways to teach students how to use breathing as a means of coping.</p> <p><a href="#">Ask for Help Song</a>: video to encourage young kids to ask for help.</p>	<p>Recognize that teachers play a significant role in creating a classroom environment that encourages students to learn and use strategies related to self-management. Self-management competencies help students move their self-awareness into action in healthy ways. Foundations of classroom management include self-management strategies, such as setting expectations for behavior and routines and providing verbal encouragement and positive reinforcement. Self-regulation consists of self-control, calming, and limiting impulsive responses. These skills often need to be taught and practiced at this age.</p> <p>Create a bulletin board in the class that lists some calm down strategies. Teach, model, and practice each strategy. Possible strategies to include: different breathing techniques (e.g., balloon breathing, triangle breathing, S.T.A.R. breathing); drawing, writing; reading; wall push; or stretching techniques. When you feel the class as a whole is in need of a reset, allow students to select one of the activities from the board to do for a set period of time. Also, consider prompting individual students to select from the board as needed. For example, “I can tell you are nervous about.... Why don’t you</p>

	<p><u>How Big is the Problem-Social Skills:</u> Activities to help students identify whether a problem is big or small.</p> <p>Have students play a game where one student picks a card with a simple emotion on it (e.g., happy, sad, mad) and describes how they are feeling without using the word on the card. Students can describe an event and use words, facial expressions, or voice tone to demonstrate the feeling (e.g., “My mom took me to get ice cream!” or “It rained, so I couldn’t play soccer.”). Other students guess the emotion.</p> <p>Play emotions charades. Have students act out emotions without using any words. Students will take turns guessing the emotion only by looking at the nonverbal communication.</p>	<p>select an activity from our board to take care of yourself before we begin?”</p> <p>Schedule wiggle breaks (i.e., brain breaks) prior to or after a highly structured academic time.</p> <p>When giving multi-step directions, have visuals posted to prompt students of what they are to do (e.g., scissors: cut your words, a hand: sort your words, glue: put glue on paper, and trash can: throw out scraps). Consider pre-making several visual cue cards that can be used throughout the year (e.g., backpack, folder, glue, hand, scissors, paper, desk, or book).</p> <p>Create an area in the classroom for calming and/or self regulation. Teach students how to use this space and make sure that all materials/tools (e.g., breathing strategies, fidgets, timers) are ready to be used. Ensure that this space is not created to impose discipline. Students should be invited to use the space, never forced.</p>
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## Kindergarten: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can recognize the feelings and strengths of others.</i></p> <p><i>I can identify people and things I am grateful for.</i></p>	<p><a href="#">Gratitude Video</a>: This YouTube video explores gratitude and ways that kids can express gratitude.</p> <p><a href="#">Thank You Cards</a>: Express your gratitude by sending a beautiful card. Choose to print, color or send electronically.</p> <p><a href="#">Thank You Thursdays with Mo Willems</a>: THANK YOU THURSDAYS with Mo Willems! Join Mo in his studio to spin the Thank-O-Rama Wheel and see who we'll thank!</p> <p>Have students talk in pairs about what they are grateful for when given a specific cue. For example:</p> <ul style="list-style-type: none"> <li>● A person you are grateful for</li> <li>● An object you are grateful for</li> <li>● A memory you are grateful for</li> <li>● A place you are grateful for</li> <li>● A skill you are grateful for</li> <li>● An activity you are grateful for</li> </ul> <p>Discuss characters in stories read aloud and allow students to suggest how the characters might feel given the story's situation.</p>	<p>Use a compliment board to highlight the strengths that students see in classmates. During class meetings or throughout the day invite students to give each other compliments about behaviors or actions they see their classmates make (e.g., Jayden shared her glue with me during reading centers or Kyle's drawing has a lot of details.). Consider writing these on sentence strips and posting on a bulletin board.</p> <p>Use pictures or cards showing people experiencing different emotions. Have students pick a card and discuss how the person/people are feeling.</p> <p>Ask students to share what they are grateful for and why through community building circles or morning meeting shares. Provide sample pictures of things and people for which students might be grateful.</p> <p>Have students collectively brainstorm members of the school community they are grateful for and why. When there is a consensus, have the class identify a way to show gratitude for that person or people (e.g., sing a song for the principal, create cards for the cafeteria staff, or put together snacks for the bus drivers).</p>

## Kindergarten: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can be considerate of others by taking turns, sharing; and using compliments to encourage others.</i></p> <p><i>I can understand that everyone has a need for personal space.</i></p>	<p>Read Aloud Suggestions for sharing and solving problems:</p> <ul style="list-style-type: none"> <li>• <a href="#">That's (Not) Mine</a></li> <li>• <a href="#">My Friend And I</a></li> </ul> <p><a href="#">Ages &amp; Stages: Learning About Fairness:</a> This article highlights the developmental approaches teachers can use to teach fairness to young kids.</p> <p>Teach students social cues for when they are too close to another person. For example: The person's face looks mad, confused, annoyed, or uncomfortable; The person backs away; The person puts their hands up with palms facing out; The person avoids eye contact or starts to look elsewhere; The person moves over or adjusts their position; The person turns away; The person starts to fidget or squirm; and/or The person's body looks stiff.</p> <p>Teach students personal space-related language. Some example phrases could include the following: "I need some space." "Can you back up please?" "Can you come closer please?" "I do not feel comfortable when...."</p>	<p>Play a cooperative game with turn taking. Give groups of two to four students Legos blocks, cups, or other building materials. Have students take turns placing cups or other materials with the intention of building the tallest structure together as a team.</p> <p>Have students make collages with a choice of materials. Display collages and say, "Student Name, I like the way you used so many different blue things in your collage." Allow all to offer compliments on each other's art with this structure.</p> <p>Explain that "encourage" means to say things that help others do jobs and try new things. Give students several spoken models to use (e.g., "I know you can do it, Josh!"; "You got this, Francesca!"; "We are cheering for you, James!"). Elicit encouragement frequently in the classroom.</p> <p>Utilize carpet squares or hula-hoops to give students a visual representation of how much space a person might need in order to feel comfortable.</p>

## Kindergarten: Decision Making

Essential Skills	Aligned Resources	Strategies
<p><i>I can describe that all actions have outcomes.</i></p> <p><i>I can describe how I want to be treated.</i></p> <p><i>I can feel good about myself by showing kindness towards others.</i></p>	<p><a href="#">The Hula-Hoopin' Queen</a> read by Oprah Winfrey: Excellent video of a story that shows how our decisions and actions have outcomes.</p> <p><a href="#">If You Give A Mouse a Cookie</a>: This book explores different outcomes.</p> <p><a href="#">Bucket Fillers</a>: Read, <a href="#">How Full Is Your Bucket? For Kids</a>. Help students brainstorm how filling people's "invisible buckets" (i.e., showing kindness) can make you and others feel good. Have students give examples or draw pictures of what they can do to fill others' buckets.</p> <p><a href="#">Color Your World with Kindness Video</a>: This video shows that when we share acts of kindness with others, kindness spreads.</p>	<p>Label two columns with the words "kind" and "unkind." Have students give examples and list what showing kindness looks like, sounds like, and feels like (e.g., kindness looks like someone sharing, sounds like someone saying "thank you," and feels like being happy.). Have students give examples and list what showing unkindness looks like, sounds like, and feels like (e.g., unkindness looks like someone being pushed, sounds like being called a name, and feels like being angry.). Have students discuss how they would like to be treated by others.</p> <p>Facilitate a morning meeting or circle time and include the classroom feelings chart. Ask students to brainstorm times when someone treated them with kindness. Next, have students point to the feelings word that showed how that act of kindness made them feel.</p> <p>Encourage students to make an individual kindness plan. Students will think of ways they can be kind at school, at home, and with friends. Draw pictures showing how they can be kind. Offer time for reflection at the end of the week to see how the acts of kindness made them feel. Some children might need one-on-one support to reflect.</p>

# First & Second Grade Implementation Resources

(Adapted from the Virginia Department of Education's [Standards](#), [Resources](#) and [Curriculum Framework](#))

## First & Second Grade: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can identify a variety of emotions.</i></p> <p><i>I can understand that my emotions are natural and will change</i></p> <p><i>I can identify my personal strengths and interests inside and outside of the school setting</i></p>	<p><a href="#">Ideas for Teaching Children about Emotions</a>: This is a wonderful list of simple and fun activities you can easily incorporate into your school day to help students develop the ability to name and better understand their emotions.</p> <p><a href="#">Feelings Faces: A Free Match the Emojis Printable</a>: This fun lesson invites students to explore their own reactions and feelings to different scenarios, compare their responses to their friends, and talk about why people might feel differently about a similar situation.</p> <p><a href="#">Lesson Plan: Helping Kids Understand the Connection Between Feelings and Moods</a>, Help kids identify feelings and emotions and how they determine someone's mood.</p> <p><a href="#">Hands-On Activity to Identify Strengths</a>: This sample activity helps kids identify their personal strengths</p> <p><a href="#">Create an Award for Yourself</a>: What's something special about you? What makes you great? It could be anything!</p>	<p>Create a feelings bingo game, with each square representing a different emotion. As students play, ask the following questions: ◦Can anyone tell me about a time you felt that feeling? ◦How often do you feel this feeling? Everyday? Often? Rarely? ◦Is there a place/activity/person that makes you feel that emotion? ◦How do you feel on the inside when you feel that emotion?</p> <p>Watch a video clip of someone experiencing a big emotion (put the video on mute). Next, have students guess what they think the character is feeling and what clues they used to make that guess. As you discuss, take time to emphasize that all of the emotions expressed are natural; none are “bad” or “good,” but instead that they are comfortable and uncomfortable.</p> <p>Have students practice making facial expressions to match a variety of emotions.</p> <p>Use books to discuss how characters experience various emotions as the plot changes. Consider creating a visual/graph to “map” changes in a character’s</p>

