



Florida Resiliency Education

Teacher Companion Guides

Grade Seven



Navigate**360**

Building safer tomorrows.™



Acting on Impulse

Brief Summary: This lesson discusses impulsive behavior, what it is, how it can impact us, and what we can do about it. Students will learn some common impulsive behaviors and some strategies that they can use to prevent impulsive behaviors. They will also reflect on their own behavior, describe a specific situation that they are most likely to act on impulses, and choose a strategy to try to prevent impulsivity the next time they are in that situation.

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

- **Journal Question**
 - What would happen if we always did whatever popped into our minds and never thought about the consequences of our actions?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Define impulsivity and the consequences it can pose.
 - Identify strategies to use to prevent impulsivity as well as a situation in which they feel that they are more likely to act on impulse.
- **Shared Vocabulary**
 - **Impulsivity:** the trait of taking actions suddenly without thinking through the consequences
 - **Impulse:** a sudden urge to do something
 - **Instant gratification:** doing what will bring the most pleasure or benefit in the moment
 - **Overindulging:** giving in excessively to enjoyable activities such as shopping, eating, or staring at your cell phone
 - **Oversharing:** sharing too much private or intimate information with someone without thinking
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Activate background knowledge about impulsivity by having students answer the journal prompt. Allow a few students to share their thoughts if they feel comfortable.

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



- **Engaging Strategies**

- Give One, Get One, Move On (Go, Go, Mo)
 - Topic
 - What are some ways to control our impulses?
 - Differentiation
 - Sentence stems: One way to control our impulses is...
 - Use purposeful student grouping.
 - Write the prompt and the number of bullets to match the takeaways students are to share on the index cards ahead of time.
 - Translate the prompt.
 - Require 1 or 2 takeaways rather than 3–5.

- **Differentiated Instruction**

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

- **ELL Support**

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

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

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

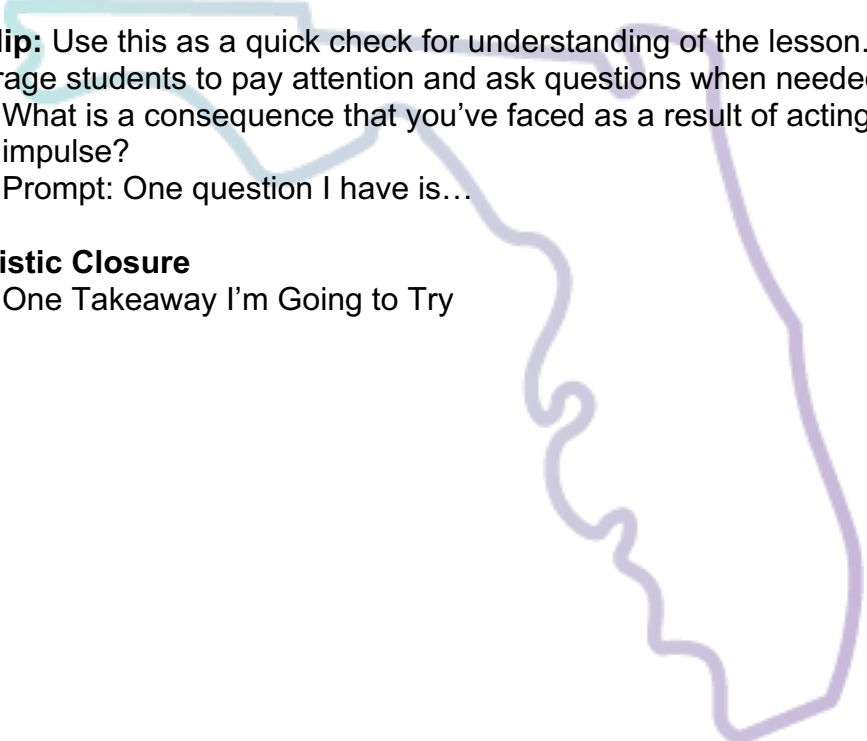


- Impulsivity is taking action suddenly without thinking about the consequences.
- Impulsivity can lead to unwanted outcomes and can even be dangerous.
- We can control our impulses by practicing strategies and being aware of when we are likely to act impulsively.

- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is impulsivity?
 - What are some possible consequences of acting on impulses?
 - What are some strategies for resisting impulses?

- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - What is a consequence that you've faced as a result of acting on an impulse?
 - Prompt: One question I have is...

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





Benefits of Volunteering

Brief Summary: Volunteering is an important aspect of good citizenship. In this lesson, students define volunteerism and list some of the benefits of volunteering. They also begin to identify opportunities to volunteer in the school or community based on their personal interests.

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

- **Journal Question**
 - What would be a perfect volunteer opportunity for you? Why?
 - Differentiated question: Have you ever volunteered before? What did you do? Did you like it?
 - Higher-level question: What is the best way to find a volunteer opportunity that matches your personal interests?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Define volunteerism and the benefits of volunteering.
 - Identify opportunities to volunteer in the school or community.
- **Shared Vocabulary**
 - **Volunteer:** To offer help or service without being paid
 - **Cause:** An idea or goal worth working toward; usually something you believe will benefit the world
 - **Perspective:** How someone sees a situation or the world; point of view
 - **Confidence:** Believing in yourself
 - **Self-esteem:** How we feel about our success, skills, and abilities
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation
 - Write directions on the board as well as give them verbally
 - Use a visual timer.
 - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.



