



# Florida Resiliency Education

## Teacher Companion Guides

### Grade Nine



Navigate**360**

*Building safer tomorrows.™*



## Advanced Problem-Solving

**Brief Summary:** This lesson gives students a deeper understanding of advanced problem-solving skills by working through the steps needed to effectively problem solve. By the end of this lesson, students will be able to identify the benefits of effective problem-solving, apply the steps involved and recognize when problem-solving skills are needed.

**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 you recall a problem you've encountered recently, and explain how you went about trying to solve it?
- **Lesson Objectives**
  - After this lesson, students will be able to do the following:
    - Identify the benefits of effective problem-solving.
    - Apply the steps necessary to effectively problem solve.
    - Recognize when problem-solving skills are needed.
- **Shared Vocabulary**
  - **Problem:** an unwelcome situation that needs to be dealt with
  - **Problem-solving:** can be defined as the ability to identify a problem, break it down, and develop an effective set of solutions to address it
  - **Evaluate:** to make a judgment on the quality or importance of something
  - **Solution:** a way to solve a problem or difficult situation
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - To welcome students and get them ready for this lesson, display an image on your board that depicts a problem (sheep blocking a road, traffic, two people arguing during a sporting event) and ask students to work together in groups to come up with a solution to the problem.

**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**
  - To continue with the engagement started in the welcoming activity, direct students to the New York Times Learning Network and have them access



What's Going On in This Picture? Encourage them to look for an image that depicts a problem and work through the 4 steps to try to find a solution.

- **Differentiated Instruction**

- Enrichment: Students can complete the What's Going On in This Picture? Assign and write a caption for their pictures, present their captions, and solutions to the class, and if your school permits it, they could join the moderated conversation on the New York Times websites.
- Steve Jobs was known as one of the greatest problem-solvers of his time. Encourage students to find out why. They could present their findings in a speech, write an essay on his life and career, or read his biography and write a review on it and then submit that review to the New York Times student book review contest.

- **ELL Support**

- Consider grouping your ELL with their English speaking peers for this lesson. The benefits of working through this lesson in a group and solving problems cooperatively include sharing strategies, communicating the academic language embedded in the lesson, and developing skills needed for independent problem-solving.

**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.

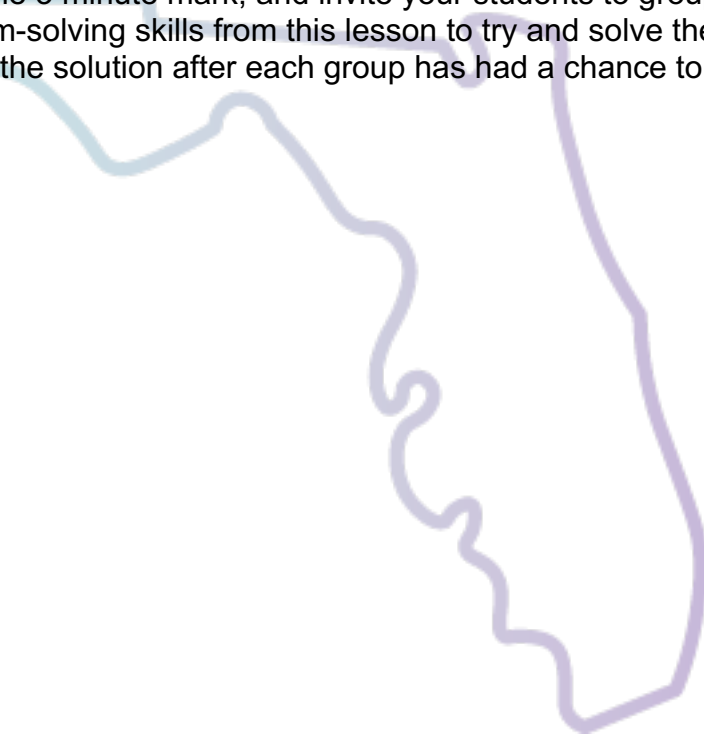
- Today's lesson centered on the characteristics of effective problem-solving by helping students identify the benefits, necessary steps, and situations when problem-solving is needed.
- Knowing how to effectively problem solve empowers teens to sort out personal conflicts, be independent, achieve challenging goals, and make decisions.
- The steps to effective problem-solving include identifying the problem, brainstorming possible solutions, evaluating the solutions, and choosing a solution to put into practice.

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

- What are some problems that we have at our school?
- What can we do about it?
- Do you think there's a solution to every problem? Why or why not?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - What are the benefits of effective problem-solving?
- **Optimistic Closure**
  - Have the class brainstorm a problem, and each group could act out possible solutions, or each group could select their own problems to dramatize.
- **Follow-Up Activity/Prompt**
  - Show your class Dan Finkel's Can you solve the secret werewolf riddle? Pause at the 3 minute mark, and invite your students to group up and use the problem-solving skills from this lesson to try and solve the riddle. Show your class the solution after each group has had a chance to give it a try.





## Communicating Your Perspective

**Brief Summary:** Communicating our perspective to others is just as important as listening to others' points of view. In this lesson, students determine communication strategies for when someone is not understanding their perspective. They also describe situations when it might be best to "agree to disagree."

**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 someone did not understand your perspective.
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    1. Determine communication strategies for when someone is not understanding their perspective.
    2. Describe situations when they can "agree to disagree."
- **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 to make sure that you understand
- **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: How do you feel when someone is not understanding your perspective?
  - 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; When someone isn't understanding my perspective, I feel . . .
- **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.
  - A person's perspective is their point of view.
  - These are four communication strategies to use when someone isn't understanding your perspective:
    - Active listening.
    - Find common ground.
    - Use "I" statements.
    - Agree to disagree.
  - Common situations in which it might be best to agree to disagree include the following:
    - Conversations or debates that have gone on for too long and have no end in sight
    - Conversations or debates about religion, culture, or politics
    - Conversations or debates about opinions based on personal experience
    - Conversations or debates about personal lifestyle choices
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is perspective?