	<p>Design an award for that thing, and write up the recognition letter.</p> <p>Have each student create an “<a href="#">All about Me</a>” guide that identifies the strengths and interests that are unique to that student.</p> <p>Give each student a brown grocery bag and ask him or her to bring in “artifacts” that represent who he or she is. Then allow them to share these with the class. You can model this for them by sharing your bag first (e.g., a running shoe: I like to exercise; dog leash: I love animals; family photo: my family is important to me).</p> <p>Create a check-in board or personal “<a href="#">mood meter</a>” on which children can identify current feelings as part of the daily routine. Consider allowing students to revisit the board after lunch or recess as feelings can change throughout the day. Make sure, if a student selects a mood like anger, sadness, or fear that you offer them the opportunity to connect with you or at least validate the emotion by saying, “I am sorry to see you are feeling sad. Is there anything we can do to help you feel better?”</p>	<p>emotions. Discuss how emotions come and go.</p> <p>Have students play charades using two decks of cards—one deck with animals and one deck with emotion words (e.g., happy, sad, angry). Select a combination and have the class act it out (e.g., Excited Lion, Angry Fish). Take it one-step further and allow students to identify a different emotion they want their animal to be and act out that one.</p> <p>Use simple and common scenarios to have students identify how they would feel in certain situations (e.g., during recess, when someone they love comes to visit, when plans change suddenly). Focus on physical signals that students may experience (e.g., heart beating faster, stomachache, tight muscles).</p> <p>Provide class leadership opportunities, or classroom “jobs,” for students to explore different responsibilities and identify strengths.</p>
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## First & Second Grade: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can identify safe, kind, and helpful ways to express my emotions.</i></p> <p><i>I can recognize my body's signals and apply a strategy to help me stay in control.</i></p>	<p><a href="#">Self-care for kids</a>: 6 ways to self-regulate Self-care isn't something most kids think about. But just like the adults in their lives, kids can get stressed. In fact, with the pandemic, some kids are more anxious than ever. They don't always have strategies to help them self-regulate.</p> <p>Use books that involve a character(s) experiencing a strong emotion and pause to ask questions such as, "What could the character do in this situation to stay calm," "What would you do in this situation," and "What could happen if the character does not remain in control?"</p> <p>Create an area in the classroom for calming and/or self-regulation. Teach students how to use this space and make sure that all materials/tools (e.g., breathing strategies, fidgets, timers) are ready to be used. Ensure that this space is not created to impose discipline. Students should be invited to use the space, never forced.</p> <p>Play statue with students. Turn with your back to students. Name an emotion and students should show that emotion using only body language (but they have to hold their pose still like a statue). On the count of three, turn around and discuss what you see and how it relates to the named emotion. Discuss with students some strategies that can be used to stay in control while having those emotions. Next, select a student to be the leader of the game, and they will call out an emotion and pick a "winner" to lead.</p>	<p>The trick to having happy students is to first be happy yourself."-We Are Teachers</p> <p>Incorporate calming strategies (e.g., deep breathing, counting, star (S.T.A.R.) breathing, wall pushes, mindful coloring) into your daily class routine (at the start of the day, after recess, during transitions, or before assessments) to reduce stress.</p> <p>When a student is struggling to follow a portion of your classroom agreement (or rules), discuss improving their behavior by creating a goal together. You can start this conversation by asking the student what they want to improve upon. For example, say, "Yesterday you had a hard time keeping your hands to yourself in line and during reading centers. What is a goal we can set today to make sure things are better for you and your classmates? Is there anything I can do to help you?"</p> <p>Have one-to-one mini-conferences with students to help them identify something they want to work towards. Check-in with students on a consistent basis to determine how they are progressing towards their goal.</p>

## First & Second Grade: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can recognize other people's feelings and respond in kind and safe ways.</i></p> <p><i>I can understand that fair does not always mean that everyone gets the same thing.</i></p>	<p><a href="#">What's Fair?</a> This lesson helps students explore the difference between being fair and unfair and how being fair helps everyone get along.</p> <p>Choose books and videos that include characters with diverse needs and abilities. Read aloud suggestions for discussing fair and unfair: <a href="#">Fair is Fair</a> by Sonny Varela; and <a href="#">It's Not Fair</a> by Amy Krouse Rosenthal</p> <p>Discuss the story of Goldilocks and The Three Bears; use the "just right" concept to explain the characters' different needs.</p> <p>Tell students a story about a monkey, giraffe, and elephant entering a contest to discover the best animal. When they got there, the judge told them that to be fair everyone had the same task to do. The best animal would be the one that could climb the tree and get the banana down the fastest. Ask students if this is a fair way to judge the animals? Why?</p> <p>Talk about when it is important for students to be fair, and list these on the board (play centers, sharing materials, and waiting in line).</p>	<p>Use pictures or cards showing people experiencing different emotions. Have students pick a card and discuss how the person/people are feeling. Have them imagine what could have happened that led to those feelings. Ask, "How could you respond if you were there?"</p> <p>Read a scenario or scene from a book where a character is experiencing a problem or a strong emotion. Have students draw a picture of themselves responding to it in a safe and kind way. Have them discuss what they are doing in the picture. Explain that there is no single right answer, and that responses can be different and that is okay.</p> <p>At the start of the day, ask two to four students to be secret agents. Those students' mission is to find someone being kind by the end of the day. When they find someone, they should come and tell you right away (in a secret spy way so that no one catches on). Then, allow the student to share what they saw and award the student with a sticker, certificate, or special pencil. Repeat this throughout the year so that everyone has the opportunity to be a secret agent. If a student has not been picked, you may prompt your agents to pay close attention to them/him/her on their turn.</p>

	<p>Explain to students who struggle with this concept that you will do your best to be fair, but this will not always look equal. For example, “I may spend more time with particular students than with others, and I may treat students differently based on their needs at the time. I will always do my best to meet all needs. If you feel like your needs are not being met, please tell me what your needs are, and I will try to meet them.”</p>	
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## First & Second Grade: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can communicate my needs, wants and ideas to adults and peers in a positive way.</i></p> <p><i>I can demonstrate when to resolve conflicts with peers independently and when to include an adult.</i></p> <p><i>I can describe what I would do if I saw someone being treated unkindly or unfairly.</i></p>	<p><a href="#">Listening Lesson</a>: Students will practice the skills of taking turns, listening to others, and speaking clearly. Students will use effective communication skills.</p> <p><a href="#">Teaching Conflict Resolution Skills in 6 Easy Steps</a>: This article explores how to teach conflict resolution in six steps.</p> <p><a href="#">Becoming an Upstander</a>: Big Bird teaches students how to recognize bullying and what to do about it.</p> <p>Play a card game in which each card has a problem scenario. Have students decide if the problem is one they can solve themselves or if it requires an adult's help.</p> <p>Teach students to communicate their feelings using "I" statements (e.g., "I feel sad when you grab the toy out of my hand." Or, "I feel left out when you don't let me play with you at recess."). Have students role-play using "I" statements in different scenarios to help solve problems.</p>	<p>As a class, brainstorm a list of ways to ask for help or permission, and then have the class identify times when they are appropriate to use.</p> <p>Use time in the morning to teach, model, and discuss ways to have positive interactions with peers (e.g., eye contact, smiling, volume and tone of voice, word choice).</p> <p>Use class activities, such as "Simon Says" or teacher-directed drawing, to practice whole-body listening skills.</p> <p>Differentiate between tattling to an adult and reporting to an adult with various problem-solving scenarios. Explain that tattling is when you want to get someone in trouble, but reporting is when you need an adult's help to solve a problem or keep someone safe.</p> <p>Have students role-play different scenarios to demonstrate what they could say or do if they saw someone being treated unkindly or unfairly.</p>

## First & Second Grade: Decision Making

Essential Skills	Resources	Strategies
<p><i>I can recognize that I have choices in how to respond in a situation.</i></p> <p><i>I can explain how the choices I make impact others.</i></p>	<p><a href="#">Let's Make a Deal</a>: Brainstorm ideas on how to compromise when you and someone else want different things.</p> <p>Read the story <a href="#">Little Bear's Sunday Breakfast</a>, by Janice Mariana, to the class. Following the reading, ask students, "How did Goldilocks and Little Bear become friends and learn to respect each other?" Go around the classroom and ask each student to share one way he or she can show respect to others.</p> <p><a href="#">Stop! Explore! Go!</a>: A Lesson About Choices Students will learn how a three-step process can help them make better choices before practicing the method in a role-play activity.</p> <p>Read and discuss books with themes of personal responsibility and empathy. (i.e. <a href="#">What if Everybody Did That?</a>, <a href="#">We're All Wonders</a>, <a href="#">The Invisible Boy</a>). Focus discussion on how the characters' choices impact those around them in negative or positive ways.</p> <p>Use the "Decision Making Model" from the Virginia History and Social Science Standards of Learning Rubric (1.1h) to help students understand problem solving by considering the cost and benefit of different choices. Use skills to recognize direct cause and effect relationships (i.e., Virginia History and Social Studies SOL (1.1f)</p>	<p>Help students brainstorm a list of possible responses or strategies to solve both big problems (e.g., report to an adult) and small problems (e.g., walk away, ignore, take turns, share, I-Statement, apologize, find something else to do), then post in the classroom. Remind students to consider those strategies when they are faced with a problem.</p> <p>Read books that describe a problem, and have students brainstorm multiple ways to solve the problem and what the consequences might be.</p> <p>Allow opportunities to practice problem solving through cooperative learning activities with pairs/triads working together to create one product (e.g., "Cooperation Creatures" where students work together to create one creature).</p> <p>Present a problem and provide multiple-response choices. Have the student identify the best choice for responding to the problem.</p> <p>Have students make predictions about how others will feel and what they may say or do based on someone's choices. This can be done through read alouds or given scenarios.</p>

# Third & Fourth Grade Implementation Resources

(Adapted from the Virginia Department of Education's [Standards](#), [Resources](#) and [Curriculum Framework](#))

## Third & Fourth Grade: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can recognize the difference between negative and positive self-talk.</i></p> <p><i>I can identify my emotions based on my body signals, events, and situations.</i></p> <p><i>I can identify my personal strengths and interests inside and outside of the school setting and embody a growth mindset.</i></p>	<p><a href="#">Encouragement Jar</a>: Daily encouragements help kids learn to support themselves when the going gets tough, as well as start the day off right! Your child can pull a card from their jar every morning or whenever she needs a boost.</p> <p><a href="#">Emotions Wheel Worksheet</a>: Students will draw or write about a time they have felt a certain emotion.</p> <p>Video: <a href="#">Self-Awareness</a>, Help students understand what self-awareness is and why it is important</p> <p>Video: <a href="#">What is Anger</a>, explains anger, the body signals that typically correspond with it, self-talk, and anger triggers.</p> <p>Provide opportunities for each student to demonstrate or highlight one of their strengths. <a href="#">Hands-On Activity to Identify Strengths</a>: This activity offers a way to help kids discover their strengths.</p> <p>Have students create a book, a drawing/painting, or a song that identifies their personal strengths.</p>	<p>Provide students with a scenario and ask students to name two potential emotions that would go along with the situation. This could be conducted in small groups, as a game, partner exercise, or role-play. Have students reflect on situations from their past to learn how their feelings and thoughts impact them. It may be helpful to model this exercise for students first by reflecting on a situation from your past. Example situations: before a test, on the first day of school, or in an argument. Divide a paper into four columns. Label each column as follows:</p> <ul style="list-style-type: none"> <li>● SITUATION: Who were you with? What were you doing? Where were you? When did it happen?</li> <li>● MY FEELINGS: What did you feel? How strong were your feelings?</li> <li>● MY THOUGHTS: What was going through your mind?</li> <li>● MY BEHAVIORS: What did you do? What actions did you take?</li> </ul> <p>Provide students with negative self-talk examples and ask students to practice changing these negative statements into positive self-talk examples. Organize these thoughts on a large poster board to remind students how to turn around negative</p>

[Growth-Mindset Student Booklet](#): Short student workbook that encourages students to identify the steps they can take to work towards a goal, new things they would like to try, their talents, and reframe their mistakes.

[Growth Mindset Task Cards](#): Use these free task cards to help kids and young adults learn about growth mindset by understanding hard work, persistence, grit, and dedication impact your success. Students use the task cards to practice a growth mindset in all areas of their life, including at school, home, activities, with friends, and in their own belief system. A total of 20 unique task cards are included.

