



Florida Resiliency Education

Teacher Companion Guides

Grade Eleven



Navigate**360**

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C&C: Choices & Consequences

Brief Summary: Adolescence is a time of mental, physical, social, and emotional change. This lesson will empower teens with the skills to make the best choices for themselves by equipping them with the following skills: the ability to identify when and why responsible decision-making is necessary, the ability to determine how the decision one makes today can align with future goals, and finally, the ability to demonstrate useful decision-making strategies.

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 normally make important decisions? Do you rely on your intuition? Toss a coin? Ask a friend for advice? Or let your family make the decision for you?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Identify the importance of responsible decision-making.
 - Recognize how the decisions made today can align to the future.
 - Demonstrate strategies for responsible decision-making.
- **Shared Vocabulary**
 - **Decision:** the process of deciding something
 - **Decision-making:** the process of making choices by recognizing that a decision needs to be made, understanding the goals you hope to achieve, making a list of options, and determining the consequences
 - **Logic:** reasoning skills
 - **Authenticity:** being genuine and true to yourself
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Share this passage from Alice's Adventures in Wonderland

Alice: Would you tell me, please, which way I ought to go from here?

Cheshire Cat: That depends a good deal on where you want to go.

Alice: I don't much care where.

Cheshire Cat: Then it doesn't matter which way you go.

Alice: So long as I get somewhere.

Cheshire Cat: Oh, you're sure to do that, if you only walk long enough.



- Ask students if they can relate to Alice. Have they ever felt as if they were simply going with the flow and reacting to situations instead of making conscious choices? Have them pair up and discuss.

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**

- During transitions, provide your students the opportunity to play a couple quick decision making games like Tic-Tac-Toe or Rock, Paper, Scissors. This will engage them in the decision-making process. You can also ask students to reflect on how a specific choice they made (or did not make) led them to a win or loss.

- **Differentiated Instruction**

- Enrichment Activity: Analyze the decisions William Shakespeare's Hamlet faces in his famous "To be or not to be" soliloquy. To what extent does Hamlet engage in the responsible decision making process outlined in this lesson? What advice would you give him as he contemplates his decision?

- **ELL Support**

- Incorporating additional examples and perspectives will afford the ELL students in the classroom more opportunities to access the content.
- Teachers should consider modeling their own decision-making process, or pairing ELL students with native English speakers.
- When differentiating instruction for ELL students, consider introducing the academic language early in the lesson, and through various language domains (listening, speaking, reading, and writing).

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.

- When faced with decisions that will impact their future, it is necessary that they have a thorough understanding of responsible decision-making.
- Often, when a teenager is faced with a tough decision, they see only a single, 'either-or' choice. Reasons for this include peer pressure and hasty decision-making, which can interfere with careful consideration of the options and consequences.



- Students learned that they need to understand their goals, balance emotions with logic, and think about their future selves when making important decisions that will impact their future and ability to achieve their goals.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Why is it important to keep your goals in mind when making important decisions?
 - Which step in the decision making process is the most difficult to manage? Why?
 - How does peer pressure impact one's ability to make a responsible decision?
- **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 idea that stuck with you from this lesson that you will use to help you make decisions going forward?
- **Optimistic Closure**
 - Ask students to write a note to their future self. The note should include advice on what to do the next time they encounter a big decision. It should reference their goals, hopes, and values.
- **Follow-Up Activity/Prompt**
 - Ask students to keep track of any significant decision they make over the next week or two. Have them journal about the steps they took to reach their decision. Are they satisfied with their decision? Would they do anything differently next time?



Collaboration & Cooperation

Brief Summary: This lesson discusses how to effectively collaborate by seeking out unique perspectives to find creative solutions. We discussed 4 ways to set the stage for collaboration such as creating a system for participation and paying attention to the environment. After setting the stage, we learned 5 ways for students to effectively collaborate with their peers such as seeking out different perspectives and being open to spontaneity. Lastly, we talked about the 6 collaboration skills, including actively listening and summarizing group solutions.

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**
 - Why is it important to effectively collaborate with others? How might these skills help you in the real world?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe the value of collaborating with others to come up with creative and “out of the box” ideas.
 - Challenge themselves to seek collaboration with people in their community who may offer a unique perspective.
- **Shared Vocabulary**
 - **Collaboration:** working cooperatively with others to accomplish a common goal
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - Give students a controversial topic. Hand each student a piece of paper that states an opinion for the topic that they have to come up with reasons and advocate for. Have students go around the room and listen to perspectives that differ from theirs. Have them try to find some common ground between the two opinions and come up with a solution.
 - Debrief Question(s)
 - Was it difficult to find common ground with someone whose opinion differed from your own?



■ 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:
 - Listening to other perspectives allowed me to _____.
 - Unique perspectives are important to collaboration because _____.
- Allow students to have pre-written follow up questions:
 - What collaboration skills did you use in this activity?

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

- What came first, the chicken or the egg? Split the students into two groups—those who think the chicken came first and those who think the egg came first. Have students on opposing sides explain why they think the way they do. This activity will allow students to hear different perspectives and think about other solutions to problems.

■ 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 brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time
- Sentence stems for spoken response: I think _____ came first because _____.

● Differentiated Instruction

- Sentence stem: I want to implement this collaboration skill into my group work _____. This will help me to become a more effective collaborator by _____.



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.
 - 5 Ways To Collaborate Creatively
 1. Show up with ideas ready.
 2. Seek out different perspectives.
 3. Be open to spontaneity.
 4. Allow the atmosphere to be creative and fun.
 5. Be honest and dependable.
 - 6 Benefits Of Collaboration
 1. Gaining new insights and information
 2. Understanding new perspectives and ways of thinking
 3. Seeing different solutions to the same problem
 4. Evaluating your own skills and efficiency
 5. Reflecting on how well you work under time pressures and with a group
 6. Increasing productivity, motivation, and creativity
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - How can setting the stage for collaboration lead to more effective and creative results?
 - Why should you seek out perspectives that differ from your own when collaborating?
 - What collaboration skill do you struggle with the most? How can you work to improve on this skill?
- **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.
 - Did you enjoy the Fishbowl activity? How did it help further your understanding on how collaboration works?
- **Optimistic Closure**
 - My Next Step
 - First Step Question/Prompt
 - Which collaboration strategies and skills can you work on for your next group project?
 - Differentiation
 - Write on board a speaking sentence stem: My next step is _____.



- **Follow-Up Activity/Prompt**

- Improvisation Game

- Have students stand up in a circle.
- Going clockwise, have each student say a phrase that starts with the next letter of the alphabet in order, going off of what the last person said.
- For example, the first student will start with the letter “A.” They might say something like, “Apples are a good snack.” Then the next student will be “B” and could say, “Because they are healthy.”
- At the end of the alphabet, the story should take multiple turns as people think differently and bring their own thoughts and opinions to the story.
- This game helps teach improvisation and brainstorming as part of collaboration.

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

- **Resources for Students**

- *The Importance of Collaboration and Teamwork in the Creative Industry* article by Julius Dobos on the University of Silicon Valley

- **Resources for Teachers**

- *Creative Collaboration and Collaborative Creativity: A Systematic Literature Review* by Margaret S. Barrett, Andrea Creach, and Katie Zhukov on Frontiers in Psychology
- *Collaborative Creativity: Contemporary Perspectives* by Dorothy Miell and Karen Littleton



Dealing with Disappointment and Setbacks

Brief Summary: Today's lesson focuses on how to recover from disappointment and setbacks and move forward. Students will develop an action plan that has 5 steps: (1) Validate Your Emotions, (2) Engage in Coping Strategies, (3) Change Your Mindset, (4) Learn from It, and (5) New Goals & Expectations.