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

- **Engaging Strategies**

- Pass It On

- **Differentiated Instruction**

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

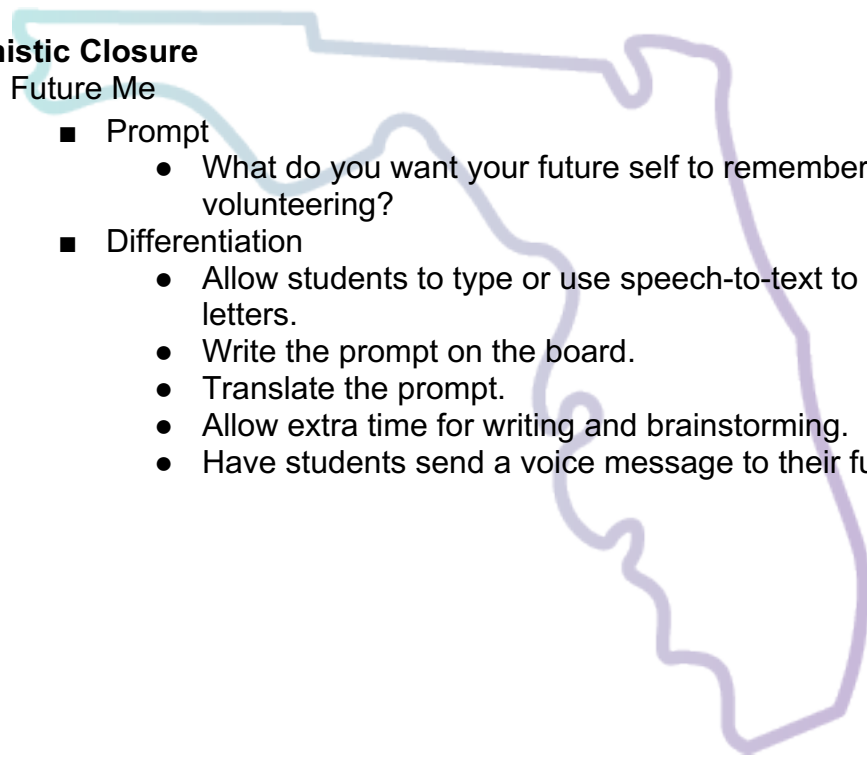
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

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

- Volunteering means offering help or service without being paid.
- A cause is an idea or goal worth working toward, usually something you believe will benefit the world.
- When looking for volunteer opportunities, we should try to find ones that match our interests.
- We can volunteer with groups directly involved in our interests, or we can bring our interests and skills in to help any volunteer group, no matter the cause.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is volunteering?
 - What is a cause?
 - How can we use our interests to help us find volunteer opportunities?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - Future Me
 - Prompt
 - What do you want your future self to remember about volunteering?
 - Differentiation
 - Allow students to type or use speech-to-text to construct letters.
 - Write the prompt on the board.
 - Translate the prompt.
 - Allow extra time for writing and brainstorming.
 - Have students send a voice message to their future selves.





Debating Respectfully

Brief Summary: Communicating with people who have different opinions is an important part of relationship skills. In this lesson, students learn how to communicate respectfully and support their opinions with research-based evidence. They also learn how to accurately capture the flow of debate.

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

- **Journal Question**
 - Write about a time when you changed your opinion on something. What led to the change?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Communicate respectfully and support their opinions with research-based evidence.
 - Accurately capture the flow of debate.
- **Shared Vocabulary**
 - **Opinion:** a view, belief, or judgment about something
 - **Evidence:** available facts that can prove or disprove something
 - **Debate:** a discussion where people exchange different views; an argument
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Name and Motion
 - Debrief by asking one or more of these questions:
 - Why is it important to know each other's names?
 - What was it like for you to participate in this?
 - Were there any surprises?
 - What's something you had in common with someone?
 - What is something several people in the group had in common?
 - Differentiation
 - Allow students time to think.
 - For students who may physically struggle with gesturing, have them say the name of the activity rather than using gestures.
 - Give set choices for students to choose from. You can provide these choices on the board as either text or with drawings.



- Have students wear name tags.
- Eliminate the need for students to say the other students' names.
- Have students put picture tents in front of them with their hobbies 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**

- Gallery Walk

- Question/Prompt

- How can we make sure our opinions are based on evidence?

- Headings for Posters

- Reflect
- Rephrase
- Research
- Review
- Respect

- 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 the spoken response: One way to make sure our opinions are based on evidence is to...

- **Differentiated Instruction**

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



vocabulary retention. Allow students to have vocabulary in English and in their first language.

- In the online modules, turn on language translation that will translate closed captions into the student's first language.
- Enlarge the cursor and change the cursor's color for students with visual impairments.

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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - We should support our opinions with research-based evidence.
 - To decide whether your opinions are based on evidence, use the 5 Rs:
 - Reflect to identify your opinion on the topic.
 - Rephrase the opposite opinion in your own words.
 - Research other points of view, and find evidence to answer any questions you still have.
 - Review the topic again with your research in mind.
 - Respect others as you communicate your evidence-based opinion.
 - To respectfully debate with others, do the following:
 - Focus on the facts.
 - Validate (accept or support) the true parts of the other person's opinion.
 - Use "I" statements instead of "you" statements.
 - Use active listening.
 - Assume the best of the other person.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is research-based evidence?
 - How can you communicate your opinions respectfully?
 - Describe the flow of a respectful debate.
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Write one thing you learned today.
 - Write one question you have about today's lesson.
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - One-Minute Accolade

Effective Leadership

Brief Summary: Leadership skills are important not only for influencing others but also for being the best version of oneself. In this lesson, students list and define the characteristics of an effective leader. They also identify how they demonstrate leadership skills in their everyday lives.

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

- **Journal Question**
 - Describe a time when you realized you have an influence on others, whether friends, family members, or anyone else.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - List and define the characteristics of an effective leader.
 - Identify how they demonstrate those skills.
- **Shared Vocabulary**
 - **Leadership:** the ability to influence others through your own example
 - **Empathy:** when we understand someone's perspective or put ourselves in another person's shoes and can identify with how they are feeling
 - **Integrity:** the quality of being honest and doing the right thing when it's hard
 - **Respect:** to show that you admire, value, or care about someone or something
 - **Gratitude:** thankfulness; appreciation
 - **Authentic:** real, genuine, true to yourself
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Name and Motion
 - Debrief by asking one or more of the following questions:
 - Why is it important to know each other's names?
 - What was it like for you to participate in this?
 - Were there any surprises?
 - What's something you had in common with someone?
 - What is something several people in the group had in

common?

■ Differentiation

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

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

- Describe a time when you felt respected by a leader. How did they show you respect?

■ 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 time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Provide the following sentence stem for spoken response: I felt respected by a leader when...

● **Differentiated Instruction**

- Have a question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.



