



Florida Resiliency Education

Teacher Companion Guides

Grade Twelve



Navigate**360**

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Balance or Burnout

Brief Summary: Work-life balance is important for accomplishing goals and maintaining a healthy lifestyle. In this lesson, students analyze ways to find a work/life balance and have realistic expectations of themselves. They also examine how to take care of themselves to prevent burnout.

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**
 - Do you have a satisfying work-life balance? Explain.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 1. Analyze ways to find a work/life balance, and have realistic expectations of themselves.
 2. Examine how to take care of themselves to prevent burnout.
- **Shared Vocabulary**
 - **Burnout:** the experience of mental, emotional, and/or physical exhaustion due to stress
 - **Work-life balance:** when you have the time and energy to fulfill your work and personal roles
 - **Self-care:** the actions one takes to improve their mental, physical, and emotional health
 - **SMART goal:** a type of goal that is specific, measurable, achievable, realistic, and timely (see strategy index)
 - **Boundaries:** the limits and rules we set for ourselves and others in relationships
 - **Time management:** the process of organizing and planning how to divide your time between different activities
 - **Stress:** the experience of mental, emotional, or physical strain or pressure
 - **Prioritize:** treating something/someone as more important than other things
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Name and Motion
 - Debrief by asking one or more of these questions:
 - “Why is it important to know each other’s names?”
 - “What was it like for you to participate in this?”



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

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

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



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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - Work-life balance is when you have the time and energy to fulfill your work and personal roles.
 - Burnout is the experience of mental, emotional, and/or physical exhaustion due to stress.
 - Three strategies for maintaining a work-life balance are as follows:
 - SMART Goals
 - Boundaries
 - Self-Care
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is work-life balance?
 - What is burnout?
 - What are three strategies for maintaining a work-life balance?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - I didn't understand...
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - Future Me
 - Prompt
 - What do you want to remind yourself about burnout and work-life balance?
 - Differentiation
 - Allows students to type or use speech-to-text to construct letters.
 - Write the prompt on board.
 - Translate the prompt.
 - Allow extra time for writing and brainstorming.
 - Have students send a voice message to their future selves.



Being an Optimist

Brief Summary: This lesson distinguishes between optimism and pessimism, outlines the specific characteristics of optimism, and evaluates the benefits of having an optimistic mindset. This lesson also details the importance of using cognitive reframing to learn how to be more optimistic. Finally, this lesson explores specific strategies for cognitive reframing that students can utilize in order to cultivate positivity in their life and enjoy a more optimistic mindset moving forward.

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 situation you are struggling with. Make a list of things that are in your control and things that are out of your control.
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Evaluate the benefits of having an optimistic mindset.
 - Apply strategies for cognitive reframing to cultivate positivity.
- **Shared Vocabulary**
 - **Optimist:** someone who is hopeful, confident, and thinks positively about themselves and their life experiences
 - **Pessimist:** someone who sees the worst in themselves and their life experiences
 - **Cognitive reframing:** challenging negative thinking and replacing it with more optimistic thought patterns
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What are you most looking forward to after graduation?
 - Debrief Question(s)
 - 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 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: The thing I am most looking forward to after graduation is...
- Allow students to have pre-written follow up questions: 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

■ Topic/Question(s)

- What are the benefits of an optimistic mindset?
- What are some ways we can use cognitive reframing to cultivate positivity?

■ 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 the prompt on the board.
- Write the directions on the board.
- Translate the topic/question.
- Provide sentence stems: One of the benefits of an optimistic mindset is...One way we can use cognitive reframing to cultivate positivity is...
- Assign groups/partners.

● Differentiated Instruction

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



- Sentence stems: “A situation I am currently struggling with is...”
“Something I am grateful for is...” “A future event I am worried about is...”

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.
 - An optimist is someone who is hopeful, confident, and thinks positively about themselves and their life experiences.
 - Optimistic people are happier, healthier, and more successful.
 - A pessimist is someone who sees the worst in themselves and their life experiences.
 - Optimism can protect against depression, can make a person more resistant to stress, and may even help people live longer lives. But the very best part of optimism is it can be learned.
 - Cognitive reframing doesn't mean simply ignoring the challenges we encounter to remain positive. It means understanding that we have the ability to reframe the challenges we encountered as opportunities to learn and grow.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are the characteristics of an optimistic person?
 - What are the characteristics of a pessimistic person?
 - What are the benefits of having an optimistic mindset?
 - How can cognitive reframing help us cultivate positivity?
 - How does mindfulness increase our optimism?
 - How does gratitude increase our optimism?
- **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 scenario with the math exam?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...



- The thing that surprised me the most today was...
- **Optimistic Closure**
 - 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 note on a sticky note that they will share aloud.
 - Invite students to share with a partner, 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**
 - Read the poem “Don’t Quit” by Edgar A. Guest, and ask students to discuss how the poem relates to them. They may feel as if the pressure is being piled on and they are constantly expected to do more and more with less time. Use this poem to help students focus on the big picture, and reinforce what the poem says about how when things get rough, it means the destination is near. Alternatively, invite students to write their own poem.
 - Assign your students a research project on Helen Keller where they explore how she lived a life full of optimism and accomplishment, despite her disabilities.



Believe and Trust in Yourself

Brief Summary: As students get older, self-respect becomes more important. In this lesson, students identify the role that self-respect plays in helping them face challenges. They also describe how they can demonstrate self-respect in various situations.

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 an experience where someone disrespected you, but you continued to respect yourself.
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Identify the role that self-respect plays in helping them face challenges.
 - Describe how they can demonstrate self-respect in various situations.
- **Shared Vocabulary**
 - **Self-respect:** the belief that you matter and deserve to be treated well by yourself and others
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - How can self-respect help us face different challenges?
 - Corner Labels
 - Corner 1 label: Challenge: Peer pressure
 - Corner 2 label: Challenge: Academic struggles
 - Corner 3 label: Challenge: Family problems
 - Corner 4 label: Challenge: Issues with friends
 - Debrief Question(s): What do each group's ideas have in common? What does this teach us about self-respect?
 - 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: Self-respect can help us face [challenge] by...



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

- **Engaging Strategies**
 - Pass It On

- **Differentiated Instruction**
 - Have the question/prompt written on the board.
 - Use a visual timer.
 - Allow extra time for writing.
 - Allow brainstorm time ahead of discussions.
 - Allow students to write what they want to say ahead of time.
 - Use thoughtful groupings of students.

- **ELL Support**
 - Translate the question/prompt.
 - Pair students to support ELL speaking skills.
 - Turn on language translation in the online modules that will translate closed captions into the student's first language.