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**
 - Start thinking about who your trusted people are whom you can turn to the next time you face disappointment. List those people and how their past actions have shown you that they can be trusted and can guide you in the right path.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Understand what disappointment is and understand that we all experience disappointment.
 - Examine how a growth mindset helps in dealing with disappointment and setbacks.
 - Develop an effective action plan that will build their resiliency so they can deal with any future disappointment or setbacks.
- **Shared Vocabulary**
 - **Disappointment:** a feeling of loss or sadness at the failure to fulfill hopes or expectations
 - **Resiliency:** one's capacity to recover quickly from difficult situations
 - **Physiological Response:** the body's automatic reactions to a stimulus (a thing or event that evokes a specific functional reaction)
 - **Grounding Strategies:** allow a person to step away from negative thoughts by using the five senses
 - **Neuroplasticity:** your brain's ability to improve, change, and adapt over time
 - **Expectations:** a belief that something will happen; the act of waiting for or looking forward to something
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt



- How healthy are your current coping strategies when you are faced with disappointment and setbacks?
- Corner Labels
 - Corner 1 label: Very Healthy
 - Corner 2 label: Healthy
 - Corner 3 label: Unhealthy
 - Corner 4 label: Unsure
- Debrief Question(s)
 - How did you determine that the strategies were healthy or unhealthy?
 - Why do you think it might be important to analyze how you deal with disappointment and setbacks?
- Differentiation
 - Allow students extra time to think.
 - You can add visuals or translated labels to corner labels.
 - Allow students to brainstorm on paper before speaking.
 - Provide sentence stems such as the following: My coping strategies for dealing with disappointment and setbacks are _____.

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
 - Dealing with Disappointment and Setbacks
 - Differentiation
 - Sentence stems: I learned ____.
 - 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 1–2 takeaways rather than 3–5.
- **Differentiated Instruction**
 - Include bullet points for students using the lower-level question.
 - Translate the prompts for ELLs.
 - Allow students to discuss their responses.



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/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.
 - While disappointment may feel terrible, everyone has felt it. It's a part of life. The emotion will eventually fade.
 - Grounding strategies can be used for times when our bodies' physiological responses to disappointment leave us feeling like our hearts are racing, our breathing is faster, and/or we are sweating or having chills.
 - Unhealthy coping strategies, such as substance abuse and overeating or undereating, provide a temporary relief from the emotional stress. Healthy coping skills, such as journaling, result in longer-term relief.
 - Positive self-talk helps develop a growth mindset.
 - Asking for others' perspectives on the situation that caused disappointment can allow us to learn from it.

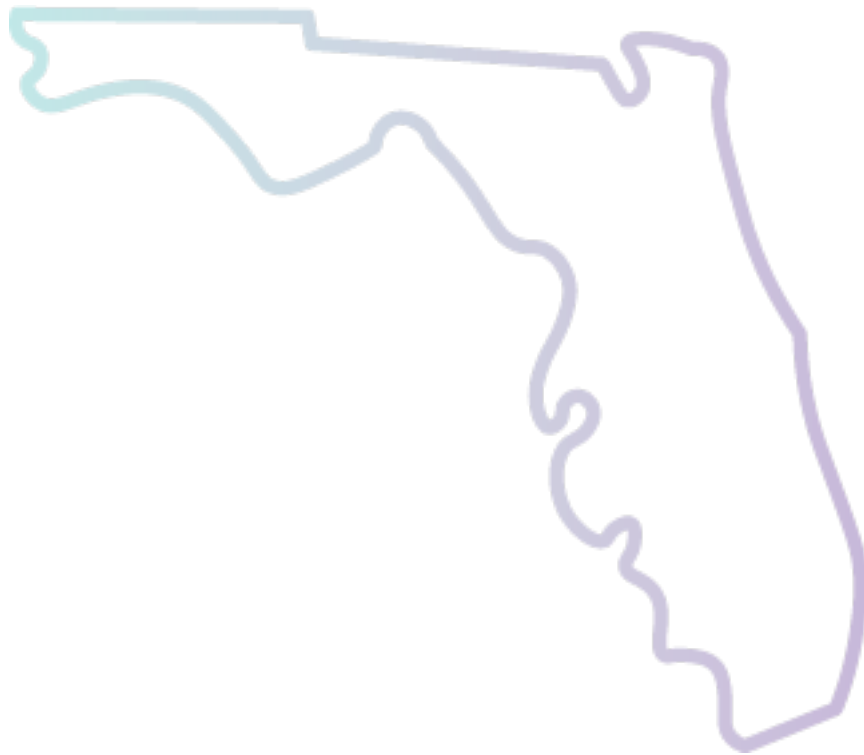
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is the toughest part of dealing with disappointment or the action plan that you might need help with?
 - Now that we have learned the steps of dealing with disappointment, does anyone want to share whether they have unknowingly used the steps in the past?
 - (A few weeks from the date the lesson was presented) Does anyone want to share how it went when they had to use their Overcoming Disappointment Action Plan? (This would not need students to detail the disappointment or reason behind it, just how they used the plan to move forward.)

- **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.
 - Explain two new things you learned from today's lesson.

- **Optimistic Closure**
 - My Next Step
 - First Next Step Question/Prompt
 - Think about the action plan you learned about and have on you to help you deal with disappointment and setbacks. What is the first next step that you want to do?
 - Remember, there is no specific correct answer as this is an individualized response.



- Differentiation
 - Write a speaking sentence stem on the board: My next step is _____.
 - Allow students to partner up and discuss their responses.
- **Follow-Up Activity/Prompt**
 - Share stories of overcoming disappointment, setbacks, failure, and rejections. These can be well-known stories or personal stories from yourself or students as they feel comfortable.





Get Rich

Brief Summary: This lesson encourages students to live a life of generosity by discussing the physical, social, and health benefits of generosity. Students are shown how to identify the benefits of generosity (physical, social, and emotional), and encouraged to take action and practice generosity in their own lives. Finally, this lesson demonstrates the many positive benefits of generosity such as an increase in self-confidence and leadership skills, becoming more comfortable in social situations, and a sense of belonging within a 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**
 - Describe the most generous person you know. Why do you think they are so generous?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Define generosity.
 - Identify the benefits of generosity.
 - Take action to practice generosity in their own lives.
- **Shared Vocabulary**
 - **Generosity:** the act of giving freely and abundantly
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Give each student a note card or sticky note. Ask them to anonymously identify an area in their lives (or relationships) where they feel they could be more generous. Encourage students to share with a partner.

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**
 - Ask students to return to the Welcoming Activity and add 2–3 more examples.
 - Then, have the students group up and compile their responses, clipping similar responses together.



- Give them 5–7 minutes to rank the examples in an order of their choosing; perhaps they start with the easiest examples first and move to the hardest, or they could start with the examples they had most in common.
- Encourage students to work together to come up with a plan for how they will invite more generosity into that area or relationship.
- **Differentiated Instruction**
 - Content
 - Build up background knowledge with students prior to the lesson. Provide examples they personally can relate to.
 - Use the vocabulary word in other contexts in students' day-to-day lives.
 - Process
 - Chunk the lesson into smaller bits.
 - Allow repeated viewing of scenarios before answering questions within the e-lesson.
 - Product
 - Word banks for writing
- **ELL Support**
 - When working with your ELL students, it is important to keep in mind that different cultures have different views about generosity. You could pair your students up and encourage them to share ideas about helping others. Also, be sure to provide examples during each of the activities in this lesson. Referring back to the car wash example is effective.
 - Writing
 - Sentence Stems
 - The cause/issue I care about the most is...
 - One thing I am really good at is...
 - One way I can use the thing I am good at to help the cause I care most about is...
 - A couple activities I can do that match my talents are...

