



Florida Resiliency Education
Teacher Companion Guides
Grade Eight



Navigate**360**

Building safer tomorrows.™

Being an Upstander

Brief Summary: Students who stand up against bullying have a positive impact on their communities. In this lesson, students describe how being an upstander can make a difference using research-based support. They also practice using strategies for being an upstander.

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

- **Journal Question**
 - Have you ever been an upstander against bullying? Describe the situation.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe how being an upstander can make a difference using research-based support.
 - Practice using strategies for being an upstander.
- **Shared Vocabulary**
 - **Bullying:** unwanted, aggressive behavior that involves a real or perceived power imbalance; the behavior is repeated, or has the potential to be repeated, over time
 - **Bystander:** someone who sees a person being treated unfairly, but who does not try to help
 - **Upstander:** someone who tries to help a person who is being treated unfairly
 - **Validate:** to show support and approval for something or someone
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Name and Motion
 - Debrief by asking one or more of these questions:
 - “Why is it important to know each other’s names?”
 - “What was it like for you to participate in this?”
 - “Were there any surprises?”
 - “What’s something you had in common with someone?”
 - “What is something several people in the group had in common?”
 - Differentiation
 - Allow students time to think.
 - For students who may physically struggle with gesturing,



have them say the name of the activity rather than using a gesture.

- Give set choices for kids to choose from. You can provide these choices on the board as either text or with drawings.
- Have students wear name tags.
- Eliminate kids needing to say the other students' names.
- Have students put a picture tent in front of them with their hobby drawn on to help with remembering.

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

- **Engaging Strategies**

- Engaging with Data

- Data

- Less than 50% of bullied students notify an adult.

- Debrief

- This data shows how often the victims of bullying seek help from an adult.

- Differentiation

- Use thoughtful groupings of students.
 - Have graphs already set up for students to plot data points or create bar graphs.
 - Extension: Have students find their own data.
 - Sentence stems for spoken response: This data is important because...

- **Differentiated Instruction**

- 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.

- 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.



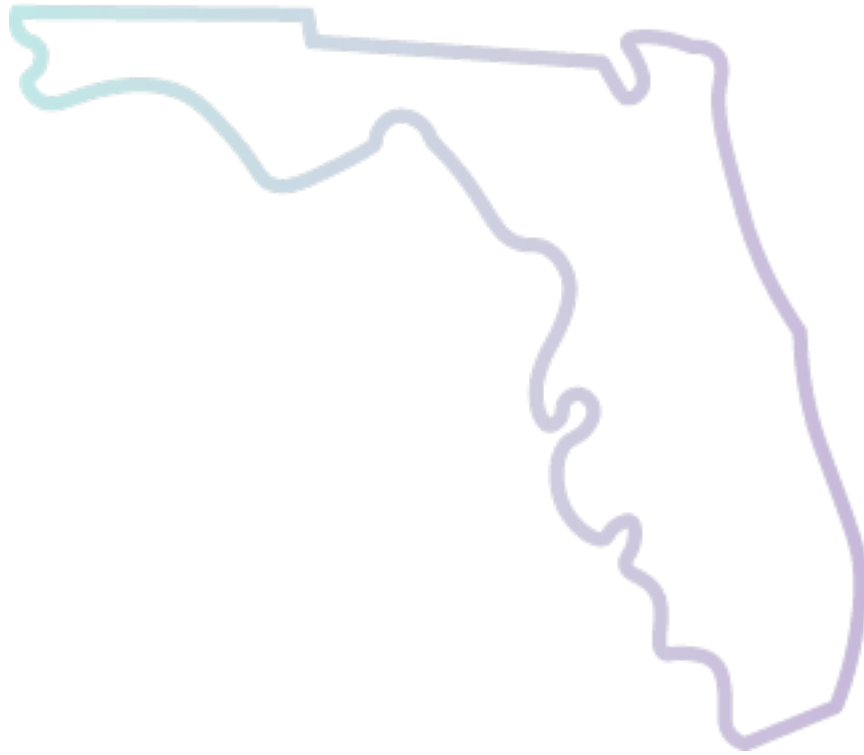
- Turn on language translation in the online modules that will translate closed captions into the student's first language.
- Enlarge the cursor and change the cursor's color for students with visual impairments.

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.
 - Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance.
 - Being an upstander means trying to help a person who is being treated unfairly.
 - Research shows that being an upstander has a real impact against bullying.
 - Ways to be an upstander include the following:
 - Call out the bullying.
 - Question the bullying.
 - Defend the victim.
 - Comfort the victim.
 - Distract the bully and bystanders away from the bullying.
 - Get support from peers and bystanders.
 - Get help from adults or 911.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What is bullying?
 - What is an upstander?
 - What does the research say about upstanders?
 - What are some ways to be an upstander?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Write one thing you learned today.
 - Discuss how today's lesson could be used in the real world.
 - I didn't understand...
 - 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.





Conflict Resolution with Mediation

Brief Summary: Conflict is an inevitable element of social interactions and relationships, so it is important for young people to develop conflict resolution strategies. In this lesson, students learn how to use mediation to resolve conflicts. They also evaluate their own ability to use mediation as a conflict resolution strategy.

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**
 - Can the help of a third-party mediator make it easier to resolve conflicts? Why or why not?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 1. Understand how to use mediation to resolve conflicts.
 2. Demonstrate the ability to use mediation as a conflict resolution strategy.
- **Shared Vocabulary**
 - **Conflict:** a disagreement or argument within oneself or with other individuals
 - **Mediation:** a process in which someone who is not involved in the conflict helps the two conflicting parties resolve their issues
 - **Peer mediation:** when someone in your age group acts as a mediator to resolve a conflict
 - **Third-party:** someone who is not one of the main people involved in a situation
 - **Active listening:** the process of paying close attention to another person's communication and then summarizing what they said to ensure that you understand
 - **Empathy:** when we understand someone's perspective/put ourselves in another person's shoes and can identify with how they are feeling
 - **Perspective:** a way of thinking about something based on your experience and beliefs
 - **Bias:** unfairly liking or disliking one thing or person over another based on your opinion



- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Name and Motion
 - Debrief by asking one or more of these questions:
 - “Why is it important to know each other’s names?”
 - “What was it like for you to participate in this?”
 - “Were there any surprises?”
 - “What’s something you had in common with someone?”
 - “What is something several people in the group had in common?”
 - Differentiation
 - Allow students time to think.
 - For students who may physically struggle with gesturing, have them say the name of the activity rather than using a gesture.
 - Give set choices for kids to choose from. You can provide these choices on the board as either text or with drawings.
 - Have students wear name tags.
 - Eliminate kids needing to say the other students’ names.
 - Have students put a picture tent in front of them with their hobby drawn on to help with remembering.

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

- **Engaging Strategies**
 - Fishbowl
 - Question/Prompt
 - Should more people get help with conflict resolution from a mediator? Why or why not?
 - 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.
 - Sentence stems for spoken response: People should/should not get help from a mediator when they’re in a conflict because...



- **Differentiated Instruction**

- 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.
- 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.