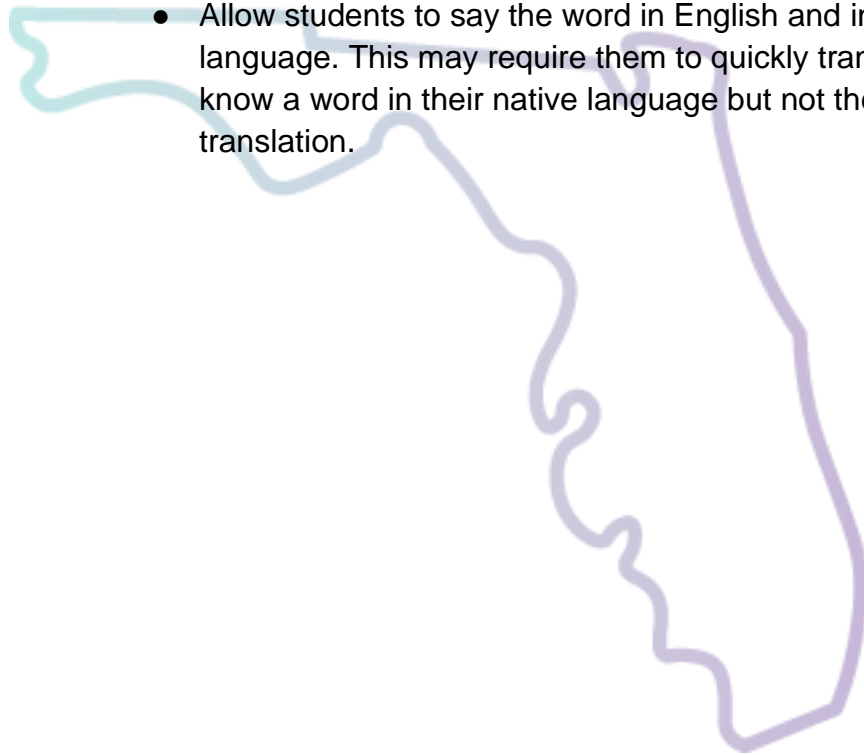
- Allow extra time for writing.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- Personal Dictionaries
 - Provide a template with words in place, and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

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Leadership is the ability to influence others through your own example.
 - Anyone can be a leader, regardless of age or status.
 - Five important leadership qualities are the following:
 - Authenticity
 - Integrity
 - Empathy
 - Respect
 - Gratitude
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is leadership?
 - What are some important characteristics of a good leader?
 - How can you develop your leadership skills?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - I didn't understand...



- The thing that surprised me the most today was...
- **Optimistic Closure**
 - One-Word Whip Around
 - Question/Prompt
 - Think of one word that represents leadership.
 - Differentiation
 - Write a word bank.
 - Write a question/prompt on board.
 - Give extra time to think.
 - Allow students to say the word in English and 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.



Empathy Goggles

Brief Summary: Empathy is important for young people’s social and relationship skills. This lesson introduces students to empathy and provides them with opportunities to apply empathy in real-life scenarios.

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

- **Journal Question**

- Write about a time when you cried because of someone else’s sadness, felt scared because of someone else’s fear, or felt happy because of someone else’s celebration. If you can’t think of an example in real life, write about sharing the feelings of a favorite fictional character.

- **Lesson Objectives**

- After this lesson, students can do the following:
 - Describe the concept of empathy.
 - Apply empathy to common life situations.
 - Create a plan to be more empathetic.

- **Shared Vocabulary**

- **Empathy:** when we understand someone else’s perspective and relate to their emotions
- **Perspective:** how someone sees a situation or the world; point of view
- **Neuroscience:** the science of the brain
- **Neurons:** nerve cells that send messages to and from the brain
- **Mirror neuron:** a type of neuron that allows us to imagine what others feel

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

- Use the journal question to activate prior knowledge regarding this topic.
- Ask students to raise their hands if they’ve heard the word *empathy* before, even if they don’t know what it means.
- Ask students to raise their hands if they’ve ever laughed, cried, or felt scared while watching a movie. Tell students that’s empathy!

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



- **Engaging Strategies**
 - Invite students to share experiences where someone showed them empathy and it made them feel good.
 - Invite students to share experiences where they showed someone empathy. What did they do? How did they feel afterward?

- **Differentiated Instruction**
 - Readiness
 - Provide vocabulary lists in advance, and review definitions with students.
 - Interest/Interdisciplinary
 - Connect to a science lesson about neurons and/or show students a neuron diagram.
 - Discuss careers in neuroscience.
 - Ask students to brainstorm their own empathy inventions.
 - Allow students to explore a social issue in which the solution requires empathy.
 - Learning Style
 - Allow visual learners to create works of art depicting empathy in different forms.

- **ELL Support**
 - Have students act out silent skits that show empathy to illustrate that the concept transcends language.
 - Ask students from other countries to share culturally specific ways of showing empathy and kindness. Are there any behaviors that are considered kind in one culture but not in the other?
 - Ask students to identify ways to show empathy to someone who speaks a different 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.
 - Empathy is when we understand someone else's perspective and share in their emotions.
 - Part of our ability to feel empathy comes from our brain's mirror neurons, which help us imagine what others feel.
 - Empathy can be practiced in our everyday lives.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Did you have an experience recently where you used your brain's mirror neurons?
 - Did you feel empathy for anyone this week? Why?
 - Did you act on your empathy? Did you do something to help? Was or is there anything you can do?
 - Did anyone else show empathy for you this week? How did they show it? How did it make you feel?
 - What would happen if no one on Earth was empathetic?
 - How can you be more empathetic today?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - What is empathy, and how can you use it today?
- **Optimistic Closure**
 - Have students revisit their journal entries. Would they change their responses?
 - Use the Continue the Conversation questions to guide class discussion.
 - Remind students that you are available to help support their efforts to be more empathetic. If they ever feel stuck or need some suggestions for applying empathy, they should feel free to come chat.
- **Follow-Up Activity/Prompt**
 - Empathy Game: A Tool to Teach Kids to Be Considerate
 - Empathy Game: Jeopardy-Style



Facing Challenges with an Open Mind

Brief Summary: Handling challenges is an important skill for young people to develop. In this lesson, students describe how having an open mind is important for persevering through challenges. They also practice reframing challenges into opportunities.