- What are some communication strategies you can use when someone is not understanding your perspective?
- What are some situations when it might be best to agree to disagree?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - Write one question you have about today's lesson.
  - The thing that surprised me the most today was. . .
- **Optimistic Closure**
  - One Takeaway I'm Going to Try
    - Prompt
      - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
    - Differentiation
      - Sentence/Speaking Stem: One takeaway from today's lesson that I want to try is \_\_\_\_\_. I want to try this because \_\_\_\_\_.
      - Allow students to use their personal dictionaries.
      - Allow students to write what they want to say ahead of time.
      - Pair students to support ELL speaking skills.
      - Use thoughtful groupings of students.





## Deal or No Deal

**Brief Summary:** This lesson discusses negotiation and how it allows students to solve issues and become more aware of their needs and the needs of others. A negotiation is a conversation where both people strategize and come to an agreement that solves their conflict and satisfies them. The lesson discusses when to negotiate, the key principles of negotiation, strategies and skills to help you negotiate more effectively, and the benefits of negotiation.

**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 learning to negotiate important? What life lessons does negotiation teach you?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Identify situations in which negotiation is needed.
    - Analyze successful negotiation techniques for practical application.
- **Shared Vocabulary**
  - **Negotiation:** a conversation where both people strategize and come to an agreement that solves their conflict and satisfies them
  - **Conflict:** an intense disagreement; a clash in opinions/interests
  - **Compromise:** settling a disagreement by meeting each other halfway
  - **Resolution:** the act of solving an issue
  - **Mediation:** an intervention to help solve an issue
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle: To Reach an Agreement
    - Statement/Question Prompt
      - Have students write down 4 vegetables they consider to be the best.
    - Debrief Question(s)
      - Can you come to a compromise with your partner by creating a new list of your top 4 vegetables together?
    - Differentiation
      - Allow students time in their pairs to discuss.
      - Use instrumental music or no music and indicate with lights (on–move/off–find a partner and discuss).
      - Write directions on the board.



- Translate the question/prompt.
- Allow students to brainstorm on paper before speaking.
- Provide sentence stems: Compromising can help me by \_\_\_\_\_.
- Allow students to have prewritten follow-up questions: Was it difficult to narrow down your choices and come to an agreement?

**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: Teaching Active Listening for Negotiation
  - Question/Prompt
    - Describe one of your favorite memories.
  - Differentiation
    - Divide students into groups of 3.
    - Have student A sit in the center of their group—they are the one that will tell the story. Student B will focus solely on the facts of the story, while student C will focus on the emotions presented.
    - 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.
    - Use the following sentence stems for spoken response: Active listening allowed me to \_\_\_\_\_. This helped me understand negotiation better 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 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/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.
  - Principles of Negotiation
    - Be empathetic
    - Keep your options open
    - Distance your emotions
    - Research your cause
    - Communicate and listen
  - Benefits of Negotiation
    - Helps you express your needs and opinions more effectively
    - Allows you to figure out solutions to complex issues/conflicts
    - Allows you to understand others' perspectives
    - Helps you efficiently communicate and collaborate with others
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - When is mediation necessary?
  - How and when should one make a compromise?
  - Which negotiation skill do you have a difficult time with?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Did you enjoy the Fishbowl activity?
  - Discuss how negotiation could be used in the real world.
  - I would like to learn more about...
- **Optimistic Closure**
  - One Minute Accolade



- Inform participants that you are going to set the timer for one minute (or longer if you have more time). During that time, the group will see how many people it can hear from.
  - Invite participants to think silently for a minute about one reflection question that you provide, such as something they appreciated about today, something they learned, something they want to thank someone for, something that went very well, something they are grateful for, etc. Tell them to raise their hand when they have an idea of what they'd like to share.
  - Once several hands are raised, select one person who will start off. Explain that when you start the timer, the first person will go. Then, anyone can share whenever they're ready.
  - Encourage participants to listen attentively to each speaker. When one person finishes, someone else begins. It's okay if there is quiet between people sharing; this is natural.
  - Repeat the reflection question, and start the timer.
  - When the timer goes off, listen as the person who is already speaking finishes. Then, thank the group and move on. It's okay if not everyone who wanted to share had a turn this time. With repeated opportunities, the group grows more fluent and also more comfortable with silence between sharing. This closing activity can be used over and over without losing its impact.
- **Follow-Up Activity/Prompt**
    - The Apple Exercise
      - Divide students into pairs.
      - Give students one apple per pair.
      - Tell students their goal is to figure out who should get the apple.
      - Have students come up with ideas for a resolution.
      - Try to encourage a win-win situation.



## Flexible Thinking for Building Resiliency and Perseverance

**Brief Summary:** In this lesson, students discuss resilience and perseverance and practice flexible thinking strategies.

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

- **Journal Question**
  - Think about a time you faced a challenge. What did you do to overcome it?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Students will be able to describe the difference between resilience and perseverance.
    - Students will demonstrate strategies for using flexible thinking to build resilience and perseverance.
- **Shared Vocabulary**
  - **Resilience:** the ability to recover or “bounce back” from challenges
  - **Perseverance:** to continue working towards a goal no matter how difficult it gets
  - **Flexible thinking:** the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - With visual cards, attach a picture cue of what students should do along with the number.
      - Use thoughtful pairing of students.
      - Increase the amount of time for each round.

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



- **Engaging Strategies**

- Fishbowl
  - Question/Prompt
    - What are ways you can demonstrate flexible thinking when faced with a challenge?
  - Differentiation
    - Assign groups based on opposing views.
    - Have a middle seat inside the inner circle for someone to ask follow-up questions.
    - Have a question/prompt written on the board.
    - Translate the question/prompt.
    - Use a visual timer.
    - Allow brainstorm time ahead of discussions.
    - Allow students to write what they want to say ahead of time.

- **Differentiated Instruction**

- Sentence Stem(s): One challenge I faced was \_\_\_\_\_. The steps I took to overcome the challenge were \_\_\_\_\_.
- Have a question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow brainstorm time ahead of discussions.

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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Everyone is going to fail and face challenges. How you choose to respond to them is what demonstrates your resilience and ability to persevere.
  - Using flexible thinking strategies helps you navigate problems in a new way and be able to find solutions.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - How can you practice resilience this week?
  - What is a difficult task that you can use flexible thinking strategies to persevere through?
  - What could you tell a friend who's discouraged about how to persevere?