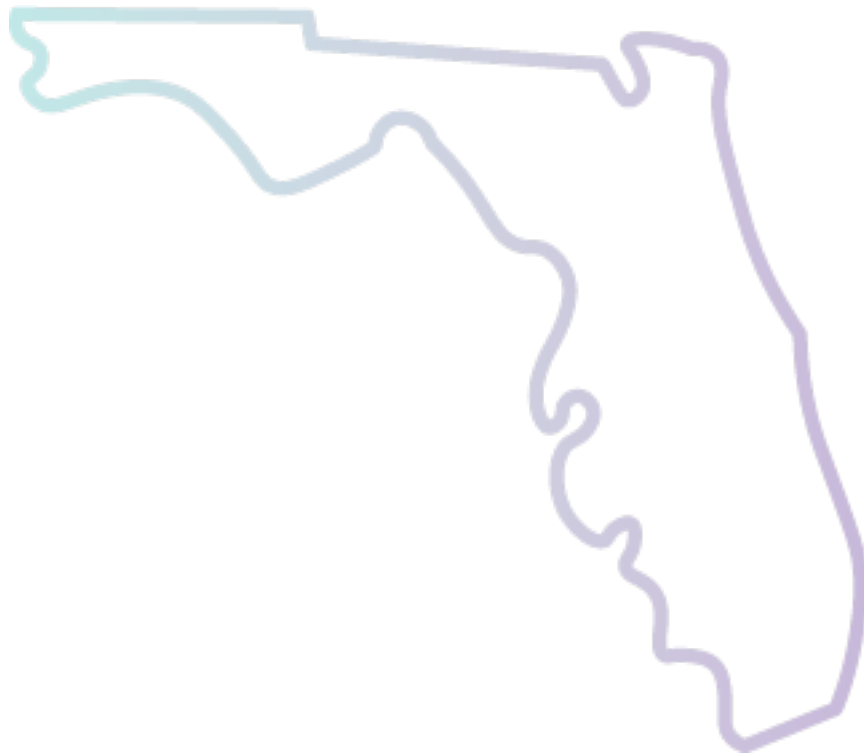
- Conflict is a disagreement or argument within oneself or with other individuals.
- Mediation is a process in which someone who is not involved in the conflict helps the two conflicting parties resolve their issues.
- The five steps of the mediation process are as follows:
 - Agree to certain ground rules.
 - Tell your side of the story honestly and in your own words.
 - Express your needs for moving forward.
 - Brainstorm possible solutions to the problem.
 - Put the resolution plan into action.

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

- What is conflict?
- What is mediation?
- What are some skills mediators need?
- What are the steps of the mediation process?



- **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-Minute Accolade



Emotion Data

Brief Summary: Being able to anticipate their own emotions is an essential component of adolescents' self-awareness and self-regulation skills. In addition, it is also critical for adolescents to learn concrete strategies for emotional expression. In this lesson, students will evaluate strategies for anticipating their emotions and analyze strategies for articulating 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 an experience where you expected to feel a certain way about an upcoming situation or event. When the time came, did you feel the way you predicted? Explain.
- **Lesson Objectives**
 - After this lesson, students can do the following
 - Evaluate strategies for anticipating their feelings.
 - Analyze strategies for articulating their feelings accurately and effectively.
- **Shared Vocabulary**
 - **Emotion:** an inner feeling that is often accompanied by a physical state
- **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 with 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**

- Gallery Walk

- Question/Prompt

- Make an instructional poster for expressing our emotions using your assigned strategy.

- Headings for Posters

- Journaling
- Art/Music
- Use "I" Statements
- Build Emotion Vocabulary
- Use Mini-scripts

- Differentiation

- Translate the question/prompt.
- Use a visual timer.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Provide the following sentence stems for spoken response
 - [Strategy] is a good way to express our emotions because...
 - We can [use strategy] by...

- **Differentiated Instruction**

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

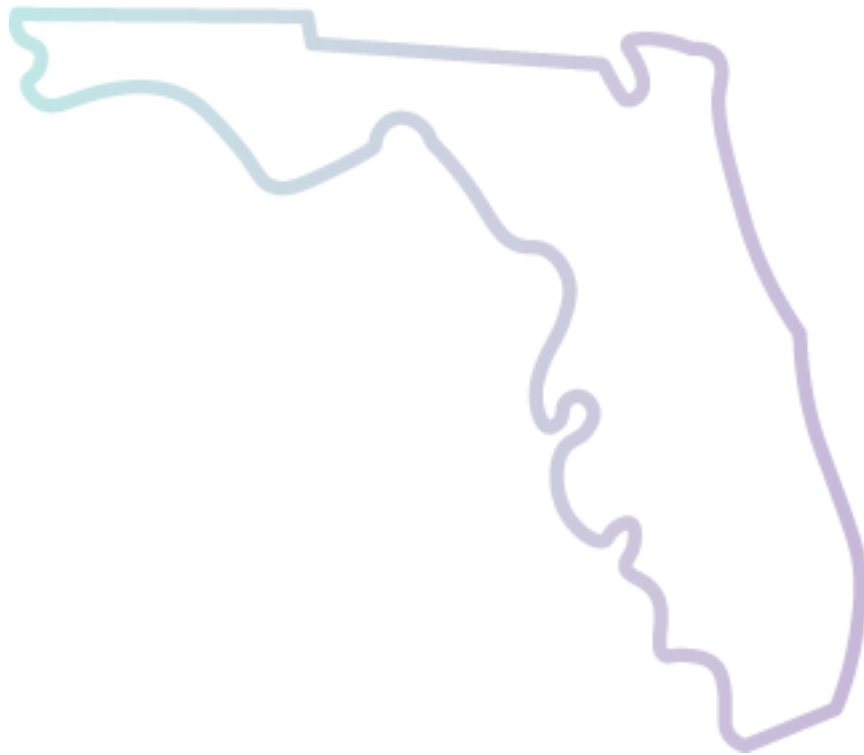
vocabulary retention. Allow students to have vocabulary in English and in their first language.

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.
 - Emotions are inner feelings that are often accompanied by physical states.
 - Three strategies for predicting your emotions are the following
 - Pay attention to your thoughts (mind).
 - Pay attention to your physical state (body).
 - Pay attention to the past and present (experiences).
 - Six strategies for expressing your emotions are the following
 - Breathe deeply.
 - Build your emotional vocabulary.
 - Use “I” statements.
 - Use mini-scripts.
 - Write in a journal.
 - Use art or music.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - How do you feel about your ability to predict your emotions? Are you good at it, do you need some practice to get better, or do you struggle to be aware of your emotions?
 - What are some ways to predict how we will feel in upcoming situations?
 - How can we practice expressing our emotions in a healthy way?
 - Do you have a strategy for expressing your emotions that works really well for you?
- **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
 - What did you think of the video about Arjun predicting his emotions?



- Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...



Experience and Perspective

Brief Summary: Understanding the connection between experience and perspective is an important part of validating others' points of view. In this lesson, students examine how past experiences influence one's perspective. They also practice recognizing and validating others' perspectives.

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

- **Journal Question**
 - Which experience in your life has the greatest influence on your perspective? Why?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Examine how past experiences influence one's perspective.
 - Practice recognizing and validating others' perspectives.
- **Shared Vocabulary**
 - **Perspective:** how someone sees a situation or the world; point of view
 - **Validate:** to show support and approval for something or someone
 - **Active listening:** paying close attention to what someone is communicating with their words and body language and responding in a way that shows you understand
 - **Trauma:** an experience that is distressing, frightening, dangerous, or violent
- **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 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**
 - 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.
 - A person's perspective is their point of view.
 - Our experiences can have an important influence on our perspective. Examples include the following:
 - Traumatic experiences
 - Social experiences
 - Family upbringing
 - Lifestyle and habits
 - It is important to validate others' perspectives. We can do this in the following ways:
 - Giving the other person our full attention
 - Using active listening skills
 - Using supportive language
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is the relationship between someone's experiences and their perspective?
 - What are some kinds of experiences that can influence a person's perspective?
 - What can you say to validate someone else's perspective?
- **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
 - 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.

Greta's Gratitude Challenge

Brief Summary: Practicing gratitude regularly can improve many aspects of life, including happiness, health, and academics. In this lesson, students describe the personal and social benefits of gratitude. They also list multiple ways they can show gratitude every day.