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 challenge you overcame. How did your thinking help you overcome the obstacle?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe how having an open mind is important for persevering through challenges.
 - Practice reframing a challenge into an opportunity.
- **Shared Vocabulary**
 - **Open-mindedness:** willingness to consider new information, ideas, opinions, or perspectives
 - **Persevere:** to continue working toward a goal no matter how difficult it gets
 - **Reframing:** describing something in a different, more positive way
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation
 - Write directions on the board as well as giving them verbally.
 - Use a visual timer.
 - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

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



- **Engaging Strategies**
 - Brain Break: Team Quiz Hustle

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

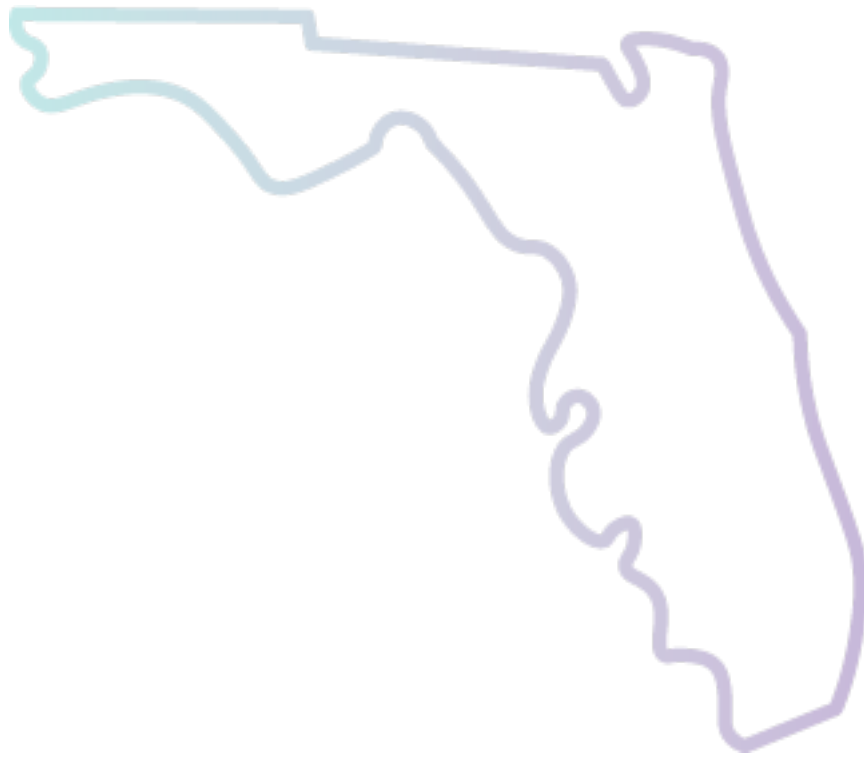
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Having an open mind means being willing to consider new information, ideas, opinions, or perspectives.
 - Reframing means describing something in a different, more positive way.
 - We can change how we feel about challenges if we reframe them as opportunities.

- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What does it mean to have an open mind?
 - Why is having an open mind important for persevering through challenges?
 - What are some ways to reframe challenges as opportunities?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - Write one question you have about today's lesson.
- **Optimistic Closure**
 - One Takeaway I'm Going to Try





Flexible Thinking

Brief Summary: Flexible thinking can help us handle a number of situations, including when we are facing consequences. In this lesson, students demonstrate an understanding of flexible thinking and consequences. They also demonstrate strategies for using flexible thinking when faced with consequences.

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

- **Journal Question**
 - Have you ever experienced a consequence that turned out to be a good thing? Explain.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Demonstrate an understanding of flexible thinking and consequences.
 - Demonstrate strategies for using flexible thinking when faced with consequences.
- **Shared Vocabulary**
 - **Flexible thinking:** the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem
 - **Consequences:** things that happen as a result of or as an effect of our actions
 - **Resilience:** the ability to handle difficult life events and recover quickly from them
 - **Persevere:** to continue working toward a goal no matter how difficult it gets
 - **Optimistic:** hopeful; expecting a positive outcome
 - **Reframing:** describing something in a different, more positive way
 - **Priorities:** something that is treated as more important than other things
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation
 - Write directions on the board as well as give them verbally.



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

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

- **Engaging Strategies**

- Fishbowl

- Question/Prompt

- Describe a time when you used flexible thinking to handle a consequence.

- Differentiation

- Assign groups based on opposing views.
 - Have a middle seat inside the inner circle for someone to ask follow up questions.
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Use a visual timer.
 - Allow brainstorm time ahead of discussions.
 - Allow students to write what they want to say ahead of time.
 - Use sentence stems for spoken response: One way that I have used flexible thinking to handle a consequence was...

- **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.

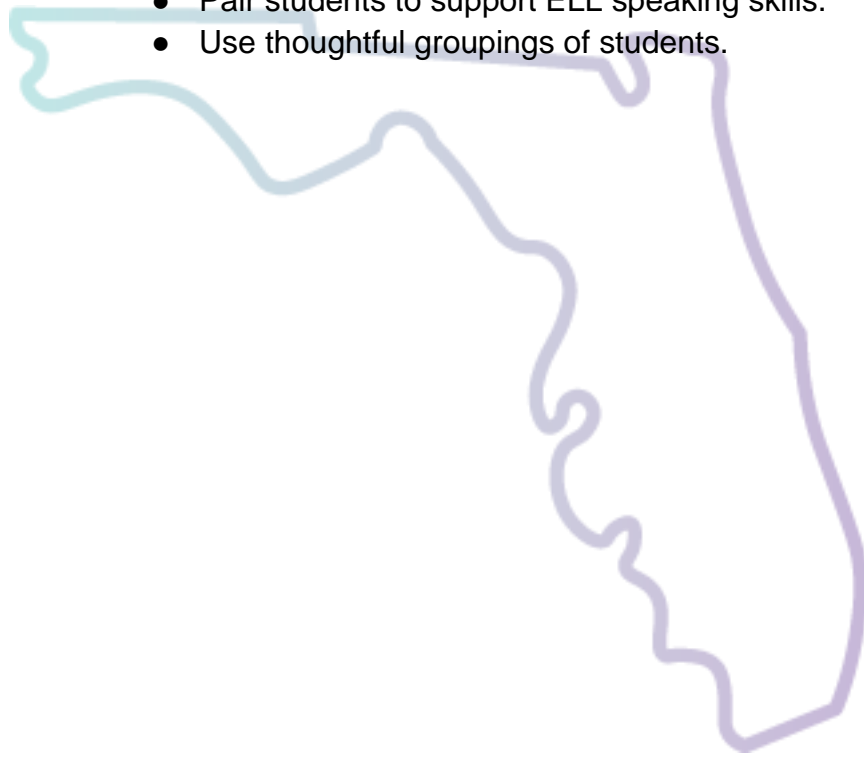
- Turn on language translation in the online modules that will translate closed captions into the student's first language.
- Enlarge the cursor, and change the cursor's color for students with visual impairments.