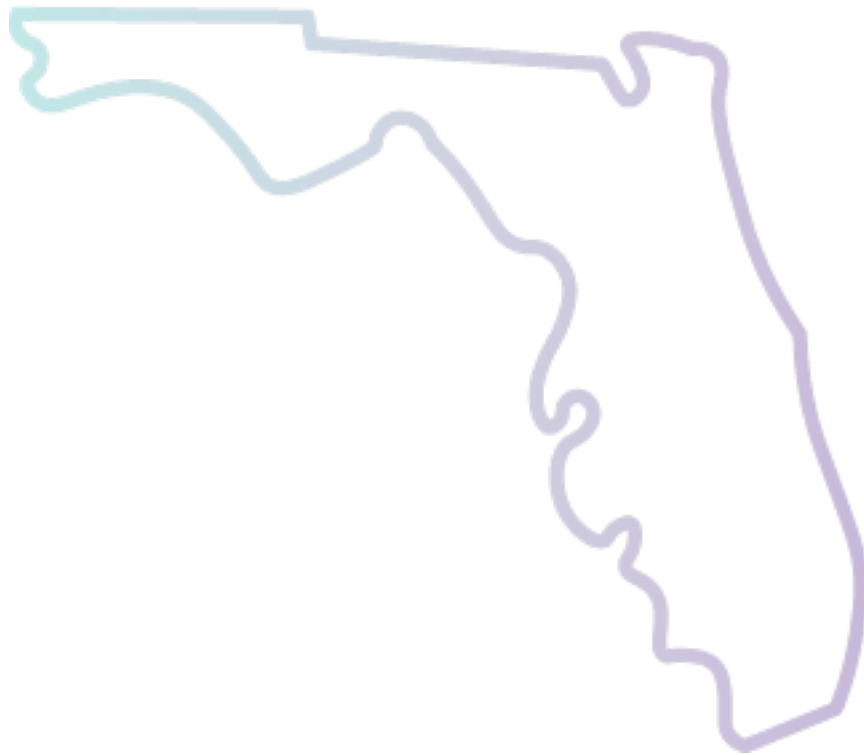
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - Self-respect is the belief that you matter and deserve to be treated well by yourself and others.
 - Self-respect requires knowing your values and enforcing your boundaries.
 - Self-respect helps in difficult or challenging situations because you can always rely on it. Since it's a belief, no one can take it away from you.
 - If you have self-respect, you feel comfortable speaking up for yourself about what you believe and what you are willing to accept. You also have clear guidelines for how you treat your body and your mind.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is self-respect?
 - How can you develop your self-respect?
 - How can you identify your values and boundaries?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - What did you think of the self-respect videos in this lesson?
- **Optimistic Closure**
 - One-Minute Accolade





Conquering Challenges with Confidence

Brief Summary: In this lesson, students will explore the concept of confidence, which can be defined as trust in one's abilities to handle a situation. Students will differentiate between confidence and the concept of self-esteem, which can be defined as one's overall self-worth. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate options for developing confidence in the context of facing challenges. To improve their confidence in their own lives, students will reflect on how to use hope, optimism, and gratitude when facing different kinds of challenges.

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

- **Journal Question**
 - Write about an experience in which you faced a challenge confidently. Contrast it with an experience in which you faced a challenge with little or no confidence.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 1. Differentiate between confidence and the concept of self-esteem.
 2. Evaluate options for developing confidence in the context of facing challenges, including hope, optimism, and gratitude.
- **Shared Vocabulary**
 - **Confidence:** trust in one's abilities to handle a particular situation
 - **Self-esteem:** feeling of value for oneself, one's self-worth
 - **Optimism:** an attitude of expecting positive results in general
 - **Gratitude:** an attitude of appreciation for what you have
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - I am a confident person.
 - Corner Labels
 - Corner 1 label: Strongly Agree
 - Corner 2 label: Agree
 - Corner 3 label: Disagree
 - Corner 4 label: Strongly Disagree
 - Debrief Question(s): How did this activity change or reinforce your thinking?



- 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: This activity changed my thinking by... This activity reinforced my thinking by...

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 is the difference between confidence and self-esteem?
 - What are some strategies I can use to build my confidence when facing a challenge?
 - 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.
 - Assign groups/partners.
 - Provide sentence stems.
 - A difference between confidence and self-esteem is...
 - A strategy I can use to build my confidence is...
- **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 Sam and Eric 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 Sam and Eric 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.
 - Confidence is your feeling of trust in your ability to handle a particular situation. It helps you face challenges and succeed. Self-esteem is your feeling of inherent value or self-worth.
 - It is possible to have high confidence and low self-esteem or low confidence and high self-esteem.
 - Hope, optimism, and gratitude can help us face challenges with confidence.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What do you do when faced with a challenge?
 - What is something that you feel hopeful about?
 - How can you shift your attitude to be more optimistic?
 - What are some other areas that gratitude can help us?
- **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 effectiveness of instruction
 - Did you enjoy the scenario with Riley?
 - 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
 - Ask your students to reflect on today's lesson, and ask them to share one takeaway they want to try and why. This takeaway can be an idea from the lesson, a strategy, a tool or an action.
 - Give them 2–3 minutes to think and then time to share with a partner.
- **Follow-Up Activity/Prompt**
 - Ask students to think of an area of their life where they are facing a challenge and to write an op-ed for the school newspaper answering the following question: How can you use hope, optimism, or gratitude to help build your confidence regarding this challenge?
 - Ask students to create a PSA explaining how hope, optimism, and gratitude can help someone face challenges more confidently.
 - Create a collage displaying all of the things that make you feel confident.



Developing Integrity

Brief Summary: In this lesson, students will explore the concept of integrity, which consists of five elements: honesty, respect, responsibility, trustworthiness, and fairness. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate the ways in which a person can embody integrity.

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

- **Journal Question**

- Describe an experience where you had to make a decision about whether to take an immoral action that would benefit you (such as cheating on a test). What did you do? How did you come to that decision?

- **Lesson Objectives**

- After this lesson, students can do the following:
 - Identify at least one person they believe shows integrity and identify traits of that person.
 - Evaluate their own level of integrity and identify an area that could be improved for greater integrity within themselves as they transition into adulthood.

- **Shared Vocabulary**

- **Integrity:** having ethics or morals and doing your best to display them daily
- **Ethics:** moral beliefs or standards about what is right and wrong

- **Welcoming Inclusion Activity, Routine, or Ritual**

- Mix and Mingle
- Statement/Question Prompt
 - What does integrity mean to you?
- Debrief Question(s)
 - 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 you may 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 time 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(s): An important idea that I learned is _____.
 - Have a question/prompt written on the board.
 - Translate the question/prompt.
 - Use a visual timer.
 - Allow extra time for writing.
 - Allow time to brainstorm ahead of discussions.
 - Allow students to write what they want to say ahead of time.
 - Pair students to support ELL-speaking skills.
 - Use thoughtful groupings of students.

- **Differentiated Instruction**

- Have a question/prompt written on the board.
 - Translate the question/prompt.
 - Use a visual timer.
 - Allow extra time for writing.
 - Allow time to brainstorm ahead of discussions.
 - Allow students to write what they want to say ahead of time.
 - Pair students to support ELL-speaking skills.
 - Use thoughtful groupings of students.
 - In the online modules, turn on language translation that will translate closed captions into the student's first language.
 - Enlarge the cursor and change the cursor's color for students with visual impairments.

After the Lesson: Talk with students about what they have learned and how they can apply it in real life. This should be done 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.

- Having integrity means living a life that is informed by ethical standards.
 - Ethics are moral beliefs, principles, or standards that are used to decide the right course of action.
 - The five elements of integrity are honesty, respect, responsibility, trustworthiness, and fairness.



- It is important to have a model of integrity—a person who embodies integrity—whom you can bring to mind when faced with ethical challenges.
- The six stages of “growing into integrity” are (1) avoiding punishment, (2) seeking rewards, (3) conforming with others, (4) obeying authority, (5) understanding society and rights, and (6) following inner conscience and morals.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - The word *integrity* comes from the Latin word for whole. How is integrity related to wholeness? If you have integrity, are you more whole than a person who lives without ethics? Why or why not?
 - What are some examples of integrity in action? Take examples from your life, the news, or fictional media.
 - What are the consequences of living a life without ethics and integrity? Can you think of any examples from real life, the news, or fictional media?
 - What would you add to the list of five elements of integrity?
 - Critique Kohlberg’s six stages of moral development. What could be problematic about his theory? How could it be improved?
- **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.
 - Who is your model of integrity, and what are their most admirable traits?
 - What practical idea do you have for strengthening your integrity right now?
- **Optimistic Closure**
 - Suit Yourself
- **Follow-Up Activity/Prompt**
 - Brainstorm a list of five situations that would present an ethical dilemma for you. Then, brainstorm some ideas for acting with integrity if those situations arose in your life.