[Good Character Journal](#): How do your choices add up to define what type of person you are? Explore ideas about character and choices in this printable writing prompt.

[Class Coat of Arms Lesson Plan](#): Working together as a team can strengthen interpersonal bonds and help foster a supportive, collaborative climate in the classroom and beyond.

Use [Xello](#) to allow students to further explore their interests and values.

self-talk throughout the day. Here are a few examples:

- This is too hard...to.... This is an opportunity to learn.
- I am so stupid for making that mistake... to.... Relax. Everyone, makes mistakes, it is part of learning.
- I am bad at this... to.... I do not have to be an expert to give it a try

Listen deeply to what students say and reflect what you heard about their feelings by saying, "It sounds like you're feeling..."

Self-Awareness discussion or writing prompts:

- What are some things that make you feel (insert emotion)?
- Describe a time you felt the same way a story character felt.
- Write about a time when you felt confident. What contributed to this feeling?
- How do you use positive self-talk to stay motivated or overcome a challenge?

Use guided questions during Morning Meeting to encourage discussions about individual interests, strengths, and challenges.

## Third & Fourth Grade: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can identify coping skills for specific situations</i></p> <p><i>I can describe how I can use courage and perseverance to overcome a challenging situation.</i></p>	<p><a href="#">What SHAKES ME UP!</a> Have students identify things that make them feel a range of emotions. Then discuss how they can cope when they feel annoyed, disappointed, frustrated, or furious.</p> <p>Video: <a href="#">Why Do We Lose Control of Our Emotions?</a> Simple, easy-to-understand whiteboard animation to help elementary-aged children gain an understanding of the way their brains work to recognize and manage their emotions.</p> <p><a href="#">Self-Calming Strategies to Manage Emotions</a>: This activity was designed for students to develop and demonstrate self-management skills, the ability to regulate emotions and to self-monitor and will develop behaviors related to school and life success.</p> <p><a href="#">Self-Control Activities and Tools for Students</a>: This site offers teachers a variety of tools to help kids learn self-regulation strategies.</p> <p><a href="#">Activities and Tools for Students</a>: This site offers activities and tools to teach kids about perseverance.</p> <p>Possible Writing Prompts:</p>	<p>Model kind ways to express strong feelings (e.g., calm verbalization; or through writing, drawing, art, or dance).</p> <p>Teach and allow the use of physical materials and/or fidgets to help students self-regulate.</p> <p>Establish a quiet or peace corner in the classroom for students to use for individual self-management. Teach students how to take a break effectively in the identified space. Never use this space for discipline or force a student to utilize it. Instead, model using the space yourself, encourage students to try the space when needed, and make efforts to normalize the practice of self-care as much as possible.</p> <p>Show students how to use breathing techniques, mindfulness activities, and how to take personal breaks to help them self regulate when in stressful situations.</p> <p>As a class, routinely practice self-management techniques (e.g., chair stretching, belly breathing, yoga, counting to ten, wall pushes, self-talk, relaxation exercises, mental rehearsal).</p> <p>Discuss how others have faced and overcome obstacles to achieve goals. Use</p>

	<ul style="list-style-type: none"><li>● Describe a time you felt the same way a story character felt. How did your emotions impact you?</li><li>● What strategies/coping skills have you used to help with difficult emotions?</li><li>● Write about a time when you felt confident. What contributed to this feeling?</li><li>● Write about a time your emotions impacted your actions.</li><li>● Write about a time you practiced a skill in or out of school and got better.</li></ul>	<p>examples from literature, biographies, or personal experience.</p> <p>Allow students to work collaboratively on a project that requires them to demonstrate perseverance.</p>
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## Third & Fourth Grade: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can express gratitude.</i></p> <p><i>I can recognize and value the thoughts and feelings of others.</i></p>	<p><a href="#">Empathy Skill Builder Lessons/Worksheets</a>: Reading and understanding others emotions is a building block to having empathy for others. In these empathy worksheets, students look at facial expressions and body language in emotive pictures to identify how the person in the photo may be feeling.</p> <p><a href="#">Friendship Making Activity</a>: In this activity meant for kids from elementary through middle school, students practice what to say and how to break the ice as a way of getting to know others when beginning a new friendship. Asking friendly questions of others can be an effective way to start a conversation because many people find it easy to talk about themselves. It's also a way to show interest in and care for others.</p> <p>Provide time in the daily routine for students to practice expressing gratitude to others.</p> <p><a href="#">Gratitude Journaling</a> has been shown to increase empathy, reduce aggression, improve self-esteem and more. Children complete a week-long gratitude journal, noting things they are thankful for.</p> <p>Video: <a href="#">Three Good Things</a></p> <p>Video: <a href="#">Hello Gratitude (Activity Guide)</a></p> <p>Video: <a href="#">Empathy and Taking the Perspective of Someone Else</a></p>	<p>Using children's literature, read a story that depicts an example of empathy. Define empathy with the class and then facilitate conversation to identify how the character(s) showed empathy. Have conversations about book characters. Ask students to make predictions about what the characters are thinking or feeling.</p> <p>Present specific scenarios to students. Have students' roleplay empathetic reactions to those situations. Below are some example scenarios:</p> <ul style="list-style-type: none"> <li>● Your friend just won an award.</li> <li>● A classmate is having a hard time with an assignment.</li> <li>● Your grownup is worried about something.</li> <li>● A younger student is being teased on the bus.</li> </ul> <p>Read a story aloud where the character(s) shows gratitude. After reading, define gratitude and facilitate conversation among the class to explain how the character(s) showed gratitude. Encourage students to list three things for which they are grateful. As a class, brainstorm and develop a list of habits that show gratitude.</p> <p>Have students collectively brainstorm members of the school community they are</p>

		<p>grateful for and why. When there is a consensus, have the class identify a way to show gratitude for that person (e.g., sing a song for the principal, create cards for the cafeteria staff, and put together snacks for the bus drivers). If there is more than one person identified, consider different ways to show gratitude to each person.</p>
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## Third & Fourth Grade: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can apologize in a meaningful way when I have made a mistake (even if it was an accident).</i></p> <p><i>I can adapt my behavior based on another's non-verbal cues.</i></p> <p><i>I can identify the difference between positive and negative peer pressure.</i></p>	<p><a href="#">Teach Relationship Skills</a>: This page contains links to lessons, activities, and resources for working on relationship skills with students.</p> <p><a href="#">Active Listening</a>: In this lesson, students practice active listening by paraphrasing what they hear.</p> <p><a href="#">How to Teach Kids to Give a Genuine Apology</a>: When kids break rules or hurt others' feelings, we want them to apologize. But they often won't (or can't) say they're sorry. Or maybe they mumble "I'm sorry" without putting any thought into what happened.</p> <p><a href="#">Say it Like you Mean It! A Better Way to Say Sorry</a>."Blog post with lesson plans and resources.</p> <p><a href="#">Emotional Regulation Poster Set</a>: Includes Four StepApology Poster and Conflict Resolution</p> <p><a href="#">Peace Problem Solving Writing Prompt</a> (with scenario cards) Teaching Conflict Resolution <a href="#">Skills in 6 Easy Steps</a>:This article explores how to teach conflict resolution in six steps</p> <p><a href="#">15 Fun Team Building Activities and Trust Games for the classroom</a>: 10 fun team building activities in your classroom, so your students get closer to each other. Create a</p>	<p>With the class, create an anchor chart with visuals with examples of verbal and non-verbal communication.</p> <p>Show students how verbal and non-verbal communication can convey both positive and negative messages. Demonstrate examples of non-verbal communication and ask students if they think it sends a positive or a negative message. Next, demonstrate the use of several phrases and ask students what kind of message they send. Then have students pair up and practice communicating positive messages, both verbally and non-verbally.</p> <p>Develop steps for a meaningful apology and have students' role-play using them. Here are possible steps:</p> <ul style="list-style-type: none"> <li>● I am sorry for...</li> <li>● It was wrong because...</li> <li>● Next time I will...</li> <li>● Do you forgive me?</li> </ul> <p>Identify some behaviors or actions that can make an apology less meaningful. For example, crossing your arms in front of your body, making excuses, blaming someone else for your mistake, using a whiney or angry tone of voice, etc.</p> <p>Define "peer" for students and explain that peers can encourage or influence us to make both positive and negative choices.</p>

	<p>good classroom environment by getting students to work together and to respect each other. Team-building activities are perfect for teaching your students those skills.</p>	<p>Talk about why this happens. Explain the differences between positive and negative peer pressure. Provide scenarios (e.g., students cheering another on at a game, a group of students leaving out another) and have students identify whether it is an example of positive or negative peer pressure.</p>
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# Fifth & Sixth Grade Implementation Resources

(Adapted from the Virginia Department of Education's [Standards](#), [Resources](#) and [Curriculum Framework](#))

## Fifth & Sixth Grade: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can identify examples of how my positive and negative self-talk can impact my emotions.</i></p> <p><i>I can analyze how my personal strengths give me confidence in multiple settings.</i></p>	<p><a href="#">How Are Thoughts, Feelings and Actions Connected?</a> (<a href="#">Worksheet in Spanish</a>): This activity offers visuals and printables to teach students how their thoughts, feelings, and actions are connected.</p> <p><a href="#">100 Days of Educational Neuroscience Lesson Plans</a> Teachers can use the 100 days of educational neuroscience to strategically implement lessons in the classroom. Use 2-3 lessons a week to discuss and reflect with students for five to ten minutes. The lessons are laid out in a manner that builds on previous understanding and knowledge. The guiding questions, strategies, and resources are intended to be a guide. The hope is that each teacher will bring a personal touch to each conversation, each year with uniquely different groups of students.</p> <p><a href="#">“Sinkin’ Thinkin” Activity</a>: This activity helps students to examine positive vs. negative thought patterns.</p> <p><a href="#">Encouragement Jar</a>: Daily encouragements help kids learn to support themselves when the going gets tough, as well as start the day off right! Your child can pull a card from their</p>	<p>Self-Awareness discussion or writing prompts:</p> <ul style="list-style-type: none"> <li>○ <i>What are some things that make you feel (insert emotion)?</i></li> <li>○ <i>Describe a time you felt the same way a story character felt.</i></li> <li>○ <i>Write about a time when you felt confident. What contributed to this feeling?</i></li> <li>○ <i>How do you use positive self-talk to stay motivated or overcome a challenge?</i></li> <li>○ <i>What do you think was going on in (character’s name) mind when (event from book)?</i></li> <li>○ <i>Write about a time your emotions impacted your actions.</i></li> <li>○ <i>Tell me about an emotion you felt frequently this week and why you think you felt it.</i></li> </ul> <p>Morning check-ins: while greeting each student as they enter the classroom ask them to identify (point to a classroom visual or say) which emotion they most connect to at that moment.</p> <p>Model identifying emotions for teachers by saying, <i>“Right now I am feeling grateful for everyone’s attention.”</i> or <i>“I was confused</i></p>

jar every morning or whenever she needs a boost.

[Feelings Faces: A Free Match the Emojis Printable](#): a fun lesson that invites students to explore their own reactions and feelings to different scenarios, compare their responses to their friends, and talk about why people might feel differently about a similar situation.

