



# **Florida Resiliency Education**

## Teacher Companion Guides

### Grade Six



Navigate**360**

*Building safer tomorrows.™*



## Apologies & Repairing Relationships

**Brief Summary:** Maintaining positive relationships requires apologizing, forgiving, and perspective-taking. In this lesson, students will recognize when their behavior has caused harm to others. They will practice strategies for apologizing and attempting to repair harm. Finally, students will examine others' harmful behavior and practice perspective taking to empathize and forgive.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journals after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Why is apologizing and forgiving important in friendships?
- **Lesson Objectives**
  - After today's lesson students can do the following:
    - Recognize when their behavior has caused harm to others and practice strategies for apologizing and attempting to repair harm.
    - Examine others' harmful behavior and practice perspective taking to empathize and forgive.
- **Shared Vocabulary**
  - **Perspective:** how someone sees a situation or the world; point of view
  - **Empathize:** to try to understand someone's perspective/put ourselves in another person's shoes in order to identify with how they are feeling
  - **Forgiveness:** a choice to let go of anger or thoughts of revenge towards someone who has hurt you
  - **Active listening:** paying close attention to what someone is communicating with their words and body language and responding in a way to make sure that you understand
  - **Taking ownership:** identifying and admitting your part in a situation
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
      - Based on the students, you may put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.



**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**

- Brain Break: Meet in the Middle

- **Differentiated Instruction**

- Use sentence stem(s).
  - Apologizing means...
  - Forgiving means...
- Have the question/prompt written on the board.
- Translate question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- Personal Dictionaries
  - Provide a template with words in place and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
- Turn on language translation in the online modules that will translate closed captions into the student's first language.
- Enlarge the cursor and change the cursor's color for students with visual impairments.

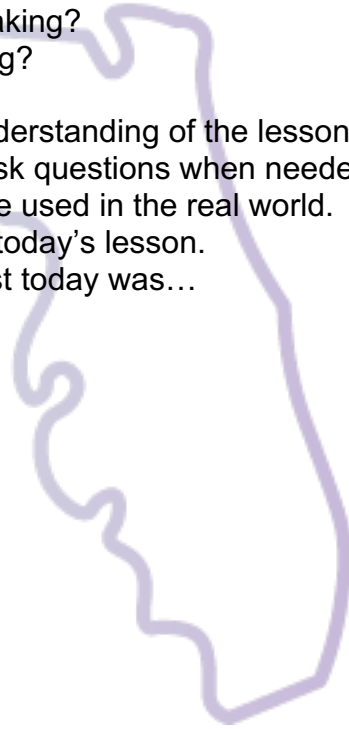
**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.

- Apologizing has two parts.
  - Admitting that you caused harm with your behavior
  - Explaining how you will fix the problem or make sure it doesn't happen in the future



- Taking ownership means identifying and admitting the part you played in a situation, and not making excuses for your behavior.
- Forgiveness is a choice to let go of anger or thoughts of revenge towards someone who has hurt you.
- Perspective-taking means looking at things from someone else's point of view.
  
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What are the two parts of apologizing?
  - What is forgiveness?
  - How can you practice perspective taking?
  - How can you practice active listening?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - Write one question you have about today's lesson.
  - The thing that surprised me the most today was...
  
- **Optimistic Closure**
  - One Takeaway I'm Going to Try





## Be Bold, Be Kind

**Brief Summary:** In this lesson, your students will learn about empathy and compassion. Students explore showing compassion to others even when they haven't been shown the same, and they learn ways to acknowledge others' perspectives when it differs from theirs. Students will explore scenarios where students showed kindness to others who were struggling in school and in extracurricular activities. Students will understand how empathy and kindness are connected. Students will explore different ways to show kindness to others through their words and actions.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Think of a time when someone showed you kindness. How did it make you feel?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Explore showing compassion to others even when they haven't been shown the same.
    - Describe ways to acknowledge others' perspective when it differs from theirs.
- **Shared Vocabulary**
  - **Empathy:** when we put ourselves in another person's shoes and can identify with how they are feeling
  - **Compassion:** an action taken to help someone feel better
  - **Perspective:** how someone sees a situation
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Name and Motion
    - Debrief by asking one or more of these questions:
      - "Why is it important to know each other's names?"
      - "What was it like for you to participate in this?"
      - "Were there any surprises?"
      - "What's something you had in common with someone?"
      - "What is something several people in the group had in common?"



### ■ Differentiation

- Allow students time to think.
- For students who may physically struggle with gesturing, have them say the name of the activity rather than using a gesture.
- Give set choices for kids to choose from. You can provide these choices on the board as either text or with drawings.
- Have students wear name tags.
- Eliminate kids needing to say the other students' names.
- Have students put a picture tent in front of them with their hobby drawn on to help with remembering.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

### ● Engaging Strategies

- Maître d'

### ● Differentiate Instruction

- Give a word bank: Empathy, Compassion, Perspective, etc.
- Have the question/prompt written on the board.
- Use a visual timer.
- Allow extra time for writing.
- Allow brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Use thoughtful groupings of students.
- Enlarge the cursor and change the cursor's color for students with visual impairments.

### ● ELL Support

- Translate question/prompt.
- Pair students to support ELL speaking skills.
- Personal Dictionaries
  - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
- Turn on language translation in the online modules that will translate closed captions into the student's first language.



**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

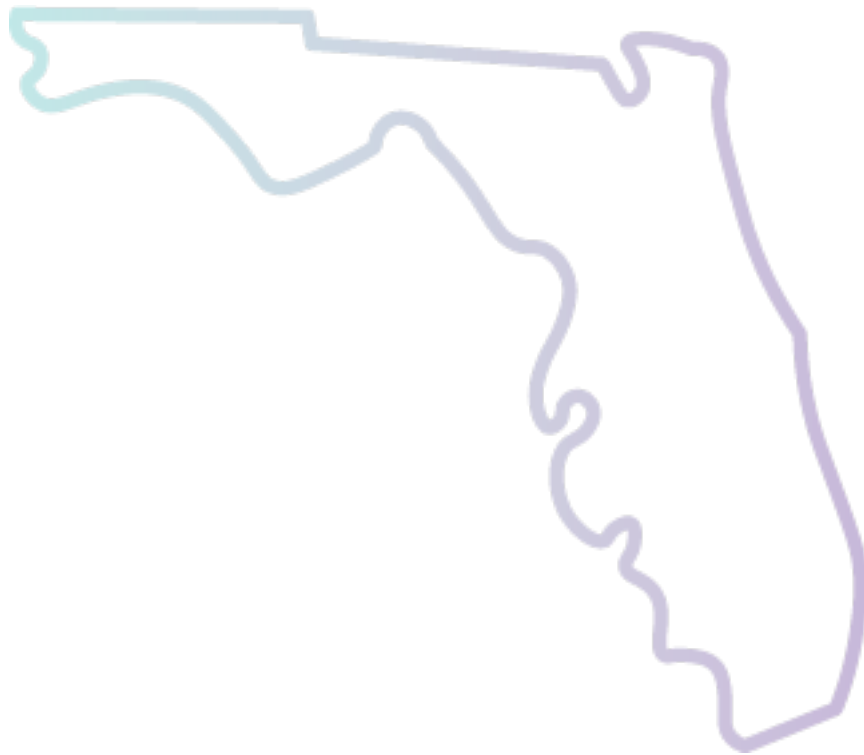
- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - We are often unkind to others to protect ourselves from embarrassment or shame.
  - Empathy is putting yourself in someone else's shoes and imagining what they might be feeling. We can act on our empathy by showing kindness in our words or our actions.
  - Sometimes kindness means defending others from people who are being unkind or even standing up to our friends when they are being unkind to others.
  - Everyone has different strengths, different ways of learning, and different ways of expressing themselves. Everyone is deserving of kindness and friendship no matter how different they are from you.
  