Additional Resources

- **Resources for Students**
 - *What Do You Stand For? For Teens: A Guide to Building Character* by Barbara A. Lewis
- **Resources for Teachers**
 - *The Philosophy of Moral Development: Moral Stages and the Idea of Justice* by Lawrence Kohlberg



Dmitri Is Determined

Brief Summary: This lesson explores what is needed for self-determination and identifies how it affects one's motivation. Students are asked to identify which area or areas of self-determination they need to develop and improve upon.

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 confident are you in your ability to set and reach a goal, and can you make a list of what you need to reach those goals?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Explain how self-determination affects your motivation.
 - Describe what is needed for self-determination.
 - Identify which area or areas of self-determination you need to develop and improve upon.
- **Shared Vocabulary**
 - **Self-determination:** freedom and independence to make your own choices
 - **Intrinsic motivation:** the desire to do something for your own satisfaction and not for an outside reward
 - **Autonomy:** feeling in control of your own behaviors, goals, and decisions
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - To what extent do you feel that what you do will affect the outcome?
 - 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 (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.
- Provide the following sentence stem: I believe what I do will have a _____ effect on the outcome because....
- 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**

- Gallery Walk

- Question/Prompt
 - Can you describe what a highly self-determined individual might look like?
- Headings for Posters
 - They base their actions and choices on their own specific goals and behaviors.
 - They take responsibility for their behaviors.
 - They believe they have control over their own lives.
 - They know their behaviors will have an influence on outcomes.
 - When confronted with challenges, they feel they can overcome them through hard work and making good choices.
- 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.
 - Use the following sentence stem for spoken response: A highly determined person might look like someone who....

- **Differentiated Instruction**

- Have a question/prompt written on the board.
- Translate the question/prompt.
- Allow extra time for writing.
- Use the following sentence stems:
 - I feel _____ confident in my ability to set and reach goals because...



- The last failure I experienced made me feel...

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 students should understand.
 - Self-determination is the freedom and independence to make your own choices.
 - There are several things needed for self-determination. The first is intrinsic motivation, which can be defined as the desire to do something for your own satisfaction, not for an outside reward.
 - The second component needed for self-determination is ensuring that the need to grow is what drives your behavior.
 - Next, people need autonomy, which can be defined as feeling in control of your own behaviors, goals, and decisions; competence to master tasks and learn different skills; and connection to those around us so we feel a sense of belonging.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is self-determination?
 - Why is self-determination important?
 - Can you give an example of what a highly self-determined individual might look like?
 - Can you give an example of something one should never do when trying to embody self-determination?
 - What role does self-determination have in the classroom? What about after high school?
 - What is something you desire to do for your own satisfaction, not for an outside reward?
 - To what extent do you think you have the freedom and independence to make your own choices?
- **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 example with Dmitri?
- 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-Word Whip Around
 - Question/Prompt
 - Think of one word that describes a highly self-determined individual.
 - Differentiation
 - Write a word bank.
 - Write a question/prompt on 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.
- **Follow-Up Activity/Prompt**
 - Engage your students in a literature circle around a common novel, article, or short story. The topic or content of the story isn't relevant; the skills developed through literature circles is what matters most for this activity.
 - Assign students to groups of 4 to 6.
 - Students in the group read the same piece but prepare for the literature circle discussions by assuming different roles. (Examples of these roles could include a discussion leader, a vocabulary enricher, an illustrator, an artist, and a connector.)
 - Students complete assignment sheets to prepare for their roleS in the discussion; these sheets give the students specific tasks to complete. When engaging in these tasks, students experience problem solving and decision making, both of which are needed for self-determination.



Growth Mindset

Brief Summary: In this lesson, students will explore common struggles during the transition to adulthood and apply flexible thinking strategies to practice overcoming them.

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

- **Journal Question**
 - What parts of adulthood are exciting to you? What aspects are you nervous about?
- **Lesson Objectives**
 - After today's lesson students can do the following:
 1. Describe common roadblocks during the transition into adulthood.
 2. Apply a growth mindset to find ways to persevere and demonstrate resilience.
- **Shared Vocabulary**
 - **Resilience:** the ability to recover or “bounce back” from challenges
 - **Perseverance:** to continue working towards a goal no matter how difficult it gets
 - **Flexible thinking:** the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem
 - **Growth mindset:** belief that abilities can be developed through dedication and hard work—brains and talent are just the starting point
 - **Fixed mindset:** a belief that basic qualities, like intelligence or talent, are simply fixed traits
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - One, Two, Three, CLAP!
 - Differentiation
 - Use visual cards rather than verbally stating numbers.
 - With a visual card attach a picture cue of what students should do along with the number.
 - Use thoughtful 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**

- Fishbowl

- Question/Prompt

- What are ways you can demonstrate flexible thinking when faced with a challenge in adulthood?

- Differentiation

- Assign groups based on opposing views.
- Have a middle seat inside the inner circle for someone to ask follow-up questions.
- Have a 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.

- **Differentiated Instruction**

- Sentence Stem(s): One thing I'm excited about is _____. One thing I'm nervous about is _____.
- Have a question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow brainstorm time ahead of discussions.

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

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

- Everyone is going to fail and face challenges. How you choose to respond to them is what demonstrates your resilience and ability to persevere.
- A growth mindset is a belief that abilities can be developed through dedication and hard work and a fixed mindset is a belief that basic qualities, like intelligence or talent, are simply fixed traits.
- Using flexible thinking strategies helps you utilize a growth mindset, solve problems, and strengthen your resilience.



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - How can you practice resilience this week?
 - What is a difficult task that you can use flexible thinking strategies to persevere through?
 - How can you switch out of a fixed mindset into a growth mindset?
 - What could you tell a friend who's discouraged about how to develop a growth mindset?

- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - 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 coming up with ways to use flexible thinking?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...

- **Optimistic Closure**
 - Future Me
 - Prompt
 - What can you do to apply a growth mindset this week?
 - Differentiation
 - Allows students to type or use speech-to-text to construct letters.
 - Write a prompt on board.
 - Translate the prompt.
 - Allow extra time for writing and brainstorming.
 - Have students send a voice message to their future selves.



Motivating & Inspiring Others

Brief Summary: In this lesson, students will focus on the skills necessary to listen to and support others going through a difficult time. This lesson discusses the importance of being authentic and empathetic is discussed. Students will also learn how telling their stories of adversity helps others.

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 in your life when someone went out of their way to help you. What did they do to help, and why do you think it made you feel better?

- **Lesson Objectives**

- After this lesson, students can do the following:
 - Identify ways they can show up for others.
 - Describe how they can use their difficult experiences as motivation to help younger people.
 - Understand the power of telling stories.

- **Shared Vocabulary**

- **Motivation:** a process that initiates, guides, and maintains goal-oriented behaviors
- **Mentor:** someone who teaches or gives help and advice to a less experienced and often younger person
- **Authenticity:** being genuine and true to yourself
- **Empathy:** when we understand someone's perspective or put ourselves in another person's shoes and can identify with how they are feeling

- **Welcoming Inclusion Activity, Routine, or Ritual**

- Four Corners
 - Statement/Question Prompt
 - When I am feeling sad, I like it when people...
- Corner Labels
 - Corner 1 label: Do Something Nice for Me
 - Corner 2 label: Let Me Talk about My Feelings
 - Corner 3 label: Help Me Fix the Problem
 - Corner 4 label: Ask Me What I Need from Them



- Debrief Question
 - What did you hear from your partner about why those experiences helped them?
- Differentiation
 - Allow students extra time to think.
 - 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.