- **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 coming up with ways to use flexible thinking?
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
- **Optimistic Closure**
  - Future Me
    - Prompt
      - What can you do to strengthen your resilience this week?
    - Differentiation
      - Allow students to type or use speech-to-text to construct letters.
      - Write the prompt on board.
      - Translate the prompt.
      - Allow extra time for writing and brainstorming.
      - Have students send a voice message to their future selves.
- **Follow-Up Activity/Prompt**
  - Socially Skilled Kids: Flexible Thinking
  - Common Sense Education: We All Teach SEL: Perseverance Activities and Tools for Students
  - Perseverance Activities

## Giving Back

**Brief Summary:** In today's lesson, students learn about volunteerism. They learn a few facts about volunteering in the USA, different types of volunteering, and the benefits of volunteering.

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

- **Journal Question**
  - What is one thing you could do today to improve your local community? How would you accomplish this goal?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Define volunteerism and the benefits of volunteering in finding future employment or applying to college.
    - Identify opportunities to volunteer in the school or community that match their interests and strengths.
    - Recognize personal wellness and community benefits to volunteering.
- **Shared Vocabulary**
  - **Citizenship:** the quality of an individual's response to membership in a community
  - **Volunteerism:** the act or practice of doing volunteer work in community service
  - **Community service:** work that is done without pay to help people in a community
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Four Corners
    - Statement/Question Prompt
      - If you had to spend your free time doing community service, how would you spend it?
    - Corner Labels
      - Corner 1 label: Helping Others
      - Corner 2 label: Helping Animals

- Corner 3 label: Helping the Environment
- Corner 4 label: Making Calls for Donations
- Debrief Question: Ask groups what similarities or differences they found in their corner. Were there any similarities between the different corners (interests, strengths, etc.)?
- Differentiation
  - Allow students extra time to think.

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

- **Engaging Strategies**

- Card Sorts
  - Topic/Question
    - What types of formal or informal volunteering have you done (or would be interested in doing if you haven't had an opportunity to volunteer before)? Write down the activity without identifying whether it is informal or formal.
  - Debrief Questions
    - Did you notice more formal or informal activities?
    - What were some new volunteer opportunities you learned?
  - Differentiation
    - Write the prompt on the board.
    - Write the directions on the board.
    - Translate the topic/question.
    - Provide sentence stems.
    - Assign groups/partners.

- **Differentiated Instruction**

- Allow extra time for writing.
- Allow time to brainstorm ahead of discussions.
- Provide the following sentence stem: One thing I could do to improve my community is \_\_\_\_\_.

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Volunteering helps students' future college and career opportunities.
  - Volunteering helps students explore their interests and passions.



- Volunteering makes us feel good and increases our learning and motivation.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - Have you seen any opportunities to donate your time (volunteer) to help your community?
  - Generosity (the act of giving time or money that goes beyond what is expected) has similar feel-good benefits to volunteering. Have you had an opportunity to show generosity this week?
  - What is one thing you did today to help someone else? Encourage students to think of small things (holding the door open for someone, asking how someone's day was, including someone in an activity) as well as big things.
- **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 was something from this lesson that surprised you?
  - Name one strength or interest you listed during the lesson.
  - What is a way you want to volunteer in the future?
  - What benefits of volunteering matter most to you?
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - What is the next step you can take toward adding volunteering to your life?
    - Differentiation
      - Write on the board the following speaking sentence stem: My next step is \_\_\_\_\_.
      - Project/show the ideas from Volunteering and You for students.
- **Follow-Up Activity/Prompt**
  - Reach out to your local elementary school, and volunteer to have your class peer mentor, tutor, or clean up the playground.
  - Organize a community service project benefitting your school or local park.
  - Organize a food donation for your local food pantry.



## Honesty & Integrity

**Brief Summary:** Honesty and integrity have a positive impact on one's life and relationships. In this lesson, students evaluate the connection between honesty and integrity and how they are perceived by others. They also explain how their decisions related to honesty and integrity impact themselves and others.

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

- **Journal Question**
  - Think of a time when you showed integrity. How did others see you?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Evaluate the connection between honesty and integrity and how they are perceived by others.
    - Explain how their decisions related to honesty and integrity impact themselves and others.
- **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
  - **Dependability:** when people can count on you to do what you say you will do
  - **Morals:** ideas about right and wrong
  - **Ethics:** guidelines for doing the right thing
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
    - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.



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

- **Engaging Strategies**

- 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.
- 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 is 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.
- When you show honesty and integrity, others will likely see you as
  - Strong
  - Dependable





- Trustworthy
- Ethical
- Honesty and integrity can benefit you as well as others.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is honesty?
  - What is integrity?
  - How can your honesty and integrity influence how people see you?
  - How can honesty and integrity impact you and the people around 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.
  - Write one thing you learned today.
  - Discuss how today's lesson could be used in the real world.
  - I didn't understand...
- **Optimistic Closure**
  - Future Me
    - Prompt
      - What do you want your future self to remember about honesty and integrity?
    - 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.



## Making Judgments

**Brief Summary:** This lesson explores several factors that can affect our judgment of ourselves and others, such as making assumptions and snap judgments. This lesson also explores skills needed to improve our ability to make fair judgments, such as not jumping to conclusions and considering all of the evidence by asking questions, challenging assumptions, and seeing things from other 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 Questions**
  - Can you think of a time when you judged someone immediately and later wished you hadn't? How did it feel? What do you wish you had done differently?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify factors that affect their judgment of themselves and others.
    - Evaluate and apply skills for improving their ability to make fair judgments.
- **Shared Vocabulary**
  - **Judgment:** the ability to analyze and evaluate situations in life
  - **Evaluate:** to determine the significance or worth of something
  - **Fair:** without trying to achieve an unjust advantage
  - **Assume:** to suppose something is true, often without proof
  - **Assumption:** a thing that is accepted as true, often without proof
  - **Snap judgment:** a hasty decision or opinion about someone or something
  - **Objective:** not influenced by personal feelings
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
      - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.



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

- **Engaging Strategies**

- Gallery Walk
  - Question/Prompt
    - What are three things we can do to improve our ability to make fair judgments?
  - Headings for Posters
    - Seeing things from another perspective
    - Asking questions
    - Challenging assumptions
    - Not jumping to conclusions
  - Differentiation
    - Translate the question/prompt.
    - Use a visual timer.
    - Allow time to brainstorm ahead of discussions.
    - Allow students to write what they want to say ahead of time.
    - Provide the following sentence stem for spoken response: One of the things we can do to improve our ability to make fair judgments is...