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.
 - Generosity can take many forms and generally fall into the following categories: giving/serving, helping or thinking of others.
 - The key is that generosity is done with no expectation that the act or time will be reciprocated.



- The first way generosity can make us richer is in how it impacts our health. Research shows that committing a generous act actually activates chemical systems in our bodies and brains that can help reduce stress, suppress pain, and increase pleasure.
- The second way generosity can make us richer is how it enhances our meaningful relationships with others. The simple act of deciding to give activates the part of our brains that provides oxytocin, a hormone that plays a role in our interactions with others and promotes social bonding.
- The third way generosity can make us richer is by causing us to have a more positive outlook on life.
- There are many benefits of generosity, including an increase in self-confidence and leadership skills, becoming more comfortable in social situations, and a sense of belonging within a community.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Can you remember the benefits of generosity?
 - Can you remember some of the ways generosity benefits us?
 - Can you list 5 of the examples from the Bingo sheet?
 - Who in your life would consider you a generous person?
 - Could you improve your relationship with someone if you started to live more generously?
- **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.
 - Return to the journal, and invite students to share what they wrote with a partner or small group.
- **Optimistic Closure**
 - Ask students to reflect on the lesson by sharing one thing that stood out to them in the lesson about generosity and one thing they can see themselves doing to invite more generosity into their lives over the next week.
- **Follow-Up Activity/Prompt**
 - Part of being generous is recognizing the positive things in your life and being able to express gratitude for those things. Have students come up with a list of things they feel grateful for to help spark more ideas for generosity.

Goals for the Long-Term

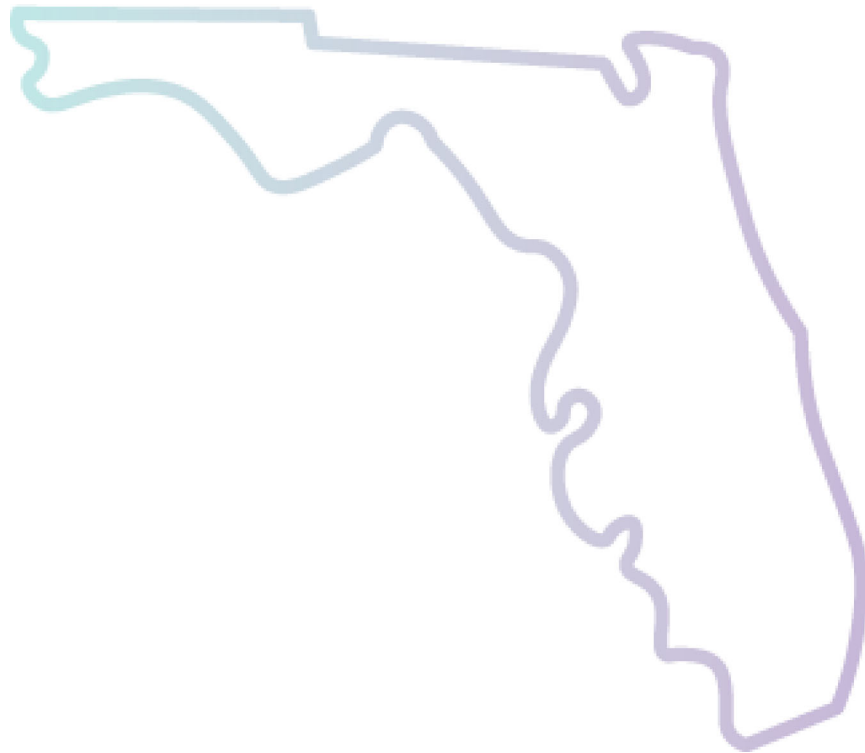
Brief Summary: One of the most important things we can do is set goals for ourselves. Prioritizing helps us avoid feeling overwhelmed by our goals. This lesson demonstrates why it is important for students to prioritize long-term SMART goals as well as identify obstacles they might encounter along the way.

- **Shared Vocabulary:** These are new words your student was introduced to in this lesson.
 - **Goal:** something that you want to do or be that you will work hard for
 - **SMART goal:** a type of goal that is specific, measurable, achievable, relevant, and time-bound
 - **Specific:** Something that is clear and exact
 - **Measurable:** Something that can be tracked, usually with numbers
 - **Achievable:** Something that can be successfully done
 - **Relevant:** Something that is important and that you can connect with
 - **Time-bound:** Something that needs to be finished by a certain date
- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - Learning to set and prioritize goals is a powerful way for thinking about your ideal future because it helps motivate you to turn your ideal into a reality.
 - Goals give us focus, provide motivation, help us measure progress, and help determine what is important.
 - Prioritizing helps us avoid feeling overwhelmed by having many goals.
 - The criteria for prioritizing can differ depending on circumstances and needs.
 - It is important to consider consequences when prioritizing activities.
 - When goals conflict, it is important to recognize the obstacle exists, create a plan to deal with it, and act on the problem.
- **Continue the Conversation:** Use these questions to start a conversation with your student about this topic.
 - How does setting priorities help people accomplish their goals?
 - List all of the things that you need to do this week. Prioritize the list.
 - What criteria did you use to prioritize your list?
- **Home Activities:** These are activities you can do with your student at home to help them learn more about this topic.
 - Have your teen interview you to find out how you prioritize tasks. Then together, brainstorm a family member, friend, or neighbor to also interview. Discuss the various ways people determine their priorities.



Resources

- Crisis Text Line: 741741
- National Suicide Prevention Hotline: 988
- Dial 2-1-1 to reach the First Call for Help, a 24-hour information and crisis hotline.
- Florida
 - [Hope for Healing](#)
 - [FortifyFL](#)





Harley's Healthy Lifestyle

Brief Summary: Today's lesson will help students gain a deeper understanding of their own healthy lifestyle decisions and help them gain an understanding of how their decisions impact others. By the end of this lesson, students will be able to describe the characteristics of a healthy lifestyle and explain the skills and strategies necessary to promote a healthy lifestyle.

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 does living a healthy lifestyle mean to you?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Describe the characteristics of a healthy lifestyle.
 - Explain the skills and strategies necessary to promote a healthy lifestyle.
- **Shared Vocabulary**
 - **Healthy lifestyle:** being intentional with our food choices and movement and practicing mindfulness to promote, maintain and establish a well-balanced and healthy life
 - **Disordered eating and eating disorders:** conditions that can happen when obsessive thoughts about food, weight, and our body, make us feel that we need to restrict, compensate for, or counterbalance the food that we eat. This can cause significant and lasting health complications.
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Invite your students to make a list of their favorite foods on your whiteboard. They ask them to circle the foods that would fall into the healthy category. Invite them to add more healthy options if any come to mind.

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**
 - Group students together based on their common interests or based on their favorite foods from the welcoming activity. Encourage students to design and publish a real social media post that promotes healthy living. They can design this for a younger sibling or relative so that they are the experts, or for their peers.
- **Differentiated Instruction**
 - Encourage students to dig into this topic more in their other classes. They could do a project in math class where they describe the costs and benefits of eating a full plant-based diet vs. a more typical American diet. Or compare shopping organically to not. Or they could complete a research paper in their science class where they create an educational career plan to become a health professional. For English, they could research and develop a campaign to encourage students in your local middle school to make healthy choices.
- **ELL support**
 - ELL students may benefit from additional sensory support throughout this lesson, such as images or physical modeling for concepts such as nutritious meals, common exercise, and the mindfulness techniques described in the lesson.

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.
 - Studies show the younger you are when you embrace a healthy lifestyle, the better because there's more of a chance those habits will stick.
 - A healthy lifestyle means being thoughtful about our food choices and movement and practicing mindfulness to promote, maintain, and establish a well-balanced and healthy life.
 - Healthy living is important because it makes us feel better physically, mentally, and emotionally and helps prevent future health complications and disease.
 - Paying attention to what we are putting into our body can improve energy levels, the ability to focus, and even the health of our skin.
 - There are numerous benefits of exercise, such as improved mood, better sleep, improved body image, and self-esteem.