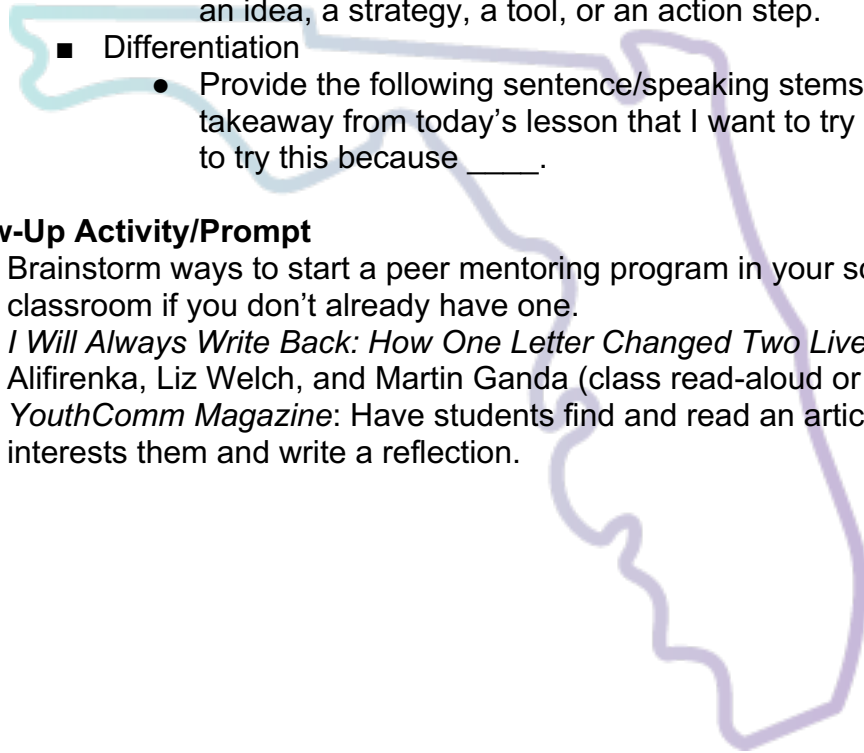
- **Engaging Strategies**
 - Pass It On
- **Differentiated Instruction**
 - Someone helped me through a difficult time by _____.

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.
 - Simple ways we can show up for others is being present with them, listening to their struggles, and validating their experience. Sharing our stories with others going through difficult times is powerful and connects us. Sharing how we have gotten through difficult times can be a road map for others to get through their own struggles.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is something small you could do or that you did for someone else this week?
 - Why is it important to be present without distractions when we show up for others?
 - What do you want someone to learn about themselves from your story?
- **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**
 - 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 that I want to try is _____. I want to try this because _____.
- **Follow-Up Activity/Prompt**
 - Brainstorm ways to start a peer mentoring program in your school or classroom if you don't already have one.
 - *I Will Always Write Back: How One Letter Changed Two Lives* by Caitlin Alifirenka, Liz Welch, and Martin Ganda (class read-aloud or book club)
 - *YouthComm Magazine*: Have students find and read an article that interests them and write a reflection.





Planning & Organizing

Brief Summary: This lesson discusses executive functioning and how it allows you to plan, track, and accomplish your tasks and goals. We discussed how to recognize which aspects those with learning disabilities struggle with when it comes to executive functioning, such as struggling with time management and focus. We discussed 10 tips to stay organized, such as creating personal deadlines and turning big tasks into smaller ones. Lastly, we outlined 5 benefits of planning and organizing, such as becoming more motivated and flexible in our schoolwork.

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 organizing and planning important? How might it help you achieve long-term goals?
- **Differentiated Question**
 - List 4 tips for organization and how they might be helpful.
- **Higher-Level Question**
 - Examine some obstacles that might prohibit you from reaching your goal. How can you plan for these obstacles?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Analyze techniques for planning and organizing.
 - Evaluate their strengths and weaknesses in regard to planning and organizing.
- **Shared Vocabulary**
 - **Executive functioning:** mental processes that allow us to plan, track, and accomplish tasks and goals
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - How do you plan/organize for a big test?
 - Debrief Question
 - How might your organizational strategy help prepare you for the future?



- **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 stems: I plan for a big test by _____. This organizational strategy helps prepare me for the future by _____.
 - Allow students to have prewritten follow-up questions: How do you turn your bigger tasks into smaller ones?

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**
 - Give students a long-term goal to brainstorm short term goals for, for example, “get straight As this semester.” Have students come up with 3–5 short-term goals for achieving straight As to share with each other.
 - **Differentiation**
 - Provide the following sentence stems: I can get straight As this semester by _____, _____, and _____. I can turn this big goal into smaller ones by _____.
 - Use purposeful student groupings.
 - 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**
 - Provide the following sentence stems: I want to implement this tip for organization into my daily routine: _____. I think this will help me plan for the future by _____.



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.
 - 10 Organizational Tips
 - Keep a written record.
 - Know which tools help your organization.
 - Prioritize tasks.
 - Organize notes.
 - Create personal deadlines.
 - Set up a routine.
 - Focus on 1 task at a time.
 - Turn big tasks into smaller ones.
 - Hold yourself accountable.
 - Ask for help.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What keeps you motivated to work toward your goals?
 - What goals have you failed to reach in the past? What organizational tips can you implement into your daily routine now to work on achieving future goals?
 - How often do you set new goals and plan for them?
- **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 can help prepare you for college.
 - I would like to learn more about...
 - Write one question you have about today's lesson.
- **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.
 - 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 that I want to try is _____. I want to try this because _____.
 - Allow students to use their personal dictionaries.
 - Allow students to write what they want to say ahead of time.



- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- **Follow-Up Activities/Prompts:** These are activities you can do with your class or books/videos you can share with your students to help boost retention.
 - “Dear Future Me” Letters
 - Have students write a comprehensive plan to achieve a long-term goal. Ask students where they see themselves in the future. Let’s say a student’s goal is to become a writer. Have them write down short-term goals that could help them achieve this dream. Their letter should include their long-term goals, short-term goals, and ways they can begin planning and organizing now for the future.





Procrastination & Being Accountable

Brief Summary: Today's lesson helps students evaluate areas in which they tend to procrastinate, such as household chores, large class assignments, or tasks we do not enjoy. Research suggests one of the biggest reasons people procrastinate is because of indecision. This lesson explores strategies to help students initiate tasks and be more accountable with procrastination as well as several strategies for overcoming it.

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 activities do you find yourself procrastinating on the most?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Evaluate areas in which they tend to procrastinate.
 - Analyze strategies for being more accountable and overcoming procrastination.
- **Shared Vocabulary**
 - **Procrastination:** the voluntary act of postponing or delaying something
 - **Task avoidance:** attempting to avoid or escape from a required or assigned task
 - **Task initiation:** the ability to start a task
 - **Accountability:** taking responsibility for your actions
 - **Accountability partner:** someone who is willing to hold you accountable
 - **Prioritizing:** treating something or someone as more important than other things
 - **Pomodoro technique:** a time management method where tasks are completed in focused, 25-minute intervals
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - Which of the strategies in the four corners of this room have you tried in the past?
 - Corner Labels
 - Corner 1 label: Prioritization
 - Corner 2 label: An Accountability Partner



- Corner 3 label: The Pomodoro Technique
- Corner 4 label: Other?
- Debrief Question: After your discussions, is there another strategy you might consider trying the next time you find yourself procrastinating?
- Differentiation
 - Allow students extra time to think.
 - Corner labels can have visuals or translated labels added.
 - Allow students to brainstorm on paper before speaking.
 - Provide the following sentence stem: A strategy I've used in the past is...