- **Differentiated Instruction**

- Allow extra time for writing.
- Provide the following sentence stems:
  - A time I can remember when I judged someone was...
  - It made me feel...
  - I wish I had...

**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.
  - Assumptions are often unexamined beliefs we make based on our knowledge of the world or our past experiences. However, if we are not careful, these assumptions can lead to unfair judgments that can negatively affect how we view ourselves and those around us.
  - Our brains are wired to make automatic assumptions so we can move through the world without expending a lot of energy trying to understand and interpret everything we see. It's more difficult to take the time to understand others or judge others fairly.



- The key isn't to stop judging ourselves. The key is to judge ourselves in a different way.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What are the factors that affect our judgments of ourselves and others?
  - What are two skills that can help you improve your ability to make fair judgments?
  - What are some examples of assumptions we commonly make? What can we do to avoid this?
  - How does social media affect how we judge ourselves? How does it affect how we judge others?
- **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.
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - The first step I plan to take to ensure I am making fair judgments is...
    - Differentiation
      - Write on the board the following speaking sentence stem:  
My next step is \_\_\_\_\_.
- **Follow-Up Activity/Prompt**
  - For English classes, ask students to practice making fair judgments by considering why an author used a particular literary device or POV.
  - For history classes, ask students to practice making fair judgments by considering whether or not soldiers could have behaved differently to mitigate casualties in the Civil War.
  - For math classes, ask students to practice making fair judgments by considering what evidence is needed to solve a word problem.
  - For science classes, ask students to practice making fair judgments by extracting the main idea from a lecture you give and summarizing it so third graders could understand.



## Making the Most of Your Time

**Brief Summary:** This lesson discusses the importance of recognizing one's values and interests for the purposes of selecting classes, managing one's time, and developing effective work habits.

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

- **Journal Question**
  - What are your interests?
- **Lesson Objectives**
  - After this lesson, students can do the following
    - Discuss the impact values and interests have on class selection, work habits, and time management as they relate to school.
    - Identify 2–3 actions that they would like to take to better integrate their values into their day to day schedule.
- **Shared Vocabulary**
  - **Values:** the things and qualities you believe to be important in life
  - **Interests:** the subjects, activities, or ideas you are passionate about or want to learn more about
  - **Prioritize:** treating something or someone as more important than other things
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - With a visual card, attach a picture cue of what students should do along with the number.
      - Use thoughtful pairings of students.
      - Increase the amount of time for each round.

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

- **Engaging Strategies**
  - Pass It On



- **Differentiated Instruction**

- Provide the following sentence stems: My interests include \_\_\_\_\_. Things I love and want to learn more about are \_\_\_\_\_.
- Have a question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- In the online modules, turn on language translation that will translate closed captions into the student's first language.
- Enlarge the cursor and change the cursor's color for students with visual impairments.

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

- Recognizing your values and interests can help you make the most of your high school experience.
- When selecting classes, it is useful to consider your values and interests to help you choose classes you will enjoy and that will help you reach your goals.
- Paying attention to your values and interests can make it easier to prioritize your activities and manage your schedule.
- Reflecting on values and interests can help you develop effective work habits to help you perform your best in school.

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

- To what extent have your interests stayed the same or changed over the past several years? What do you think causes some interests to change?
- Most schools don't have classes or clubs for every interest. Brainstorm some ideas about what you can do if your school does not offer a class or organization related to one of your interests.
- What do you find is the hardest part of managing your time? What changes could you make to better organize your use of time?

- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.





- Write one thing you learned today.
- Discuss how today's lesson could be used in the real world.
- The thing that surprised me the most today was...
  
- **Optimistic Closure**
  - One Takeaway I'm Going to Try
    - Prompt
      - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
    - Differentiation
      - Provide the following sentence/speaking stems: One takeaway from today's lesson that I want to try is \_\_\_\_\_. I want to try this because \_\_\_\_\_.
      - Allow students to use their personal dictionaries.
      - Allow students to write what they want to say ahead of time.
      - Pair students to support ELL speaking skills.
      - Use thoughtful groupings of students.
  
- **Follow-Up Activity/Prompt**
  - Keep a time tracker journal for a week. Mark out a journal page or use a calendar app on your phone to document how you spend your time for an entire week. From when you wake up in the morning until you go to bed at night, document what you do with your time. It might be most helpful to break your day into 1 hour or 30-minute increments. Then, at the end of the week, look for any trends and reflect on how you use your time. What surprises you? Are there any activities that are taking up time you would rather dedicate to something else?



## Manage Your Time, Manage Your Stress

**Brief Summary:** Time management is a critical skill for eleventh graders to develop. In this lesson, students identify practical strategies for time management to reduce stress. They also evaluate how the use of social media affects their experience of stress.

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

- **Journal Question**
  - What strategies do you use to manage your time?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify practical strategies for time management to reduce stress.
    - Evaluate how the use of social media affects their stress.
- **Shared Vocabulary**
  - **Stress:** the experience of mental, emotional, or physical strain or pressure
  - **Time management:** the process of organizing and planning how to divide your time between different activities
  - **Priorities:** something that is treated as more important than other things
  - **Prioritize:** treating something or someone as more important than other things
  - **Pomodoro technique:** a time management method where tasks are completed in focused, 25-minute intervals
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - 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**

- Engaging with Data

- Data

- According to a report by Common Sense Media, teenagers (13–18) use an average of nine hours of entertainment media per day and tweens (ages 8–12) use an average of six hours a day, not including time spent using media for school or homework.

- Debrief

- What does this data tell us about teens' relationship with social media?
- What did you learn from listening to others?

- 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.
- Use the following sentence stem for spoken response: This data shows that social media...

- **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.
  - Time management is an important part of reducing your stress.
  - One way to manage your time is to use Covey's quadrants of importance and urgency.
  - Another time management strategy is represented by the PUSH acronym:
    - Prioritize.
    - Use a to-do list.
    - Schedule deadlines on a calendar.
    - Have fun.
  - When developing a time-management plan, it is especially important to examine the impact of social media on your stress.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is stress?
  - What is time management?
  - What is the relationship between stress and time management?
  - What are some strategies for managing your time?
  - What is the influence of social media on stress?
- **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 didn't understand...
  - I would like to learn more about...
- **Optimistic Closure**
  - Future Me
    - Prompt
      - What do you want your future self to remember when it comes to time management or social media?
    - Differentiation
      - This 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.