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.
 - Flexible thinking is the ability to switch gears, see situations in more than one way, and find new approaches to solve problems.
 - Consequences are the things that happen as a result of or as an effect of our actions.
 - Here are ways to use flexible thinking:
 - Being resilient and doing your best to bounce back or recover from difficulties
 - Persevering and continuing to work towards a goal no matter how difficult it gets
 - Looking for another perspective on the situation with an open mind
 - Challenging yourself to find a hidden opportunity
 - Accepting things that are outside of your control and trying to work around them
 - Reframing thoughts to be more positive and optimistic
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is a consequence?
 - What is flexible thinking?
 - What are some strategies for using flexible thinking in the face of consequences?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - Write one question you have about today's lesson.
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - 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.



Gratitude: It's an Intentional Thing

Brief Summary: Being thankful for something you have been given or something you have is called gratitude. In this lesson, students will explore the importance of making good choices, the positive impacts gratitude can have on them and others, and what they can do to intentionally show gratitude more frequently.

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**
 - Having gratitude is being thankful for something you have been given or something you possess, while being intentional is doing something with purpose. Why do you think being intentional with your gratitude is important?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe how gratitude is an intentional act and choice.
 - Identify ways they can show gratitude more frequently.
- **Shared Vocabulary**
 - **Gratitude:** being thankful for something you have been given or something you have
 - **Intentional:** doing something with purpose
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What are you grateful for?
 - Debrief Question(s)
 - What can we learn from each other's answers?
 - 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: I am thankful for...
- Allow students to have prewritten follow-up questions

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

- **Engaging Strategies**

- Gallery Walk

- Question/Prompt

- What are you grateful for?

- Headings for Posters

- At home
- At school
- In the community
- About life in general

- **Differentiated Instruction**

- Use a visual timer.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Provide the following sentence stem for spoken response: I am grateful for...

- **ELL Support**

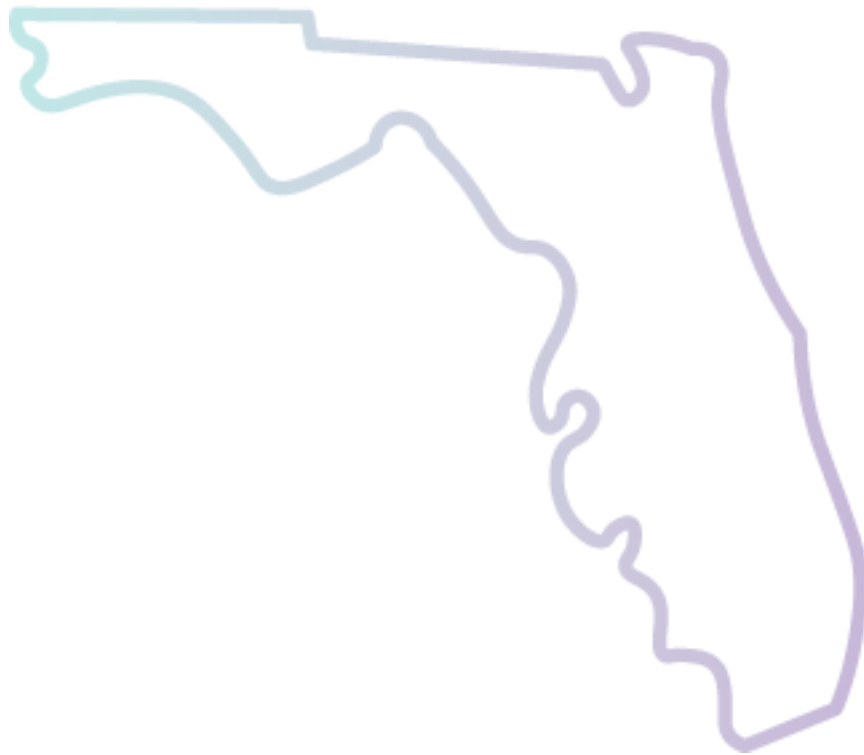
- Translate the question/prompt.
- In the online modules, turn on language translation that will translate closed captions into the student's first language.
- Personal Dictionaries
 - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera 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.
- Pair students to support ELL speaking skills.

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - You have the freedom of choice to determine how you act and the things you do, and by making good choices, you can provide meaning to your life.
 - Being thankful and having gratitude for who you are, the person you are becoming, and the things you have in your life is something you need to be mindful of as it has many impacts on you as well as those with whom you interact.
 - Being intentional with your gratitude has positive mental and physical impacts on you and the people to whom you show gratitude.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Why is gratitude important to have in your life?
 - What can you do to show gratitude more intentionally?
 - How can you make gratitude more permanent in your daily routine?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Write one thing you learned today.
 - I would like to learn more about...
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - One takeaway I'm going to try
 - Prompt
 - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
 - Differentiation
 - Provide the following sentence/speaking stems: One takeaway from today's lesson I want to try is _____. I want to try this because _____.
 - Allow students to use their personal dictionaries.
 - Allow students to write what they want to say ahead of time.



- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- **Follow-Up Activity/Prompt**
 - Create a list of the people to whom you feel you should show more gratitude. What can you do to demonstrate your thankfulness toward them?





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.

Integrity: When No One's Looking

Brief Summary: Integrity is a valuable quality for adolescents to embody in diverse areas of life. In this lesson, students explain how they currently demonstrate integrity. They also identify areas of life that need improvement with regard to 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**
 - How can you show more integrity in your everyday life?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Explain how they currently demonstrate integrity.
 - Identify areas that need improvement with regard to integrity.
- **Shared Vocabulary**
 - **Integrity:** the quality of being honest and doing the right thing when it's hard or no one is looking
 - **Honesty:** telling the truth, not hiding the truth, and not doing things you know are wrong
 - **Morals:** ideas about right and wrong
 - **Ethics:** guidelines for doing the right thing
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation
 - Write directions on the board as well as giving them verbally.
 - Use a visual timer.
 - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

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



- **Engaging Strategies**
 - Brain Break: Mindful Minute

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

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

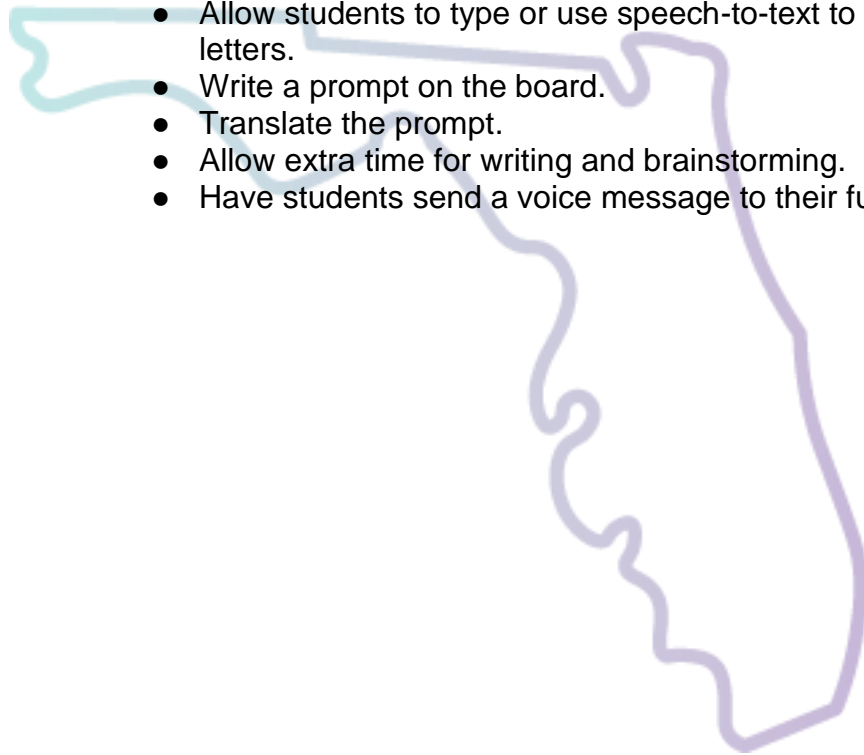
- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Integrity is the quality of being honest and doing the right thing when it's hard or no one is looking.
 - It is common to show more integrity in some areas of life than others.
 - It is important to develop our integrity and show it in all areas of life.

- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is integrity?
 - How can you show more integrity at home?
 - How can you show more integrity at school?
 - How can you show more integrity in your community?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - Write one question you have about today's lesson.
 - I would like to learn more about...

- **Optimistic Closure**
 - Future Me
 - Prompt
 - Explain how integrity will be important to your future self.
 - Differentiation
 - Allow students to type or use speech-to-text to construct letters.
 - Write a prompt on the board.
 - Translate the prompt.
 - Allow extra time for writing and brainstorming.
 - Have students send a voice message to their future selves.



Mini-Vacations from Stress

Brief Summary: Stress is an inevitable aspect of life, and handling it in a healthy way requires some planning. In this lesson, students describe strategies for handling external stressors. They also develop a plan for a mini-vacation to take a break from their thoughts and emotions related to stress.

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

- **Journal Question**
 - How do you know when to take a break from something? What do you do to take breaks when you're stressed?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe strategies for handling external stressors.
 - Develop a plan for a mini-vacation to take a break from their thoughts and emotions related to stress.
- **Shared Vocabulary**
 - **Stress:** the experience of mental, emotional, or physical strain or pressure
 - **Self-care:** purposely caring for your mental, emotional, and physical health
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What do you do to relax or take a break?
 - Debrief Question
 - What can we learn from one another's responses?
 - Differentiation
 - Allow students time in their pairs to discuss.
 - Use instrumental music, or use no music and indicate with lights instead (on-move/off-find a partner and discuss).
 - Write the directions on the board.
 - Translate the question/prompt.
 - Allow students to brainstorm on paper before speaking.



- Provide the following sentence stem: One thing I do to relax is...
- Allow students to have prewritten follow-up questions: What 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**

- Give One, Get One, Move On (Go, Go, Mo)
- Topic
 - What is an idea for a mini-vacation from stress?
- Differentiation
 - Provide the following sentence stem: One idea for a mini-vacation from stress is...
 - Use purposeful student grouping.
 - Write the prompt and the number of bullets to match the takeaways students are to share on the index cards ahead of time.
 - Translate the prompt.
 - Require 1 or 2 takeaways rather than 3–5.

- **Differentiated Instruction**

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

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Stress is the experience of mental, emotional, or physical strain or pressure.
 - External stressors are things outside of ourselves that bring us stress.
 - It's important to take breaks or mini-vacations to handle and prevent stress.
 - Mini-vacations can be for fun, self-care, or both.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is stress?
 - What are external stressors?
 - Why is it important to take breaks or mini-vacations?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Discuss how today's lesson could be used in the real world.
 - Write one question you have about today's lesson.
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - My Next Step
 - First Step Question/Prompt
 - What is your first next step in planning a mini-vacation from stress?
 - Differentiation
 - Write the following speaking sentence stem on the board:
My next step is _____.