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 areas where you are currently procrastinating?
 - What are some strategies you can use to overcome procrastination?
 - 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 the prompt on the board.
 - Write directions on the board.
 - Translate the topic/question.
 - Provide the following sentence stems:
 - One of the areas where I am procrastinating is...
 - One strategy I could use to overcome procrastination is...
 - Assign groups/partners.
- **Differentiated Instruction**
 - Write the prompt on the board.
 - Write directions on the board.
 - Translate the topic/question.
 - Provide the following sentence stem: One effective way I've been able to get started on a task I've been procrastinating 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.

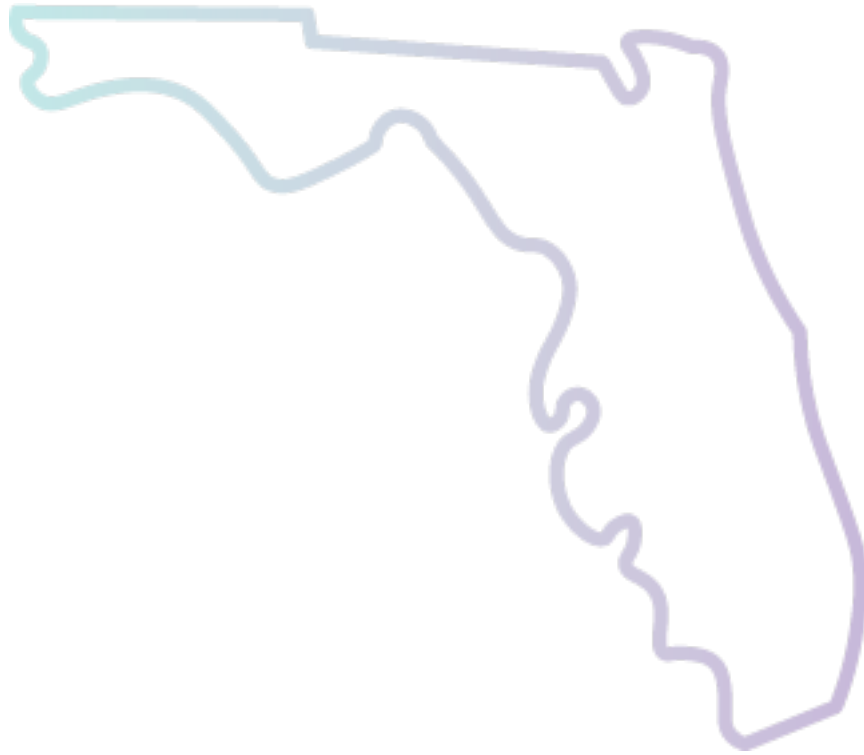
- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Some people procrastinate because they are perfectionists. Some procrastinate because they believe they perform better under pressure. Others procrastinate because of task avoidance due to anxiety or low confidence, the task could feel overwhelming or anxiety inducing, or they don't find the task enjoyable.
 - For most of us, we procrastinate on tasks we feel overwhelmed by, don't understand fully, or don't really want to do.
 - According to research, one of the biggest reasons people procrastinate is because of indecision. Strategies such as prioritization, accountability partners, and the Pomodoro technique can help.
 - When you prioritize, you treat something or someone as more important than other things. When you prioritize, you decide what gets your attention first.
 - You are almost twice as likely to reach a goal and avoid procrastination by having an accountability partner as opposed to going at it alone.

- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What are some areas where people tend to procrastinate?
 - What are some reasons people procrastinate?
 - What are some strategies you can use to overcome procrastination?
 - What are some strategies you can use to avoid procrastinating the next time?

- **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.
 - Prompt to evaluate effective of instruction
 - Did you enjoy the video with Cam, Marley and Alejandro?
 - 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 strategy I want to use the next time I find myself procrastinating is...
 - Differentiation
 - Write on the board the following speaking sentence stem:
My next step is _____.



Putting Kindness in Action

Brief Summary: In this lesson, students will explore the concept of kindness, which can be defined as the combination of compassion and action. Students will consider the physical, emotional, mental, and social benefits of kindness. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate options for being kind in daily life. To apply the practice of kindness to their own lives, students will reflect on how to be kind to others while maintaining personal boundaries.

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**
 - Have you ever been unkind to someone? In what area of life did this interaction take place (family, school, work, community, etc.)? Describe the situation and how it made you feel.
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Apply empathy and compassion to identify a need within the school, community, or world.
 - Identify an action/actions to address that need with kindness.
- **Shared Vocabulary**
 - **Empathy:** when we understand someone's perspective and can identify with other people's feelings
 - **Compassion:** an action or emotional response that results from empathy
 - **Kindness:** intentional action that is done with purpose of being considerate or helpful or to bring joy to others without the expectation of anything in return
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What need do you see within our school that we could address with kindness ?



- Debrief Question(s)
 - 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 no music and indicate with lights (on-move/off-find a partner and discuss).
 - Write directions on board.
 - Translate the question/prompt.
 - Allow students to brainstorm on paper before speaking.
 - Provide sentence stems
 - A need I see within our school is...
 - Allow students to have pre-written follow-up questions
 - 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

- Topic/Question(s)

- What are the benefits of kindness?
- What are some ways we can use kindness to advocate for change in our school, community, or world?

- 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 the prompt on the board.
- Write the directions on the board.
- Translate the topic/questions.
- Assign groups/partners.
- Provide sentence stems.
 - One of the benefits of kindness is...
 - One way we can use kindness to advocate for change is...



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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - Kindness is the end result of a three-step process. First, you feel empathy for someone. Then, you feel compassion for that person. Finally, by doing something to help, you offer kindness.
 - Being kind to others benefits you physically, mentally, emotionally, and socially.
 - It is important to be kind to yourself. Setting boundaries ensures you do not harm yourself by giving what you do not have.
 - Adults are expected to be kind to others in all areas of life: work, family, community, etc.
 - To incorporate more kindness into your life, act on compassion when you feel it.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Give an idea for being kind at school.
 - Give an idea for being kind at work.
 - Give an idea for being kind to your family.
 - Give an idea for being kind in the community.
 - Who is a public or historical figure that embodies kindness? What is it about that person that made you pick them?

- **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 Dante's research project example?
 - 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 want to take to identify a need within my school, community or the world is...
- Differentiation
 - Write on board a speaking sentence stem: My next step is _____.
- **Follow-Up Activity/Prompt**
 - Think of an area of your life where you are facing a challenge. How could kindness improve the situation? Write a plan to use kindness to help.
 - Invite students to conduct a research project on people like Mother Teresa, Martin Luther King, Jr., and Desmond Tutu. They can discuss how empathy, compassion and kindness influenced their decisions and present their findings to class.



Self-Respect for Young Adults

Brief Summary: In this lesson, students will explore the concept of self-respect, which consists of self-care, setting boundaries, and believing in yourself. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate how self-respect can be influenced and improved. To apply the concepts of self-respect to their own lives, students will identify traits that make them unique and valued and help them transition into adulthood. These traits will be classified into five areas of life: social, emotional, intellectual, physical, and self-regulation.