## My Dependability Matters

**Brief Summary:** In this lesson, students will explore the concept of dependability, which consists of two elements: reliability and trustworthiness. Through relevant, age-appropriate scenarios, students will have the opportunity to evaluate the ways in which a person can become more dependable. Finally, to apply the concept and practice of dependability to their own lives, students will identify how being dependable benefits themselves and others.

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

- **Journal Question**
  - Describe an experience where you let someone down. How did that person feel? How did you feel?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Define dependability.
    - Identify the benefits of being dependable for themselves and for others.
- **Shared Vocabulary**
  - **Dependability:** when people can count on you to do what you say you will do
  - **Trustworthiness:** when you are honest and reliable and keep promises
  - **Reputation:** the way others think of you and the judgments they make about you
  - **Reliable:** responsible and trustworthy
- **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 either as 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**

- Card Sorts

- Topic/Question

- What does it mean to be dependable?

- Debrief Questions

- What patterns and meaningful categories did you find?
- What can we learn from this activity?

- Differentiation

- Write the prompt on the board.
- Write the directions on the board.
- Translate the topic/question.
- Provide the following sentence stem: Being dependable can mean...
- Assign groups/partners .

- **Differentiated Instruction**

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

- **ELL Support**

- Translate the question/prompt.
- In the online modules, turn on language translation that will translate closed captions into the student's first language.

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





- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Being dependable means that people can count on you to do what you say you will do.
  - There are two elements or behaviors of dependability: being reliable and being trustworthy.
  - Being dependable can benefit you as well as others.
  - Individual benefits of dependability include a good reputation and respect, integrity and character, and healthy friendships and relationships.
  - Benefits of dependability to others include contributing to a smoothly functioning society, making others feel valued, and achieving common 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 dependable?
  - What are the two parts of being dependable?
  - How can being dependable benefit you?
  - How can being dependable benefit others?
- **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 did the scenario with Drew help you think about dependability?
- **Optimistic Closure**
  - One-Word Whip Around



## Peer Mediation

**Brief Summary:** Conflict resolution is a critical skill that benefits people of all ages. In this lesson, students will understand how to use mediation to resolve conflicts. They will also demonstrate the ability to serve as a peer mediator to help resolve conflicts.

**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**
  - Think of the worst conflict you've ever experienced. How could a third-party mediator have helped you resolve it?
- **Differentiated Question**
  - What is conflict? What is mediation?
- **Higher-Level Question**
  - What is the best way to help friends and family members resolve their conflicts?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Understand how to use mediation to resolve conflicts.
    - Demonstrate the ability to serve as a peer mediator to help resolve conflicts.
- **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
  - **Facilitator:** a person who helps a group to work better together to accomplish something
  - **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
  - **Flexible thinking:** the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem.
  - **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 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 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
      - Describe an experience where you think peer mediation would have been really helpful.



- **Differentiation**
  - Assign groups based on opposing views.
  - Have a middle seat inside the inner circle for someone to ask follow-up questions.
  - Have the question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow brainstorm time ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Use sentence stems for spoken response: One conflict I experienced...
- **Differentiated Instruction**
  - Have the question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow brainstorm time ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Pair students to support ELL speaking skills.
  - Use thoughtful groupings of students.
  - Personal Dictionaries
    - Provide a template with words in place and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - Turn on language translation in the online modules that will translate closed captions into the student's first language.
  - Enlarge the cursor and change the cursor's color for students with visual impairments.

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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Conflict is a disagreement or argument within oneself or with other individuals.



- Peer mediation is when someone in your age group acts as a mediator to resolve a conflict.
- The steps of the peer mediation process are that each person does the following:
  - Agrees to ground rules
  - Tells their story in their words
  - Expresses their needs
  - Brainstorms possible solutions
  - Applies the agreed-upon resolution
- **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 peer mediation?
  - Why can peer mediation be helpful?
  - What are some skills peer mediators need?
  - How can you be a peer mediator?
- **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...
- **Optimistic Closure:** Not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work and can provide a sense of accomplishment and support forward-thinking.
  - One-Minute Accolade



## Perspective in a Virtual Environment

**Brief Summary:** Today's lesson is about perspectives in the virtual setting and best practices for communicating to avoid conflict.

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

- **Journal Question**
  - What is your perspective of school in the virtual setting? How has it changed from in-person learning?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Examine how to handle differing perspectives in virtual settings.
    - Describe ways to respectfully communicate your perspective virtually to avoid conflict.
- **Shared Vocabulary**
  - **Perspective:** a way of thinking about something based on your experience and beliefs
  - **Conflict:** a disagreement or argument within oneself or with other individuals
  - **Trigger:** something that affects your emotional state, often significantly, by causing extreme overwhelm or distress
  - **Appropriate:** something that is right for the situation
  - **Sensitive:** having or displaying a quick and delicate appreciation of others' feelings or easily hurt or damaged
  - **Mindset:** how you think about something
  - **Empathy:** when we understand someone's perspective or put ourselves in another person's shoes and can identify with how they are feeling
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
      - Based on the students, you may want to put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.





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

- **Engaging Strategies**
  - Pass It On
  
- **Differentiated Instruction**
  - Allow students extra time to think.
  - Allow students to draw a picture to get their brains flowing.
  - Create sentence starters.

**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.
  - Perspective is a way of thinking about something based on your experience and beliefs.
  - Handling differing perspectives in the virtual setting has similarities with and differences from handling differing perspectives in person.
  - Ways to respectfully communicate your perspective virtually to avoid conflict include respecting others' opinions, considering their backgrounds, responding thoughtfully, focusing on solutions rather than problems, and considering the situation from all perspectives.
  
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - Has a classmate or teacher ever surprised you with how they reacted to a specific situation?
  - How will you consider others' perspectives in the future when a situation surprises or frustrates you?
  - How has your opinion on understanding others' perspectives changed or stayed the same? How will this impact how you treat others in the future?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Write one question you have about today's lesson.