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 response to the journal questions in their journals. Then, revisit the journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
 - Have you ever realized how grateful you were for something after you lost it? Explain.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe the personal and social benefits of gratitude.
 - List multiple ways they can show gratitude every day.
- **Shared Vocabulary**
 - **Gratitude:** thankfulness; appreciation
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What are you thankful for?
 - Debrief Question
 - 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

- Differentiation

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

- **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.
 - Gratitude is a feeling of thankfulness and appreciation.
 - Gratitude has numerous benefits for our happiness, health, friendships, and school performance.
 - We can and should practice gratitude on a daily basis.
 - Ways to practice gratitude include the following:
 - Keeping a gratitude journal
 - Tracking three good things that happen each day
 - Writing thank-you notes or letters of appreciation

- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is gratitude?
 - What are some benefits of being grateful?
 - What are some ways to practice 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.
 - 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 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.

Integrity When It's Not Easy

Brief Summary: Honesty and integrity are important for academic success, positive relationships, and self-respect. In this lesson, students explore the connection between honesty and integrity and how it affects their decisions. They also examine situations related to honesty and integrity and how they can impact their future.

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

- **Journal Question**
 - Describe a time when it was difficult to be honest.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Explore the connection between honesty and integrity and how it affects their decisions.
 - Examine situations related to honesty and integrity and how they can impact their future.
- **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
 - **Dependability:** when people can count on you to do what you say you will do
- **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 is something you had in common with someone?
 - What is something several people in the group had in common?



■ Differentiation

- Allow students time to think.
- For students who may physically struggle with gesturing, have them say the name of the activity rather than using a gesture.
- Give set choices for kids to choose from. You can provide these choices on the board either as 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

○ Fishbowl

■ Question/Prompt

- Why is integrity important?

■ 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: Integrity is important because...

● 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.

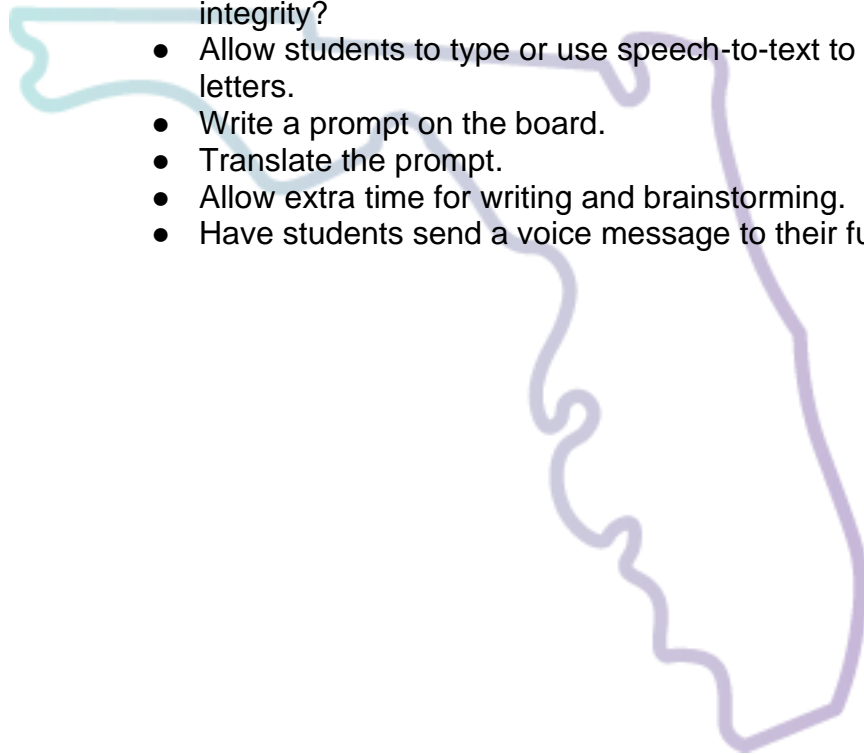
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Honesty consists of the following:
 - Telling the truth
 - Not hiding the truth
 - Not doing things you know are wrong
 - Integrity is the quality of being honest and doing the right thing when it's hard or no one is looking.
 - Your honesty and integrity today can impact your future by allowing you to build a reputation of dependability.
 - Situations in which it can be both difficult and important to show integrity include the following:
 - Peer pressure
 - Being in a position of power or advantage
 - Seeing the promise of a big reward
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is honesty?
 - What is integrity?
 - How can honesty and integrity impact your current and future 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.
 - 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**
 - Future Me
 - Prompt
 - What do you want your future self to remember about integrity?
 - 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.





Making Things Right

Brief Summary: This lesson is about healthy relationships and examines the importance of resolving interpersonal conflicts. There are many characteristics of a healthy relationship, including, but not limited to the following: honesty, trust, mutual respect, support, and the ability to communicate effectively to resolve interpersonal conflicts. This lesson teaches students how to apply strategies for resolving interpersonal conflicts as well as how to evaluate their own healthy and unhealthy relationships.

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**
 - Describe what a healthy relationship looks like. What about an unhealthy relationship?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Apply strategies for resolving interpersonal conflicts.
 - Evaluate healthy/unhealthy relationships.
- **Shared Vocabulary**
 - **Conflict:** a disagreement or argument between two or more individuals
 - **Conflict Resolution:** a way for two or more parties to find a peaceful solution to a disagreement among them
 - **Healthy Relationship:** involves honesty, trust, mutual respect, support, and the ability to communicate effectively to resolve and prevent interpersonal conflicts
 - **Unhealthy Relationships:** relationships characterized by disrespect, power, and control
 - **Authentic:** being genuine and 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 to have “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**
 - Fishbowl
 - Question/Prompt
 - What are the steps for resolving interpersonal conflicts?
 - 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 a sentence stem for spoken response.
 - The first step for resolving interpersonal conflicts is...
- **Differentiated Instruction**
 - Journal Question
 - Have the question/prompt written on the board.
 - Engaging Strategy
 - Allow students to write what they want to say ahead of time.
 - Exit Slip
 - Allow students to have think time.



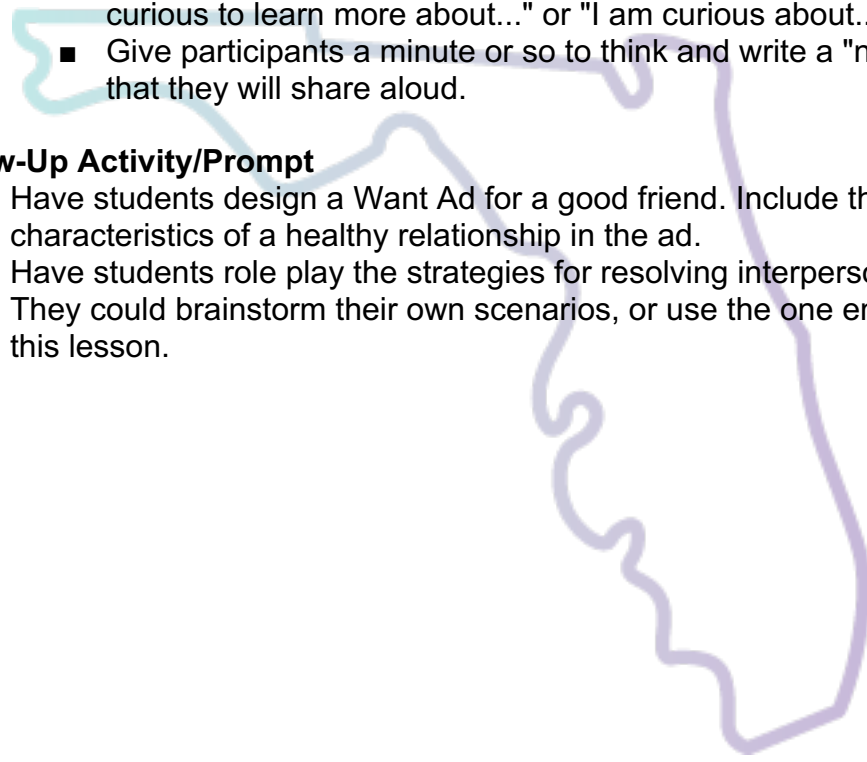
- Optimistic Closing Activity
 - Give students additional time to think.
- **ELL support**
 - Journal Question
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Welcoming Activity
 - Allow students to think about time.
 - Engaging Strategy
 - Use thoughtful groupings 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.
 - Conflict is inevitable. It is crucial to learn the skills needed to deal with conflict in a healthy way.
 - Communicating your thoughts, feelings, and beliefs in a respectful way during these disagreements is a sign of a healthy relationship.
 - Healthy relationships involve honesty, trust, mutual respect, support, and the ability to communicate effectively to resolve interpersonal conflicts.
 - Steps to resolve interpersonal conflict are to pause, listen, and act.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are the signs of a healthy relationship?
 - What are the signs of an unhealthy relationship?
 - What can you do if you keep having conflicts with the same person over and over?
 - What can you do if you think you're in an unhealthy relationship?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Prompts that document learning
 - Write one thing you learned today.
 - Discuss how today's lesson could be used in the real world.
 - Prompts that emphasize the process of learning
 - I didn't understand...
 - Write one question you have about today's lesson.