- Practicing mindfulness can help in moments when things feel more intense than what you're used to. Taking a moment to focus on nothing but your breathing can help.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are some daily actions you can start doing that contribute to the healthy functioning of your body?
 - What are some ways that we can find healthy influences on social media and not get sucked into the misinformed health gimmicks?
 - Is what we feed our brains just as important as what we feed our bodies? Why or why not?
- **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 are three takeaways from the lesson that will be important to know three years from now? Why?
- **Optimistic Closure**
 - Give each of your students a sticky note and ask them to write down one thing from this lesson that stands out to them the most. As class is ending for the day, ask students to share their sticky notes with each other.
- **Follow-Up Activity/Prompt**
 - Have your students research to find some social media pages, influencers, blogs, or websites who promote true health and body acceptance. Compile a list as a class.
 - Return to the healthy foods list from the opening and see if anyone is willing to share a recipe.



Maintaining Academic Integrity

Brief Summary: Students will explore the concepts of integrity and honesty in and out of academic spaces. Students will understand broad applications of honesty and integrity in college, their personal life, and in future business endeavors.

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 you knew something was wrong without anyone having to tell you. How did you know? What did you do?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Identify traits associated with honesty and integrity as well as the impact of those traits.
 - Describe what plagiarism is, and discuss the importance of academic honesty and the risks associated with academic dishonesty.
- **Shared Vocabulary**
 - **Plagiarism:** taking someone else's words or ideas and claiming them as your own
 - **Integrity:** the quality of being honest and doing what is right, even when no one is watching
 - **Self-confidence:** trust in your abilities and judgment and having a sense of control in your life
 - **Self-respect:** the belief that you matter and deserve to be treated well by yourself and others
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What does integrity mean to you?
 - Debrief Questions
 - Did you find anyone who had a different view of integrity than you? What did you learn?
 - Differentiation
 - Allow students time in their pairs to discuss.



- Use instrumental music, or use no music and indicate with lights instead (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.

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**

- Use the following sentence stem: An important idea that I learned is _____.
 - 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.

- **Differentiated Instruction**

- Have the 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.
 - Enlarge the cursor and change the cursor's color for students with visual impairments.

- **ELL Support**

- Pair students to support ELL speaking skills.
 - Translate the question/prompt.
 - In the online modules, turn on language translation 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. 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.
 - Plagiarism can feel like a gray area. It's okay to ask a teacher for clarification on the difference between quoting, citing, paraphrasing, and copying someone else's words in your writing assignment.
 - When you plagiarize or cheat in school, you are losing an opportunity to be honest and build your integrity. You are also losing opportunities to learn how to ask for help or build skills that will help you in the future.
 - We all have a voice in our heads that tells us what's right and what's wrong. The more you ignore that voice, the harder it becomes to trust yourself. When you ignore your intuition over time, it can affect your self-esteem and confidence. It will become a lot harder to make decisions for yourself over time.
 - The habits you build in school now will affect you when you are an adult and in your future career. Plagiarism occurs every day in the business world, and consequences include owing people a lot of money or even going to jail.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Is there ever a time when cheating or plagiarism is okay? Explain.
 - What are the differences between quoting, citing, paraphrasing, and copying?
 - Why do you think we have moral compasses? What purpose does it play in human society for everyone to have a natural sense of integrity?
 - Do you think the current ways schools deal with plagiarism are fair or helpful? Explain.
 - Why do you think plagiarism is so common in the business world?

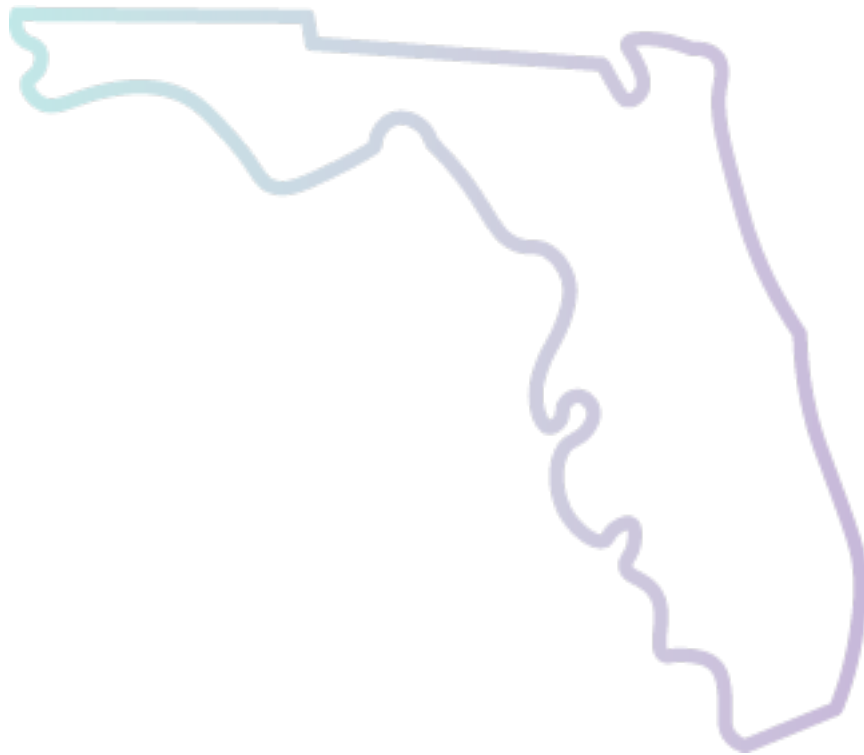
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - What is one thing you learned about plagiarism you didn't consider before?
 - Have students create a pamphlet, presentation, or poster aimed to teach freshmen about plagiarism, how to avoid it, and what the consequences are.

- **Optimistic Closure**
 - Suit Yourself

- **Follow-Up Activity/Prompt**
 - One of the hardest parts for adolescents about listening to their guts and having integrity is peer pressure. It may be worth spending additional time



discussing scenarios where they feel pressured to ignore these gut feelings. Usually, students need help learning how to set boundaries and have language for standing up for themselves and learning to say no. Have your students brainstorm a list of ways they could say no to situations that go against their gut feelings while still maintaining friendships. Give the following example: “I know you really want me to do this, but it just doesn’t feel right to me. I’m not going to judge you for doing it, but I don’t want to.” Discuss the importance of using “I” statements when having difficult conversations with people we care about.





Pay It Forward: Showing Kindness

Brief Summary: This lesson explores gratitude and the concept of paying it forward by examining the benefits of both as well as how we can generate a list of actions that can help others within our community. No matter how big or small an action is, whether it carries a financial donation or not, deciding to make a difference benefits everyone.

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 can you encourage others to practice being kind?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe what paying it forward means and the benefits of this concept.
 - Apply the concept of paying it forward to generate a list of actions that can help others within their communities.
- **Shared Vocabulary**
 - **Paying it forward:** when the receiver of an act of kindness repays the kindness to someone else
 - **Gratitude:** a feeling of appreciation for what you have or what you have been given
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What is an act of kindness you recently enacted or received?
 - Debrief Questions
 - What is something that surprised you?
 - What is something that changed or challenged your thinking?
 - What did this activity reinforce for you?
 - What questions do you still have?
 - Differentiation
 - Allow students time in their pairs to discuss.
 - Use instrumental music, or don't use music and indicate with lights instead (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 the following sentence stem: The act of kindness I recently did/received is...
- Allow students to have prewritten follow-up questions such as the following:
 - Something that surprised me is...
 - Something that changed/challenged my thinking is...
 - This activity reinforced...