- **Optimistic Closure**

- Prompts that document learning
  - Write one thing you learned today.
  - Discuss how today's lesson could be used in the real world.
- Prompts that emphasize the process of learning
  - I didn't understand...
  - Write one question you have about today's lesson.
- Prompts to evaluate effective of instruction
  - Did you enjoy the journal question for today?
- Other prompts
  - I would like to learn more about...
  - Please explain more about...
  - The thing that surprised me the most today was...

- **Follow-Up Activity/Prompt**

- Draw a picture that can be viewed the same whether you are looking at it right side up or upside down.
- Have two people sit in chairs facing one another. Have one person describe what they see behind the other person's back. Then, have the other person do the same. Discuss what is similar and what is different and how perspective can change your view.
- Discuss a current event that became more intense because of varying perspectives between parties involved. How could understanding one another's perspectives have changed the result of this situation?



## Self-Care for Me

**Brief Summary:** Today’s lesson teaches students about the importance of daily self-care and the increased importance of self-care during times of high stress. Using a mock site called “ForMe,” students create an individualized and personalized self-care plan for themselves.

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

- **Journal Question**
  - On a scale of 1–10, how would you rate the importance of self-care (with 10 being the most important and 1 being the least important)? Explain why.
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify and apply strategies for self-care.
    - Analyze why self-care is important.
    - Create a personalized self-care plan.
- **Shared Vocabulary**
  - **Self-care:** the actions one takes to improve their mental, physical, and emotional health
  - **Self-indulgence:** quick and easy fixes, things that relieve stress temporarily, or things that bring us fast comfort, such as binge watching TV or turning to food for comfort
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Group your students together and ask them to discuss three good things that have happened to each of them so far today.

**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 brainstorm additional examples of self-care.
  - Have students share which part of self-care they struggle with and brainstorm ways to work through that obstacle together.



- **Differentiated Instruction**

- Enrichment activity: Encourage students to track their self-care routines over the next month. Then ask them to group together and give a short presentation on effective techniques to share with the health classes at your school or with the incoming freshmen as part of their transition plan. Seniors can make survival guides for the incoming freshmen and those could be shared with next year's students.

- **ELL Support**

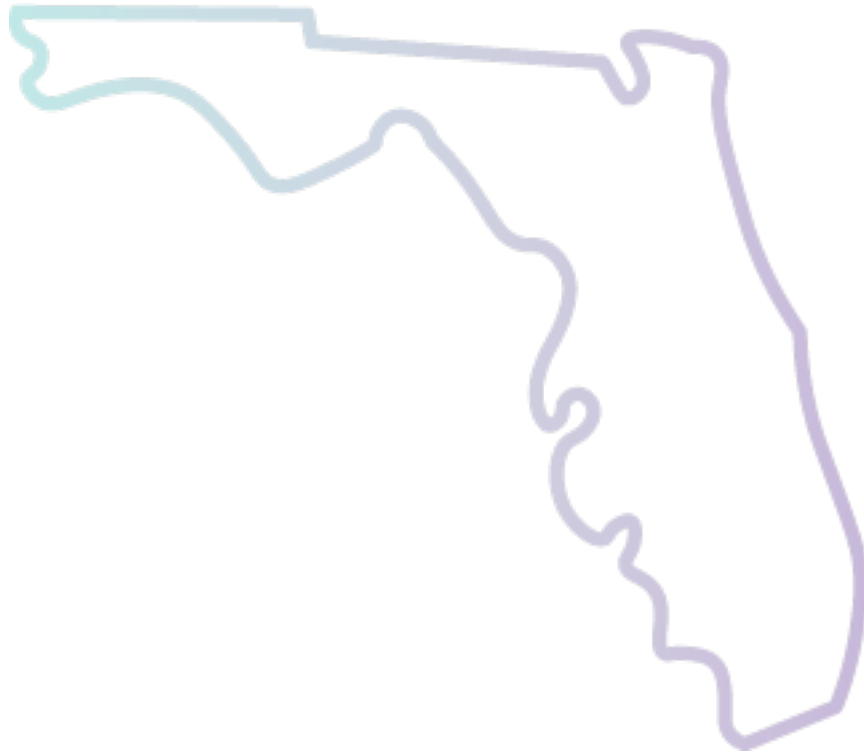
- Provide the key vocabulary words in the native language of your ELL students.
- Self-care looks different across cultures. Have a conversation with your ELL students to see if they identify with the ideas included in this lesson or if there are alternatives that they would like to include in their self-care plan.

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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - The benefits of self-care include reduced stress, improved concentration, and better physical, mental, and emotional well-being.
  - The secret behind sustainable self-care is making a commitment to themselves and keeping it.
  - The best thing students can incorporate into their self-care routine is to make sure they get plenty of sleep, exercise, and nutritious food.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - Can self-care involve doing something to help others? Why or why not?
  - What are some of the self-care routines you've tried before? What are some you are planning to try in the future?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Which self-care technique are you most excited to try this week?
- **Optimistic Closure**
  - Ask students to freewrite for 2–3 minutes about what self-care means to them. Then have students pair up and share their responses.



- Have students share their responses in a whip share or popcorn format so that every student's voice is heard. Encourage students who are listening to add the ideas being shared to their own self-care plan.
- **Follow-Up Activity/Prompt**
  - Encourage students to think of simple ways that they can encourage their peers to engage in self-care. Students can make posters with self-care ideas, host a self-care event after school, create self-care themed memes, or write positive affirmations to post around the school building.





## SHIELDS Strategy Training for Self-Regulation

**Brief Summary:** Self-regulation is important so students can stay calm in difficult situations and make the right decisions. In this lesson, students will learn the step-by-step SHIELDS strategy for self-regulation. First, they will analyze each step, and then they will be able to apply it in different 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 Questions**
  - Describe an experience when it was really hard to stay in control. What strategies did you use? What were the results?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Analyze the seven steps of the SHIELDS strategy for self-regulation.
    - Implement the SHIELDS strategy in different settings and situations.
- **Shared Vocabulary**
  - **Self-regulation:** a self-directed process for monitoring and responding to your own thoughts, feelings, and behaviors to be able to think clearly, accomplish tasks, and achieve goals
  - **Active listening:** paying close attention to another person's communication and then summarizing what they said to ensure you understand
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!

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

- **Engaging Strategies**
  - Card Sorts
    - Topic/Question
      - What are some ways to self-regulate?