Article for Kids:[Choosing Your Mood](#)

[Onion and Pearl Activity](#): In this activity, students will think through both positive and negative events in their life. You will find pictures and words to represent your emotions and these events

[Hands-On Activity to Identify Strengths](#): This activity provides the steps that students can take to identify and highlight their unique strengths.

[Leadership Style Quiz](#): In this activity, students can examine their own strengths and weaknesses in leadership and how to use these qualities toward servant leadership.

*about this topic yesterday and asked Mrs. Lee to explain it to me.”*

Four Corners Activity: Place an emotion card in each corner of the room. Read a scenario card and have students walk to the corner that represents the emotion they would feel in that situation. Encourage students to notice the emotions other students identified feeling in the same situation. Ask for volunteers to share their perspective.

Challenge students to create a billboard, pop-up ad, or write a script for a commercial that highlights their strengths, interests, and values. They can also include groups they are part of inside and outside of school. Give students the option to share with the class or privately with you.

Each week include a brainteaser or puzzle for students to try and solve. You can include in a warm-up or post on a bulletin board. Afterwards reflect with students on their experience:

*Was this activity frustrating? Why? Did you give up, or try the entire time? What did you learn from your mistakes? How did you show perseverance? Did you see anyone else show perseverance? Examine your self-talk. Was it positive or negative? How can we apply perseverance skills to other parts of our life?*

## Fifth & Sixth Grade: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can identify the difference between healthy and unhealthy stress levels.</i></p> <p><i>I can identify and utilize strategies for persevering through challenges and setbacks.</i></p>	<p><a href="#">Take 5 Mindfulness Strategy</a>: This is a video of a great coping skill using grounding and tactile sensory strategies.</p> <p><a href="#">Relaxation and Stress Management Techniques</a>: This is a small collection of simple and general coping strategies for navigating thought patterns and practicing deep breathing.</p> <p><a href="#">Emotional Check in</a>: Coping Strategies, encourages students to think about what coping skills they have been using and if these have been positive or negative in helping them to deal with, manage or process their emotions.</p> <p><a href="#">Growth Mindset Quote Sheets</a></p> <p><a href="#">Academic Skills Self- Assessment</a>: This activity helps students to connect goal setting with specific strategies for academic success.</p> <p><a href="#">Future Goals Activity</a>: This activity connects goal setting to future goal acquisition.</p> <p><a href="#">Goal Brainstorm Activity</a>: This activity helps students to process and brainstorm through the goal-setting process.</p> <p><a href="#">Middle School Time Management Schedule Activity</a>: This activity helps students connect</p>	<p>Teach students a variety of grounding or breathing strategies. Have them self-assess each strategy afterwards to decide if it is a good fit for them. Below is an example of some strategies to consider:</p> <p>Be a Tree – Teach students to feel their connection with the ground by imaging themselves as a tree. This sounds like, “I am firmly planted. I feel my feet rooted to the ground. My back is a strong trunk helping me feel stable in the moment. I feel my toes connecting with the ground. My arms are my branches. I feel them reaching out into the world.”</p> <p>Object Focus – Have students either get out an object of their own or borrow one from you. Students should hold the object in their hands and focus all of their attention on the object and only the object. Notice the colors. Notice the textures. How does it feel in your hand? How does it feel when you squeeze it? What else do you notice about the item?</p> <p>Room Search – Pick one broad category and search the room. Name everything in the room that is green? How many circles do you see in the room? Count the bricks/tiles on one wall.</p>

time management strategies to the relevance of daily schedule planning.

[Self- Management/ Time Management Video](#): This short video illustrates strategies for effective time/self management.

[Goal Setting Unit](#): Goal setting skills are essential for young people. They empower students to strive for self-improvement and have control over their own lives. This skill includes steps that will help students achieve short and long term goals.

Journal Prompts: *What is stress? What is something that stresses you out? How do you handle feeling stressed out? In what ways does feeling stressed lead to positive actions? In what ways has feeling stressed been hurtful (or even unhealthy) for you?*

Take a Break – During independent work time allow students to independently choose from four different movement breaks. Explain that when they feel tired, stressed, worried, or overwhelmed they may need to take a break. Have students practice the breaks and set clear expectations for them regarding length, location, and frequency. Start with one break and then as students demonstrate their ability to manage it, incorporate more. Possible independent movement breaks include (students can help determine ideas as well):

- Walk to a designated spot in the hallway and then return back to the room.
- A stand and stretch.
- Five slow lunges beside your desk.

Five Star Skills – Have students identify something they do well (a five-star skill). Tell them this is something that they were not able to do at one time but now they can. Then have them identify a one-to-three-star skills (something they need to improve). Ask: *How did you make this a five-star skill? Did it take time to learn? Was it easy at first? What were some obstacles you had to overcome? What are some things you can do to make your low scoring skills a five star one? What are some obstacles/challenges you foresee getting in the way of your “wish”? What could you do to overcome these obstacles/challenges?*

## Fifth & Sixth Grade: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can empathize with others' thoughts, perspectives, and emotions.</i></p> <p><i>I can express gratitude for others.</i></p>	<p><a href="#">Perspective-Taking Social Skills Lessons</a>: Use these lessons to teach critical social skills of perspective-taking to kids, including understanding perspectives, developing their own perspectives, and recognizing there can be more than one point of view in a situation. This resource includes two complete activities with an educator guide and lesson plan. These are a small sample of a paid resource and bundle that are listed below.</p> <p><a href="#">Nonverbal Communication Activities for Students in Grades K-8</a>: This guide explores several teaching strategies to help students understand nonverbal communication.</p> <p><a href="#">Story Corps Lesson Plan: The Power of Active Listening</a>: This lesson guide can be used to teach students about the power of active listening to build empathy and understanding.</p> <p><a href="#">Gratitude Gram Initiative</a>: Students can send "GratitudeGram" emails on behalf of other students to surprise them with positive and encouraging words.</p> <p>Student Interviews: Provide interview questions that students can use to learn about one another. Below are a few examples.</p> <ul style="list-style-type: none"> <li>○ What is something important to you?</li> <li>○ What do you look forward to each day?</li> <li>○ What is something you are good at?</li> </ul>	<p>Writing or Discussion Prompts: Have you ever expressed your gratitude to someone in a way that didn't use words? Did anyone ever express gratitude to you in a way that didn't use words? Think about a time you acted kindly or helped someone else. What did you do? Describe it in as much detail as you can recall. What are some things you can do to be an active listener? Why is it valuable to learn about the perspectives of others?</p> <p>In Your Own Words: A Story Book with a Purpose. Create and develop a culminating project to empower others in their community to stand up and make a difference (volunteering, organizing a food drive, clothing drive, etc.).</p> <p>Three minutes of gratitude: At the end of the day, set a timer for three minutes, and invite the class to briefly share something they have felt grateful for since waking up that morning.</p> <p>Gratitude Journaling: Have students spend a few moments each day writing about something they are grateful for in a journal or blog.</p> <p>Gratitude Mindfulness Practice: Engage students in a mindfulness practice (e.g.,</p>

	<ul style="list-style-type: none"><li>○ What is something you wish you knew more about?</li><li>○ What is something that makes you different or unique?</li></ul> <p><a href="#">Overcoming Obstacles Lesson Plan</a>: “Take ownership of your kindness practice.” Social Awareness: The ability to demonstrate appreciation and respect for our classmates. Relationship Skills: The ability to give a meaningful and specific compliment that will have a profound effect on the person who receives it. (<a href="#">CorrespondingVideo</a>)</p> <p><a href="#">Collaborative Rubric for grades 3-5</a>: This research-based rubric is designed to provide useful, formative information that teachers can use to guide instruction and provide feedback to students on their overall performance. Students can also use the rubrics to reflect on their own learning</p>	<p>guided meditation) that helps them explore gratitude.</p> <p>Gratitude Game: Divide students into small groups and give each student a small package of M&amp;M’s or Skittles. Students will take turns pulling an M&amp;M or Skittle out of their bag and answering the prompts for the color they chose:</p> <ul style="list-style-type: none"><li>● Red - Name a person you are grateful for.</li><li>● Orange - Name something you are grateful for.</li><li>● Yellow - Name a memory you are grateful for.</li><li>● Green - Name a place you are grateful for.</li><li>● Blue - Name a skill you are grateful for.</li><li>● Brown/Purple - Name anything you are grateful for</li></ul>
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## Fifth & Sixth Grade: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can explain and demonstrate how positive communication skills help build and maintain healthy relationships. (Incorporate social media)</i></p> <p><i>I can outline and practice the use of conflict resolution skills with adult support.</i></p> <p><i>I can recognize how positive and negative peer pressure affect me.</i></p> <p><i>I can demonstrate how to give and receive feedback in a constructive and respectful way.</i></p>	<p><a href="#">Peer Pressure Activity</a>: The purpose of the activity is to show students how easily they fall into peer pressure without even knowing it. This activity shows them a different type of peer pressure that they don't always see, non-verbal peer pressure.</p> <p><a href="#">Put a Positive Spin on Peer Pressure</a>: Peer pressure has the potential to be a powerfully positive force. By leading students through self-awareness activities, you can create a group of peers who value individualism, practice it in their own lives, and encourage it in others.</p> <p><a href="#">Austin's Butterfly Video</a>, by Ron Berger (YouTube): Show students Austin's Butterfly video (critique and feedback). Afterward, talk about how the class can start incorporating peer feedback into their learning.</p> <ul style="list-style-type: none"> <li>• <i>In the video, peer feedback helped Austin refine his work, how can it help us in our classroom?</i></li> <li>• <i>What type of assignments or activities would be appropriate for peer feedback?</i></li> <li>• <i>What are some rules or group norms that we need to establish when providing feedback to each other?</i></li> </ul>	<p>Active Listening Art Activity: Have each student draw a face, creature, building, etc. but they should not show anyone their illustration. Next, put them in pairs sitting back to back. Student one will describe their picture to student two who will do their best to replicate the illustration. Then switch roles. Afterwards ask:</p> <ul style="list-style-type: none"> <li>○ <i>When you were drawing what were some listening skills you used?</i></li> <li>○ <i>What did you do when you needed more information?</i></li> <li>○ <i>Where did your interpretation differ from your classmates? Why did this happen?</i></li> <li>○ <i>How can we apply these same listening skills to our conversations with family, friends, classmates, and adults?</i></li> </ul> <p>Social Media Pros and Cons: Place students in groups based on the social media platforms they are familiar with or use on a regular basis. Ask them to present the positive and negative ways students use or can use these platforms.</p> <p>Conflict Resolution Skits: Have students generate a list of common conflicts they face. Then, in small groups, have them generate scripts about how to resolve these common conflicts peacefully. Allow students to perform their skits for another class or record and share with students in another school (perhaps a neighboring elementary school).</p>

[The Secret to Giving Great Feedback, The Way We Work](#) (a TED series). Gives a scientifically proven four-part formula for providing feedback.

