



# Florida Resiliency Education

## Teacher Companion Guides

### Grade Ten



Navigate**360**

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## Avoiding Miscommunication

**Brief Summary:** This lesson discusses how to be an effective communicator. We discussed how to clarify, articulate, question, position your body, and listen in a conversation. We defined body language as communicating through movements, postures, and gestures and identified nonverbal cues to look out for. We touched upon some barriers to communication and learned strategies to combat them.

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

- **Journal Question**
  - Why is it important to be an effective communicator? How will learning strategies to become a better communicator help you in the real world?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Describe the characteristics of effective communication.
    - Evaluate a variety of scenarios and determine ways to improve communication within each context.
- **Shared Vocabulary**
  - **Clarify:** to make something more understandable
  - **Body language:** communicating through movements, postures, and gestures
  - **Miscommunication:** being unable to get your message across clearly
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Greeting Frenzy
    - Differentiation
      - Find another student and give them a bad handshake on purpose. What about their body language revealed that they didn't want to shake hands with you? My partner's body language revealed that they \_\_\_\_\_. I picked up on this because \_\_\_\_\_.
      - Write directions on the board as well as giving them verbally.
      - Use a visual timer.
      - Based on the students you may put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.



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

- **Engaging Strategies**

- Card Sorts
  - Topic/Question(s)
    - How can you show that you're engaged in a conversation?
  - Debrief Questions
    - How do these strategies make your communication more effective?
    - How often do you speak and listen in a conversation?
  - Differentiation
    - Write a prompt on board.
    - Write the directions on the board.
    - Translate the topic/question.
    - Provide sentence stems.
      - I show that I am engaged in a conversation by \_\_\_\_\_.
      - This lets the other person know that \_\_\_\_\_.
    - Assign groups/partners.

- **Differentiated Instruction**

- Sentence stem
  - I want to implement this strategy for effective communication into my daily routine \_\_\_\_\_.
  - I think this will help me overcome barriers by \_\_\_\_\_.

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

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

- Five tips to becoming an effective communicator
  1. Articulate
  2. Clarify
  3. Question
  4. Position Body
  5. Listen



- Five nonverbal cues that contribute to communication
  1. Eye Contact
  2. Mood
  3. Facial Expression
  4. Posture
  5. Tone
  
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - How does body language impact communication?
  - How might a miscommunication occur in a conversation?
  - What are some strategies you can practice to have effective communication?
  
- **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 handshake activity? Why or why not?
  - Write one thing you learned today.
  - The thing that surprised me the most today was...
  
- **Optimistic Closure**
  - One-Word Whip Around
    1. Question/Prompt
      - Think of one word that captures how you feel after you've communicated effectively.
    2. Differentiation
      - Write a word bank.
      - Write a question/prompt on board.
      - Give extra think-time.
      - 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.



## Avoiding Social Media Mishaps

**Brief Summary:** In this lesson, students will learn about the potential issues they may face if social media isn't used responsibly. The idea of digital citizenship and social media use impacting real life reputations is also discussed. Students will learn different strategies for avoiding making mistakes using social media that can have lasting consequences.

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

- **Journal Question**
  - What ways are interactions on social media different from social interactions in real life?
- **Lesson Objectives**
  - After today's lesson students can do the following:
    - Identify behaviors on social media that can sabotage their reputation.
    - Describe strategies for avoiding social media mishaps.
- **Shared Vocabulary**
  - **Digital citizenship:** engaging in appropriate and responsible behavior when using technology
  - **Reputation:** the way others think of you and the judgements they make about you
  - **Consequences:** the result, outcome, or effect of our actions
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Four Corners
    - Statement/Question Prompt
      - I'm on social media...
    - Corner Labels
      - Corner 1 Label: ...most of the day
      - Corner 2 Label: ...a couple times a day
      - Corner 3 Label: ...maybe once or twice a day
      - Corner 4 Label: ...never/almost never
  - Debrief Question(s)
    - What did you have in common with your group?
    - How is social media being used?



- Differentiation
  - Allow students extra think-time.
  - Corner labels can have visuals added or translated labels added.
  - Allow students to brainstorm on paper before speaking.

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

- **Engaging Strategies**

- Fishbowl
  - Question/Prompt
    - Have you ever fallen into one of the social media mishaps? What did you learn?
  - 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 stems
  - One way interactions on social media are different from social interactions in real life is \_\_\_\_\_.
  - Another way interaction on social media is different from social interaction in real life is \_\_\_\_\_.

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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Social media posts can have real life consequences.
  - Information on the internet is hard to completely erase.
  - It's important to stop and think before posting.



- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - Does your social media use ever impact your real life?
  - What are the benefits of using social media? What about negatives?
  - It's easy to think "but everyone does it" when it comes to social media. Does "everyone doing it" stop someone from having personal responsibility?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
  
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - After today's lesson what is one next step you can do around how you use social media?
    - Differentiation
      - Write on board a speaking sentence stem: My next step is \_\_\_\_\_.



## Being Honest with Yourself

**Brief Summary:** In this lesson, students will explore the concept of values, which can be defined as principles, beliefs, or attitudes about what is important in life that can help us distinguish between right and wrong.

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

- **Journal Question**
  - Write about someone you admire, whether you know them personally or they are a celebrity. What do you admire about that person? Be as specific as possible.
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Consider how the people they admire and the qualities they have are representative of their values.
    - Identify steps they can take to demonstrate those values daily.
- **Shared Vocabulary**
  - **Values:** principles, beliefs, or attitudes about what is important in life. Values help us distinguish between right and wrong and make ethical decisions in different life situations
  - **Hypocrisy:** when one's actions do not demonstrate one's values
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Four Corners
    - Statement/Question Prompt
      - Which is worse, lying to yourself or lying to others?
    - Corner Labels
      - Corner 1 label: Lying to yourself
      - Corner 2 label: Lying to others
      - Corner 3 label: No difference
      - Corner 4 label: Depends on the lie
    - Debrief Question(s): What was the reasoning behind your group's answer? Did this activity get you to think about this topic in a different way? What surprised you the most about this activity?
    - Differentiation
      - Allow students extra time to think.





- Corner labels can have visuals added or translated labels added.
- Allow students to brainstorm on paper before speaking.
- Provide sentence stems:
  - It's worse to lie to \_\_\_\_\_ because \_\_\_\_\_.
  - There is no difference because \_\_\_\_\_.
  - It depends on the lie because \_\_\_\_\_.

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

- **Engaging Strategies**
  - Give One, Get One, Move On (Go, Go, Mo)
    - Topic
      - How can we be more honest with ourselves?
    - Differentiation
      - Sentence stems: I can be more honest with myself by...
      - Use purposeful student grouping.
      - Write the prompt and the number of bullets to match the takeaways students are to share on the index cards ahead of time.
      - Translate the prompt.
      - Require one or two takeaways rather than 3–5.
- **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.
  - 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.
  - Values are principles, beliefs, or attitudes about what is important in life. They help us make ethical decisions in different life situations.
  - Common values include honesty, wisdom, cooperation, freedom, challenge, dependability, service, ambition, creativity, and so on.
  - The people we admire (our role models) demonstrate our personal values.
  - When our actions and behaviors do not demonstrate our values, this results in hypocrisy.
  - In order to get our actions to match our values, we should (1) self-reflect on how our behaviors do not demonstrate our values, (2) brainstorm concrete ways to demonstrate our values in our lives, and (3) maintain constant awareness about how one's actions demonstrate one's values.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - The word *value* is often used to describe things that cost a lot of money. Think of your top three values. How much money is each one worth? What would you trade to keep your important values? (Ex: My honesty is worth more than my iPhone.)
  - Think of someone you respect or admire. What would you guess to be this person's top three values? How do you know?
  - Describe an experience in which you did something you knew was wrong. How did you know it was wrong? What values did it go against?
  - Why is it important for tenth-graders to be aware of their values?
  - What values do you think are important but were not mentioned in this lesson?
- **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 your top three values?
  - What steps can you take today to better demonstrate your values through your behavior?
- **Optimistic Closure**
  - One-Minute Accolade
- **Follow-Up Activity/Prompt**
  - Think about the gap or mismatch between your values and your actions. Draw and label a picture that represents this gap. Then, write a three-step plan for closing that gap.



## Communicating Respectfully on Social Media

**Brief Summary:** Most high school students use social media on a regular basis. Despite its benefits, social media also has the potential to facilitate conflict and disrespect. In this lesson, students describe ways to self-monitor to communicate respectfully on social media. They also analyze scenarios on social media in which people have differing perspectives and examine how to communicate respectfully to prevent 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**
  - Describe a time when someone communicated disrespectfully to you (either in person or online). Were you disrespectful back, or did you transform the interaction to be more respectful?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    1. Analyze scenarios on social media in which people have differing perspectives and examine how to communicate respectfully to prevent conflict.
    2. Describe ways to self-monitor to communicate respectfully on social media.
- **Shared Vocabulary**
  - **Flexible thinking:** the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem
  - **Self-monitoring:** the ability to self-assess and make adjustments and regulate behavior as needed
  - **Mindfulness:** the ability to be fully present, intentionally noticing where we are and what we're doing without judgment
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Name and Motion
    - Debrief by asking one or more of these questions
      - “Why is it important to know each other’s names?”
      - “What was it like for you to participate in this?”
      - “Were there any surprises?”