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

- Topics/Questions

- What are the benefits of paying it forward?
- What are some actions we can brainstorm as ways to benefit our community?

- Debrief Questions

- What patterns and meaningful categories did you find?
- What was beneficial to your learning or enjoyable about working with your small group?
- What challenges did you encounter, and how did you overcome them?

- Differentiation

- Write a prompt on the board.
- Write the directions on the board.
- Translate the topic/question.
- Provide the following sentence stems:
 - One of the benefits of paying it forward is...
 - One thing we can do to better our community is...
- Assign groups/partners.

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.

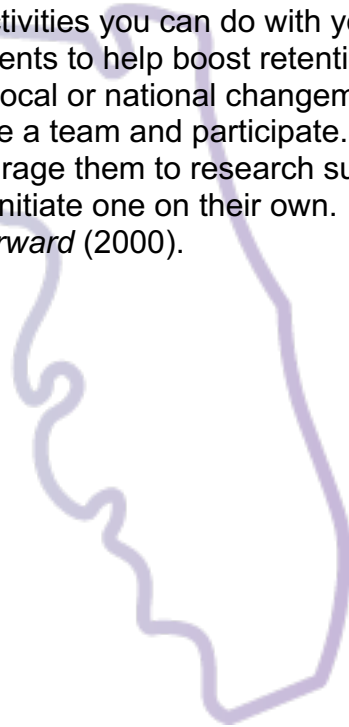


- This lesson explores the concept of paying it forward and identifies ways students can practice this concept within their communities.
- This lesson looks at several examples. For example, they could mow the neighbor's yard, and in return the neighbor might unexpectedly buy someone a cup of coffee the next time they are at the coffeehouse.
- This lesson stresses the importance that one does not view the act of kindness as a like-for-like exchange. Instead, the goal is to make a difference in someone's day. Then, the gratitude felt could get passed on to someone else, which can improve the outlook of a group of people, which can then improve a whole community.
- What it really comes down to is building a community where the collective belief is that one good action deserves another.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What are the characteristics of paying it forward?
 - What are the characteristics of gratitude?
 - What are the benefits of taking action or bettering your community?
 - What are 5 things we could do to better our community?
 - How does gratitude improve our well-being?
 - How does gratitude increase our optimism?
 - Why does looking at the bigger picture of the community matter, especially if it contributes to a collective belief that one good action deserves another?
 - What are the challenges of giving freely of your time or energy without getting something in return?
 - How can paying it forward benefit you mentally and physically?
- **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.
 - Prompts to evaluate the effectiveness of instruction
 - Did you enjoy the scenario with Elsie and Breanne?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...



- **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.
 - I Am Curious
 - Ask students to list something they are curious to learn more about.
 - Give students a minute to think, and then ask them to jot down a short comment on a sticky note that they will share aloud.
 - Invite students to share with a partner, a small group, or the class.
 - Collect the sticky notes, and place them on a poster near the door for students to see when they leave your room.

- **Follow-Up Activity/Prompt:** These are activities you can do with your class or books/videos you can share with your students to help boost retention.
 - Assign your students to research a local or national changemakers challenge. Encourage them to create a team and participate. If no challenges exist in your area, encourage them to research successful challenges from the past and try to initiate one on their own.
 - Consider showing the film *Pay It Forward* (2000).





Recognizing When Others Need Help

Brief Summary: In this lesson, students will learn the different changes they may see in others who are struggling with difficult emotions or mental health issues. Different ways they can support their peers are also discussed. The lesson ends with a discussion on integrity and why it is important to say something if they notice another person struggling.

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**
 - Share your reasoning. Is it easier or harder to act with integrity when there is no one around to see your actions?
- **Differentiated Question**
 - List why people struggle with doing the right thing even when they know it's right.
- **Higher-Level Question**
 - Is integrity (doing the right thing) an objective action or a subjective action? How do you decide?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Practice recognizing signs that someone is struggling mentally, socially, and emotionally.
 - Analyze steps they can take to minimize human suffering by doing the right thing.
- **Shared Vocabulary**
 - **Integrity:** having strong moral and ethical principles and values
 - **Mental health:** a person's social, psychological, and emotional well being
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - Who do you talk to when you are having a difficult time?
 - Debrief Question(s)
 - What similarities or differences did you find with who people



go to for support? Does the person someone goes to depend on the difficulty they are having?

- 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 directions on the board.
 - Translate the question/prompt.
 - Allow students to brainstorm on paper before speaking.

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**
 - Sentence stem: It is easier/harder to act with integrity when there is no one around because _____.

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.
 - Changes in appearance, behavior, and attitudes of others can indicate they are struggling.
 - Everyone has the power to help someone struggling with difficult times or mental health.
 - Don't assume someone else is going to say something. Act with integrity. Do the right thing even if no one is watching.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What prevents someone from helping others?
 - How would the world be different if everyone did the right thing when they had the opportunity?
 - Have you seen something struggling and wished you would have said something to them or someone else? Would things have changed or ended up differently?



- **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:** 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.
 - One-Word Whip Around
 - Question/Prompt
 - Think of one word that describes how you feel talking about mental health with others.
 - Differentiation
 - Write a word bank.
 - Write a question/prompt on the board.
 - Give extra time to think.
 - 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.

Role Models

Theme: Mentorship and Volunteerism

Brief Summary: This lesson taught students how to evaluate their personal strengths and interests to prioritize which one they would like to improve on. Students learned that taking the time to engage with our interests and improve our strengths is necessary for helping you develop new skills, find enjoyment, and maintain a healthy body and mind. This lesson also taught students how to identify role models in their lives and analyze how they can help us by being a positive influence.

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**
 - Why is it important to be aware of your strengths and interests?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Evaluate their strengths and interests to prioritize which ones they would like to improve on.
 - Identify role models in their lives and analyze how role models can help us.
- **Shared Vocabulary**
 - **Role model:** a person others look up to in order to help determine appropriate behaviors
 - **Prioritize:** treating something as more important than other things
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What would you identify as one of your greatest strengths?
 - Debrief Questions
 - What did you learn about your peers during this activity?
 - Did you identify any additional strengths as you spoke with your peers?
 - Did anything change or challenge your thinking?



■ Differentiation

- Allow students time in their pairs to discuss.
- Use instrumental music, or don't music and indicate with lights instead (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 the following sentence stem: My biggest strength is...
- Allow students to have prewritten follow-up questions.
 - What did you learn about your peers during this activity?
 - Did you identify any additional strengths as you spoke with your peers?
 - Did anything change or challenge your thinking?

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

- How can positive role models impact our lives?

■ Headings for Posters

- How can positive role models impact our lives at school?
- How can positive role models impact our lives at home?
- How can positive role models impact our social lives?
- How can positive role models impact our lives in the future?

■ 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 positive role models can impact our lives at school/home is...

● **Differentiated Instruction**

○ Journal Question

- Have the question/prompt written on the board.



- Welcoming Activity
 - Give students a word bank with the following examples: I am a great listener, I am an artist, I am a great cook, I can speak more than one language, I am an athlete, etc.
- Engaging Strategy
 - Allow time to brainstorm ahead of discussions
 - Use thoughtful groupings of students
- Exit Slip
 - Allow extra time for writing.
- Optimistic Closing Activity
 - Write a sentence stem or example on the board such as the following: One idea I will take away from this lesson is...
- **ELL Support**
 - Journal Question
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Welcoming Activity
 - Give students a word bank with the following examples: I am a great listener, I am an artist, I am a great cook, I can speak more than one language, I am an athlete, etc.
 - Use a visual timer.
 - Engaging Strategy
 - Translate the question/prompt.
 - Pair students to support ELL speaking skills.
 - Use thoughtful groupings of students.
 - Exit Slip
 - Allow extra time for writing.
 - Optimistic Closing Activity
 - Provide a sentence stem or example such as the following: One idea I will take away from this lesson is...