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 an experience where you showed great respect for yourself. Compare it to an experience where you showed little to no respect for yourself.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Identify qualities they possess that will help them as they transition into adulthood.
 - Apply strategies to demonstrate self-respect across various situations.
- **Shared Vocabulary**
 - **Boundaries:** the limits and rules we set for ourselves and others in relationships
 - **Self-care:** the actions one takes to improve their mental, physical, and emotional health
 - **Self-respect:** the belief that you matter and deserve to be treated well by yourself and others
 - **Self-talk:** an inner dialogue that reflects the way we think or speak about ourselves and our lives

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



- **Engaging Strategies**
 - Brain Break: Mindful Minute
- **Differentiated Instruction**
 - Have a question/prompt written on the board.
 - Use a visual timer.
 - Allow extra time for writing.
- **ELL Support**
 - 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.
 - Having self-respect means that you appreciate yourself and treat yourself appropriately because you are good, valuable, and important.
 - The three elements of self-respect are self-care, setting boundaries, and believing in yourself.
 - Possible influences on self-respect include the way others treat you, your self-talk, peer pressure, and media.
 - Areas of life in which to develop traits that will help in adulthood include social, emotional, intellectual, physical, and self-regulation.
 - Everyone possesses positive traits or strengths, and it's important to recognize them for building self-respect.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is self-respect?
 - What are the three parts of self-respect?
 - What can influence your self-respect?
- **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.
 - Was it helpful to follow Bri through her scenarios involving self-respect?
- **Resource for Teachers**
 - *Positive Discipline for Teenagers: Empowering Your Teens Through Kind and Firm Parenting* by Jane Nelson, EdD, and Lynn Lott, MA, MFT (book)

Setting Up for a SMART Start to Adulthood

Brief Summary: One of the most important things we can do is set goals for ourselves. Therefore, this lesson invites students to set SMART goals for after high school. SMART goals help students identify what they want to accomplish and outline an action plan to make that happen. Additionally, students are asked to designate timeframes to keep them motivated and ways to evaluate the success of their goals.

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 all the things you want to accomplish after graduation. Then, select one, and identify possible action steps and timeframes for it.
- **Differentiated Question**
 - Identify one goal you'd like to accomplish after graduation.
- **Higher-Level Question**
 - Make a list of all the things you want to accomplish after graduation. Then, select one, and identify possible action steps and timeframes for it. Finally, identify one way you will be able to evaluate the success of that goal.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Set SMART Goals for after high school.
 - Identify action steps, timeframes, and ways to evaluate their level of success.
- **Shared Vocabulary**
 - **Goal:** something 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 very 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



- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - Which step in the SMART goal process do you think is most helpful or effective?
 - 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: The step in the SMART goal process I think is most helpful or effective is...because...
 - Allow students to have prewritten follow-up questions such as the following:
 - 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**
 - Card Sorts
 - Topic/Question
 - Which step in the SMART goal process do you think is the most difficult? Explain why.
 - 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 the prompt on the board.
 - Write the directions on the board.
 - Translate the topic/question.
 - Provide the following sentence stem: The step in the SMART goal process I think is most challenging is...because...
 - Assign groups/partners.
- **Differentiated Instruction**
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Allow extra time for writing.
 - Provide the following sentence stems: The first goal I want to accomplish after high school is.... I will know I was successful because...

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

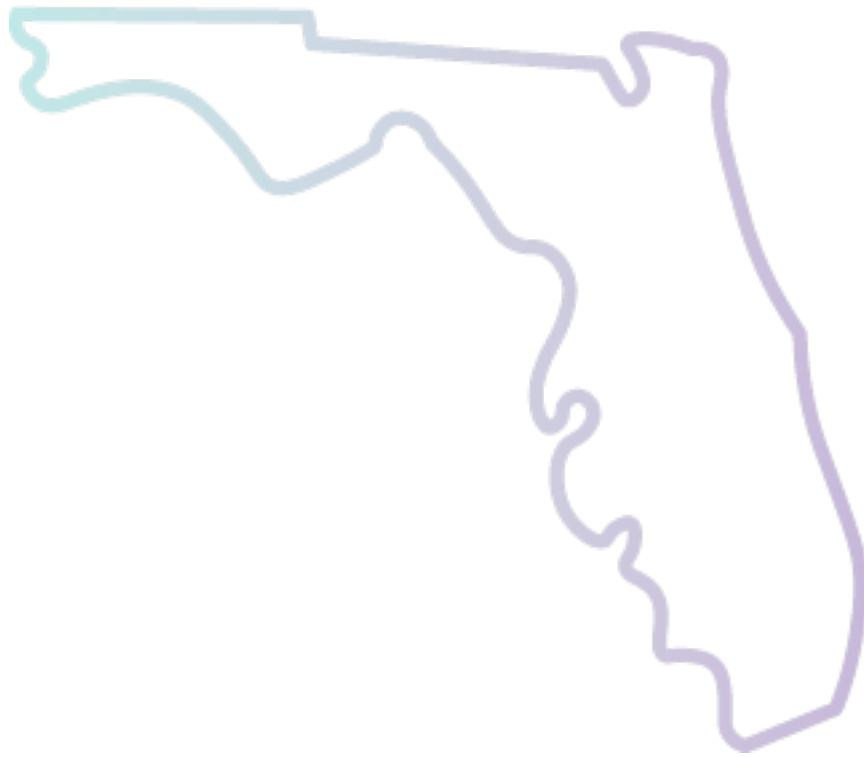
- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Deciding what you want to do with your life can be both exciting and nerve-racking; therefore, one of the most important things you can do for yourself is to set SMART goals for your future.
 - Knowing what you want to accomplish, having a plan to make that happen and timeframes to keep you motivated, and having ways to evaluate the success of your goal will help make this transition as smooth and as exciting as possible.
 - When setting SMART goals for after high school, the more focused they are, the more easily you can track them, and the more relevant and important they are to you, the more likely you are to accomplish them.
 - The clearer your goal and the more specific, measurable, achievable, relevant, and time-bound it is, the easier it is to assess and measure your success.
 - When evaluating your success, be sure you can answer the following two questions: How will I know the goal has been achieved? How will I show that the goal has been achieved?
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is a goal?
 - What is a SMART goal?
 - Why is goal setting important?



- What can you do to evaluate the success of your goals?
 - Who would you consider a part of your personal support network? How can they help you set and accomplish your goals?
 - Why is it important to feel comfortable with whom you confide in? How can this help you get to where you want to go as it relates to your goals?
 - What help do you need to start setting and meeting your goals for after high school?
 - What is one long-term goal you want to set and accomplish? What support do you need to make it happen?
- **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 video with Amal?
 - 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 and can provide a sense of accomplishment and support forward thinking.
 - I Am Curious
 - Ask students to list something they are curious to learn more about in terms of procrastination.
 - 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 the room.
 - **Follow-Up Activity/Prompt**
 - Encourage your students to create a bucket list outlining all of the accomplishments, experiences, and achievements they'd like to accomplish after high school. Students could present their lists to the rest of the class and explain the action steps they will follow to achieve their goals.



- Conversely, for an artistic twist, students could create a vision board by cutting up pictures from old magazines that represent their hopes and dreams. Students could present their boards to the rest of class and explain the action steps they will follow to achieve their dreams.
- Finally, ask students to select one of their goals to create a goal ladder with. A goal ladder asks them to identify a long-term goal at the top of the ladder, and then on each step, they identify a short-term goal or part of their action plan they need to finish before moving on to the next step.





SHIELDS & Co.

Brief Summary: In our previous lesson, we met Vanessa, a young woman who was very unhappy with her career choice. We watched Vanessa decide to revisit her interests and skills and select a career that fit into her life in a meaningful way. In today's lesson, Vanessa is about to interview for a highly coveted position at a public relations firm called SHIELDS & Co. when she encounters unexpected traffic. Thankfully, Vanessa is well practiced in the 7 stages of the SHIELDS self-regulation strategy. By the end of today's lesson, students see self-regulation at work and are able to explain exactly why it's such an important skill to have.