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - Do you think kindness comes naturally to everyone or is it something that needs to be practiced?
  - Is it always easy to tell if someone is being kind or unkind? Can you think of a scenario where someone might say or do something that seems kind, but they have unkind intentions?
  - Can you think of an example when it is difficult to be kind?
  - Why is it important to be kind to people who learn differently from us or to those who are struggling?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - What is one way that you can show kindness to someone this week?
  
- **Optimistic Closure**
  - Future Me
  
- **Follow-Up Activity/Prompt**
  - Place students in groups and hand each group 10 sticky notes. Have the group brainstorm and write down 5 kind and 5 unkind words or actions on the sticky notes and mix them up before placing them randomly on a desk or table. Have the groups move around the room and categorize the sticky notes at each of the different tables. After each rotation, check each group's categories, and then have them shuffle them up again before moving on to the next table. Debrief by discussing if it is always easy to



tell kind and unkind actions apart. Are there ever times that it might be hard to tell?

**Additional Resources**

- Have students brainstorm a list of synonyms for “kind” or “kindness.” Then, have students discuss if these words can be used interchangeably or not. Have students explain certain scenarios where one of the words fits better than the others and discuss the differences between the synonyms.







## Conflict Resolution and Compromise

**Brief Summary:** Conflict resolution is an important part of maintaining healthy social interactions and relationships. In this lesson, students learn how to resolve conflicts. They also work on developing the ability to compromise by valuing others' ideas and perspectives.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Describe a time when you had a conflict with someone. Did you resolve it successfully? If so, how?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    1. Understand how to resolve conflicts.
    2. Demonstrate the ability to find a compromise and to value others' ideas and perspectives.
- **Shared Vocabulary**
  - **Conflict:** disagreement, fighting, or bad feelings between people
  - **Resolve:** to settle a disagreement or figure out a way to fix a problem
  - **Compromise:** when an agreement is made due to both sides changing or giving up some demands
  - **Perspective:** how someone sees a situation or the world; point of view
  - **Perspective taking:** understanding something from another person's point of view
  - **Validate:** to show support and approval for something or someone
  - **Active listening:** paying close attention to what someone is communicating with their words and body language and responding in a way to make sure that you understand
  - **Peer mediation:** when someone in your age group helps to resolve a conflict that they are not part of
  - **Empathy:** when we understand someone's perspective/put ourselves in another person's shoes and can identify with how they are feeling
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Name and Motion
    - Debrief by asking one or more of these questions:
      - "Why is it important to know each other's names?"



- “What was it like for you to participate in this?”
- “Were there any surprises?”
- “What's something you had in common with someone?”
- “What is something several people in the group had in common?”
- Differentiation
  - Allow students to think about time.
  - For students who may physically struggle with gesturing, have them say the name of the activity rather than using a gesture.
  - Give set choices for kids to choose from. You can provide these choices on the board as either text or with drawings.
  - Have students wear name tags.
  - Eliminate kids needing to say the other students' names.
  - Have students put a picture tent in front of them with their hobby drawn on to help with remembering.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**
  - Give One, Get One, Move On (Go, Go, Mo)
    - Topic
      - What are some ways to resolve conflicts?
    - Differentiation
      - Sentence stems: One way to resolve conflict is...
      - Purposeful student grouping.
      - Write the prompt and the number of bullets to match the takeaways students are to share on the index cards ahead of time.
      - Translate the prompt.
      - Require 1 or 2 takeaways rather than 3–5.
- **Differentiated Instruction**
  - Give One, Get One, Move On (Go, Go, Mo)
    - Topic
      - What are some ways to resolve conflicts?
    - Differentiation
      - Sentence stems: One way to resolve conflict is...
      - Purposeful student grouping.



- Write the prompt and the number of bullets to match the takeaways students are to share on the index cards ahead of time.
- Translate the prompt.
- Require 1 or 2 takeaways rather than 3–5.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Conflict is a disagreement, fighting, or bad feelings between people.
  - Conflict resolution means settling a disagreement or figuring out a way to fix a problem in a peaceful way.
  - Compromise happens when an agreement is made due to both sides changing or giving up some demands.
  - Other conflict resolution strategies include the following:
    - Perspective taking and empathy
    - Using “I” statements
    - Active listening
    - The SHIELDS strategy for self-regulation
    - Validation
    - Peer mediation
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is conflict?
  - What is conflict resolution?
  - What is a compromise?
  - What are some conflict resolution strategies?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Discuss how today’s lesson could be used in the real world.
  - Please explain more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - One Takeaway I’m Going to Try
    - Prompt
      - Thinking about what you heard and learned today, what is



one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.

■ Differentiation

- Sentence/Speaking Stem: One takeaway from today's lesson that I want to try is \_\_\_\_\_. I want to try this because \_\_\_\_\_.
- Allow students to use their personal dictionaries.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.





## Contributing to the Community

**Brief Summary:** Good citizenship and volunteerism have numerous benefits for young people. In this lesson, students learn to define citizenship and volunteerism. They also describe ways to practice citizenship by volunteering in the school or community.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - What is a cause that is important to you? Why?
  - Differentiated question: What does it mean to work for a cause?
  - Higher-level question: What is the best way to volunteer in your community? Why?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Define citizenship and volunteerism.
    - Describe ways to practice citizenship by volunteering in the school or community.
- **Shared Vocabulary**
  - **Citizenship:** the quality of an individual's response to membership in a community
  - **Volunteering:** unpaid activity that benefits an individual or community
  - **Cause:** an idea or goal worth working toward; usually something you believe will benefit the world
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
      - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.