- Prompts to evaluate the effectiveness of instruction
 - Did you enjoy the conflict resolution activity in the 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**
 - I Am Curious
 - At the end of class, ask students to complete this sentence: "I am curious to learn more about..." or "I am curious about..."
 - Give participants a minute or so to think and write a "note to self" that they will share aloud.
- **Follow-Up Activity/Prompt**
 - Have students design a Want Ad for a good friend. Include the characteristics of a healthy relationship in the ad.
 - Have students role play the strategies for resolving interpersonal conflicts. They could brainstorm their own scenarios, or use the one embedded in this lesson.



Managing Our Time

Brief Summary: In this lesson, students will explore the concept and practice of time management. Students will be able to describe how to prioritize their activities in accordance with what is most important. They will also be able to evaluate their current time-management strategies and determine any changes they should make.

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 your typical week. Do you often feel like you have lots of extra time, with nothing to do? Or do you feel like there isn't enough time in the week for you to do everything you need and want to do?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe how to prioritize their activities based on what is most important.
 - Evaluate their current time-management strategies and determine any changes that should be made.
- **Shared Vocabulary**
 - **Time management:** the process of organizing and planning how to divide your time between different activities
 - **Priorities:** the most important things in your life that need to come first
 - **Prioritize:** treat something or someone as more important than others
- **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**

- Give One, Get One, Move On (Go, Go, Mo)
 - Topic
 - What are some tips for managing our time?
 - Differentiation
 - Provide the following sentence stem: One way to manage time better is...
 - 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**

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

- **ELL Support**

- Translate the question/prompt.
- Pair students to support ELL speaking skills.
- In the online modules, turn on language translation that will translate closed captions into the student’s first language.

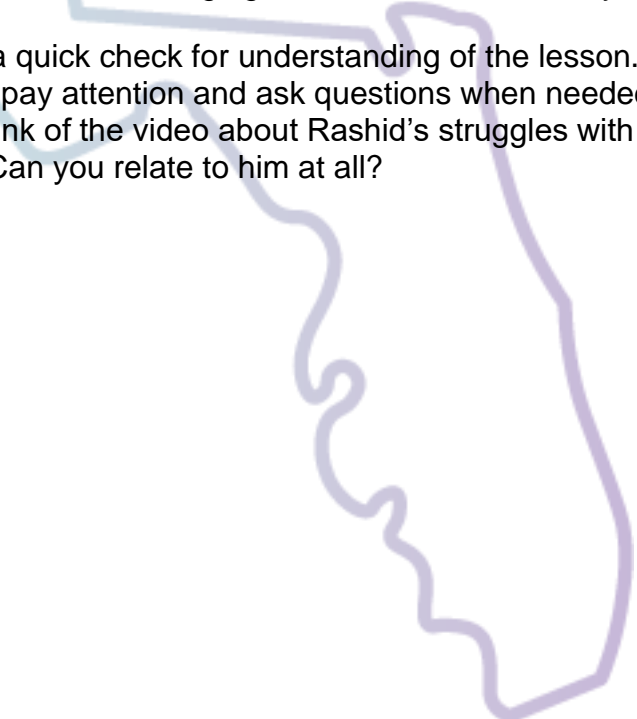
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

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

- Time-management skills are important for eighth-graders who have a lot on their plates.
- Priorities are the things that need to be done first (or committed to first) because they are most important.



- Our decisions about how to manage our time can demonstrate what we feel is most important. Sometimes, we realize that our decisions don't match up with what is important to us, and then we can make a change.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Why is time management important?
 - How can we manage our time?
 - What does it mean to prioritize?
 - What are the benefits of managing our time more effectively?
- **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 video about Rashid's struggles with time management? Can you relate to him at all?
- **Optimistic Closure**
 - My Next Step



Mapping Consequences

Brief Summary: Anticipating all kinds of possible consequences is an important aspect of responsible decision-making. In this lesson, students describe what consequences are. They also consider consequences (both intended and unintended) when making decisions.

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 experienced unintended consequences from a decision you made.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe what consequences are.
 - Consider consequences (both intended and unintended) when making decisions.
- **Shared Vocabulary**
 - **Consequence:** things that happen as a result or an effect of our actions
 - **Expectation:** a belief that something will happen; the act of waiting for or looking forward to something
 - **Decision-making:** the process of making choices by recognizing that a decision needs to be made, understanding the goals you hope to achieve, making a list of options, and determining the consequences
 - **Decision tree:** a decision-making tool that helps you map out your choices and possible consequences
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - How do you usually make decisions?
 - Debrief Question(s)
 - What was challenging about this activity?
 - 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 directions on the board.
- Translate the question/prompt.
- Allow students to brainstorm on paper before speaking.
- Provide the following sentence stem: I usually make decisions by...
- Allow students to have prewritten follow-up questions: What are decisions based 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

- How can we consider all consequences of our decisions?

- 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 the discussions.
- Allow students to write what they want to say ahead of time.
- Use the following sentence stem for spoken response: We can consider all consequences by...

- **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 the 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.

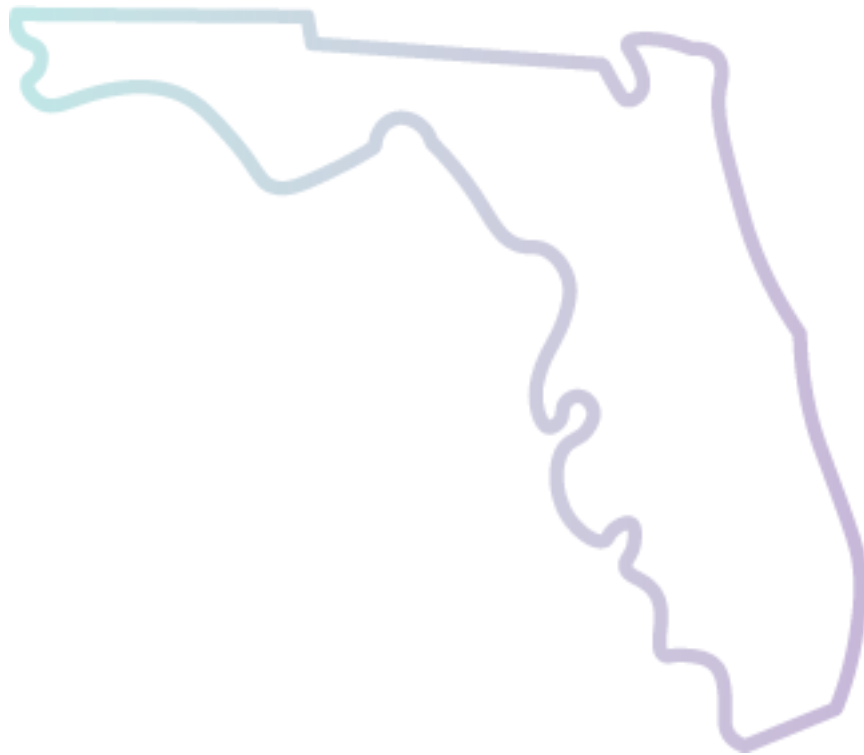
- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Consequences are the things that happen as a result or an effect of our actions.
 - Consequences can be intended or unintended.
 - Intended consequences are the results you desire and expect from your actions.
 - Unintended consequences are outcomes you did not foresee or expect.
 - One way to consider all consequences when making choices is to create a decision tree mapping out your options and possible results.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are the consequences?
 - What are the intended consequences?
 - What are unintended consequences?
 - How can you consider consequences when you make 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.
 - 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**
 - Future Me
 - Prompt
 - What do you want your future self to remember about