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.
 - Your interests are the hobbies, activities, or ideas you are passionate about, love to do, or want to learn more about.
 - Strength isn't something you need to be the best at; it's more about personal skills, qualities, and traits you have developed.



- Role models can be anyone we personally know or even someone we've never met like a celebrity or famous athlete.
- Role models can be both positive and negative influences.
- Positive role models are important because they set examples for us to observe and learn from. Watching how our role models improve upon their own strengths and interests gives us direction in improving our own.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Why is it important to engage with the things we are interested in?
 - Why can we use our strengths?
 - What did you prioritize as a strength or interest that you wanted to improve upon? How is that going?
 - Who is a role model in your life? What characteristics do they have?
 - Do you feel you are a role model for someone else? If not, how could you work toward that?
- **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.
 - Prompts to evaluate the effectiveness of instruction
 - Did you enjoy engaging with Naomi and Deja on the class project?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - One takeaway I'm going to try is
 - Ask your students to reflect on today's lesson and to share one takeaway they want to try and why. This takeaway can be an idea from the lesson, a strategy, or an action.
 - Give them 2 to 3 minutes to think and then time to share with a partner.



- **Follow-Up Activity/Prompt**

- Play the icebreaker game People Bingo using personal strengths and interests. Create your own using categories like the following: knows how to swim, likes to write, likes to act in plays, plays a sport, can draw, speaks more than one language, is a great dancer, etc.
- Have your students write a one-minute sales pitch or want ad (100 words or fewer) describing their strengths and interests.
- Have your students interview their role models about their own strengths and interests and summarize their findings in a paragraph. Or group students and assign a time period in history to research a positive role model of that period. Examples could include Gandhi, Amelia Earhart, Martin Luther King Jr., etc. Have each group develop a presentation for the rest of the class.
- Students could read the novel *Freak the Mighty* together and discuss the strengths of each of the main characters, Kevin and Max.



Sydney Self-Advocates

Brief Summary: This lesson explores the topic and importance of self-advocacy and the importance of advocating for yourself. Students identify ways to better advocate for themselves.

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**
 - Make a list of places or situations you might need to advocate for yourself. Then, choose one of the examples from your list, and explain what you might need to know about yourself to effectively advocate in that situation.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Define self-advocacy.
 - Explain ways they can advocate for themselves in high school and after.
- **Shared Vocabulary**
 - **Self-advocacy:** the act or process of speaking up for yourself about the things or causes that are important to you
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What is one strategy you can do to increase your self-advocacy skills?
 - Debrief Questions
 - What is something that surprised you?
 - What is something that changed or challenged your thinking?
 - What did this activity reinforce for you?
 - What questions do you still have?
 - Differentiation
 - Allow students time in their pairs to discuss.
 - Use instrumental music, or use no music and indicate with lights instead (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 the following sentence stem: One strategy I can use to increase my self-advocacy skills is...
- Allow students to have prewritten follow-up questions.
 - Something that surprised me is...
 - Something that changed or challenged my thinking is...
 - This activity reinforced...

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: Self-Advocacy
 - What is a situation where you think you might need to advocate for yourself in high school or beyond?
 - Differentiation
 - Provide the following sentence stem: A situation where I think I will need to advocate for myself is...
 - Use 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 1–2 takeaways rather than 3–5.
- **Differentiated Instruction**
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Allow extra time for writing.
 - Provide the following sentence stems:
 - One situation where I think I will need to advocate for myself is...
 - I feel like I will need help advocating for myself when...

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.
 - Like self-efficacy, self-advocacy plays a role in how you think and feel about yourself and helps determine whether you will achieve the goals you have for yourself.
 - Self-advocacy can be defined as “the act or process of speaking up for yourself about the things or causes that are important to you.” It is when a person makes a deliberate or purposeful effort to speak up for their needs or ideas and, if needed, knows how to act to ensure their needs are met.
 - Self-advocacy is best done in a respectful way. People who advocate for themselves effectively are not demanding or selfish. They don’t take advantage of others, and they don’t close themselves off from the ideas or support of others.
 - There are several specific things you can do to become better at speaking up for yourself. These include identifying individuals in your support network and then building positive relationships with them; deciding what you truly want to speak up about; planning how you are going to speak up about it; and, if needed, seeking out the appropriate support to help you make and achieve your goals.

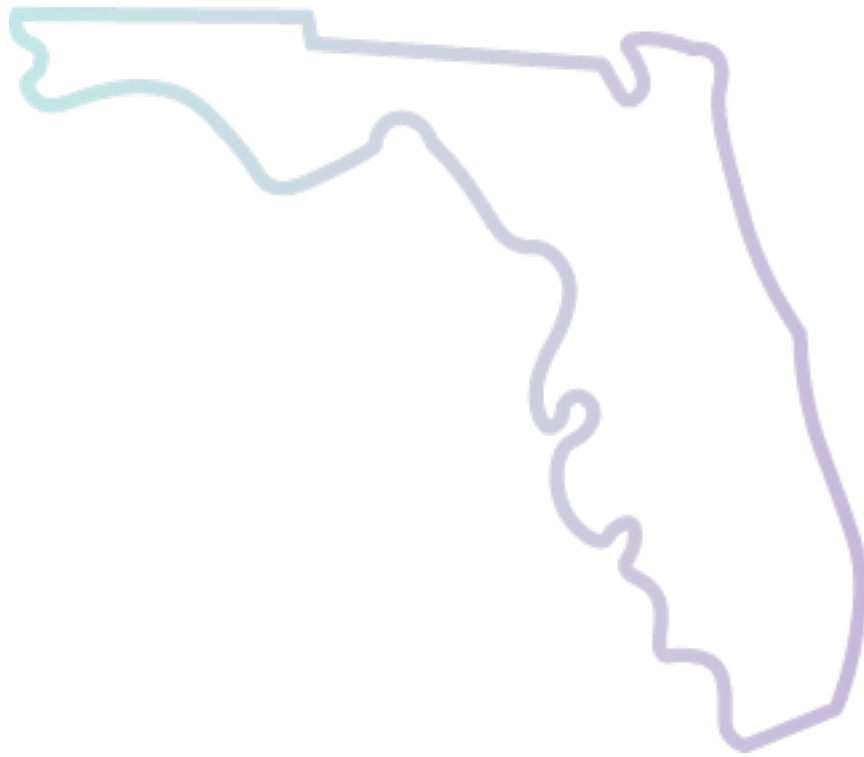
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is self-advocacy?
 - Why is self-advocacy important?
 - Can you give an example of a strategy one can use to better advocate for oneself?
 - Can you give an example of something one should never do when trying to advocate for oneself?
 - What role does self-advocacy have in the classroom?

- **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.
 - Prompts to evaluate the effectiveness of instruction
 - Did you enjoy the scenario with Sydney?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...



- **Follow-Up Activity/Prompt**

- Have students research voting rights within their communities and make a plan to vote when they turn 18.
- Encourage your students to create their own murals, political cartoons, or posters demonstrating their understanding of how knowing how to effectively advocate can help respond to social justice issues.
- Have students think of an area of their lives where they are facing a challenge. How could self-advocacy improve the situation? Have them write a plan to seek change.





Teamwork & Collaboration

Brief Summary: This lesson is about collaboration, using communication skills to resolve disagreements, and finding a compromise in a cooperative group setting. Working in a group happens beyond the classroom—it exists in many career fields and is a necessary tool for life. Collaboration and teamwork are about more than getting along—they are about the skills necessary to achieve a common goal.