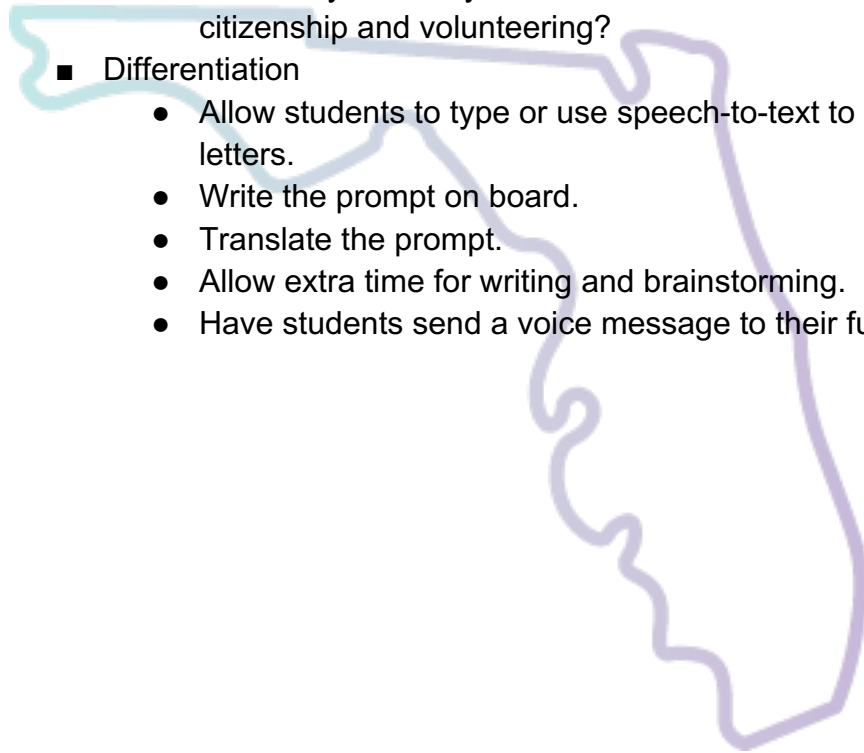
- **Engaging Strategies**
  - Pass It On
  
- **Differentiated Instruction**
  - Have a question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow time to brainstorm ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Pair students to support ELL speaking skills.
  - Use thoughtful groupings of students.
  - Personal dictionaries (to be used throughout the year's lessons)
    - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - In the online modules, turn on language translation that will translate closed captions into the student's first language.
  - For students with visual impairments, enlarge the cursor and change the cursor's color.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Citizenship means being active in your community and working to make it a better place. An important part of citizenship is volunteering.
  - Volunteering means offering your help or service without expecting to be paid. Usually, people volunteer for causes they find important.
  - You can practice citizenship and volunteerism as an individual or as part of a group.
  
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is citizenship?
  - What is volunteerism?
  - What are some ways to volunteer at school or in your community?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Discuss how today's lesson could be used in the real world.
  - Please explain more about...
  
- **Optimistic Closure**
  - Future Me
    - Prompt
      - What do you want your future self to remember about citizenship and volunteering?
    - Differentiation
      - Allow students to type or use speech-to-text to construct letters.
      - Write the prompt on board.
      - Translate the prompt.
      - Allow extra time for writing and brainstorming.
      - Have students send a voice message to their future selves.





## Creative Solutions to Community Needs

**Brief Summary:** Community engagement is important for children and adults of all ages. In this lesson, students begin to think about community service. First, students identify an area of need within their community. Then, they generate possible solutions to this area of need using creativity and drawing on their strengths.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - What change would you like to make in your community? Why?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify an area of need within their community.
    - Generate possible solutions to this area of need using creativity and drawing on their strengths.
- **Shared Vocabulary**
  - **Perspective:** how someone sees a situation or the world; point of view
  - **Optimistic:** hopeful; expecting a positive outcome
  - **Contribute:** to give time, effort, or resources to a cause
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - What's your favorite thing about your neighborhood or community?
    - Debrief Question(s)
      - What skills did you use in this activity?
    - Differentiation
      - Allow students time in their pairs to discuss.
      - Use instrumental music or no music and indicate with lights (on–move/off–find a partner and discuss)
      - Write the directions on the board.
      - Translate the question/prompt.
      - Allow students to brainstorm on paper before speaking.
      - Provide sentence stems: My favorite thing about my community is...





- Allow students to have pre-written follow-up questions: What is your least favorite thing about your community?

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**

- Fishbowl

- Question/Prompt

- Why is it important to be active in our communities?

- Differentiation

- Assign groups based on opposing views.
- Have a middle seat inside the inner circle for someone to ask follow-up questions.
- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Use the following sentence stems for spoken responses: It's important to be active in our communities because...

- **Differentiated Instruction**

- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- Personal Dictionaries
  - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
- Turn on language translation in the online modules that will translate



- closed captions into the student's first language.
- Enlarge the cursor and change the cursor's color for students with visual impairments

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. Do this several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Every community has different needs.
  - The best solutions are often creative ones.
  - We can best contribute to our community by drawing on our strengths.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is a community need? How can you identify needs within your communities?
  - How can creativity help us generate solutions to needs and problems?
  - Why is it important to draw on our strengths when working within our communities?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - Did you enjoy the video with Leyani and Keenan?
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step



## Do the Right Thing

**Brief Summary:** In this lesson, students will learn the difference between intended and unintended consequences and how they can help a person to do the right thing even when it's difficult. An example of an unintended consequence can be hurting someone else's feelings or a task taking longer than needed. Intended and unintended consequences can be positive or negative and require thinking about others and the future.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Is it possible to think about all of the potential outcomes (consequences) of our actions? Why or why not?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Explain the difference between intended and unintended consequences.
    - Apply knowledge of intended and unintended consequences to help do the right thing even when it's difficult.
- **Shared Vocabulary**
  - **Consequence:** something that happens because of an action
  - **Intended:** something you mean to have happen
  - **Unintended:** something you do not mean to have happen
  - **Negative:** when a situation or experience is unpleasant, unhelpful, or harmful
  - **Prediction:** a guess about what might happen in the future
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - With visual cards, attach a picture cue of what students should do along with the number.
      - Use thoughtful pairings of students.



- Increase the amount of time for each round.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**
  - Brain Break: Mindful Minute
- **Differentiated Instruction**
  - Use the following sentence stem: It is/is not possible to think about all of the potential consequences of our actions because \_\_\_\_\_.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Our actions have consequences. A consequence is an outcome of the choices we make.
  - Consequences to our actions can be either positive or negative.
  - Consequences can be intended (we mean for them to happen) or unintended (we didn't plan for or anticipate them).
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - As we learned in in this week's lesson, sometimes the unintended consequences of our actions include hurting someone's feelings. What can you do to think through your choices to help you avoid the unintended consequence of hurting someone's feelings?
  - Is it possible to make a choice that doesn't have any unintended consequences?
  - Are unintended consequences always negative?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning



- I didn't understand...
- Write one question you have about today's lesson.
- Other prompts
  - I would like to learn more about...
  - Please explain more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - When you have a decision to make, what are you going to think about after today's lesson?
    - Differentiation
      - Write the following speaking sentence stem on the board:  
My next step is \_\_\_\_\_.
- **Follow-Up Activity/Prompt**
  - *For the Birds* (3:36) Pixar short: Show the video, and discuss the intended and unintended consequences seen in the video. (Example: Intended—make fun of and isolate the large bird. Unintended—the wire snaps back, and they lose all their feathers).
  - Ask the following scenario question: You're stranded on an island, and you only get to have 3 things with you while you wait to be rescued. What are your three items? Talk about the intended and potential unintended consequences of the items you picked.
  - *If You Give a Mouse a Cookie*: Read the book, and discuss the intended and unintended consequences.