- The Micro Yes: *Ask permission to provide the feedback.*
- Data Point: *Specific act.*
- Impact Statement: *How it impacts you.*
- End Question: *Creates a joint commitment.*

[Class Notes: Give and Take, How to Respond to Feedback.](#) The Class Notes video “Give & Take: How to Respond to Feedback” uses humor and contrast to show what feedback looks like and how it helps musicians perform their best. Possible follow-up discussion questions:

- *Why do we sometimes refuse feedback or want to ignore it?*
- *How does feedback help us?*
- *What are some self-talk strategies or coping strategies you can use to push past our uncomfortable feeling so we can accept feedback and grow?*

[20-Minute Peer Feedback System](#) (by John Spencer). Structure for peer feedback, each phase takes two minutes (repeat and switch roles after going through once).

Role-Play: Have students brainstorm four to five different scenarios where negative peer pressure might occur (inside and outside of school). In small groups, have students script a skit about one of the scenarios. Each skit must include:

- Main character- person being pressured

Dissecting Conflict: Explain to students that in every conflict three things are true:

- *Each person has a problem.*
- *Each person has feelings/emotions.*
- *Each person (though possibly different) has an idea of what the solution should be.*

Using a conflict from your experiences explain how this outline applied. Then, have students think about a past conflict in their life and in a journal entry dissect it using the above outline.

Group Roles: Teach students 4-6 standard group roles or responsibilities that can be assigned during any group project. For example

- Reporter: You are responsible for sharing out your group's work. If your team has a question, you are the one that asks the teacher.
- Taskmaster: You are the organizer of materials and time keeper.
- Encourager: You make sure everyone is included and encouraged to participate.
- Project Manager: You keep a list of what needs to be done and who is responsible for doing it.

Cooperative Team Member: As a class, brainstorm a list of actions or characteristics of a cooperative team member. For example: listens to other people's ideas, shares jobs equally, encourages others by giving compliments, etc. After a group project is complete, have students complete a self-assessment based on this generated list.

	<ul style="list-style-type: none"><li>○ Peer 1- person negatively pressuring main character</li><li>○ Peer 2- person witnessing pressure (students can decide how they respond)</li><li>○ Narrator- opens the skit by describing the setting and introducing the characters and closes the skit with a “the moral of the story is...”</li><li>○ Main character must demonstrate an appropriate way to navigate the situation.</li></ul>	
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## Fifth & Sixth Grade: Decision Making

Essential Skills	Aligned Resources	Strategies
<p><i>I can determine what is within my control, what is outside of my control and what is within my influence when facing a problem.</i></p> <p><i>I can identify the multiple outcomes that can result from my choices.</i></p>	<p><a href="#">Decision Education</a> - also known as decision science - teaches kids to make thoughtful, high-quality decisions rather than snap judgments. Students follow six steps: They frame the problem, think about what consequences matter to them, consider the various choices and alternatives, do research to uncover information needed to make a choice, satisfy themselves that they're using sound reasoning in making a choice, and commit to following through.</p> <p><a href="#">Circle of Control Worksheet for Students</a> Worrying about things we can't control can be very frustrating and anxiety-inducing. This is especially true for students who may see things that they can't control, like the weather, as well as decisions others make for them, such as what's on the lunch menu, as unfair. It is equally important to support students in feeling empowered and confident when control is their own, and calm and accepting where it is not.</p> <p><a href="#">Circle of Control Activity</a>: Ask students to brainstorm things that they can control, things they can influence, and things they cannot control. Some examples may include:</p> <ul style="list-style-type: none"> <li>● <i>In my control</i>: my words, my actions, my mood, my tone, my attitude, my thoughts, my habits, my effort;</li> </ul>	<p>Decision Making Process: While reading a book or learning about a historical event there are opportunities to pause and have students reflect on a decision being made (in the book or in history). Have students apply a decision-making model to determine the best decision for the historical leader or the character in the book.</p> <p>Decision Reflection: Have students independently generate a list of decisions they made frequently (daily/weekly), occasionally (monthly/yearly), rarely (once in a lifetime). Have students answer the following questions:</p> <ul style="list-style-type: none"> <li>● When did I make a good decision? Why did it work out well?</li> <li>● What influenced me?</li> <li>● When did I make a decision that I wish I could change? What influenced me? What will I do differently in the future?</li> <li>● In the future, how can I make sure that my decisions align with my values?</li> </ul> <p>Cause and Effect: When students are all facing the same decision, take a moment to have them brainstorm different actions and the effect they will have. Use a cause-and-effect graphic organizer to display all their responses. The image</p>

- *In my influence:* relationships, family, mood in the room, my health, what my friends do; and
- *Out of my control:* weather, solar flares, and the past.

below shows an example of this type of activity

## CAUSE AND EFFECT

Problem: I have a big test next week in Science.

### CAUSE

### EFFECT

I don't study



I will most likely not pass

I study the night before



I may pass but I will be really stressed

I study for 30-40 minutes each night



I will most likely get a grade I am proud of

# Seventh & Eighth Grade Implementation Resources

(Adapted from the Virginia Department of Education's [Standards](#), [Resources](#) and [Curriculum Framework](#))

## Seventh-Eighth Grade: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can identify current or past emotions by considering what caused them.</i></p> <p><i>I can recognize the relationship between my self-talk and emotions.</i></p> <p><i>I can analyze how my personal strengths, interests, challenges, and values influence my ability to plan for the future.</i></p> <p><i>I can identify and communicate what motivates me when taking on challenges.</i></p> <p><i>I can identify how my values and experiences influence my own learning.</i></p>	<p><a href="#">The Adolescent Brain</a>, Dan Siegal: This video explores the truth about what is actually happening in the adolescent brain during this growth period.</p> <p><a href="#">Where Do I Feel?</a>: This printout allows students to identify the parts of their body affected by certain emotions.</p> <p><a href="#">Journaling Prompts</a>: This resource provides examples of journaling prompts students can use to explore optimism.</p> <p><a href="#">Identifying Thinking Errors Worksheet</a>: This worksheet can assist in teaching students how thinking errors can cloud our emotions.</p> <p><a href="#">Wellbeing Action Plan</a>: A simple, ever-evolving resource to help you keep yourself well and take appropriate action if things become challenging.</p> <p><a href="#">Emotional Check in</a>: Coping Strategies, encourages students to think about what coping skills they have been using and if these have been positive or negative in helping them to deal with, manage or process their emotions.</p>	<p>Help students learn to name and classify emotions based on severity (e.g., on a scale of 1-10, how sad do you feel? OR What would a 10 on the anger scale look/ sound/feel like? What about a 5?).</p> <p>Help students understand the Thoughts, Feelings, and Actions Cycle. For example: The thought (“I’m going to fail”) led to a feeling (worry), which led to an action (not studying).</p> <p>Provide students with a list of both positive and negative traits (reliable, funny, forgetful, athletic, kind, careless, competitive, impulsive). Have students draw three columns on their paper and label one Helpful Traits I Have, Unhelpful Traits I Have, Traits I Wish to Develop. Helpful traits are those that align with the person they want to be. Students who list more negative (unhelpful traits) than positive ones (helpful traits) may benefit from positive affirmations from you throughout the school year; additionally, you may want to follow-up with the family or school</p>

	<p><a href="#">Embracing the Ups and Downs of Life Writing Prompt</a>: Happiness is a journey, not a destination. Explore ideas about how the hills and valleys of life are part of what make it a rich experience with these writing prompts.</p> <p><a href="#">Feeling Bad Writing Prompt</a>: It's ok to feel bad sometimes, and sometimes it's even a good thing. This journal writing prompt helps teens process emotions in a healthy way, seeing that sadness comes and goes. Sometimes feeling "bad" emotions can even help us remember to make healthier choices we can be proud of.</p> <p><a href="#">Where will you be in 8 years?</a> Students complete a worksheet helping them envision what their lives will look like in 8 years</p> <p><a href="#">You be You Writing Prompt</a>: Is it time for some self reflection? A little appreciation for how you're awesome, and acknowledgement of things you'd like to change about yourself.</p> <p><a href="#">Intrinsic/Extrinsic Mapping</a>: Have students identify Intrinsic motivations (inner circle) AND Extrinsic motivations (outer circle). Explore how these motivators may have an impact when taking on challenges.</p>	<p>counselor if their responses seem overly critical.</p> <p>Have students draw a “coat of arms” (or provide worksheets already drawn) and divide into four sections labeled: talents, interests, goals, family and friends. Have students fill in this sheet. Use this activity to highlight students’ strengths and values.</p> <p>Ask students to consider all they have learned over their elementary and middle school years, beyond the academic lessons. What life lessons have they discovered about friendship, goal setting, responsibility, making mistakes, etc.? Have them write a letter to their kindergarten self about what they have learned and what they hope for the future.</p>
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## Seventh-Eighth Grade: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can identify the difference between healthy and unhealthy stress levels.</i></p> <p><i>I can apply coping skills to process thoughts, express my emotions and manage stressful situations.</i></p> <p><i>I can prioritize and manage my time impacts my goal achievement.</i></p>	<p><a href="#">Believe in You: Samantha Pesceck Lesson Plan</a>: As a member of Team USA in the 2008 Summer Olympics, Samantha Pesceck was about to see years of hard work pay off. When a last minute injury threatened her childhood dream of competing on a world stage, she found the strength within to overcome the adversity. We all struggle with sudden change at different points in our life, but how we respond to that change is what makes us champions in our own way. <a href="#">Corresponding Video</a></p> <p><a href="#">Believe in You Lesson on Courage</a>: Early in her swimming career, Allison Schmitt's fear and nerves caused her to fail. She learned to turn those emotions into excitement and drive. Even with all of the Olympic medals she earned, she soon found herself stifled by fear. It took great courage and strength to face her illness and ask for help. What stands between you and success? What is keeping you from reaching your potential? Video: <a href="#">Believe in You- Allison Schmitt</a></p> <p><a href="#">Brain Science: Stress and the Brain</a>: This multi-day lesson includes three main sessions and two optional sessions. It is designed to introduce students to the concept of how our brains and bodies respond to stress. Over the course of the sessions, students will learn about the</p>	<p>Visual Maps: Use visual maps to assist students in comparing and contrasting healthy and unhealthy stress. For example, consider using a Venn diagram or a T Chart. After completion, students can identify coping strategies to support balance.</p> <p>Reframing: Assist students in reflecting on possible ways to view challenging situations in a new way (reframing) and considering possible alternate outcomes.</p> <p>Calming Strategies: Consider teaching students a variety of calming strategies that may benefit them in groups or when alone. For example:</p> <p>4-4-4 Breathing: Inhale through the nose for a count of 4, holding breath for a count of 4 and exhaling through the mouth for a count of 4. Repeat this three times.</p> <p>Grounding Exercises: Use grounding exercises in times of extreme distress (e.g., pause and take note of five things I can hear, see, and feel).</p> <p>20 second mind vacation: (used in connection with deep breathing exercise) close your eyes; think of your favorite place or a place you would like to go; think of</p>

different types of stress and their effects on the brain and body. Then, students will explore how stress impacts learning and how to better manage their stress.

[Time Management Techniques for Teens:](#)

This article provides several strategies to help students learn time management.

[Goal Setting Learning from the Past Activity Sheet](#)

[Rate Yourself- Self-Reflection Sheet](#)

[Goal Setting and Career Planning Worksheet](#) and [Lesson Plan](#)

[Goal Brainstorm Activity:](#) This activity helps students to process and brainstorm through the goal-setting process.