Motivation and SMART Goals

Brief Summary: In this lesson, students learn about using motivation and self-discipline to reach goals. Students practiced distinguishing between the two types of motivation— intrinsic (coming from within us, such as passion, interest, or wanting a sense of accomplishment) and extrinsic (coming from external factors such as reward or punishment)—and created a plan to achieve 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**
 - Describe a time where you couldn't find motivation to do something. What did it feel like? What do you think might have helped?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Identify what makes them feel motivated.
 - Describe how motivation and self-discipline impact their ability to achieve goals.
- **Shared Vocabulary**
 - **Motivation:** process that initiates, guides, and maintains goal-oriented behaviors
 - **Extrinsic motivation:** the drive to do something for an outside reward, not for your own satisfaction
 - **Intrinsic motivation:** the desire to do something for your own satisfaction, not for an outside reward
 - **Self-discipline:** the ability to make yourself do what you know you should do when you should do it, despite challenges
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - One, Two, Three, CLAP!
 - Differentiation
 - Use visual cards rather than verbally stating numbers.
 - With visual cards, attach a picture cue of what students should do along with the number.
 - Use thoughtful pairings of students.



- Increase the amount of time for each round.

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

- **Engaging Strategies**

- Brain Break: Mindful Minute

- **Differentiated Instruction**

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

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

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

- Motivation is having the feeling or reason to get something done or continue to work on something.
- There are two types of motivation: intrinsic and extrinsic.
- It is better to have intrinsic motivation because you will be less likely to give up and become discouraged.
- High levels of motivation can help you achieve your goals.
- Self-discipline helps you overcome obstacles or challenges.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What motivates you?
 - What is something that gets in the way of achieving your goals?
 - Who can support you as you work to achieve your goals?
 - How could you motivate someone else to accomplish their goals?

- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - What is one goal that you feel motivated to work toward?
 - I would like to learn 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 _____.
 - 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**
 - Create a set of competitive games for the class. They can be simple, academic, or physical activities or a combination of them. Before beginning, have students think of ways to keep motivated during the competitions.
 - Research or have your students read about a famous figure who has faced failure and challenges but overcame them. Ask your students to think about what helped this person stay motivated. What did they do when they felt unmotivated?
 - Have your students think of a short-term goal they would like to accomplish in the next few weeks. Ask them to think about ways that they can stay motivated to complete this goal. Check in with students about whether they achieved their goal.



Prioritizing

Brief Summary: Values are important for informing one's choices about how to set priorities and manage one's time. In this lesson, students will describe how to prioritize their activities based on their values. They will also evaluate their current time management strategies and determine any changes that should be made.

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**
 - Do you use a schedule, planner, or other strategy to manage your time? If so, describe it. If not, what strategy might you think about using?
- **Differentiated Question**
 - What is time management?
- **Higher Level Question**
 - How can you use your values to help manage your time better?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe how to prioritize their activities based on their values.
 - Evaluate their current time management strategies and determine any changes that should be made.
- **Shared Vocabulary**
 - **Time management:** organizing and using your time in a beneficial way
 - **Priority:** something that is treated as more important than other things
 - **Prioritize:** treating something/someone as more important than others
 - **Values:** principles, beliefs, or attitudes about what is important in life
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - One, Two, Three, CLAP!
 - Differentiation
 - Use visual cards rather than verbally stating numbers.
 - With visual cards, attach a picture cue of what students should do along with the number.
 - Use thoughtful pairing of students.
 - Increase the amount of time for each round.



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

- **Engaging Strategies**

- Pass It On

- **Differentiated Instruction**

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

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

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

- Time management means organizing and using your time in a beneficial way.
- To prioritize means to treat something or someone as more important than others.
- Values are principles, beliefs, or attitudes about what is important in life.



- Our values can help us prioritize the right things and manage our time successfully.
- We can change and improve the way we manage our time if we are spending too much time on the wrong activities.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is time management?
 - What does it mean to prioritize?
 - What are values?
 - How can our values help us manage our 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.
 - Discuss how today's lesson could be used in the real world.
 - Write one question you have about today's lesson.
 - The thing that surprised me the most today was...
- **Optimistic Closure:** 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.
 - My Next Step
 - First Step Question/Prompt
 - What is your next step for better managing your time?
 - Differentiation
 - Write on board a speaking sentence stem: My next step is _____.



SHIELDS Self-Regulation

Brief Summary: Self-regulation is crucial for young people to get through difficult situations without losing control and making things worse. This lesson introduces students to the SHIELDS strategy of self-regulation.

Before the Lesson: Discuss lesson objectives and vocabulary with students. We encourage you to have your students keep an ongoing journal. Before the lesson, have students write their response to the journal question in their journal. 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 situation where you felt like you lost control. What happened? What could you have done differently?
- **Lesson Objectives**
 - After this lesson students can
 1. Students will understand and apply the SHIELDS strategy of self-regulation.
- **Shared Vocabulary**
 - **Self-regulation:** Our ability to manage or control our thoughts, behaviors, and emotions
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Use the journal question to activate prior knowledge regarding this topic.
 - Invite students to share examples from their lives when they exercised self-control to their benefit.

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

- **Engaging Strategies**
 - Invite a student who feels comfortable sharing to describe a situation where they could use the SHIELDS strategy. Then ask the rest of the class to help talk the student through each step, brainstorming ideas together.
- **Differentiated Instruction**
 - Learning Style
 - Invite visual learners to illustrate the SHIELDS strategy using their creativity.



- Have students cut out paper or cardboard shields and add the seven steps and decorations.
- Readiness
 - Provide the definition of self-regulation to students in advance. Spend some time going over the word regulation, and related words like management and discipline.
 - Pair students of different abilities as study buddies.
- Interest
 - Invite student athletes to share their experiences with self-discipline and self-regulation in sports.
 - Ask students to think about a favorite character who showed excellent or poor self-regulation. Did the character follow any parts of the SHIELDS strategy?
- **ELL Support**
 - Translate the term self-regulation into the language(s) of your ELL student(s). Be sure to check for differences in connotation; there may be different words for physical discipline than emotion management.
 - If you have Spanish-speaking ELL students, explore the etymology of English and Spanish words with the same root. Spanish examples include regla, regular, reglamento, regulación.
 - Invite students to act out self-regulation silently, illustrating that the concept transcends 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-regulation is our ability to control our thoughts, emotions, and behaviors.
 - The SHIELDS strategy is a great way to practice self-regulation when it gets difficult.
 - The seven steps of the SHIELDS strategy are: stop and think, honor emotions, 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's the easiest part of the SHIELDS strategy?
 - What's the hardest part of the SHIELDS strategy?
 - What are some situations in your life right now that would benefit from the SHIELDS strategy?