### Additional Resources

- **Resources for Students**
  - *Slam! A Tale of Consequences* by Adam Stower
  - *What if Everyone Did That?* by Ellen Javernick



## Empathy & Compassion

**Brief Summary:** In this lesson, students learn about the difference between empathy and compassion and explain the connection between empathy/compassion and perspective.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - What is the difference between empathy and compassion?
- **Differentiated Question**
  - Talk about a time someone showed compassion to you.
- **Higher-Level Question**
  - What is a perspective? What do you do when you and a friend have different perspectives?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Differentiate between empathy and compassion.
    - Explain the connection between empathy/compassion and perspective.
- **Shared Vocabulary**
  - **Empathy:** when we put ourselves in another person's shoes and can identify with how they are feeling
  - **Compassion:** an action taken to help someone feel better
  - **Perspective:** how someone sees a situation
  - **Synonym:** words that mean the same thing
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - Attach a picture cue of what students should do to the visual card, along with the number.
      - Use thoughtful pairing of students.
      - Increase the amount of time for each round.



**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**
  - Pass It On
  
- **Differentiated Instruction**
  - Sentence stem
    - When my friend and I don't agree, I \_\_\_\_\_.
  - Use a visual timer.
  - Allow extra time for writing.
  - Provide a word bank.
  - Allow brainstorm time ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Enlarge the cursor and change the cursor's color for students with visual impairments.
  
- **ELL Support**
  - Translate the question/prompt.
  - Pair students to support ELL speaking skills.
  - Personal Dictionaries
    - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - Turn on language translation in the online modules that will translate closed captions into the student's first language.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Though empathy and compassion are different, they are both important ways we can demonstrate caring for other people.
  - Empathy, compassion, and perspective are all connected to one another.
  - Having empathy and compassion can help you understand another person's perspective when it may be different from your own.



- Understanding a person's perspective can also help you have empathy and show compassion.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What are some ways you have shown empathy and compassion today/this week/this month?
  - Provide some scenarios and ask students to discuss how they would show empathy and compassion in that scenario.
  - What do you do when you and a friend have different perspectives?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Write one thing you can do to show empathy towards someone.
  - Write one question you have about today's lesson.
- **Optimistic Closure:** Not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking.
  - Question/Prompt
    - Think of one word that sums up your learning for today.
  - Differentiation
    - Write a word bank.
    - Write a question/prompt on board.
    - Give extra think-time.
    - Allow students to say the English word and the word in their native language. This may require them to quickly translate if they know a word in their native language but not the English translation.
- **Follow-Up Activity/Prompt:** These are activities you can do with your class or books/videos that you can share with your students to help boost retention.
  - Notice and recognize students for their empathetic or compassionate responses towards others' emotions.
  - Over the course of a month or two, use books to look for characters showing empathy and compassion. Create a running list that you can add to as a class over time.
  - Use books to look at the different perspectives the characters have. Create a Venn diagram or other chart to compare characters' perspectives.





## Executive Functioning

**Brief Summary:** In this lesson, students will get an overview of the specific skills involved in executive functioning, including attention, working memory, self-control, flexible thinking, planning and organizing, and self-monitoring. Students learn about why developing these skills is important and in what areas these skills can help them.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - How does self-control help you maintain relationships with friends and family?
- **Lesson Objectives**
  - After this lesson, students can do the following
    - Understand what executive functioning skills are.
    - Describe specific executive functioning skills and why they are important.
- **Shared Vocabulary**
  - **Executive functioning skills:** a set of skills that allow us to manage ourselves and achieve goals
  - **Flexible thinking:** the ability to change, shift, and adapt your thinking in different situations
  - **Self-control:** the ability to manage our thoughts, feelings, and behaviors across different situations
  - **Self-monitoring:** the ability to keep track of our thoughts and behaviors and make changes as needed
  - **Working memory:** the ability to hold information in our minds and use it to complete tasks
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.



- With visual cards, attach a picture cue of what students should do along with the number.
- Use thoughtful pairings of students.
- Increase the amount of time for each round.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**

- Card Sorts

- Topic/Question

- How do you manage your schoolwork and after-school schedule?

- Debrief Questions

- What is a new strategy you learned?
      - Did someone else's thought process change the way you see goal setting or how to prioritize?

- Differentiation

- Write the prompt on the board.
      - Write the directions on the board.
      - Translate the topic/question.

- **Differentiated Instruction**

- Provide the following sentence stem: Self-control is important because \_\_\_\_\_.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.

- Executive functioning skills enable us to manage ourselves and achieve our goals that develop throughout childhood and into early adulthood.
  - Factors that can help strengthen the development of these skills include positive relationships; experiences that support social, emotional, and physical health; and time spent in safe environments.
  - Specific executive functioning skills include attention, working memory, self-control, flexible thinking, planning and organizing, and self-monitoring.
  - We use executive functioning skills throughout the day both in school and outside of school.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - How can flexible thinking be helpful at school and in the real world?
  - How does self-control with your emotions help you with your school work?
  - What executive function skills have you noticed you were using this week?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - What next step do you need to take to help you improve one of the executive function skills you learned today?
    - Differentiation
      - Write on the board the following speaking sentence stem:  
My next step is \_\_\_\_\_.
- **Follow-Up Activity/Prompt**
  - Have students assist in creating a classroom calendar for the upcoming month. Include assignments due, reading to be completed, or lesson topics.
  - Find a "Get Ready, Do, Done" template, and model it for students using upcoming assignments.

**Additional Resources:** Books, games, websites, videos, worksheets, etc.

- **Resources for Students**
  - *How Do I Remember All That?* by Bryan Smith
  - *Fix it with Focus* by Bryan Smith

## How Can You Show Honesty & Integrity?

**Brief Summary:** Honesty and integrity are important values that lead to strong character among youth. In this lesson, students describe what it means to show integrity in a variety of settings and situations. They also identify benefits of integrity as well as strategies for establishing and maintaining integrity.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Describe a time when you were dishonest. How did it feel? Did anyone find out the truth?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe what it means to show integrity in a variety of settings and situations.
    - Identify benefits of and strategies for establishing and maintaining integrity.
- **Shared Vocabulary**
  - **Honesty:** the quality of being truthful in all interactions
  - **Integrity:** the quality of being honest and doing the right thing, even when no one is watching
  - **Academic integrity:** the commitment from students and teachers to demonstrate honest behavior in their academic lives
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
      - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging, or add an air high five.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