unintended consequences?

■ Differentiation

- Allows 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.



Self-Monitoring

Brief Summary: In this lesson, students learn about self-monitoring and why this is an important executive functioning skill to have. Students explore the various ways that self-monitoring is helpful and strategies for improving their ability to self-monitor including self-checks, self-talk, mindfulness, and collecting behavior data and tracking progress.

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**
 - How do you know when you need to change your behavior?
- **Differentiated Question**
 - How can you tell if your actions are not okay?
- **Higher-Level Question**
 - What is the process in your mind of noticing and keeping track of your behavior and how it is affecting your environment?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe what self-monitoring is, and identify some strategies to self-monitor.
 - Explain why self-monitoring is important for success.
- **Shared Vocabulary**
 - **Self-monitoring:** the ability to keep track of our thoughts and behaviors and make changes as needed
 - **Mindfulness:** paying close attention to yourself and your surroundings
 - **Duration:** the amount of time that you're engaging in a behavior
 - **Frequency:** how many times a behavior occurs
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Four Corners
 - Statement/Question Prompt
 - I am very aware of my behavior and the effects that it has.
 - Corner Labels
 - Corner 1 label: Mostly true



- Corner 2 label: Somewhat true
- Corner 3 label: Somewhat untrue
- Corner 4 label: Mostly untrue
- Debrief question(s): What made you choose that corner?
- 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: I chose this corner 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**

- Engaging with Data
 - Data
 - Use a chart that depicts executive-function-skill proficiency by age.
 - Debrief
 - What stuck out to you about this data?
 - This data shows that executive functioning skills develop rapidly in childhood and taper off as you enter adulthood.
 - Differentiation
 - Use thoughtful groupings of students.
 - Have graphs already set up for students to plot data points or create bar graphs.
 - Extension: Have students find their own data.
 - Sentence stems for spoken response: Something that stuck out to me about this data was... I noticed...

- **Differentiated Instruction**

- Sentence stem(s): I can tell when my actions are not okay by...
- I know my actions are not okay when...
- Have the question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.

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



- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - Self-monitoring helps us to be more aware of our behavior and the effects that it has on our environment.
 - When we increase our awareness of our behavior and its effects, we often have better self-regulation.
 - Self-monitoring can be a helpful tool to make changes to our behavior when necessary.
 - We can improve our ability to self-monitor by using strategies such as mindfulness, collecting behavior data and tracking progress, self-checks, and self-talk.

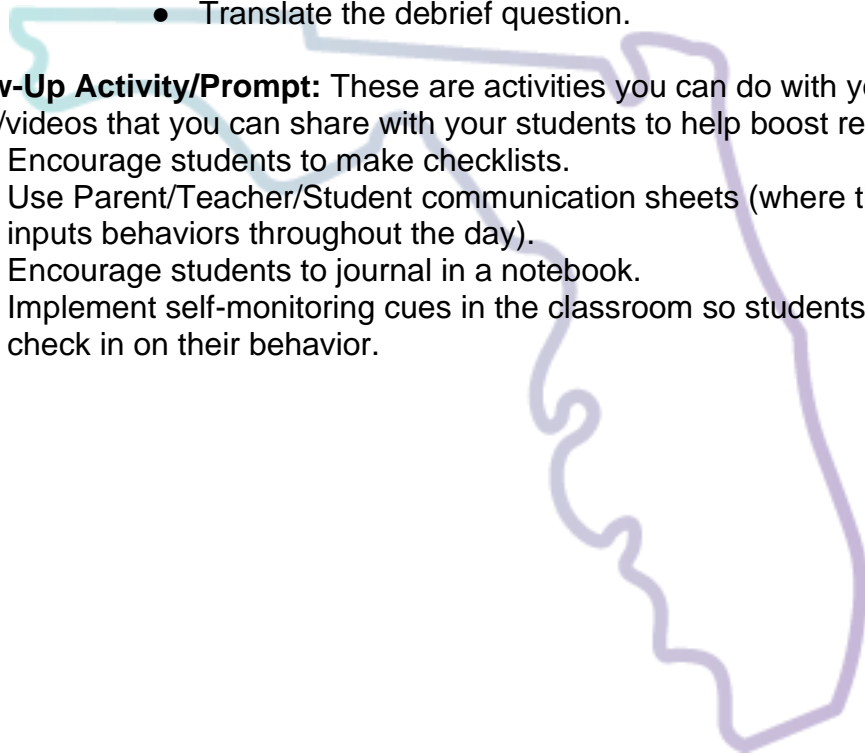
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are some self-monitoring strategies you can use at school?
 - Why is self-monitoring important?
 - Do you struggle with self-monitoring? What do you think would help you?

- **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 it? List specific scenarios/activities.
 - Other prompts
 - I would like to learn more about...
 - Please explain more about...
 - The thing that surprised me the most today was...

- **Optimistic Closure:** 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.
 - Human Bar Graph
 - Title (Question/Prompt)
 - My level of understanding on self-monitoring after this lesson is...
 - Labels/Categories
 - Great!
 - Just okay.
 - I'm confused.



- Debrief Questions
 - What are some questions that you still have?
 - Where can we find more information about this topic?
- Differentiation
 - Write the question/prompt on the board.
 - Translate the question/prompt.
 - Write each of the 3–4 labels/categories on a piece of blank paper, and place where students should stand.
 - Choose to have students debrief with another student in a different bar.
 - Write debrief questions on the board.
 - Translate the debrief question.
- **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.
 - Encourage students to make checklists.
 - Use Parent/Teacher/Student communication sheets (where the child inputs behaviors throughout the day).
 - Encourage students to journal in a notebook.
 - Implement self-monitoring cues in the classroom so students know to check in on their behavior.



Self-Talking Our Way to a Growth Mindset

Brief Summary: In this lesson, students will explore the concepts of self-talk, fixed mindset, and growth mindset. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate the ways self-talk influences one's mindset. They will be exposed to a process of replacing fixed-mindset thoughts with growth-mindset thoughts. Students will also be encouraged to reflect on the ways their own self-talk impacts their development of a growth or fixed mindset.

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 thought you wouldn't be able to do something but then got much better at it. What did you say to yourself to stay motivated?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Identify the role self-talk plays in developing a growth mindset.
 - Apply a growth mindset to replace fixed-mindset thoughts.
- **Shared Vocabulary**
 - **Mindset:** attitude, mentality, belief system
 - **Self-talk:** internal dialogue (what we say to ourselves in our minds)
 - **Growth mindset:** when you believe your ability to learn, grow, and improve is unlimited
 - **Fixed mindset:** when you believe that you cannot learn, grow, or improve no matter how hard you try
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Read the following quote from Henry Ford aloud: "Whether you think you can or you can't, you're right." Ask students to turn and talk with a partner about whether they agree or disagree with this quote. Allow students to share what they discussed.