[Middle School Time Management Schedule Activity:](#) This activity helps students connect time management strategies to the relevance of daily schedule planning.

[Goal Setting and Career Planning Activity Sheet](#)

[Study Skills Self-Assessment Worksheet](#)

something you can hear, see, taste, smell, and touch in that place.

Role Play: Consider creating role play scenarios where expressing emotions in a stressful situation can be rehearsed.

S.T.A.R. Strategy: The S.T.A.R. Strategy, which stands for Stop, Think, Act, and Review, is an approach educators can use to help students handle conflicts in the learning environment. This strategy teaches students to resolve conflicts and holds them accountable for their behavior:

- STOP. Calm down, and take time to reflect on your feelings.
- THINK. Consider your next step. Think about the ABCs of responsible behavior: *What are my alternatives? What behavior will I choose? What might be the consequences of the action I am about to take?*
- ACT. Decide the best option to resolve the conflict, and act on it. Remember that you are responsible for your actions.
- REVIEW. What are the results of your action? Were you able to resolve the conflict, or did it require further action or assistance?

Time Evaluation: Have students list out all the things they do in a typical week. Have them sort each activity on a T-Chart of “have to” and “want to.” Talk about the importance of balancing our “have to” and “want to” activities. Discuss different strategies for doing so. An excellent

		<p>follow-up YouTube video is “Eat that Frog” by Brian Tracy.</p> <p>Project Management: The next time you assign a big project or an exam, have students develop an individual study or work plan. Provide them with a calendar and encourage them to break up the study guide or project tasks into manageable chunks. Have them put other obligations or activities on the calendar that may impact their time so they can plan around other obligations (examples may include: babysitting, practice, plans with friends, mom’s birthday).</p>
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## Seventh-Eighth Grade: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can accept when the viewpoints or perceptions of others are different from mine.</i></p> <p><i>I can independently express gratitude in multiple settings.</i></p>	<p>TED Talk: <a href="#">The Danger of a Single Story</a>: This video describes why it is important to look at issues from other perspectives than our own.</p> <p><a href="#">The Concept of Culture</a>: These graphics can be used in your classroom when discussing surface and deep culture.</p> <p><a href="#">I Am Poem Template</a>: Students could use this “I Am Poem” template to describe themselves. It could also be used to describe any character from a story or from history.</p> <p><a href="#">Protest and Conflict Resolution from an Historical Perspective</a>: Examine healthy ways of having conflict in society, discussing opposing views, and protesting with a purpose.</p> <p><a href="#">Perspective-Taking Social Skills Lessons</a> Use these lessons to teach critical social skills of perspective-taking to kids, including understanding perspectives, developing their own perspectives, and recognizing there can be more than one point of view in a situation. This resource includes two complete activities with an educator guide and lesson plan. These are a small sample of a paid resource and bundle that are listed below.</p> <p><a href="#">Peace Corps: The Speakers Match Program</a>: The Speakers Match program allows Americans to experience different countries, cultures, and traditions through the eyes of a</p>	<p><a href="#">Greater Good in Education</a> explains, “<i>Social awareness involves the ability to understand and empathize with others, particularly with people from different backgrounds than one’s own. Helping students navigate their changing awareness of the world around them is critical during early adolescence. It is important to help students understand, provide examples of, and demonstrate empathy.</i>”</p> <p>Building a genuine rapport, encouraging student interaction, and establishing respectful relationships with learners is a great way to foster a safe environment.</p> <p>Optical Illusion Images: Find images that illustrate the power of perspective (such as Rubin’s Vase pictured below). Show students these optical illusions and ask them to share “what they see” in each picture. Afterwards use the following discussion or writing prompts:</p> <ul style="list-style-type: none"> <li>○ Was anyone right or wrong in their interpretation of the illustrations?</li> <li>○ Is it possible for there to be more than one correct answer to a question?</li> <li>○ How can we respect someone’s perspective even if it is different than ours?</li> <li>○ Consider this real-life scenario in relation to the illustrations: <i>Is it a good idea for</i></li> </ul>

Volunteer who lived and worked at the grassroots level in their country of service.

[Believe in You: Inclusivity](#) (Video) and [Corresponding Lesson Plan](#): Sarah Cronk Founder of the Sparkle Effect, a campus inclusion program for students with and without disabilities, Sarah tells her story of founding the program as a high school Sophomore and the nationwide impact it's had. Video: [Speaking Up and Out](#)

[Nurturing Gratitude from the Inside Out: 30 Activities for Grades K-8](#)

Have students read the poem, *The Blind Men and the Elephant*, by John G. Saxe, which illustrates how we can develop multiple perspectives based on our own unique experiences. ([Lesson Plan](#))

*teenagers staying out after 11p.m.?*  
Teenagers think it is fun; however, grown-ups worry about their safety. Who is right? Can students think of other real-life questions where varying perspectives are at play?



## Seventh-Eighth Grade: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can explain how my interactions directly impact my reputation and relationships (including interactions on social and digital media).</i></p> <p><i>I can outline and practice the use of conflict resolution skills to solve problems peacefully.</i></p> <p><i>I can identify characteristics of positive and negative relationships.</i></p> <p><i>I can offer and receive constructive feedback.</i></p>	<p><a href="#">Quick Digital Citizenship Activities for Middle and High School Distance Learning</a>: This site provides a variety of videos and handouts to teach students about digital citizenship.</p> <p><a href="#">Conflict Resolution Activities for Middle School Skill-Building</a>: This guide provides a variety of lessons and activities to teach students conflict resolutions skills.</p> <p><a href="#">Story Corps Lesson Plan: The Power of Active Listening</a>: This lesson provides handouts to help teach students about active listening.</p> <p><a href="#">The Jigsaw Classroom</a>: This cooperative learning technique reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.</p> <p><a href="#">A Brilliant Activity to Teach Healthy Relationships</a>: This Bip and Bop game, which teaches the tenets of healthy and unhealthy relationships is impactful and memorable for students.</p> <p><a href="#">Peer Grade Rubric Library</a>: This library provides a variety of rubrics that teachers can use for a number of lessons.</p> <p><a href="#">60-Second Strategy TAG Feedback Video</a> and <a href="#">Worksheet</a>: This video and worksheet</p>	<p>THINK Strategy: Have students think before posting to social media, think: is it <i>True, Helpful, Inspiring, Necessary, and Kind</i>? Discuss real-life scenarios of appropriate and inappropriate social media messages and their effects on the individual's reputation, future career, and relationships.</p> <p>Have students think about what causes a reputation to develop and how it impacts relationships. Ask students the following questions: <i>What would you like your reputation to be? What actions can I take when interacting with adults to foster the reputation I want to develop? What actions can I take when interacting in-person with peers to foster the reputation I want to develop? What actions can I take when interacting with others through social media platforms and texting to foster the reputation I want to develop?</i></p> <p>Resolving Conflict Steps: Take time to discuss each step and have students discuss how they would accomplish it or allow them to role play using imaginary conflicts. There are lots of different Conflict Resolution Models to select from but <a href="#">here</a> is one that you can use, if you feel like it is appropriate for your students.</p> <p>Friendship Skills: Have students consider what skills are important to them in a friendship; create a class list. Lastly, have</p>

	demonstrates a lesson that teaches students about giving and receiving feedback.	students do a self-assessment where they identify friendship skills they already possess and those they intend to improve on.
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## Seventh-Eighth Grade: Decision Making

Essential Skills	Aligned Resources	Strategies
<p><i>I can reflect on lessons learned from actual experiences to inform and influence future practices.</i></p> <p><i>I can compare and contrast possible outcomes of my decisions.</i></p> <p><i>I can evaluate how my decisions impact myself and others.</i></p>	<p><a href="#">Grade 6-8 Decision Making</a>: This is a complete lesson plan on teaching students the 5 step decision making process.</p> <p><a href="#">Easy vs Right- Responsible Choices Writing Prompt</a>: What's easy in the short term is often more painful or harder in the long term. Help teens connect long- and short-term consequences with this journaling page that explores ideas about easy choices versus right decisions.</p> <p><a href="#">What I Carry</a>, by Zoe Macgill: This song video can be used to discuss the mark you leave on the world.</p> <p><a href="#">Leave a Legacy - How to Leave Your Mark On the World</a>: This post provides a thought provoking activity for students to explore how they want to leave their mark on the world.</p> <p><a href="#">Decision Education</a> -- also known as decision science -- teaches kids to make thoughtful, high-quality decisions rather than snap judgments. Students follow six steps: they frame the problem, think about what consequences matter to them, consider the various choices and alternatives, do research to uncover information needed to make a choice, satisfy themselves that they're using sound reasoning in making a choice, and commit to follow through.</p>	<p>Past Achievement: Have students think of a past achievement; it can be academic or something outside of school. Then ask them to write down the steps they took to achieve that goal. As a group, discuss what led to their past successes. Generate a list on the board. Now ask them to stretch their thinking. How can their past achievements and goal setting skills help them reach new goals? Can similar methods be applied to non-academic goals and academic ones? For example, if a student identified practice as a reason for making a soccer team, could the same be true for mastering a skill in Algebra?</p> <p>Begin with the End in Mind (Long Term Goal Mapping): Encourage students to think about a long-term goal that will take some time to achieve (e.g., make the basketball team, become a veterinarian, get an industry certification, or receive a scholarship). The concept is to begin with the end in mind. Help students identify mile markers that need to be met working backwards from the goal. For example, what needs to have occurred one year before the goal is met, two years before, three years before, and eventually ending up with what the student can do today to start meeting the goal.</p> <p>Co-Lead Activity: At the end of each week, allow time for students to reflect on what</p>

	<p>Character Analysis: Use a character from literature and analyze the choices they made. Discuss how these choices might impact the character's decisions in the future.</p> <p>Decision Making Graphic Organizer: Have students use a graphic organizer that allows them to list the problem and spaces for at least two different solutions to the problem. Have them weigh the pros and cons of choosing each solution. The problem can be theoretical, from a book, or one from real-life.</p>	<p>they learned and experienced. Assign two student leaders to facilitate the class discussion. Be sure to notify these leaders at the start of the week and encourage them to think of three to five reflection questions throughout the week that they could ask on Friday. Students may need some instruction on how to ask reflection questions that promote discussion prior to starting this routine. Also, allowing students to co-lead with a peer may ease anxieties about leading a discussion.</p> <p>Stranded on a Deserted Island: Explore the scenario of being stranded on a deserted island with limited resources. Have students identify the resources they will need to survive and get help. Describe the decision-making that went into determining which resources are needed and the possible outcomes of their decisions.</p>
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# Ninth & Tenth Grade Implementation Resources

(Adapted from the Virginia Department of Education's [Standards](#), [Resources](#) and [Curriculum Framework](#))