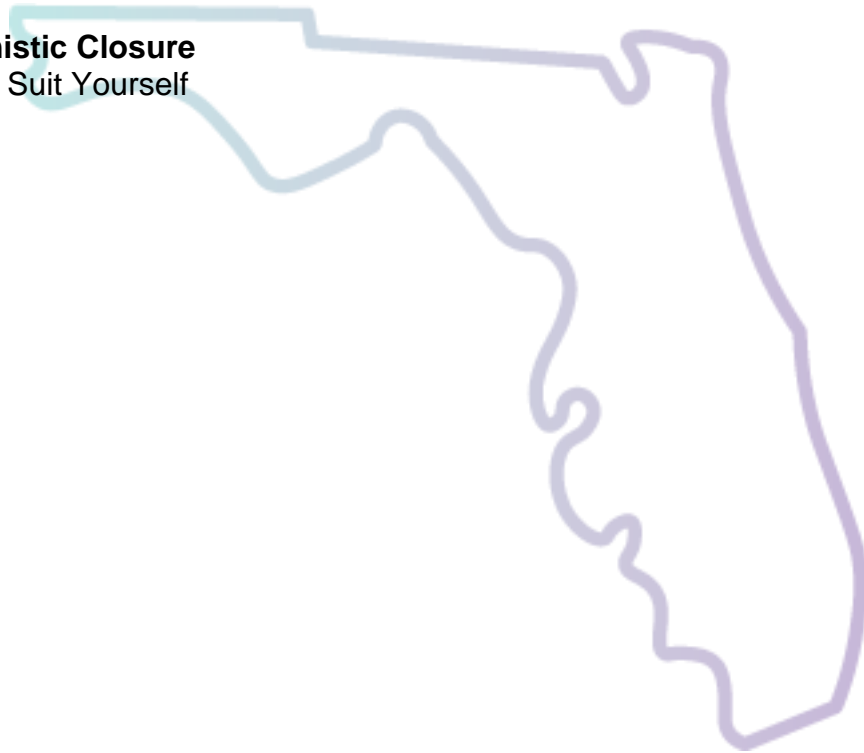
- **Engaging Strategies**
  - Pass It On
  
- **Differentiated Instruction**
  - Have a question/prompt written on the board.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow time to brainstorm ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Use thoughtful groupings of students.
  
- **ELL Support**
  - Pair students to support ELL speaking skills.
  - Translate the question/prompt.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Honesty is telling the truth and not hiding the truth.
  - Integrity means being honest and doing the right thing, even when no one is watching.
  - Benefits of integrity include the following:
    - Self-worth
    - Stronger relationships
    - Self-confidence
    - Feeling more relaxed
    - Sleeping better
    - Feeling happier
  - Strategies for integrity include the following:
    - Ask yourself, “What would I do if my parents/teacher/friend were watching?”
    - Consider who is being harmed.
    - Surround yourself with honest people.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is honesty?
  - What is integrity?
  - What are some benefits of integrity?
  - What are some strategies for developing integrity?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - What did you think of the videos about integrity?
- **Optimistic Closure**
  - Suit Yourself





## Organizational Skills

**Brief Summary:** Executive-functioning skills are critical components of student success. In this lesson, students learn techniques for planning and organizing. They also evaluate their strengths and weaknesses in regard to planning and organizing and identify strategies to overcome limitations.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - How do you make plans and stay organized? Is this working well?
- **Differentiated Question**
  - Are you organized? Why or why not?
- **Higher-Level Question**
  - What are the best ways to plan and stay organized?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Learn techniques for planning and organizing.
    - Evaluate their strengths and weaknesses in regard to planning and organizing and identify strategies to overcome them.
- **Shared Vocabulary**
  - **Planning:** making decisions in advance and figuring out ways to accomplish goals and tasks
  - **Organize:** to arrange or set something in order
  - **Executive-functioning skills:** skills that allow us to manage ourselves and achieve goals
  - **Strengths:** things we are good at
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.



- Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging, or add an air high five.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**
  - Brain Break: Mindful Minute
- **Differentiated Instruction**
  - Have the question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow time to brainstorm ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Pair students to support ELL speaking skills.
  - Use thoughtful groupings of students.
  - Personal dictionaries (to be used throughout the year's lessons)
    - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - In the online modules, turn on language translation that will translate closed captions into the student's first language.
  - For students with visual impairments, enlarge the cursor and change the cursor's color.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Planning is a process of making decisions in advance and figuring out ways to accomplish goals and tasks.





- Executive-functioning skills are a set of skills that allow us to manage ourselves and achieve goals.
- Strategies for planning and organizing include using calendars, planners, checklists, reminder apps, and alarms.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is planning?
  - What are some ways to stay organized?
  - What are executive-functioning skills?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - I would like to learn more about...
- **Optimistic Closure:** This is not necessarily a “cheery ending”; rather, it highlights an individual and shared understanding of the importance of the work, can provide a sense of accomplishment, and can support forward thinking.
  - Future Me
    - Prompt
      - Why are planning and organizing now important for your future self?
    - Differentiation
      - Allows students to type or use speech-to-text to construct letters.
      - Write the prompt on the board.
      - Translate the prompt.
      - Allow extra time for writing and brainstorming.
      - Have students send a voice message to their future selves.



## Overcoming Obstacles

**Brief Summary:** In this lesson, students learn about the role of perseverance in overcoming obstacles. Students explore various obstacles they may potentially face and how they can work to manage their thoughts and feelings to help them face those challenges. Students also learn about having a growth mindset and shifting their thoughts away from negativity.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - What would be possible if you never gave up?
- **Differentiated Question**
  - What's one thing you would be able to do if you never gave up?
- **Higher-Level Questions**
  - If you knew you could never fail, what would you do? What is holding you back from doing those things now?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify possible obstacles and ways to overcome them.
    - Describe how perseverance and a growth mindset can help you overcome obstacles.
- **Shared Vocabulary**
  - **Perseverance:** the ability to keep going when things get hard
  - **Obstacle:** something that gets in the way and makes it difficult for you to move past it
  - **Growth Mindset:** believing you can learn and get better at things if you work hard and don't give up
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.



- Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**

- Pass It On

- **Differentiated Instruction**

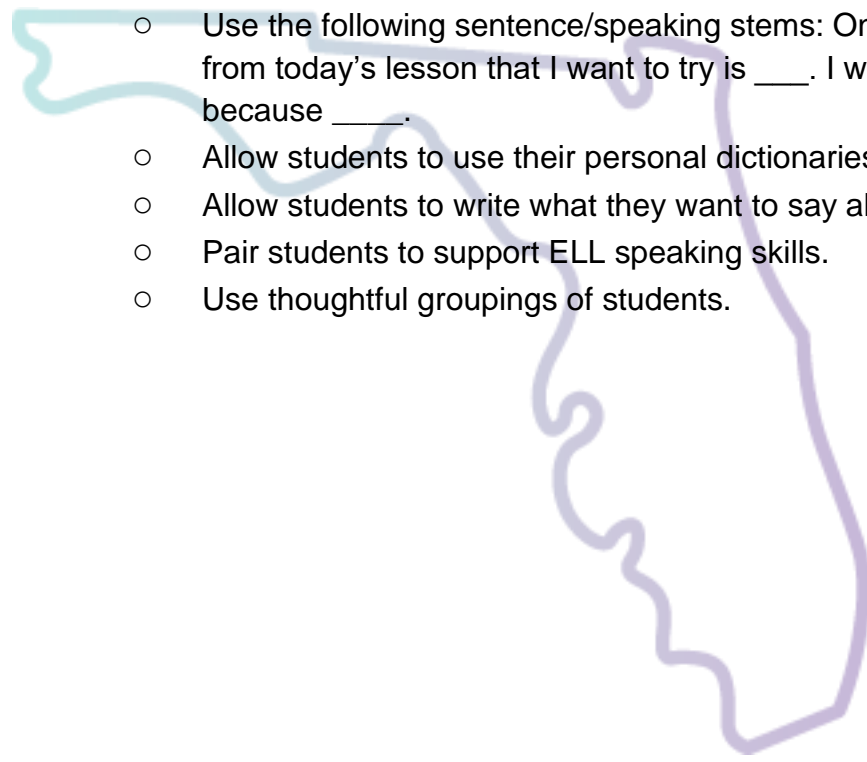
- Use the following sentence stem: If I never gave up, it would be possible for me to \_\_\_\_.
- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Pair students to support ELL speaking skills.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Everyone faces obstacles in their life.
  - Overcoming obstacles involves managing your thoughts and feelings.
  - Perseverance and a growth mindset are important for facing challenges and being successful.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What are some obstacles you have recently faced?
  - How can a growth mindset help you overcome obstacles?
  - What are some examples of practicing a growth mindset?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - I didn't understand...



- I would like to learn more about...
- **Optimistic Closure**
  - One Takeaway I'm Going to Try
    - **Prompt**
      - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
    - **Differentiation**
      - Use the following sentence/speaking stems: One takeaway from today's lesson that I want to try is \_\_\_\_\_. I want to try this because \_\_\_\_\_.
      - Allow students to use their personal dictionaries.
      - Allow students to write what they want to say ahead of time.
      - Pair students to support ELL speaking skills.
      - Use thoughtful groupings of students.



## Perseverance in the Face of Consequences

**Brief Summary:** Perseverance is important for overcoming obstacles and accomplishing goals. In this lesson, students describe perseverance. They also demonstrate strategies for using perseverance when faced with unexpected consequences.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Write about a time when you persevered through consequences.
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe perseverance.
    - Demonstrate strategies for using perseverance when faced with unexpected consequences.
- **Shared Vocabulary**
  - **Persevere:** to continue working toward a goal no matter how difficult it gets
  - **Goal:** something you are working to achieve through effort and planning
  - **Growth mindset:** believing that you can learn and get better at things if you work hard and don't give up
  - **Open-mindedness:** willingness to consider new information, ideas, opinions, or perspectives
  - **Strengths:** things we are good at
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - With a visual card, attach a picture cue of what students should do along with the number.
      - Use thoughtful pairings of students.
      - Increase the amount of time for each round.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

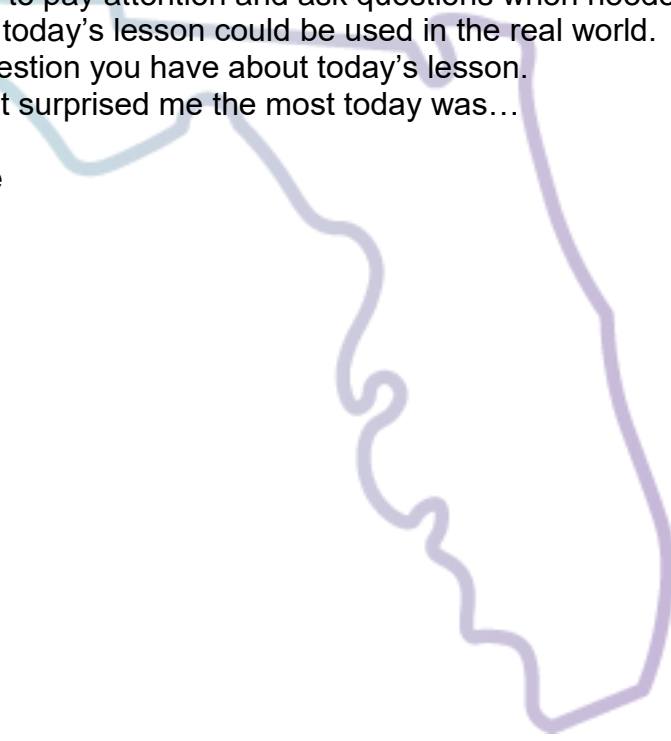
- **Engaging Strategies**
  - Pass It On
  
- **Differentiate Instruction**
  - Have a question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow time to brainstorm ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Pair students to support ELL speaking skills.
  - Use thoughtful groupings of students.
  - Personal dictionaries (to be used throughout the year's lessons)
    - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - In the online modules, turn on language translation that will translate closed captions into the student's first language.
  - Enlarge the cursor and change the cursor's color for students with visual impairments.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - When you are facing unexpected consequences, take the following steps:
    - Focus on your goal and your purpose.
    - Have a growth mindset.
    - Look for the lesson to be learned.
    - Find the hidden opportunity.
    - Lean on your strengths.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is perseverance?
  - What are the consequences?
  - What are some strategies for using perseverance when facing consequences?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - Write one question you have about today's lesson.
  - The thing that surprised me the most today was...
  
- **Optimistic Closure**
  - I Am Curious



## **School Pride: Contributing to the Common Good at School**

**Brief Summary:** Having school pride means feeling a connection to your school community. In this lesson, students describe how their behavior impacts the school and class environment. They also identify ways to contribute to the common good of the school community.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers if needed

- **Journal Question**
  - How do you usually behave at school? Why do you behave this way?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe how their behavior impacts the school and class environment.
    - Identify ways to contribute to the common good of the school community.
- **Shared Vocabulary**
  - **Pride:** a feeling that you have worth and the work you do is valuable
  - **School pride:** feeling a connection to your school community
  - **Common good:** the things that benefit people overall
  - **Contribute:** to give time, effort, or resources to a cause
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as give them verbally.
      - Use a visual timer.
      - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging, or add an air high five.



**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**

- Gallery Walk
  - Question/Prompt
    - What does it look like to contribute to the common good?
  - Headings for Posters
    - At School
    - At Home
    - In the Local Community
    - In the World
  - Differentiation
    - Translate the question/prompt.
    - Use a visual timer.
    - Allow time to brainstorm ahead of discussions.
    - Allow students to write what they want to say ahead of time.
    - Provide the following sentence stem for spoken response:  
One way to contribute to the common good is to...