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**
 - Hand out note cards. Throughout the lesson, allow students to write down mantras, or positive statements, on the cards and allow them to decorate them with doodles if they want. This can offer students a chance to apply what they are learning in the lesson as well as pause and take a brain break from the lesson. If you can, laminate the cards they make and either have each student keep their own to use when they feel negative self-talk creeping in or keep all of the cards in a location where students can come and look at them when they need to.
- **Differentiated Instruction**
 - Preteach the concepts of mindset (growth and fixed) and self-talk to your students who may have difficulty prior to the lesson. Consider using visuals to assist with their understanding of these concepts. For example, use a picture of a growing plant for growth mindset and a picture of a lock for fixed mindset.
 - For students who may need check-ins for understanding, break the lesson up into halves, thirds, or fourths.
- **ELL Support**
 - Preteach the concepts of mindset (growth and fixed) and self-talk to your ELL students prior to the lesson. Consider using visuals to assist with their understanding of these concepts. For example, use a picture of a growing plant for growth mindset and a picture of a lock for fixed mindset.
 - Pair ELL students with English-speaking students to complete the lesson together or side by side so that ELL students can receive peer support throughout the lesson.

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.
 - A growth mindset is the belief that we can learn and improve, while a fixed mindset is the belief that we cannot.
 - We can shift our mindset from fixed to growth by changing our self-talk.
 - Through practice, we can replace fixed-mindset thoughts with growth-mindset thoughts.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - If you were one of Shania's bandmates or parents, what could you say to support her in developing a growth mindset?
 - Compare and contrast an experience where you had a growth mindset to an experience where you had a fixed mindset. What were the results?
 - What specific ideas do you have for replacing your negative self-talk and shifting to a growth mindset?
 - Over the past few days (or week) have you been able to use a growth mindset? Explain.
 - Over the past few days (or week) have you used positive or negative self-talk? How did it make you 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.
 - How can your self-talk create a fixed or growth mindset?
- **Optimistic Closure**
 - Ask the following question, and allow each student to answer so all voices can be heard: What is one area where you want to challenge yourself to use more positive self-talk and have more of a growth mindset? It could be something in school or out of school.
- **Follow-up Activity/Prompt**
 - On the left side of your paper, make a list of three examples of negative (fixed mindset) self-talk you might hear in your mind. Then, on the right side, brainstorm three replacement thoughts that will help you shift toward a growth mindset.



Seven-Pointed SHIELDS

Brief Summary: When middle school students feel like they're losing control of their thoughts, emotions, and behaviors, they need help with self-regulation. In this lesson, students will learn the SHIELDS strategy for 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**
 - Have you ever lost control? Describe the situation. What could you have done differently?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Define self-regulation.
 - Evaluate the importance of self-regulation.
 - Apply the SHIELDS strategy of self-regulation in real-life situations.
- **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.
 - Ask students to share experiences where they almost lost control but stayed calm. How did they do it? What strategies did they use?

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**
 - Throughout the lesson, invite students to share personal examples of losing control and/or self-regulation.
 - Invite students to share challenges they are currently facing. Then, invite the rest of the class to walk that student through the SHIELDS process.



- **Differentiated Instruction**

- **Readiness**

- Provide vocabulary lists in advance, and review definitions with students.

- **Interest/Interdisciplinary/Real-Life Connection**

- Allow students to explore a social issue whose solution requires self-regulation on a wide scale. (For example, not littering/polluting requires everyone to self-regulate.)
- For a history connection, ask students how real medieval knights might have had to self-regulate (for example, following a code of behavior) and how that differs from our standards for self-regulation today.

- **Learning Style**

- Allow visual learners to create works of art depicting the process of self-regulation.
- Allow kinesthetic learners to physically act out the process of self-regulation.

- **ELL Support**

- To illustrate that the concept transcends language, have students act out silent skits that show the SHIELDS strategy in action.
- Ask ELL students to share experiences with self-regulation. Is self-regulation easier or more challenging in their native language or in their new language? Why?

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

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

- Self-regulation is our ability to control and manage our thoughts, emotions, and behaviors.
- Self-regulation is important for staying calm in difficult situations and not making the situation worse for ourselves and for others.
- We can learn to self-regulate using strategies like SHIELDS.
- The SHIELDS strategy is the following:
 - Stop and think.
 - Honor feelings (yours and others').
 - Identify the issue.
 - Express your needs clearly.
 - Listen actively.
 - Decide on a course of action.
 - Solve and reflect.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is self-regulation? Why is it important?
 - Share an example from your life where you used self-regulation.
 - Share an example from your life where you should have used self-regulation but didn't.
 - Recite each part of the SHIELDS strategy.
 - Summarize the SHIELDS strategy in your own words.

- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - How can you use the SHIELDS strategy to help you in your own life?

- **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 self-regulate. If they ever need help, they should feel free to come chat.

- **Follow-Up Activity/Prompt**
 - Have students choose a current challenge and write a journal entry where they walk themselves through the SHIELDS process.
 - 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.



Stepping Out of Your Comfort Zone

Brief Summary: Stepping outside of our comfort zones is how we learn and grow as individuals. In this lesson, students learn to apply curiosity as a strategy for engaging in a new or unfamiliar activity. Students also recognize that new opportunities and experiences require them to step outside of their comfort zones, which is important for learning.

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**
 - Draw a circle to represent your comfort zone. Inside the circle, draw or write activities or behaviors you feel comfortable with. Outside the circle, draw or write some things you do not feel comfortable with.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Apply curiosity to engage in a new or unfamiliar activity.
 - Recognize that new opportunities and experiences require them to step outside of their comfort zones, which is important for learning.
- **Shared Vocabulary**
 - **Curiosity:** a strong desire to learn more
 - **Comfort zone:** familiar thoughts, behaviors, and situations that feel easy and safe
 - **Growth zone:** unfamiliar thoughts, behaviors, and situations that teach new knowledge or skills
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Mix and Mingle
 - Statement/Question Prompt
 - What activity are you really good at?
 - Debrief Question
 - What skills did you use for this exercise?
 - 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'm really good at...
- Allow students to have prewritten follow-up questions
 - What activity would you like to try?

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

- **Engaging Strategies**

- Fishbowl

- Question/Prompt

- Why is it important to step outside of our comfort zones?

- Differentiation

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

- **Differentiated Instruction**

- Have the question/prompt written on the board.
- Have definitions of comfort zone, growth zone, and danger zone 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.
 - Your comfort zone consists of familiar thoughts, behaviors, and situations that feel easy and safe to you.
 - Your growth zone consists of unfamiliar thoughts, behaviors, and situations through which you learn or improve.
 - If you want to learn and grow, you sometimes have to step outside of your comfort zone.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - What is a person's comfort zone?
 - What is a person's growth zone?
 - What is beyond a person's growth zone?
 - How can we be more curious about trying new experiences?
- **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 question you have about today's lesson.
 - Did you enjoy the video with Dakota and Aspen?
 - The thing that surprised me the most today was...

Taking Accountability

Brief Summary: This lesson discusses accountability and how it allows students to better reach their academic and personal goals. Taking accountability is when one accounts for their actions by addressing and accepting responsibility. The lesson discusses the different ways proactive people hold themselves accountable, steps to being reliable and trustworthy, and the benefits of accountability. Students should understand what it means to hold themselves accountable and how to do so in a variety of 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**
 - Why is it important to take accountability? How does it help you achieve your future goals?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Describe what it means to be accountable to themselves and others.
 - Analyze how to show accountability across a variety of scenarios.
- **Shared Vocabulary**
 - **Accountable:** expected to explain your actions and take responsibility for them
 - **Accountability:** when one accounts for their actions by addressing and accepting responsibility
 - **Reliable:** the quality of being consistent and dependable
 - **Trustworthy:** an honest person who can be trusted
 - **Proactive:** recognizing and doing what needs to be done before something happens instead of after
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation: Have students go up and approach one person at a time. Greet everyone, and tell each person about a time when something you did had a consequence.
 - Write directions on the board as well as giving them verbally.