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 you encountered an unexpected obstacle such as traffic. Were you late for something important, like Vanessa? How did you cope?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Successfully apply the SHIELDS self-regulation strategy.
 - Give examples of when they might need to self-regulate.
 - Describe why self-regulation is important.
- **Shared Vocabulary**
 - **Self-regulation:** a self-directed process for monitoring and responding to and managing your own thoughts, feelings, and behaviors
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Share with your class the Tale of Two Wolves, a Cherokee legend. Pair students up to discuss the analogy at play here. The legend reminds us that we all have a choice about how we react to situations and the more we practice (self-regulate), the better we are at adapting.

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**
 - Whenever possible, get your students up and moving during this lesson. The design concept of this lesson follows a car stuck in traffic. With each



progression in the lesson, the car moves forward. If space permits, have your students mimic this movement by swapping seats each time a step in the SHIELDS strategy is mastered. Movement breaks are necessary for even our oldest learners. Be sure to model this activity for any ELL students who may benefit from seeing an example.

- **Differentiated Instruction**

- There are several ways to practice self-regulation within the classroom. The first is to activate your students' prior knowledge before beginning a lesson. Ask your students the following question: What do you already know about X? What other knowledge will be useful for this concept?
- Additionally, asking your students to track their thinking throughout a lesson or a science lab can give them additional practice in self-regulation. The following are a few questions teachers can use: How will you go about this task? How will you check your progress? How will you know you are finished?

- **ELL Support**

- Acronyms can be particularly confusing for your ELL students. Providing visual cues, simplified language, and frequent checks for understanding will help with this lesson. If possible, integrate your ELL students in this lesson by inviting them to verbally share their own experience with traffic or a similar stressful situation with a small group or the class as a whole.

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

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

- Self-regulation can be defined as a self-directed process for monitoring and responding to your own thoughts, feelings, and behaviors.
- Self-regulation is important because it allows us to think clearly, accomplish tasks, and achieve goals.
- There are 7 steps in the SHIELDS self-regulation strategies: stop and think, honor your feelings and 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.

- What are the 7 steps to the SHIELDS self-regulation strategy? Which step do you find you struggle with the most?



- **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.
 - Identify 3 reasons why self-regulation is important.
- **Optimistic Closure**
 - Have students group together and dramatize how they might apply the SHIELDS self-regulation strategy. Alternately, they could act out how they might teach the strategy to a first-grade relative or neighbor.
- **Follow-Up Activity/Prompt**
 - In groups of 3–4, have students create a timeline of the 7 strategies of self regulation. They could display their results using Timetoast.





The Impact of Gratitude

Brief Summary: This lesson is about the impact of gratitude and its effects on our mental health, physical health, and resilience. Gratitude has many proven benefits including, but not limited to, improved sleep, decreased stress levels, improved immunity, increased energy levels, a boost in self esteem and confidence, and increased resilience and grit. This lesson explored the impact of each and helps students create a plan to cultivate gratitude using research-based 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**
 - Make a list of the people and things you are grateful for.
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Analyze the impact that gratitude can have on mental health, physical health, and resilience.
 - Create a plan to cultivate gratitude using research-based strategies.
- **Shared Vocabulary**
 - **Gratitude:** being thankful for something that you have been given or something that you have
 - **Cultivate:** to grow and develop a quality or skill
 - **Resilience:** the ability to recover or “bounce back” from challenges
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - What are the benefits of gratitude?
 - Corner Labels
 - Corner 1 label: Mental health benefits
 - Corner 2 label: Physical benefits
 - Corner 3 label: How gratitude impacts our resilience
 - Corner 4 label: How gratitude impacts others



- Debrief Question(s): Ask one student from each group to share their response with the rest of the class. Did anything change or challenge your thinking?
- 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 the following sentence stems:
 - The mental health benefits of gratitude are...
 - The physical health benefits of gratitude are...
 - The way gratitude impacts one's resilience is...
 - Gratitude impacts others in the following ways...

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 ways we can cultivate gratitude?
 - 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 sentence stems: One of the ways we can cultivate gratitude is...
 - Assign students into groups/partners.

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.



- Gratitude is a positive emotion and mindset and when you are facing difficult times, having a mindset that is not fixed means you have the ability to problem solve and be more creative in how to work through the difficulties that you face.
- People who regularly express gratitude are shown to be happier, experience less stress, depression and anxiety, and build stronger relationships with those around them.
- Gratitude also has many physical health benefits including reduced stress, increased energy levels and overall immunity, improved sleep and increased cardiovascular health, reduced inflammation, and even clearer skin!
- Gratitude can be cultivated using a few research-based strategies such as gentle reminders, engaging in a gratitude visit, keeping a gratitude journal, and even something as simple as writing a thank-you note.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are some of the reasons people practice gratitude?
 - What are some benefits of gratitude?
 - What have you learned about gratitude?
 - What advice would you give someone who is struggling with resilience?
 - Why is resilience important?
 - What are some ways we can cultivate gratitude?
- **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 conversation with Imala and her grandmother?
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - I Am Curious
 - Ask students to list something they are curious to learn more about in terms of gratitude or resilience.



- Give students a minute to think, and then ask them to jot down a short note on a sticky note that they will share aloud.
 - Invite students to share with a partner, 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**
 - Watch Brian Doyle's TED Talk 365 Days of Thank You (8:36) and How thanking awakens our thinking Kerry Howells (16:29), and complete the following tasks:
 - Ask students to complete the TED Talk handout while viewing each video.
 - Then, ask students to complete a Think. Pair. Share on the following question: After watching these videos, has the way you engage with gratitude in your daily life changed?
 - Then, ask students to discuss in small groups how gratitude impacts them. Do they feel they should add more gratitude to their lives? If so, what is one way they might go about cultivating more gratitude?
 - Students could write thank you notes to adults in their lives who have impacted them in a positive way.
 - Students could develop a PSA, podcast, or skit about the importance of gratitude and share it with the incoming freshmen class.



The Safety Plan

Brief Summary: This lesson helps students explore the concept of risk and risk taking by teaching them how to evaluate scenarios where they are likely to engage in impulsivity/unsafe risk-taking behavior. This lesson then walks students through the steps needed to create a safety plan to mitigate the risks.

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 impulsive, risky behavior are you most likely to engage in? Why?
- **Differentiated Question**
 - What impulsive, risky behavior are you most likely to engage in? Why?
- **Higher-Level Question**
 - What impulsive, risky behavior are you most likely to engage in, and how can you create a safety plan to mitigate the risk?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Evaluate various post-secondary education scenarios, and identify which ones they are more or less likely to engage in impulsivity/unsafe risk-taking behavior.
 - Create a safety plan for the scenario in which they are most likely to struggle with impulse control.
- **Shared Vocabulary**
 - **Risk-taking behavior:** actions that have uncertain outcomes and may have a chance of causing something bad or harmful
- **Welcoming Inclusion Activity, Routine, or Ritual**

These are brief, interactive experiences that bring the voice of every participant into the room, making a connection to one another and to the work ahead.

 - Mix and Mingle
 - Statement/Question Prompt
 - What behavior did you identify for your safety plan?
 - Debrief Question(s)
 - What did you appreciate about this activity?
 - Did you learn anything about yourself or your classmates?
 - What was the most difficult part of this activity?



- Differentiation
 - Allow students time in their pairs to discuss.
 - Use instrumental music or no music and indicate with lights (on-move/off-find a partner and discuss).
 - Write the directions on the board.
 - Translate the question/prompt.
 - Allow students to brainstorm on paper before speaking.
 - Provide sentence stems: The protective factor I feel is best for me is...
 - Allow students to have pre-written follow up questions: The behavior I identified for my safety plan is...

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)
 - Identify some relationships or responses you can use to help you avoid risky situations.
 - 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 the prompt on the board.
 - Write the directions on the board.
 - Translate the topic/question.
 - Provide the following sentence stems:
 - One of the relationships I can rely on to help me avoid risky situations is...
 - One of the responses I can use to help me avoid risky situations is...
 - Assign groups/partners.
- **Differentiated Instruction**
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Allow extra time for writing.
 - Sentence stems: “An impulsive/risky behavior I am likely to engage in is...”