- Debrief Questions
  - What patterns and meaningful categories did you find?
  - What was challenging about the process, and what strategies did you use to accomplish the task anyway?
- **Differentiated Instruction**
  - Journal Question
    - Allow extra time for writing.
    - Sentence Stems
      - A time when I almost lost control was when...
      - One thing I did to stay in control was...
    - Welcoming Activity
      - 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.
    - Engaging Strategy
      - Write the prompt on the board.
      - Write the directions on the board.
      - Translate the topic/question.
      - Provide the following sentence stems:
        - One way to self-regulate is...
        - A good way to stay calm when you're upset is...
        - When I get upset, I try to...
        - One thing I'd like to try next time I get upset is...
      - Assign groups/partners.
    - Exit Slip
      - Allow extra time for writing.
  - **ELL Support**
    - Journal Question
      - Translate the question/prompt.
      - Have the question/prompt written on the board.
    - Welcoming Activity
      - Pair students to support ELL speaking skills.
    - Engaging Strategy
      - Sentence Stems
        - When I am upset, I...
        - To stay calm, I...
    - **Exit Slip**
      - Allow extra time for writing.



- **Optimistic Closing Activity**

- 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 students should understand.
  - Self-regulation is a self-directed process for monitoring and responding to your own thoughts, feelings, and behaviors to be able to think clearly, accomplish tasks, and achieve goals. Self-regulation helps us stay calm in difficult situations so we can make the right decisions.
  - The SHIELDS strategy can help us with self-regulation by providing a step-by-step process.
  - The SHIELDS steps are
    - 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 does it mean to self-regulate?
  - If someone has good self-regulation skills, does that mean they don't ever get upset?
  - What are the steps of the SHIELDS strategy?
  - What are the pros and cons to using the SHIELDS strategy?
  - Which step in the SHIELDS strategy is the most challenging 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.
- Prompt to evaluate the effectiveness of instruction
  - What did you think of the video about Amaya using the SHIELDS strategy?
- Other prompts
  - I would like to learn more about...
  - Please explain more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - One Takeaway I'm Going to Try





## Thinking Traps

**Brief Summary:** Cognitive distortions can contribute to stress, depression, and anxiety among teenagers. In this lesson, students learn to recognize several negative thought patterns that are associated with stress. They also practice analyzing the evidence for their negative thought patterns to evaluate the way they interpret 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**
  - Have you ever jumped to conclusions? What were the results?
- **Lesson Objectives**
  - After the lesson, students can do the following:
    - Recognize several negative thought patterns that are associated with stress.
    - Practice analyzing the evidence for their negative thought patterns to evaluate their interpretation of a situation.
- **Shared Vocabulary**
  - **Stress:** the experience of mental, emotional, or physical strain or pressure
  - **Negative thought pattern:** a habitual way of interpreting situations that is often inaccurate and harmful
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.
      - With a visual card attach a picture cue of what students should do along with the number.
      - Use thoughtful pairing of students.
      - Increase the amount of time for each round.

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

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



- **Differentiated Instruction**

- Have a question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow extra time for writing.
- Allow 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.
  - Stress is the experience of mental, emotional, or physical strain or pressure.
  - Negative thought patterns are habitual ways of interpreting situations that are inaccurate and harmful.
  - The following are ten negative thought patterns:
    - "All or nothing" thinking
    - Overgeneralization
    - Mental filter
    - Disqualifying the positive
    - Jumping to conclusions
    - Magnification or minimization
    - Emotional reasoning
    - "Should" statements
    - Labeling and mislabeling
    - Personalization



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is stress?
  - What are negative thought patterns?
  - Describe some specific negative thought patterns.
- **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 didn't understand...
  - Did you enjoy the "thinking traps" videos?
- **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.





## Thoughts, Emotions, and Behaviors

**Brief Summary:** For young people, it can be difficult to pinpoint how their thought processes influence their emotions and behavior. In this lesson, students analyze the relationship between thoughts, emotions, and behaviors. They also learn to identify and anticipate situations in which they will need to self-regulate.

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

- **Journal Question**
  - How can you change how you feel by changing your thoughts?
  - Differentiated Question: Describe a situation where you felt upset but then you got more information about the situation and felt better.
  - Higher level Question: What is the relationship between thoughts, emotions, and behaviors?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Analyze how thoughts and emotions impact their ability to behave responsibly.
    - Identify situations in which they can anticipate and plan for difficulty with self-regulation.
- **Shared Vocabulary**
  - **Self-regulation:** a self-directed process for monitoring and responding to your own thoughts, emotions, and behaviors to be able to think clearly, accomplish tasks, and achieve goals
  - **Emotion:** an inner feeling that is often accompanied by a physical state
  - **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
  - **Cognitive reframing:** challenging negative thinking and shifting your mindset or the way that you view something
- **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 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**
  - Gallery Walk
    - Question/Prompt
      - What are some ways to self-regulate when we feel different emotions?
    - Headings for Posters
      - Angry
      - Happy/Excited
      - Sad
      - Scared
    - Differentiation
      - Translate the question/prompt.
      - Use a visual timer.
      - Allow brainstorm time ahead of discussions.
      - Allow students to write what they want to say ahead of time.
      - Sentence stems for spoken response: One way to self-regulate when we feel [emotion] is...



- **Differentiated Instruction**
  - Have the question/prompt written on the board.
  - Use a visual timer.
  - Allow extra time for writing.
  - Enlarge the cursor and change the cursor's color for students with visual impairments.
- **ELL Support**
  - Translate the question/prompt.
  - 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.
  - Thoughts and emotions (even positive thoughts and comfortable emotions) can influence our ability to behave responsibly.
  - To anticipate situations when we may need to self-regulate, we should pay attention to our thoughts, emotions, and bodies.
  - Two strategies for self-regulation are the SHIELDS strategy and cognitive reframing.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What does it mean to behave responsibly?
  - What can responsible behavior be based on?
  - How can thoughts and emotions influence our ability to behave responsibly?
  - How can we self-regulate in difficult situations?
- **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 learn from the video about the relationship between thoughts, emotions, and behaviors?
- **Optimistic Closure**
  - One-Word Whip Around



## What Is Executive Functioning?

**Brief Summary:** In this lesson, students learn about executive functioning skills and how those skills are important for success. Executive functioning skills are the mental processes that allow us to plan, track, and accomplish tasks and goals. Students learn how executive functioning skills develop over time and how the importance and role of executive functioning changes in the high school years. Students are introduced to the categories and skills associated with executive functioning and learn through a video example about a peer struggling with and improving some executive functioning skills.