## Ninth-Tenth Grade: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can identify current or past emotions by considering what caused them.</i></p> <p><i>I can recognize the relationship between my self-talk and emotions.</i></p> <p><i>I can analyze how my personal strengths, interests, challenges, and values influence my ability to plan for the future.</i></p> <p><i>I can identify and communicate what motivates me.</i></p> <p><i>I can identify how my values and experiences influence my own learning.</i></p>	<p>Utilize a <a href="#">Quote Poster and Prompt</a> to help students self-reflect.</p> <p>This <a href="#">3 minute video</a> helps students understand and end negative self-talk. Use as a discussion starter or writing prompt.</p> <p>Using “ABRA” (the first four letters of “Abracadabra” from Aramaic meaning “I create as I speak,” or Hebrew “It will be created in my words”). Have students start by identifying a negative phrase they tend to say to themselves, then:</p> <p>A - Acknowledge the negative self-talk;            B - Breathe, to calm down;            R – Release, letting go of what you do not want; and            A – Align to what you really want, use your imagination to create positive self-talk.</p> <p><a href="#">Dig Deeper Into Xello</a>: Interest inventories available to help students identify areas of interest</p>	<p>Provide opportunities for students to reflect and share how they are feeling in non-threatening ways. For example, you could ask, “<i>At the bottom of your test, please put a number from one to ten on how confident you felt taking this exam.</i>”</p> <p>Through content curriculum, explore the myriad of ways people deal with or respond to their thoughts and feelings; evaluate positive and negative impacts of different methods; highlight self-talk and how that impacts feelings and actions.</p> <p>Allow students to share what they are interested in, excited about and what motivates them. Help them to link topics of study to their areas of interest and real-world application of material. Encourage conversation around planning for the future and ways to overcome challenges.</p>

## Ninth-Tenth Grade: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can discuss situations when I experience healthy and unhealthy stress levels.</i></p> <p><i>I can demonstrate the ability to persevere and maintain confidence through challenges.</i></p> <p><i>I can anticipate barriers that may impact my progress towards a goal.</i></p>	<p><a href="#">Character Strength “Mindful Mottos:”</a> Have students select one to five “mottos” that align with them best and this will simultaneously help them identify their strengths and values. Science says using your character strengths every day can make you happier, more resilient, and better connected to others. This is a list of the 24 VIA character strengths with a simple motto that captures the essence of the strength. Keep them in mind as you go about your daily life and remember to use your strengths in all that you do!</p> <p><a href="#">Five Tips to Help TEENS Cope with STRESS:</a> This article provides practical strategies for teens to use to cope with stress.</p> <p><a href="#">Tips &amp; Templates</a> on how to help teens set effective goals.</p> <p>Use this <a href="#">simple goal setting and career planning worksheet</a> to help students organize their plans.</p>	<p>Model goal-development to help students create their own short- and long-term (e.g., Specific, Measurable, Achievable, Realistic and Timely (SMART) goals to include action plans for achieving the goals.</p> <p>Have students create postsecondary plans considering their strengths, interests, values, and challenges.</p> <p>Ask students to predict possible barriers to achieving their goals. Have students explore steps or ways to face those barriers.</p> <p>Incorporate content related material that demonstrates productive struggle and/or growth mindset and conduct a discussion about these concepts.</p> <p>When studying historical figures, have students analyze evidence of resiliency or evaluate how increased resiliency could have led to a more productive outcome given a challenging life experience and/or situation</p>

## Ninth-Tenth Grade: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can demonstrate empathy by predicting how my own actions might affect the feelings of others.</i></p> <p><i>I can show positive regard for and work with peers that have different abilities, perspectives, backgrounds, cultures, or social groups.</i></p> <p><i>I can identify things I am grateful for even in challenging or stressful life experiences.</i></p>	<p><a href="#">Peace Corps: The Speakers Match Program:</a> This program allows Americans to experience different countries, cultures, and traditions through the eyes of a Volunteer who lived and worked at the grassroots level in their country of service.</p> <p>Provide daily opportunities for students to identify at least one thing for which they are grateful. Create a class list of these and post it in the classroom.</p> <p>Weekly Gratitude: At the end of the week, have students think back on the good things that occurred. Ask them to write these down and reflect on why they went well. Can they identify what strengths they or others showed? Regularly recognizing three good things can increase the meaning in them. When you slow down to look at the details, you have a greater appreciation for the small things that matter.</p> <p><a href="#">3 Ways to Practice Gratitude:</a> This article explores very easy ways to practice and express gratitude.</p>	<p>Affirm your students, modeling language that they, in turn, can use to affirm themselves and others. Place a set number of sticky notes on your desk each day for writing positive messages to students that use their name paired with an affirmation. Privately hand to students as you see fit throughout the day. The following are some examples: “<i>Melanie, I am glad you are in my class.</i>” “<i>Tamir, you persevered in Math today.</i>” “<i>Rachael, mistakes are part of learning—you’ve got this!</i>” “<i>Luis, you can do hard things—don’t give up.</i>”</p> <p>Use literature to show characters considering the feelings of others when determining their actions. Have students think about potential situations when they may need to consider the feelings of others.</p> <p>Work with students to create partner or group rules that allow for collaboration and consideration of all viewpoints.</p>

## Ninth-Tenth Grade: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can actively listen and engage in positive interactions to make connections to build understanding with peers, adults and community to support and achieve common goals.</i></p> <p><i>I can use conflict resolution skills to solve problems peacefully.</i></p> <p><i>I can identify ways to navigate unhealthy relationships.</i></p>	<p><a href="#">Teach students the importance of active listening</a> by discussing the components and practicing the skill.</p> <p><u>TAG Feedback Guide and Sentence Starters</u>: Use the TAG system for peer feedback. Create a visual to hang in your classroom all year as a reference when students are providing each other feedback. The acronym TAG spells out the following:</p> <p>T: Tell something you liked. (<i>The strongest part of your work was.... I could really connect with.... I really enjoyed... because....</i>)</p> <p>A: Ask a question. (<i>Why is...? Did you consider...? How did you...?</i>)</p> <p>G: Give a positive suggestion. (<i>One suggestion would be.... One problem I see... I am confused by....</i>)</p> <p>Help students learn to resolve problems peacefully with <a href="#">this six step process</a>.</p>	<p>Have students practice their active listening skills with a partner. Have each student listen to a partner for one full minute without speaking. At the end of the minute, have them paraphrase what they heard.</p> <p>Use team-based, collaborative teaching practices, such as cooperative learning and project-based learning, to provide students with opportunities to develop and practice communication, social, and assertiveness skills. Be very intentional to balance student groups so that natural leaders can inspire the others they are working with.</p> <p>After group activities, have students complete a self- evaluation of themselves and the other members of their group. Possible performance measures could include:</p> <ul style="list-style-type: none"> <li>○ Participated in discussion</li> <li>○ Positive attitude</li> <li>○ Contributed to work</li> <li>○ Stayed on task</li> <li>○ Inclusive of others' ideas</li> </ul>

## Ninth-Tenth Grade: Decision Making

Essential Skills	Aligned Resources	Strategies
<p><i>I can adapt my decision-making process based on the context of a variety of situations and desired outcomes.</i></p> <p><i>I can make reasoned judgements after analyzing information, data and facts for both personal and social problems.</i></p> <p><i>I can differentiate between possible short term and long-term impacts of my decisions.</i></p>	<p><a href="#">This article</a> for parents helps them learn about the types of goals their children should be setting.</p> <p><a href="#">Chalk Talk</a>: Students respond silently, in writing, to pictures, quotes, statements, and questions about an issue on large blocks of paper posted around the room.</p> <p>Dan Siegel’s video about the “<a href="#">Adolescent Brain</a>” provides excellent background as to the “why” adolescents need caring adults to help them build and develop positive decision-making skills and strategies.</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Decoding the Teenage Brain</a></li> <li>• <a href="#">Science of Learning: What Educators Need to Know About Adolescent Development</a></li> <li>• <a href="#">The Teen Brain: Seven Things to Know</a></li> </ul> <p>Teach students the art of positive skepticism and being resourceful. Help them to develop the ability to look at multiple solutions to a single problem. When we teach kids to be skeptics—to require additional evidence before accepting a claim as true—we also teach them to be resourceful problem-solvers. Teachers can <a href="#">model positive skepticism</a> in the classroom, teaching students to think like Galileo and Steve Jobs</p>	<p>In order for students to effectively make thoughtful decisions, they must develop competency with the following skills:</p> <ul style="list-style-type: none"> <li>• Identify the problem;</li> <li>• Analyze the situation;</li> <li>• Consider ethical responsibility;</li> <li>• List potential outcomes and solutions;</li> <li>• Select and try a possible solution;</li> <li>• Evaluate/reflect.</li> </ul> <p>Routinely encourage students to seek additional information any time they face a decision. Help them determine what information would be necessary to help make that decision. Provide authentic feedback about the process they use to arrive at the best solution.</p> <p>Allow students the responsibility and freedom to decide which tasks are best accomplished alone and which benefit from teamwork. Before beginning a class project, ask students who should do which tasks? Why? How might collaboration help or hinder the project’s outcome? When students take part in planning classroom projects, often done by teachers, they see firsthand what produces good outcomes. When the project is complete, ask students to evaluate what went well and what could have been done differently to improve the end result.</p>

		<p>Use literature to talk about the short- and long-term impacts of the choices that characters made. Discuss how these choices might impact the characters' decisions in the future.</p> <p>Use examples from history to examine short- and long-term impacts of people's decisions.</p>
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# Eleventh & Twelfth Grade Implementation Resources

(Adapted from the Virginia Department of Education's [Standards](#), [Resources](#) and [Curriculum Framework](#))

## Eleventh-Twelfth Grade: Self-Awareness

Essential Skills	Resources	Strategies
<p><i>I can compare how my personal strengths, challenges, interests, and values have developed and changed over time and revise my post-secondary plans as needed.</i></p> <p><i>I can demonstrate self-efficacy when facing a challenging situation.</i></p> <p><i>I can express pride and confidence in my personal and social identities within a variety of settings.</i></p>	<p><a href="#">You Can Take Charge of Your Learning:</a> This lesson can help teach students about metacognition and goal setting.</p> <p><a href="#">My Many Intelligences:</a> This lesson reviews multiple intelligences and how knowing yours can assist in post-secondary planning.</p> <p><a href="#">Neuroscience Behind Productive Struggle:</a> This article explores the brain activity involved in learning and the benefit that struggles have on growth.</p> <p><a href="#">Growth Mindset &amp; Brain Science:</a> This animated video describes how practice and making mistakes actually improves brain function.</p> <p><a href="#">Say What? Learning from Others:</a> This lesson expands on the concept of a growth mindset and how accepting feedback from peers can help you overcome challenges.</p> <p><a href="#">Identity Charts:</a> Identity charts are a graphic tool that can help students consider the many factors that shape who we are as individuals and as communities. Use identity charts to deepen students'</p>	<p>Through journaling or group discussions, encourage students to recall various situations that elicited a variety of emotions and allow them to reflect on the environmental conditions and outcomes of that event.</p> <p>Self-Awareness discussion or writing prompts such as: <i>“Describe a time you felt the same way a story character felt.” “Write about a time when you felt confident. What contributed to this feeling?” “How do you use positive self-talk to stay motivated or overcome a challenge?” “What do you think was going on in (character’s name) mind when (event from book)?” “Write about a time your emotions impacted your actions.”</i></p> <p>Allow students the opportunity to share how they are feeling during a test, lesson, or activity. For example, an educator could say: “We have a test tomorrow on this skill. On a scale of 1-5 (1- not confident, 5- extremely confident) how confident are you feeling?” Students could indicate their answer by holding up fingers or writing their answer on the bottom of the daily assignment or quiz. Offer additional</p>