- Use a visual timer.
- Based on the students, you may put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.
- At the end of the activity, ask students whether they would have taken accountability if no one was watching.

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
 - Have students write down the benefits of being accountable.
 - Differentiation
 - Use the following sentence stems: Being accountable can benefit me by _____. I can achieve this through _____.
 - Use purposeful student grouping.
 - Write the prompt and the number of bullets to match the takeaways students are to share on the index cards ahead of time.
 - Translate the prompt.
 - Require 1–2 takeaways rather than 3–5.
- **Differentiated Instruction**
 - Use the following sentence stems: I would like to apply accountability to this aspect of my life: _____. This will help me _____.

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 can take accountability by being proactive toward your goals.
 - Those who take accountability are reliable and trustworthy individuals. They are honest, and if they say they'll get a task done, they will.
 - Those who take accountability are better at time management, have higher levels of confidence, and work more efficiently, whether individually or in groups.



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - How can taking accountability be difficult?
 - Define what it means to be proactive in terms of accountability.
 - List three benefits of holding yourself accountable.
- **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 accountability can be used in the real world.
 - What can you do to practice accountability at home?
 - Do you consider yourself a reliable individual?
- **Optimistic Closure**
 - Future Me
 - Hand out paper, pens, and stamped envelopes, and ask participants to self-address the envelope. Be sure they also add their address as the return address to ensure delivery. Be mindful of alternatives for students who may not have a permanent address, like using the school as their address.
 - Read or post prompts that connect to the session; for example, “If you begin taking accountability now, where do you think you’ll be in 5 years?” “What have you learned that you plan to apply in the year ahead (or to your practice)?” “What do you want to remember from today’s session?” “What message of encouragement do you want to send yourself?” “What reminders about how you’re feeling right now do you want to capture in writing and send to your future self?”
 - Collect letters in their sealed envelopes, and inform participants that you will mail the letters to them at a later date.
- **Follow-Up Activity/Prompt**
 - Activity: Would You Take Accountability?
 - Introduce students to a problem
 - You park your car. When you open your car door, you lose control and it flies into the passenger door of the car next to you. You can see that your actions caused a small dent to the door of the other car. What do you do?
 - Have students discuss potential future action.
 - Ask them questions to follow their line of thought. For example, if you pretended it wasn’t you, how would you feel later on? If the blame was placed on your friend instead, would you speak up?
 - Discuss the option of taking accountability and the benefits of doing so.



The Benefits of Volunteering

Brief Summary: Volunteering has numerous benefits both for society and for individuals who volunteer. In this lesson, students define volunteerism and the benefits of volunteering. They also identify opportunities to volunteer in the school or community.

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

- **Journal Question**
 - Why do you think people volunteer?
- **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
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation
 - Write the directions on the board as well as giving them verbally.
 - Use a visual timer.
 - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

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

- **Engaging Strategies**
 - Pass It On
- **Differentiated Instruction**
 - Have the question/prompt written on the board.
 - Translate the question/prompt.



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

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - Volunteering means offering help or service without being paid.
 - Benefits of volunteering include the following:
 - Learning new knowledge and skills
 - Meeting new people
 - Boosting your confidence and self-esteem
 - Having new experiences
 - Reducing anxiety and depression
 - Expanding your perspective
 - Stretching your comfort zone
 - Having fun
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
 - Future Me
 - Prompt
 - What do you want your future self to remember about volunteering?



- Differentiation
 - Allows 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.
- **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**
 - Future Me
 - Prompt
 - What do you want your future self to remember about volunteering?
 - Differentiation
 - Allows students to type or use speech-to-text to construct letters.
 - Write the prompt on the board.
 - Translate the prompt.
 - Allow extra time for writing and brainstorming.
 - Have students send a voice message to their future selves.



Transitioning to High School

Brief Summary: Writing goals is important for students of all ages. In this lesson, students set a SMART goal pertaining to their transition from middle school to high school. They also learn to identify resources that can help them 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 journals after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
 - What will success in high school look like for you?
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Set a SMART goal pertaining to high school and transitioning from middle school.
 - Identify resources that can help them achieve their goals.
- **Shared Vocabulary**
 - **Goal:** something you work to achieve through effort and planning
 - **SMART goal:** a goal that is specific, measurable, achievable, relevant, and time-bound
 - **Specific:** clearly defined, precise, exact
 - **Measurable:** able to be measured, tracked, or quantified
 - **Achievable:** able to be done successfully; requires available skills, knowledge, or resources
 - **Realistic:** practical, sensible, reasonable
 - **Timely:** having a due date, schedule, or timetable
 - **Proactive:** active and prepared for situations rather than reacting to them
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - One, Two, Three, CLAP!
 - Differentiation
 - Use visual cards rather than verbally stating numbers.
 - With visual cards, attach picture cues of what students should do along with the numbers.
 - 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: Team Quiz Hustle

- **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 SEL 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. Do this several times in the days and weeks following the lesson as a boost to help students recall their learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
 - You can prepare for the transition to high school by being proactive and setting goals.
 - SMART goals are the following:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound



- You can locate resources online or tap into your in-person social network to help you work on your goals.
- **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 be proactive?
 - Why is it important to set goals to help you transition to high school?
 - What is a SMART goal?
 - What resources can help you achieve your 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.
 - Write one thing you learned today.
 - Discuss how this lesson could be used in the real world.
 - The thing that surprised me the most today was...
- **Optimistic Closure**
 - Future Me
 - Prompt
 - What would you like to say to your high school self?
 - 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.

Using My Skills to Improve

Brief Summary: Students will understand that they have skills that they have gained from something that they are good at. Students will explore how those skills can be used to help them improve in areas in which they struggle or have difficulty.

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 using something that you are good at help you in areas in which you struggle?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 - Describe what a transferable skill is and how it can help them in areas in which they feel less confident.
 - Identify several skills that they currently have that they could apply to other tasks or activities.
- **Shared Vocabulary**
 - **Transferable skill:** a skill that you have from one area that can be used in another area
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Greeting Frenzy
 - Differentiation
 - Write the directions on the board as well as giving them verbally.
 - Use a visual timer.
 - Based on the students, you may put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

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



- **Engaging Strategies**
 - Have students write a short bio about themselves. As they identify things they are good at, connect them to skills.
- **Differentiated Instruction**
 - Together as a small group, pick a role. Then, have students come up with 3–5 transferable skills that go along with that job. Have students put a star next to the transferable skills that they have.
- **ELL Support**
 - Together as a small group, pick a role based on a provided list. Then, have students come up with 3–5 transferable skills that go along with that job using a provided word bank. Have students put a star next to the transferable skills that they have.