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.
 - Adolescence is a time when unhealthy risk-taking behavior becomes temporarily more common than at any other time in one's development.
 - For many teens, engaging in risky behavior is directly connected with their impulsivity, which is taking actions suddenly without thinking through the consequences.
 - For those who are increasingly involved in unhealthy risky behaviors, they run the risk of these behaviors contributing to serious, perhaps irreversible health concerns.
 - An important skill teens must navigate when learning to manage themselves in risky and/or challenging situations is being able to create a safety plan to avoid risks.
 - The steps involved in creating a safety plan are to choose one behavior to focus on; remove the temptation/delay the gratification; and find some extra support.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Can you identify the benefits of a safety plan?
 - How can being prepared with some 'saving face' responses help you to navigate any pressure you may feel to engage in risky behaviors?
 - What sort of situation do you feel the 'saving face' responses will not work? Why?
 - In these situations, what could you do?
 - If you find yourself in a situation where your 'saving face' responses are not working, who could you call for help?
 - How did the scenarios in this lesson make you think and feel?

- **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 effectiveness of instruction
 - Did you enjoy the scenarios in this 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 Takeaway I’m Going to Try
 - Prompt
 - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
 - Differentiation
 - Sentence/speaking stem: One takeaway from today’s lesson that I want to try is _____. I want to try this because _____.
 - Allow students to use their personal dictionaries.
 - Allow students to write what they want to say ahead of time.
 - Pair students to support ELL speaking skills.
 - Use thoughtful groupings of students.
- **Follow-Up Activity/Prompt:** These are activities you can do with your class or books/videos that you can share with your students to help boost retention.
 - Have students dramatize one of the scenarios from the lesson. How would they handle the situation? What would their safety plan look like?
 - For an artistic twist, have your students sketch a book cover for their safety plan. The title should be their plan. The author is the student. A short celebrity endorsement or blurb should summarize and articulate the benefits of the safety plan.
 - In partners, have students discuss what takeaways from today’s lesson will be important to know 6 months after graduation? What about a year after graduation? Why?
 - Have your students practice describing their safety plan in terms so simple that a student in first grade would understand it.



Vote: Doing Your Civic Duty

Brief Summary: This lesson provides students with information and resources on how to register to vote and where to find ballot information. Students will learn different rights they have as a voter and the importance of participating in all levels of voting—not just for presidential elections.

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 voting an important part of being a good citizen?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 1. Describe why voting is important, and understand how to register to vote.
 2. Become informed on issues that are important in the community.
 3. Understand their rights as voters.
- **Shared Vocabulary**
 - **Civic duty:** responsibilities of a citizen
 - **Citizenship:** being active in your community and working to make it a better place
 - **Voting:** a formal expression of opinion or choice made by an individual or group, usually in an election
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What are different ways individuals can positively impact their communities? How do you demonstrate good citizenship?
 - Debrief Question(s)
 - Share similarities and differences between partner responses.



- 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.

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
 - Why does voting matter?
 - Headings for Posters
 - For the country
 - For your state
 - For your community
 - For you
 - 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.
- **Differentiated Instruction**
 - Sentence stem: Voting is an important part of being a good citizen 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.
 - Voters have protected rights.
 - Local elections matter.
 - Elected officials make decisions based on their voters, so their votes count.
 - There are lots of resources to help people become an informed voter.



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Ask students what current events or issues are important to them and how/if voting can help them address these issues.
 - Ask students why they think more young, registered voters aren't participating in elections.
 - In addition to voting, what are other ways people demonstrate good citizenship?

- **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.
 - Why do you think today's lesson is important to teach/learn?
 - Prompts that emphasize the process of learning
 - Write one question you have about today's lesson.
 - Other prompts
 - The thing that surprised me the most today was...

- **Optimistic Closure**
 - My Next Step
 - First Step Question/Prompt
 - What is the next step you can/need to take to be able to vote in the next election you are eligible to participate in?
 - Differentiation
 - Write on board a speaking sentence stem: My next step is _____.

- **Follow-Up Activity/Prompt**
 - Hold a mock election in your class. Make the ballot issue something that matters to students (picking a final project, assignment, etc.).

What's Next? My Plan for After High School

Brief Summary: The reality of life after graduation can be both stressful and exciting. This lesson helps to alleviate that stress by walking students down four possible paths for life after high school: attending a four-year or two-year school, a vocational/trade school, joining the military, or heading directly into a job/career.

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 feelings come up for you when thinking about life after graduation? On a scale of 1–5 how would you rate your confidence in your plan for after graduation (1 being I have zero confidence and 5 I am super confident)?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Evaluate the benefits of attending college, joining the military, entering the workforce, or taking time off to volunteer or intern after high school.
 - Reflect on each choice before creating an individualized plan.
- **Shared Vocabulary**
 - **Vocational program:** instructional programs or courses that focus on the skills required for a particular job function or trade
 - **College:** an institution of higher education that grants degrees
 - **Military:** the armed forces of a country
 - **Career:** one's profession, occupation, trade, or vocation
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Write this quote from Eleanor Roosevelt on your board: "The future belongs to those who believe in the beauty of their dreams." Ask students to discuss the quote in small groups. What does this quote make them think of? Do they agree or disagree and why?



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

- **Differentiated Instruction**

- Enrichment: Students can create a timeline using TimeToast in which they predict at least 15 major events that will occur within the next five years of their lives. They can share this projection with an advisory class or with their family. Together they can map out the supports the student might need at each event.
- For students who are struggling with what to do after graduation, this lesson can bring up some strong feelings. Talk with these students prior to the lesson, and come up with a plan if they become overwhelmed. Options could include finishing the lesson on another day, chunking the lesson into sections, doing the lesson alongside a partner or a supportive adult, or taking breaks after each of the 4 pathways.

- **ELL Support**

- This lesson asks students to respond to a series of questions. Remain close to your ELL students throughout the lesson, and help adjust the questioning techniques so that your ELL students can respond in a way that is appropriate for their stage of English proficiency. Questions such as “Show me....” or “Which of these...” or “Is it the _____ one or the _____ one?” can help.

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 benefits of a vocational program include obtaining a job in a specialized trade and graduating in as little as six months with very applicable skills in a particular area.
- Two-year programs provide flexibility for students who need to work or who are not 100% positive that higher education is the direction they want for themselves.
- Four-year degrees usually have more study options and a broader curriculum. A four-year degree offers the most opportunities when entering the job force.
- The military promotes discipline, focus, and responsibility that will benefit students for the rest of their life.
- Teens can find if a specific career is for them by asking people such as



family, neighbors, friends, teachers, counselors to tell them about their careers and college experiences.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are you still wondering about after this lesson?
 - What has you the most excited about life after graduation?
 - What has you the most stressed about life after graduation?
 - What types of support do you need to solidify your after graduation plans?
- **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.
 - Which of these pathways from today's lesson would you like to learn more about?
- **Optimistic Closure**
 - Have students revisit their journal entry from the beginning of the lesson and see if their answer would change after the lesson.
 - Invite students to brainstorm goals related to the exit ticket question and make a class list on your board. Then invite students to choose one to commit to focusing on for the week. Students can do a quick journal entry on why they chose the goal and list 2–3 steps they can take to help meet it.
- **Follow-Up Activity/Prompt:** These are activities you can do with your class or books/videos that you can share with your students to help boost retention.
 - Ask students to revisit their goals over the next week or two and report out about their progress. If a student has encountered any obstacles, students can help brainstorm possible ways to overcome them.