- **Differentiated Instruction**

- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- Personal Dictionaries
  - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
- In the online modules, turn on language translation that will translate closed captions into the student's first language.
- For students with visual impairments, enlarge the cursor and change the cursor's color.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - School pride means feeling a connection to your school community.
  - You can impact your school environment through your behavior.
  - To have a positive impact on your school environment, look for ways to contribute to the common good of your school community.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is school pride?
  - What is the common good?
  - How does your behavior impact your school environment?
  - What can you do to contribute to the common good at school?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - What is your first step toward contributing to the common good at school?
    - Differentiation
      - Write on the board the following speaking sentence stem:  
My next step is \_\_\_\_\_.
- **Follow-Up Activity/Prompt**
  - Have a themed class spirit week where everyone is focused on contributing to the common good of the classroom. Incorporate fun activities to make it enjoyable and build unity and cooperation among students.



## Short-Term & Long-Term Goals

**Brief Summary:** Setting and achieving goals is an important part of self-management. In this lesson, students describe the importance of setting short-term and long-term goals. They also identify one long-term and one short-term goal that they want to work toward.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journals after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - What is the most important goal you could set right now?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe the importance of setting short-term and long-term goals.
    - Identify one long-term and one short-term goal that they want to work toward.
- **Shared Vocabulary**
  - **Goal:** something that you are working to achieve through effort and planning
  - **Long-term goal:** something that you are working to achieve in the future through effort and planning
  - **Short-term goal:** something that you are working to achieve in the near future through effort and planning
  - **SMART goal:** a type of goal that is specific, measurable, achievable, relevant, and time-bound
  - **Specific:** clearly defined, precise, exact
  - **Measurable:** able to be measured, tracked, or quantified
  - **Achievable:** able to be done successfully; requiring skills, knowledge, or resources that are available
  - **Relevant:** practical, sensible, reasonable
  - **Time-bound:** having a due date, schedule, or timetable
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - With visual cards, attach a picture cue of what students should do along with the number.



- Use thoughtful pairing of students.
- Increase the amount of time for each round.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**

- Pass It On

- **Differentiated Instruction**

- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- Personal Dictionaries
  - Provide a template with words in place and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
- Turn on language translation in the online modules that will translate closed captions into the student's first language.
- Enlarge the cursor and change the cursor's color for students with visual impairments.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** Goals are important for success in school and your personal life.
  - You should write both short-term and long-term goals.
  - The SMART goal system can help you be more successful at achieving your goals.



- SMART stands for
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is a short-term goal?
  - What is a long-term goal?
  - Why is it important to have both short-term and long-term goals?
  - What does SMART stand for?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Write one question you have about today's lesson.
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - One Takeaway I'm Going to Try
    - Prompt
      - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
    - Differentiation
      - Sentence/Speaking Stem: One takeaway from today's lesson that I want to try is \_\_\_\_\_. I want to try this because \_\_\_\_\_.
      - Allow students to use their personal dictionaries.
      - Allow students to write what they want to say ahead of time.
      - Pair students to support ELL speaking skills.
      - Use thoughtful groupings of students.

## The Problem-Solving Spiral

**Brief Summary:** As students enter middle school, they face an increasing number of potential problems including academics, social, emotional, and mental. This lesson introduces students to a problem-solving spiral they can use in everyday life across all of these areas.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Write about a big problem you successfully solved. How did you reach the solution?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Apply a problem-solving solution to any kind of problem.
    - Create a problem-solving spiral for a problem they are currently facing.
- **Shared Vocabulary**
  - **Problem:** something that is challenging to deal with
  - **Evaluate:** to carefully study something and judge it to be good or bad
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Invite students to share their journal entries.
  - Share your own response to the journal question.
  - Ask students to describe a time when they faced a problem but could not solve it.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**
  - Create a class anchor chart to display the problem-solving spiral.
  - Provide additional problem scenarios for which students can brainstorm solutions.



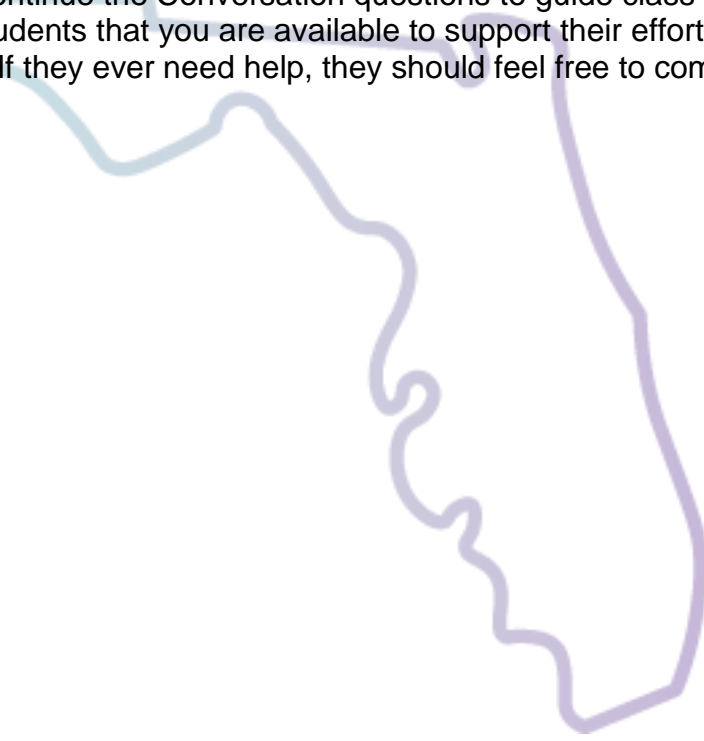
- **Differentiated Instruction**
  - Readiness
    - Provide vocabulary lists in advance, and review definitions with students.
  - Interdisciplinary
    - This lesson provides a great deal of potential for interdisciplinary connections. STEM activities in particular lend themselves well to this lesson because there are many possibilities for identifying and solving problems in the STEM field.
  - Learning Style
    - Allow visual learners to create works of art depicting the problem-solving process.
- **ELL Support**
  - Have students draw or act out silent skits that show the process of the problem-solving spiral. This illustrates that the concept and practice transcend language.
  - Ask ELL students from other countries if they notice any differences in how people solve problems in their home country vs. their new country.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Everyone faces problems. Problems can be emotional, physical, educational, or social. Different kinds of real-world problems require attention by scientists and other experts.
  - The problem-solving spiral is a useful tool for handling problems. The steps of the process are as follows:
    - Identify the problem.
    - Identify the desired results.
    - Get the information you need.
    - Brainstorm solutions.
    - Choose a solution, and put it in action.
    - Evaluate the results.
    - Continue the spiral process if needed.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is the problem-solving spiral?
  - What are the seven steps of the problem-solving spiral?
  - What kinds of problems can be addressed with the problem-solving spiral?