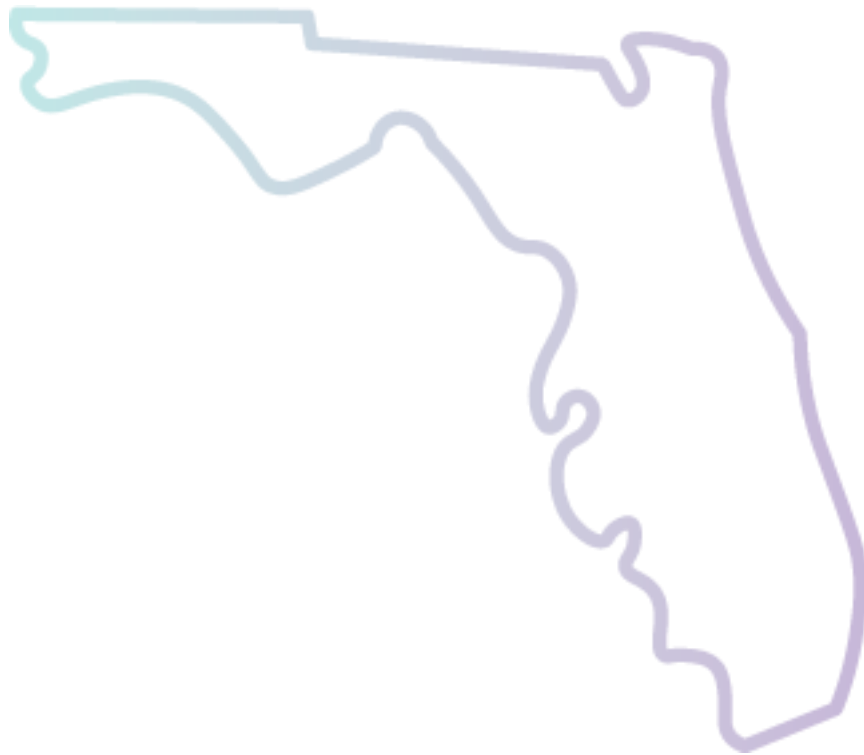
After the Lesson: Talk with students about what they have learned and how they can apply it in real life. This should be done several times in the days/weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson that students should understand.
 - You have gained skills from things that you do that you are good at. It is important to figure out what those skills are.
 - Many of the skills that you have gained can be used to help you in areas in which you struggle.
 - To do this, identify something that you think you are good at doing. Then, identify skills that help you succeed at that task. Finally, think about how you can use those same skills to help you achieve something in another area.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - What are you good at?
 - What skills do you use when doing what you are good at?
 - Have you ever thought about how you can use the skills you have to help you do something that might be difficult for you?
 - How do you think you can identify the skills you have that you can use in other areas?
 - Share a time when you used a transferable skill to help you when you were struggling with something?
- **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 transferable skill that you have?



- **Optimistic Closure**
 - How do the skills you identify transfer to a potential future career?

- **Follow-Up Activity/Prompt**
 - Think of something that you are good at. Write down 3–5 transferable skills that you have because of what you are good at. Brainstorm ways in which your transferable skills can help you, and write them down.



Walking in Someone Else's Shoes

Brief Summary: Being able to see things from other people's perspectives is an essential part of learning to practice empathy. This lesson introduces students to the relationship between perspective and empathy.

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 saw a situation completely differently after looking at it through someone else's point of view.
- **Lesson Objectives**
 - After this lesson, students can do the following:
 - Evaluate the importance of seeing others' perspectives.
 - Investigate how valuing other perspectives can help build empathy.
- **Shared Vocabulary**
 - **Perspective:** how someone sees a situation or the world; point of view
 - **Empathy:** when we understand someone else's perspective and share in their emotions
- **Welcoming Inclusion Activity, Routine, or Ritual**
 - Use the journal question to activate prior knowledge regarding this topic.
 - Ask students to share experiences about laughing or crying at movies or books.
 - Ask students to share their most eye-opening experiences. What made them change their point of view?

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**
 - Throughout the lesson, ask students to share examples and anecdotes from their own lives to illustrate the concepts of perspective and/or empathy.



- Ask students if they've ever felt like they were the only ones to feel a certain way.
- **Differentiated Instruction**
 - **Readiness**
 - Provide vocabulary lists in advance, and review definitions with students.
 - **Interest/Interdisciplinary**
 - Have students explore cultural and historical footwear from throughout the world. What can we learn about people's experiences from the different shoes they wear?
 - Allow students to explore a social issue in which the solution requires seeing different perspectives and practicing empathy.
 - **Learning Style**
 - Allow visual learners to create works of art depicting the endless possibilities of different perspectives.
- **ELL Support**
 - Have students act out silent skits that show different perspectives in order to illustrate that the concept transcends language.
 - Ask students from other countries to share how their perspectives may have changed as they adapted to a new society.
 - Ask students to identify ways to see the perspective of 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. 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.
 - Our perspective is how we see a situation or the world. It's our point of view.
 - Different people have different perspectives that are influenced by their identities and experiences.
 - Different people can experience the same situation in totally different ways.
 - Empathy is when we understand someone else's perspective and share in their emotions.
 - We can activate empathy by looking at things through someone else's perspective.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.



- What is a perspective?
- What is empathy?
- What is the relationship between seeing others' perspectives and being empathetic?
- How did you see someone else's perspective this week?
- Whose perspective should you try to understand?

- **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 the relationship between perspective and empathy?

- **Optimistic Closure**
 - Have students revisit their journal entry. Would they change their response?
 - Use the Continue the Conversation questions to guide class discussion.
 - Ask students to share ideas for showing empathy to others at school.



What Would You Do?

Brief Summary: This lesson is about the difference between rules and laws. Students learn to use their best judgment and follow their morals and values when they are faced with a situation where they might need to bend or break a law.

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 believe it's ever okay to break a rule or law? If so, describe a situation where you believe it may be okay to do something, even if it breaks a rule or law. If not, why?
- **Lesson Objectives**
 - After today's lesson, students can do the following:
 1. Discuss the difference between rules and laws.
 2. Describe times when it might be okay to break a rule or law.
- **Shared Vocabulary**
 - **Values:** principles, beliefs, or attitudes about what is important in life
 - **Morals:** ideas about right and wrong
 - **Judgment:** the ability to analyze and evaluate situations in life
- **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 time for students 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 with drawings.
- Have students wear name tags.
- Eliminate students 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**

- Fishbowl
 - Question/Prompt: Is it ever okay to break the law?
- Differentiation
 - Assign groups based on opposing views.
 - Have a middle seat inside the inner circle for someone to ask follow up questions.
 - Have the question/prompt written on the board.
 - Translate the question/prompt.
 - Use a visual timer.
 - Allow brainstorm time ahead of discussions.
 - Allow students to write what they want to say ahead of time.
 - Sentence stems for spoken response
 - It is okay to break the law if _____.

- **Differentiated Instruction**

- 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.
 - Rules and laws are important. They are there to protect us.
 - Our values and morals are important too.
 - Your values are the principles, beliefs, or attitudes about what is important in life. Your morals are your ideas about right and wrong.
 - It is important to use your best judgment when you believe rules and laws could be morally wrong.
 - It can be morally okay to break a rule or law when doing what's right matters more than what's legal or when following the law leads to greater harm than breaking it.
 - Ethics and laws are not the same.
 - If you choose to break a rule or law, be prepared to face the consequences of your actions.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
 - Can you think of a time in history when someone did the right thing by breaking a rule or law?
 - What should you do if a rule or law goes against your beliefs but isn't harmful?
 - Do you think it's fair to suffer consequences when you break a rule or law in order to do the right thing?
 - How do you know what is right?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
 - Write one thing you learned today.
 - Discuss how today's lesson could be used in the real world.
 - Write one question you have about today's lesson.
 - The thing that surprised me the most today was...



- **Optimistic Closure**

- Future Me

- Prompt: Imagine the future you is in a situation where your morals or values may lead you to consider breaking a rule or law. Write a letter to yourself about what you learned today to help yourself make the decision.

- Differentiation

- Allow students to type or use speech-to-text to construct their letter.
- 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.

- **Follow-Up Activity/Prompt**

- Compile news stories or events in history in which someone broke a rule or law because they found it morally wrong. Use these instances to spark discussion, journaling, or debate in your classroom.