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, with details, the first 3 thoughts you have when you hear a teacher say that you have a group project to work on.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Understand what it means to collaborate with others.
 - Apply communication skills to resolve disagreements and find a compromise in a cooperative group setting.
- **Shared Vocabulary**
 - **Collaborate:** work cooperatively with others to accomplish a common goal
 - **Communicate:** share ideas and information with others
 - **Compromise:** find a mutually acceptable solution that partly satisfies each side of a disagreement
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What's the best book/movie/TV series you have read/watched recently? Why?
 - Debrief Question
 - What did you notice about why something was the best book/movie/TV series someone read/watched recently?
 - Differentiation
 - Allow students time in their pairs to discuss.
 - Use instrumental music, or use no music and indicate with lights instead (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.

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: Team Quiz Hustle
- **Differentiate Instruction**
 - Provide the following sentence stem: When I hear the words *group project*, I think _____.

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.
 - Effective communication is an integral part of collaboration.
 - Collaboration requires keeping the goal in mind.
 - Compromise is often required in collaboration.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Can you come to a compromise with differing viewpoints? If you can, how do you accomplish this?
 - When working in a team or group, sometimes, tempers get raised. How do you communicate within a group when people are defensive or feeling upset?
 - How does a common goal make collaboration easier?
- **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.
 - Prompts to evaluate the effectiveness of instruction
 - Did you enjoy a list of specific scenarios/activities?



- Other prompts
 - I would like to learn more about...
 - 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
 - Provide the following sentence/speaking stems: One takeaway from today's lesson 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.
- **Follow-Up Activity/Prompt**
 - Think-Pair- Share
 - Adhesive Bandage Tag: One person is "it." Whenever someone is tagged by the one who is "it," they must hold an adhesive bandage (with their hand) on the spot where they were tagged. Then, the game continues. When someone runs out of adhesive bandages (they get tagged three times), they are frozen until two other people come over to them and "operate." The two other people need to tag the frozen person at the same time and count to five. Let the game continue for as long as it remains exciting and fun. Switch the person who is "it" often.
 - Paired Drawings: Partner A is given an object to describe to partner B to draw. Partner A is responsible for instructing partner B on how/what to draw but cannot say what the drawing is. At the end, partner B shows their drawing to partner A and says what they think they drew. Partners A and B should debrief about the experience and then switch.



Understanding Delayed Gratification

Brief Summary: Setting and achieving goals is important. For students to be successful, self-management is critical. In this lesson, students explore goal-oriented strategies for impulse control. They also evaluate situations in which delayed gratification is necessary for success.

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 are some of your long-term goals, and what are you doing to work on them?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Identify strategies for resisting impulses and developing goal-oriented behaviors.
 - Evaluate situations in which delayed gratification is necessary for success.
- **Shared Vocabulary**
 - **Instant gratification:** when we seek an immediate reward in the present moment
 - **Delayed gratification:** when we are willing to sacrifice a reward in the present moment in favor of a reward in the future
 - **Impulse control:** our ability to resist our desire for immediate gratification
 - **Goal-oriented:** focused on achieving something specific
- **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**

- Gallery Walk

- Question/Prompt

- How is delayed gratification necessary for success in different areas of life?

- Headings for Posters

- School
- Future career
- Relationships
- Interests

- Differentiation

- Translate the question/prompt.
- Use a visual timer.
- Allow brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Sentence stems for spoken response: Delayed gratification is necessary for success in [area of life] because...

- **Differentiated Instruction**

- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.

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.

- Delayed gratification and impulse control are necessary for achieving goals in different areas of life, including the following:
 - School
 - Career
 - Relationships
 - Interests
- Strategies or tips for delaying gratification include the following:
 - Visualize your future self to stay focused on what's important.
 - Stretch your muscles and breathe deeply.
 - Sing a song to yourself.
 - Repeat your personal motto or an inspiring quote.
 - Leave the area.
 - Use a fidget as a distraction.



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is impulse control?
 - Why is delayed gratification important for achieving our goals?
 - What are some strategies for delaying gratification?

- **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.
 - Prompts to evaluate effective of instruction
 - Did you enjoy the Now vs. The Future game?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...

- **Optimistic Closure**
 - One Takeaway I'm Going to Try

- **Resources for Teachers**
 - *The Marshmallow Test: Mastering Self-Control* by Walter Mischel (book)
 - *The Science of Self-Discipline* by Peter Hollins (book)



Welcome to SHIELDS High

Brief Summary: This lesson takes students through an eventful first day of Junior year. The morning starts off rough: they wake up late and make a poor first impression at school. Thankfully, we can rely on the SHIELDS self-regulation strategy to help. Over the course of the school day, students are shown how to successfully apply the 7 stages of the SHIELDS self-regulation strategy as we progress through a daily schedule. By the end of the lesson, students are able to give additional examples of why they might need to self-regulate and describe why self-regulation is important.

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**
 - Journal about a time you got through something difficult. How did you cope? How did you feel after?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Successfully apply the SHIELDS self-regulation strategy.
 - Give examples of why they might need to self-regulate.
 - Describe why self-regulation is important.
- **Shared Vocabulary**
 - **Self-control:** the ability to control one's emotions and behavior, especially in difficult situations
 - **Self-regulation:** a self-directed process for monitoring and responding to your own thoughts, feelings, and behaviors to be able to think clearly, accomplish tasks, and achieve goals
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - In this lesson, we experience a very stressful morning. Bad days happen. Before we start today's lesson, I want us all to give ourselves permission to have a rough start every now and then.

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**
 - When students are comfortable, allowing them to pair up and share their



experiences with each other will not only go a long way toward building a strong and supportive classroom community but will also reinforce that the students are not alone in the stress they may be experiencing. Teachers should also consider sharing examples of when they use self-regulation throughout their days to further support and normalize the process.

- **Differentiated Instruction**

- For students who may need some additional support in this lesson, particularly for the analogy that self-regulation can be compared to a thermostat, provide them with a printout of an actual thermostat or thermometer and model how to track the intensity of the emotion in question.
- You could take this activity further by having students connect events that might cause some of these feelings and the thoughts that often occur at the same time. Finally, ask students to practice the SHIELDS self-regulation strategy for one of the events or thoughts that caused an intense emotion.

- **ELL Support**

- While the above strategies will provide additional support for your ELL students, teachers could also provide an example of the above process as well as peer support for their language learners. Lastly, a word bank with intense emotions and their definitions could help students engage in the lesson without struggling to come up with examples.

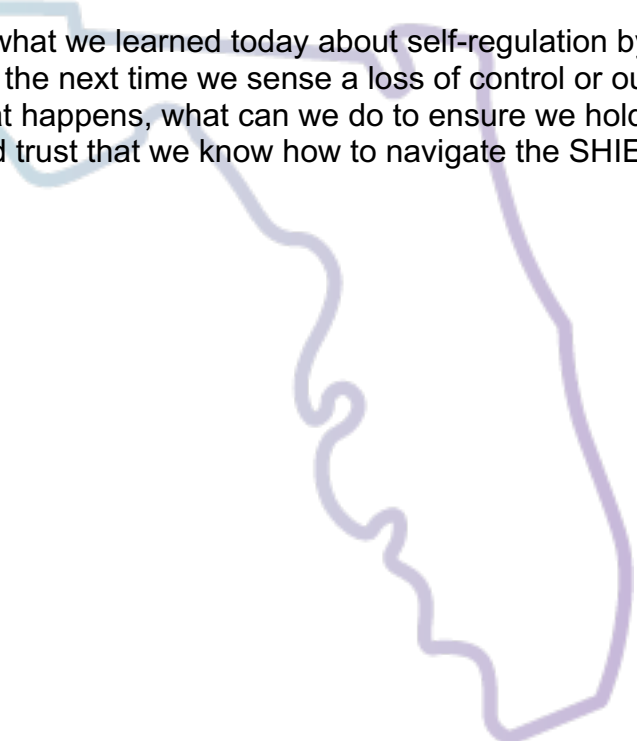
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

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

- Students were taught that self-control is the ability to control one's emotions and behavior, especially in difficult situations. Self-control includes pausing and taking a breath, which can be helpful in the moment, but in our day-to-day lives, we need self-regulation. Self-regulation can be defined as a self-directed process for monitoring and responding to your own thoughts, feelings, and behaviors to think clearly, accomplish tasks, and achieve goals.
- Self-regulation involves self-awareness, self-motivation, and the ability to adapt to ensure that one's tasks and goals are met.
- The 7 steps in the SHIELDS self-regulation process are the following: stop and think, honor feelings (yours and others), identify the issue, express your needs clearly, listen actively, decide on a course of action, and solve and reflect.