- Walk me through a current problem you're facing using the problem-solving spiral.
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - How can you use the problem-solving spiral for a problem you're facing?
- **Optimistic Closure**
  - Ask students to think of a time that they faced a problem that they wish they could go back and use the problem-solving spiral for. Encourage students to share out if they feel comfortable.
  - Use the Continue the Conversation questions to guide class discussion.
  - Remind students that you are available to support their efforts to solve problems. If they ever need help, they should feel free to come chat.





## Use Your Wind SHIELD

**Brief Summary:** Middle school students face a number of situations that can make them feel like they will lose control. This lesson introduces students to the SHIELDS strategy for self-regulation, which they can use to stay calm.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep ongoing journals. Before the lesson, have students write their responses to the journal question in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Have you ever lost control? What happened? What could you have done differently?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify the steps in the SHIELDS strategy.
    - Apply the SHIELDS strategy for self-regulation to real-life situations.
    - Articulate the SHIELDS strategy in their own words.
- **Shared Vocabulary**
  - **Self-regulation:** our ability to manage or control our thoughts, behaviors, and emotions
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Use the journal question to activate prior knowledge regarding this topic.
  - Share a personal anecdote about either losing control and facing negative consequences or staying in control and greatly benefiting.

**During the Lesson:** Students may complete the online lesson independently, or you may lead it as a whole-class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Engaging Strategies**
  - Invite students to share their experiences with and techniques for self-regulation in the context of extracurriculars (sports, athletic training, clubs, arts, trades, etc.).
  - Ask students how their favorite successful people benefited from self-regulation to get where they are today.



- **Differentiated Instruction**

- Readiness
  - Provide vocabulary lists in advance, and review definitions with students.
- Interest/Career Connection
  - Allow students to explore a career path that requires a great deal of emotional regulation.
- Learning Style
  - Allow visual learners to create actual shields depicting the steps of the SHIELDS strategy.
  - Invite verbal learners to create written charts detailing the SHIELDS steps, and hang the charts in the classroom.

- **ELL Support**

- To take some of the pressure off of your ELL students, allow them to answer the open-response questions at the end of the lesson verbally instead of using written language.
- Ask ELL students from other countries or students who have lived or traveled in other countries if there are differences in customs or expectations surrounding self-regulation in different cultures.

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.

- Self-regulation is our ability to control and manage our thoughts, emotions, and behaviors.
- Self-regulation helps us stay calm in difficult situations so we don't make things worse.
- We can learn to self-regulate using the SHIELDS strategy.
- The SHIELDS strategy is as follows:
  - Stop and think.
  - Honor feelings (yours and others').
  - Identify the issue.
  - Express your needs clearly.
  - Listen actively.
  - Decide on a course of action.
  - Solve and reflect.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.

- What is self-regulation?



- Why do we need to self-regulate?
  - Describe a time when you used self-regulation.
  - Describe a time when you should have self-regulated but didn't.
  - Recite the SHIELDS strategy.
  - Put the SHIELDS strategy into your own words.
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
    - How can you use the SHIELDS strategy to stay calm in difficult situations?
- **Optimistic Closure**
    - Have students revisit their journal entries. Would they change their response?
    - Use the Continue the Conversation questions to guide class discussion.
    - Remind students that you are available to support their efforts to self-regulate. If they ever need help using the SHIELDS strategy, they should feel free to come chat.
- **Follow-Up Activity/Prompt**
    - Have students make a SHIELDS worksheet with two columns and seven rows. The left column will be for the seven steps of the SHIELDS strategy. The right column will be for students to apply each step to a real situation in their lives. They can do this in class to practice, and then they should use it whenever something challenging comes up.



## What Does Kindness Look Like in Middle School

**Brief Summary:** Students will learn about what kindness looks like in middle school. They will be shown many examples of kindness and will reflect on how kindness makes them feel as well as how they feel when they show kindness to others. Students will learn that kindness can be shown by gestures, words, or actions and can be something very simple. They will learn that kindness starts with them and how one simple act of kindness can spread farther than they would think.

**Before the Lesson:** Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep an ongoing journal. Before the lesson, have students write their responses to the journal question in their journals. Then revisit the journals after the lesson and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - Should you treat everyone with kindness? Why or why not?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Students will demonstrate what kindness is and that it can be shown through gestures, words, and actions.
    - Students will be able to describe how it feels when someone is kind to them and how it feels when they are kind to someone else.
    - Students will be able to identify ways that they can show kindness to others in middle school.
- **Shared Vocabulary**
  - **Gesture:** Using the face or body to communicate something
  - **Empathy:** When we understand someone's perspective/put ourselves in another person's shoes and can identify with how they are feeling
  - **Serotonin:** A chemical in the brain that improves your mood
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Before the lesson, have students turn and talk about their own definition of kindness. Allow each partner group to briefly share what they talked about.



**During the Lesson:** Students may complete the online lesson independently or you may lead it as a whole class lesson. Provide levels of scaffolding and higher-order questions appropriate for your specific group of students and their individual needs.

- **Differentiated Instruction**

- If you have students who are reading at a much lower grade level, have them pair up with a student who is reading at or above grade level to complete the lesson together.
- If you have students with physical disabilities that limit their movement/motor ability, try to focus more on ways of showing kindness that don't involve physical activity.

- **ELL Support**

- Consider having ELL students share words for kindness in their native language. If students are comfortable, they can share examples of how kindness is shown in their culture or observations of similarities and differences in how kindness is shown (for example, some cultures rely more on gestures and body language, while others may use more language, and others may use more actions.)

**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.

- Kindness is doing something to help someone in need or doing something to bring someone joy without expecting anything in return.
- Kindness starts with you and can spread much farther than you think.
- Kindness not only makes others feel good, but it can make you feel good to be kind.
- Kindness can be shown through gestures, words, or actions.
- Empathy can be a motivator for kindness.
- Kindness can be something small and simple.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.

- What are some ways that you can show kindness at home?
- What are some ways that our class can spread kindness throughout our school?
- Are there needs in our community that we can help with?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - What is one way that you could show kindness today?
- **Optimistic Closure**
  - Remind students that kindness is a choice that can start with them. After students complete their exit ticket, allow each student to share what they can do to be kind today. Having students share their ideas can help motivate them to retain what they learned in class and transfer it out of the classroom.
- **Follow-Up Activity/Prompt**
  - Kindness box. Keep a small box (shoe box, shipping box, etc.) for students to write acts of kindness that they see and experience and/or allow students to put notes of encouragement as kindness to each other in the box. The notes can be read at the end of each week.
  - Have students work in small groups to create their own kindness pathway in which one act of kindness leads to several others. Encourage students to think creatively and consider just how far one simple act of kindness could impact a large number of people.

**Additional Resources:** Books, games, websites, videos, worksheets, etc.

- **Resources for Students**
  - *Fish in a Tree* by Lynda Mullaly Hunt
  - *White Bird* by R.J. Palacio
  - *Wolf Hollow* by Lauren Walk
  - *Count Me In* by Varsha Bajaj
  - *Sincerely, You* by Savannah Maddison