	<p>understanding of themselves, groups, nations, and historical and literary figures. Sharing their own identity charts with peers can help students build relationships and break down stereotypes. In this way, identity charts can be used as an effective classroom community-building tool.</p> <p><a href="#">Identity Chart</a> (Handout)</p> <p><a href="#">Quote Poster and Prompt</a>: "It's finding something you are interested in, and then working to be good at it."</p> <p><a href="#">Dig Deeper Into Xello</a>: Interest inventories available to help students identify areas of interest</p>	<p>assistance to those who are not feeling ready for the test.</p> <p>Ask students to determine possible post-secondary goals based on current performance, needs, opportunities, and interests.</p> <p>Identify opportunities for career speakers to share their contributions and the ethical issues related to their career fields.</p> <p>Invite former students and alumni who can share their experiences that include revised post-secondary planning and career trajectory.</p>
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## Eleventh-Twelfth Grade: Self-Management

Essential Skills	Resources	Strategies
<p><i>I can consistently use coping skills and calming strategies to effectively respond to stress and return to a regulated state.</i></p> <p><i>I can demonstrate the ability to reframe challenging situations from a strengths-based and/or growth mindset.</i></p>	<p><a href="#">Character Strength “Mindful Mottos:”</a> Have students select one to five “mottos” that aligns with them best and this will simultaneously help them identify their strengths and values. Science says using your character strengths every day can make you happier, more resilient, and better connected to others. This is a list of the 24 VIA character strengths with a simple motto that captures the essence of the strength. Keep them in mind as you go about your daily life and remember to use your strengths in all that you do!</p> <p><a href="#">How to Help Children and Teens Manage Their Stress:</a> Adolescents are faced with a variety of stressors. This article explores the effects that stress can have on our physical health as well as several practical strategies to cope with it.</p> <p><a href="#">Six Steps to Help Your Teen Persevere and Grow From Their Failures:</a> When teens are not good at something immediately, their natural instinct is to quit or label themselves as no good. It is the struggles in life that build teens character, work ethic, and resilience. This article explores ways to help teens persevere and grow from adversity.</p> <p><a href="#">Five Tips to Help TEENS Cope with STRESS:</a> This article provides practical</p>	<p>Create a space for students to use positive self-talk including identifying their personal mantras and strengths.</p> <p>Challenge students to identify how negative situations or perceived failures can present opportunities for growth.</p> <p>Challenge students to recall a situation that had a negative outcome and develop a proposal for how the situation could have been handled differently to yield an improved outcome.</p> <p>Embed opportunities for students to foster a sense of community and trust with others. Encourage conversations about coping techniques and management of stress.</p> <p>Read a nonfiction article or view a video related to productive struggle and/or growth mindset and conduct a discussion about these concepts.</p> <p>Show students quotes and movie clips that inspire the opportunity to learn from failure. Discuss the feelings we feel when experiencing failure and how those feelings can impact our ability to grow.</p> <p>Assist students in developing drafts and plans and build in opportunities to allow them to report out on goal</p>

	<p>strategies for teens to use to cope with stress.</p> <p><a href="#">Brain Science: Stress and the Brain</a></p> <p>This multi-day lesson includes three main sessions and two optional sessions. It is designed to use science and SEL concepts to introduce students to the concept of how our brains and bodies respond to stress. Over the course of the sessions, students will learn about the different types of stress and their effects on the brain and body. Then, students will explore how stress impacts learning and how to better manage their stress.</p>	<p>progress (positive or stagnate) or how they have made revisions to address realistic challenges or barriers.</p>
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## Eleventh-Twelfth Grade: Social Awareness

Essential Skills	Resources	Strategies
<p><i>I can relate to and build connections with other people by showing them empathy, compassion, and understanding.</i></p>	<p><a href="#">How to Help High School Students Develop Empathy</a>: This article provides several practices that students can use to develop empathy.</p> <p><a href="#">Peace Corps: The Speakers Match Program</a>: This program allows Americans to experience different countries, cultures, and traditions through the eyes of a Volunteer who lived and worked at the grassroots level in their country of service.</p> <p><a href="#">3 Ways to Practice Gratitude</a>: This article explores very easy ways to practice and express gratitude.</p>	<p>Have students describe a time when they felt someone was empathetic to them. How did that feel? How do others feel when we are empathetic to them?</p> <p>Explore local community groups and non-profits who set out to provide support, strength, and resources for specific groups. Discuss the purpose of gratitude projects and organizations and impact on both the givers and the receivers involved.</p> <p>Have students identify opportunities for civic engagement and service learning at the local level in the community.</p> <p>Challenge students to practice seeing things from another person's point of view. Present situations and ask students, "<i>How would you respond if you were in the same position?</i>" "<i>What factors might contribute to how a person acts in a particular setting or situation?</i>" etc.</p>

## Eleventh-Twelfth Grade: Relationship Skills

Essential Skills	Resources	Strategies
<p><i>I can modify my communication and listening skills to improve my interactions with peers, adults and community to support and achieve common goals.</i></p> <p><i>I can use strategies to resolve differences.</i></p> <p><i>I can independently use conflict resolution skills to solve problems peacefully.</i></p> <p><i>I can identify ways to navigate unhealthy relationships.</i></p> <p><i>I can apply constructive feedback to strengthen connections and achieve common goals.</i></p>	<p><a href="#">Ensure Automatization Through Practice and Review</a>: This article shares examples of several activities that build relationship skills that, when practiced regularly, ensure automatization.</p> <p><a href="#">Teaching Conflict Resolution Skills in 6 Easy Steps</a>: This article describes how to teach conflict resolution skills to teens in six steps.</p> <p><a href="#">The Power of Active Listening</a>: This lesson provides an opportunity for students to learn about the power of active listening when they are the listener and being listened to.</p> <p><a href="#">Understanding Advocacy Lesson Plan</a>: In this lesson, the learners will develop an understanding of advocacy for the common good, and the humane treatment of animals. They will become familiar with what motivates people to become advocates, investigate the characteristics of all good advocates as well as begin to understand and develop their own personal advocacy style.</p> <p><a href="#">Four More Team Building Activities for Teens to Develop Trust</a>: This article provides four activities to use with teens to develop trust.</p> <p><a href="#">Building Self-Awareness</a>: This site provides a variety of resources to assist in teaching students many facets of self-awareness.</p>	<p>Ask students to examine and interpret written, oral, and visual messages (including social media). Discuss how the same words and communication can be interpreted in different ways. Discuss how students can anticipate the intent of the message and evaluate why the same message can evoke both positive and negative responses</p> <p>Introduce conflict resolution strategies and provide opportunities and scenarios for students to apply strategies.</p> <p>Encourage students to use conflict resolution strategies and provide authentic feedback.</p> <p>Lead community-building activities through which groups of peers develop common goals.</p> <p>Provide opportunities for students to share information about themselves in front of peers.</p> <p>Facilitate discussions that will allow individuals to share how their life experiences, culture, and values influence their perspective on various topics.</p> <p>Talk about the impact of social media on relationships.</p> <p>Ask students to respond to a journal prompt and then share in pairs or in small groups</p>

	<p><a href="#">Am I in a Healthy Relationship (for Teens)</a>: This article describes characteristics of a healthy relationship and warning signs of an unhealthy one.</p> <p><a href="#">Constructive Criticism – Helping Your Teen Accept It</a>: This article describes several ways to help teach students how to handle constructive criticism.</p> <p><a href="#">Collaborative Rubric for grades 6-12</a>, This research-based rubric is designed to provide useful, formative information that teachers can use to guide instruction and provide feedback to students on their overall performance. Students can also use the rubrics to reflect on their own learning.</p>	<p>about the difference between positive and negative relationships.</p> <p>Identify what makes feedback constructive and discuss ways to deliver feedback that promotes growth and improvement. Also, discuss ways to manage feedback that is not helpful or hurtful</p>
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## Eleventh-Twelfth Grade: Decision Making

Essential Skills	Aligned Resources	Strategies
<p><i>I can make constructive choices by considering the personal, interpersonal, and community impacts of my choices.</i></p> <p><i>I can reflect on the outcomes of my decisions and determine if there are opportunities for improvement.</i></p>	<p><a href="#">Teaching Decision-Making to Adolescents: A Critical Review</a>: This article explores the importance of teaching decision-making skills to adolescents and reviews several teaching practices.</p> <p><a href="#">Improving Adolescent Judgment and Decision Making</a>: This journal article describes an Integrated Judgment and Decision-Making Model (IJDM) that can be helpful in teaching decision-making.</p> <p><a href="#">Types of Goals Your Child Should be Setting (And Why They're Important For Success)</a>: This article explores the importance of goal setting and how to maximize teaching it to kids at different developmental stages.</p> <p><a href="#">The Architecture of Ownership</a>: How can schools build a climate that takes students beyond mere engagement and into ownership of their learning? This article describes four student roles that improve climate and student ownership of their learning.</p> <p><a href="#">Video Franklin Town, Lesson Plan</a> Students will be able to identify and use family, school, and community resources and supports in the pursuit of defined personal and collective community goals.</p>	<p>When developing shared classroom rules in any class, discuss personal responsibility and how that shapes our behavior toward one another. Ask students to create a visual map/illustration of a decision they made, including description or representation of the outcome, and potential areas for improvement.</p> <p>Host a panel of community members in student-desired career fields who can speak to the skills, expertise, and barriers to their current work.</p> <p>Develop a class-led community service initiative through which students examine, plan, and problem solve as a means for modeling collective critical thinking to impact the local community.</p> <p>Help students organize a service-learning project.</p> <p>Have students identify a daily/weekly/monthly academic SMART goal and break it into smaller steps to achieve that goal. Have students track their progress through journaling, charts, or graphs.</p> <p>Facilitate a student project that allows students to develop a proposal for a student-led school improvement project.</p>

[Self-Assessment Inspires Learning:](#)

Self-reflection is self-assessment, and one of the most significant learning tools we can model for our students. Ultimately, we want our children and adolescents to be the self-assessors of their work, dispositions, and goals. Research repeatedly reports that the difference between good teachers and superior teachers is that superior teachers self-reflect. The following self-assessment survey, created for students and educators, provides questions that address short- and long-term goals.

[Connecting Emotions to Choices and Consequences](#)

Students will see the connection between making good choices and feeling good... and making bad choices and feeling bad. Help teens learn that...

- 1) the thrill of an irresponsible choice is temporary, and it usually turns into a negative feeling afterward
- 2) making a good choice may feel difficult in the moment, but the real reward of a good choice is the long-term good feeling that comes with it.

Use this same process to help students create a goal for something they hope to achieve or accomplish in the future. This does not have to be specifically related to academics. Self-Management Discussion or Writing Prompts: Write about a time you achieved a goal. How did you do it? How did you feel? Have you ever felt like giving up at something you wanted to get better at? How did you handle it?