**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.

- **Lesson Objectives**
  - Define what executive functioning is and what specific executive functioning skills are.
  - Describe how each skill is important for success.
- **Shared Vocabulary**
  - **Executive functioning:** mental processes that allow us to plan, track, and accomplish tasks and goals
  - **Success:** the accomplishment of a goal
  - **Flexible thinking:** the ability to change, shift, and adapt your thinking in different situations
  - **Self-control:** the ability to manage our thoughts, feelings, and behaviors across different situations
  - **Self-monitoring:** the ability to keep track of our thoughts and behaviors and make changes as needed
  - **Working memory:** the ability to hold information in our minds and use it to complete tasks
- **Journal Question**
  - List the executive function skills you are familiar with. Name one or two you feel are areas of strength for you.
- **Differentiated Question**
  - List the executive function skills you are familiar with.
- **Higher Level Question**
  - Name an area of executive functioning that is a strength for you. How does this help you in life and in school?
  -



- **Differentiation**

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

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

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

- 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 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
    - How do executive functioning skills help us in school?
  - 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.

**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.
  - Executive functioning skills are the mental processes that allow us to plan, track, and accomplish tasks and goals.
  - Executive functioning skills are learned.
  - Executive functioning categories include the following:
    - Working memory
    - Flexible thinking
    - Self-control
    - Self-Monitoring
  - Executive functioning skills include the following:
    - Planning and prioritizing
    - Organization
    - Task initiation
  - Executive functioning skills take time to fully develop, and they develop at different rates in different people.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is executive functioning?
  - Why is executive functioning important?
  - How can executive functioning help you at school?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Write one question you have about today's lesson.
  - Did you enjoy the fishbowl activity?





- **Optimistic Closure:** Not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work and can provide a sense of accomplishment and support forward-thinking.
  - One-Word Whip Around
    - Question/Prompt
      - Think of one word that describes your learning today.
    - Differentiation
      - Write a word bank.
      - Write the question/prompt on the board.
      - Give extra time to think.
      - Allow students to say the English word and the word in their native language. This may require them to quickly translate if they know a word in their native language but not the English translation.
- **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.
  - Executive Function Skills Checklist
  - Set up and consistently use a homework folder or planner.
  - Engage students in self-directed goal setting. Help students set goals and goal milestones.
  - Use Restorative Circles as a means to help develop executive functioning skills such as self-control and awareness.

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

- **Resources for Students**
  - Books
    - *The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens* by Sharon A. Hansen
    - *Train Your Brain for Success: A Teenager’s Guide to Executive Functions* by Randy Kulman
- **Resources for Teachers**
  - Books
    - *Essentials of Executive Functions Assessment* by George McCloskey and Lisa A. Perkins
    - *Executive Skills in Children and Adolescents* by Peg Dawson and Richard Guare
    - *FLIPP the Switch: Strengthen Executive Function Skills* by Sheri Wilkins and Carol Burmeister



## What Role Does Gratitude Play in My Relationships?

**Brief Summary:** Gratitude is an important component to having better relationships. Students learn about the neuroscience behind gratitude and how it can help us to build and strengthen all types of relationships including romantic relationships, friendships, family relationships, and even work relationships. Students also explore various techniques for expressing gratitude in their 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 journal after the lesson, and have them decide how well they answered the question. Have students update their answers, if needed.

- **Journal Question**
  - What role do you think gratitude plays in a successful relationship?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify the role that gratitude has in various relationships.
    - Generate and apply techniques for showing gratitude in their relationships.
- **Shared Vocabulary**
  - **Gratitude:** being thankful for something that you have been given or something that you have
  - **Satisfaction:** a state of feeling fulfilled or content
  - **Neurotransmitters:** chemicals in the brain that carry messages throughout your body
  - **Dopamine:** a chemical made in your brain that influences your mood as well as feelings of reward and motivation
  - **Serotonin:** a chemical made in your brain that is sometimes referred to as the happiness chemical because it is associated with feelings of well-being and relaxation and helps to stabilize our mood
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - What are you thankful for?
    - Debrief Question(s)
      - What can we learn from each other's answers?



- Differentiation
  - Allow students time in their pairs to discuss.
  - Use instrumental music or no music and indicate with lights (on-move/off-find a partner and discuss).
  - Write the directions on the board.
  - Translate the question/prompt.
  - Allow students to brainstorm on paper before speaking.
  - Provide sentence stems: I am thankful for...

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

- **Engaging Strategies**
  - Gallery Walk
    - Question/Prompt
      - What are you grateful for?
    - Headings for Posters
      - At home
      - At school
      - In the community
      - About life in general
- **Differentiated Instruction**
  - Differentiation
    - Use a visual timer.
    - Allow brainstorm time ahead of discussions.
    - Allow students to write what they want to say ahead of time.
    - Sentence stems for spoken response: I am grateful for...
- **ELL support**
  - Translate the question/prompt.

**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.
  - Relationships come in all shapes and sizes, and gratitude plays a major part in developing and maintaining them. When in a great relationship, the recipient will feel happier and will experience a more satisfied life.
  - People in good relationships are less likely to have physical and mental health problems because they have an increased sense of purpose, feel



- less alone, have more confidence, and know they have a support system that they can count on!
- Different relationships call for different things but regardless of the type of relationship, gratitude is important to show and expect.
- Gratitude shows others that you value them and the actions that they took. It demonstrates genuine care for the well-being of others.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - Why is gratitude so important in developing and maintaining relationships? Give examples from the relationships that you have.
  - Why do different relationships require different things and have different expectations?
  - What does gratitude mean to you? What role does it have in your personal relationships with others?
- **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 do you look for in a good relationship, and what is the role of gratitude in what you are looking for?
- **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.
- **Follow-Up Activity/Prompt**
  - How would gratitude look different when you engage with adults versus people your own age?
  - Thanks! A Strengths-Based Gratitude Curriculum for Tweens and Teens (52 pages)



## 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.