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Ask your class to list the 7 steps to the SHIELDS self-regulation strategy and ask them to discuss which strategy they find most useful and which one they struggle 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.
 - Reflect on the seven steps for self-regulation. Which one seems easiest for you to navigate through? Which one might be more of a challenge?
- **Optimistic Closure**
 - Let's reflect on what we learned today about self-regulation by setting a realistic goal for the next time we sense a loss of control or our frustration rising. When that happens, what can we do to ensure we hold ourselves accountable and trust that we know how to navigate the SHIELDS strategy?





What Will I Do with These Emotions

Brief Summary: In this lesson, students explore the concept of emotion management, which can be defined as the process of controlling one's own feelings so that they do not lead to harmful thoughts and actions. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate the ways emotion management (or the lack thereof) impacts their thoughts and actions and thereby influences their relationships with others. To apply the concept and practice of emotion management to their own lives, students will reflect on the emotions they need to better manage. Finally, students will be introduced to the process of emotion management, including several tips to help with practical application.

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 your emotions got the best of you. What was the situation? What was the emotion? What thoughts and actions did it lead to?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Analyze the impact that their ability to manage their emotions has on their thoughts and actions and the implications of those on their relationships with others.
 - Identify specific emotions that they have difficulty managing and apply strategies for better management.
- **Shared Vocabulary**
 - **Emotion management:** the process of controlling one's own feelings so that they do not lead to harmful thoughts and actions
 - **Mindfulness:** ability to be fully present, aware of where we are and what we're doing
 - **Intentional action:** behavior that is done intentionally
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - What do you believe is the most challenging step in managing your emotions?



- **Corner Labels**
 - Corner 1 label: Identify the emotion.
 - Corner 2 label: Evaluate possible reactions.
 - Corner 3 label: Process the situation.
 - Corner 4 label: Choose an action.
- **Debrief Question(s):** What are some things you can brainstorm to try and help manage the difficulty surrounding this part of the process?
- **Differentiation**
 - Allow students extra time to think.
 - Corner labels can have visuals added or translated labels added.
 - Allow students to brainstorm on paper before speaking.
 - Provide sentence stems: The most challenging step in managing emotions for me is...because...

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(s)**
 - What are some reasons it is important to manage emotions?
 - What are some strategies I can use to manage my emotions?
 - **Debrief Questions**
 - What are some patterns you noticed?
 - What was challenging about this activity and how did you overcome this challenge?
 - **Differentiation**
 - Write the prompt on the board
 - Write the directions on the board.
 - Translate the topic/question.
 - Provide sentence stems.
 - The first reason it is important to manage my emotions is...
 - A strategy I can use to manage my emotions is...
 - Assign groups/partners.
- **Differentiated Instruction**
 - **Journal Question**
 - Have the question/prompt written on the board.



- Welcoming Activity
 - Allow students to brainstorm on paper before speaking.
- Engaging Strategy
 - Write the prompt on the board.
 - Write the directions on the board.
- Exit Slip
 - Provide a sentence stem or model for the prompt: I did/did not enjoy the scenario with the students because...
- Optimistic Closing Activity
 - Provide a model.
- **ELL Support**
 - Journal Question
 - Translate the question.
 - Welcoming Activity
 - Translate the question/prompt.
 - Corner labels can have visuals added or translated labels added.
 - Engaging Strategy
 - Pair students to support ELL speaking skills.
 - Use a visual timer.
 - Exit Slip
 - Translate the question/prompt.
 - Provide a sentence stem or model for the prompt: I did/did not enjoy the scenario with the students because...
 - Optimistic Closing Activity
 - Use thoughtful groupings of students.

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.
 - The purpose of emotions is to communicate messages about different aspects of our lives.
 - The way we process our emotions can lead to thoughts and actions that are either helpful or harmful.
 - By impacting our thoughts and actions, emotion management also impacts our relationships with others.
 - Emotion management means controlling our feelings so that they do not lead to harmful thoughts and actions.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.



- Have you ever witnessed someone show excellent emotion management in the most difficult of situations? What can that example teach us?
- Describe an experience where you did not use emotion management and experienced negative results.
- Describe an experience where you used emotion management and experienced positive results.
- How does the way you manage your emotions impact your thoughts, feelings, and relationships?
- What can you do to improve your emotion management 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.
 - Prompts that document learning
 - Write one thing you learned today.
 - Prompts that emphasize the process of learning
 - I didn't understand...
 - Write one question you have about today's lesson.
 - Prompts to evaluate effectiveness of instruction
 - Did you enjoy the scenario with the students?
 - 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
 - The first step I plan to take to better manage my own emotions is...
 - Differentiation
 - Write a speaking sentence stem on the board: My next step is _____.
- **Follow-Up Activity/Prompt**
 - Make a list of the emotions that are difficult for you to handle. Then, brainstorm ways to manage them in challenging situations.
 - Encourage students to create short PSAs for incoming freshmen answering the following question: What can one do to improve their emotion management skills?
 - Students could also role-play the above question, acting out scenarios common to incoming freshmen: choosing where to sit in the cafeteria for the first time, getting lost looking for your next class, being in a class where you know no one.



School Culture and School Pride

Brief Summary: School culture encompasses the attitudes, beliefs, and relationships within a given school. In this lesson, students analyze the culture of their school based on respect, fairness, and concern for the common good to determine areas that could be improved upon. They also identify ways to improve their school culture that focus on an area of need.

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 Questions**
 - What is one thing you love about your school? What is one thing you wish you could change?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Analyze the culture of their school based on respect, fairness, and concern for the common good to determine areas that could be improved upon.
 - Identify ways to improve their school culture that focus on an area of need.
- **Shared Vocabulary**
 - **Common good:** the things that benefit people overall
 - **Contribute:** to give time, effort, or resources to a cause
 - **Culture:** the beliefs, values, and customs shared by a group of people
 - **Pride:** a sense of your own value and dignity, shown through self-respect
 - **School culture:** the beliefs, relationships, and attitudes that influence people's behavior in a particular school
 - **School pride:** a sense of respect for and responsibility toward your school because you see value in it
 - **Respect:** to show that you admire, value, or care about someone or something
- **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**

- Gallery Walk

- Question/Prompt

- Analyze our school's culture.

- Headings for Posters

- Respect
 - Fairness
 - Concern for the Common Good
 - Other criteria

- 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:
Our school culture is...

- **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 culture includes the beliefs, relationships, and attitudes that influence people's behavior in a particular school.
 - One way to show school pride is to analyze school culture to identify areas of need and improvement.
 - Three criteria for analyzing school culture are
 - Respect
 - Fairness
 - Concern for the common good
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is school culture?
 - What is school pride?
 - How do we analyze school culture?
- **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 improving school culture?
 - Differentiation
 - Write on the board the following speaking sentence stem:
My next step is _____.
- **Follow-Up Activity/Prompt**
 - Invite your students to suggest community service projects that would benefit the culture of the school and/or the surrounding neighborhood.