- How would you explain the SHIELDS strategy in your own words?
- In the past few days/week have you had the opportunity to use the SHIELDS strategy? Explain.
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - How can you benefit from using the SHIELDS strategy of self-regulation?
- **Optimistic Closure**
 - Have students revisit their journal entry. Would they change their response?
 - Use the Continue the Conversation questions in the lesson.
 - Remind students that you are available to help support their self-regulation efforts. If they ever feel stuck or need help implementing the SHIELDS strategy, they should feel free to come chat.
- **Follow-Up Activity/Prompt**
 - Have students pair up for a try-not-to-laugh game. One student should make jokes or funny faces, and the other should try to control their laughter.
 - Have students act out the SHIELDS process in skits of their own design.



The Decision Machine

Brief Summary: Young people need to make an increasing number of responsible decisions as they transition into their teen and adult years. This lesson introduces students to a step-by-step process that can help them make decisions in their everyday lives.

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

- **Journal Question**
 - What is the most difficult decision you've ever had to make? What made it so hard? How did you finally come to a decision?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Apply a decision-making process to real-life situations.
 - Evaluate decisions according to values and consequences.
- **Shared Vocabulary**
 - **Decision:** a choice; the act or result of making up your mind
 - **Consequence:** result or outcome
 - **Values:** our beliefs about what is most important in life
 - **Process:** a series of steps that leads to a goal or end result
 - **Evaluate:** to carefully study something and judge it to be good or bad
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Invite students to share their journal responses.
 - Invite students to share the best decisions they've ever made.
 - Invite students to share the worst decisions they've ever made.
 - Ask students what the hardest part of making decisions can be.

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**
 - Share a personal anecdote from your youth when you made a decision without considering the consequences and/or your values.
 - Create a class anchor chart to display the top values held by your students.



- Provide additional scenarios for students to apply the decision-making process.
- **Differentiated Instruction**
 - **Readiness**
 - Provide vocabulary lists in advance, and review definitions with students.
 - **Relevance**
 - Invite students to share dilemmas they are currently facing. Have the rest of the class help them work through the decision-making process step by step.
 - **Learning Style**
 - Allow visual learners to create works of art depicting the importance of considering values and consequences when making decisions.
 - Allow auditory learners to recite the process out loud, or explain the process to auditory listeners one-on-one.
 - Allow verbal-linguistic learners to write the process down and hang it up in the classroom.
- **ELL Support**
 - Have students draw or act out silent skits that show the decision-making process they learned. This illustrates that the concept and practice transcend language.
 - Ask ELL students to share culturally influenced experiences with decision making. For example, is the input of family members more important in their parents' home country or in their new country?

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.
 - Decision making is an important skill, and we can practice it to get better.
 - Our decisions should be influenced by our values or our beliefs about what is most important in life.
 - We should always consider the consequences of our decisions before we act.
 - We can follow this step-by-step process to make decisions in our everyday lives:
 - Identify the problem.
 - Consider the available information.



- Brainstorm possible decisions with your values in mind.
 - Predict the consequences of each decision.
 - Make a decision, and follow through.
 - Evaluate your decision based on your values.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What difficult decision did you recently make?
 - What difficult decision are you currently facing?
 - What are the steps of the decision-making process?
 - How do we use our values to help us make decisions?
 - How can we consider the possible consequences of our decisions?
 - **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 can you do to make the best decisions for you?
 - **Optimistic Closure**
 - Have students revisit their journal entries. Would they change their responses?
 - Use the Continue the Conversation questions to guide class discussion.
 - Remind students that you are available to support their efforts to make decisions. If they ever need help, they should feel free to come chat.

The Language of Emotions

Brief Summary: Students' abilities to interpret their own emotions is a critical element of their self-awareness. In this lesson, students will analyze their emotional vocabulary and learn new words to describe different forms of happiness, sadness, anger, and fear. Students will also learn strategies they can apply to interpret their emotions.

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

- **Journal Question**
 - Write about a time when you experienced a strong emotion, but you weren't sure what to call it.
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Students will apply strategies to interpret their emotions.
 - Students will analyze their emotional vocabulary and expand on it to identify more precise feelings.
- **Shared Vocabulary**
 - **Emotion:** an inner feeling that is often accompanied by a physical state
 - **Analyze:** to study and examine something carefully
 - **Interpret:** to understand the meaning of something
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - Which emotion is most difficult to interpret?
 - Corner Labels
 - Corner 1 label: Happiness
 - Corner 2 label: Sadness
 - Corner 3 label: Anger
 - Corner 4 label: Fear
 - Debrief Question(s): Why is the emotion you chose difficult to interpret?
 - 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 sentence stems: (Happiness/Sadness/Anger/Fear) can be hard to understand because...

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

- **Engaging Strategies**

- Gallery Walk

- Question/Prompt

- What strategies can we use for different emotions?

- Headings for Posters

- Happiness
- Sadness
- Fear
- Anger

- Differentiation

- Translate the question/prompt.
- Use a visual timer.
- Allow brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Sentence stems for spoken response: One strategy we can use when we feel [emotion] 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.
 - Emotions are inner feelings that are often accompanied by physical states.
 - Strategies for interpreting our emotions include the following:
 - 5-star check-in
 - Body scan
 - Acceptance
 - Journaling
 - Talking to someone
 - It's important to develop our emotional vocabulary so we can accurately describe our emotions. You can use a thesaurus to help you.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are emotions?
 - What strategies can we use to interpret our emotions?



- How do you do a body scan?
- Why is it important to expand your emotional vocabulary?
- **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
 - What did you think of the video?
 - 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