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

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

- **Engaging Strategies**
  - Fishbowl
    - Question/Prompt
      - Why is it important to communicate respectfully on social media?
    - 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 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’s important to communicate respectfully on social media because...
- **Differentiated Instruction**
  - Have the question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.



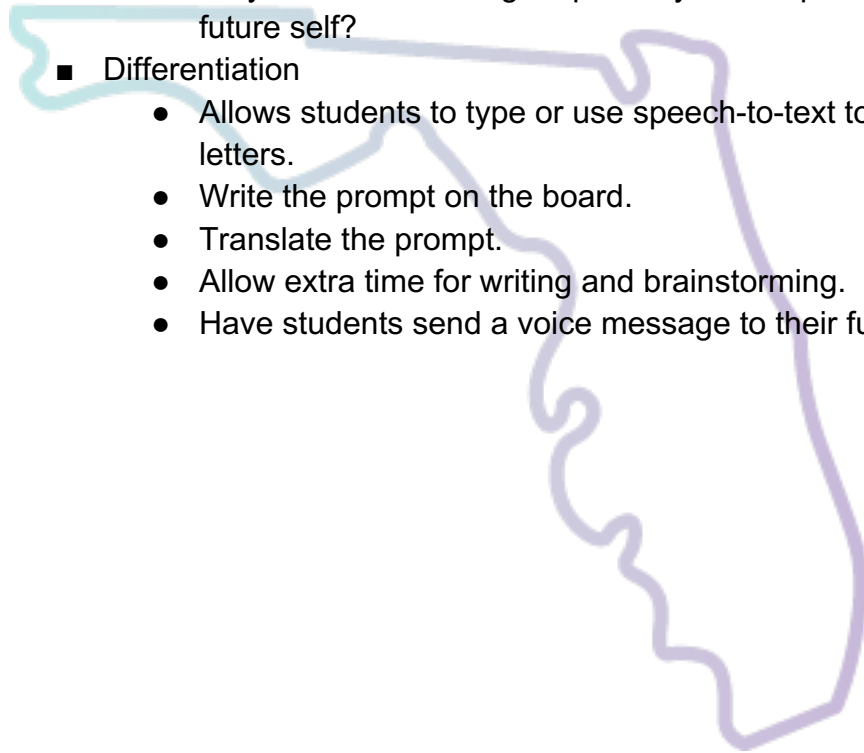
- Allow extra time for writing.
- Allow brainstorm time ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Pair students to support ELL speaking skills.
- Use thoughtful groupings of students.
- Personal Dictionaries
  - Provide a template with words in place, and 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.
  - Self-monitoring is the ability to self-assess and make adjustments and regulate behavior as needed.
  - Ways to self-monitor when using social media include the following:
    - Being mindful
    - Using alarms to check in with yourself
    - Pausing for body scans
  - Flexible thinking is the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem.
  - To keep social media interactions respectful, we can use flexible thinking to find a point of common ground with the other person or say something positive in the middle of an argument.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What are some ways to self-monitor while using social media?
  - How can you use flexible thinking to keep online interactions respectful?
  - What is one thing you can do differently in the way you use social media, so that you are more respectful towards others' perspectives?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Discuss how today's lesson could be used in the real world.
  - Write one question you have about today's lesson.
  - Did you enjoy the activity where you responded to social media comments?
  
- **Optimistic Closure**
  - Future Me
    - Prompt
      - Why is communicating respectfully now important for your future self?
    - 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.





## Contributing to the Community

**Brief Summary:** Good citizenship and volunteerism have numerous benefits for young people. In this lesson, students learn to define citizenship and volunteerism. They also describe ways to practice citizenship by volunteering in the school or community.

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

- **Journal Question**
  - What is a cause that is important to you? Why?
  - Differentiated question: What does it mean to work for a cause?
  - Higher-level question: What is the best way to volunteer in your community? Why?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Define citizenship and volunteerism.
    - Describe ways to practice citizenship by volunteering in the school or community.
- **Shared Vocabulary**
  - **Citizenship:** the quality of an individual's response to membership in a community
  - **Volunteering:** unpaid activity that benefits an individual or community
  - **Cause:** an idea or goal worth working toward; usually something you believe will benefit the world
- **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 a question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow time to brainstorm ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Pair students to support ELL speaking skills.
  - Use thoughtful groupings of students.
  - Personal dictionaries (to be used throughout the year's lessons)
    - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - In the online modules, turn on language translation that will translate closed captions into the student's first language.
  - For students with visual impairments, enlarge the cursor and change the cursor's color.

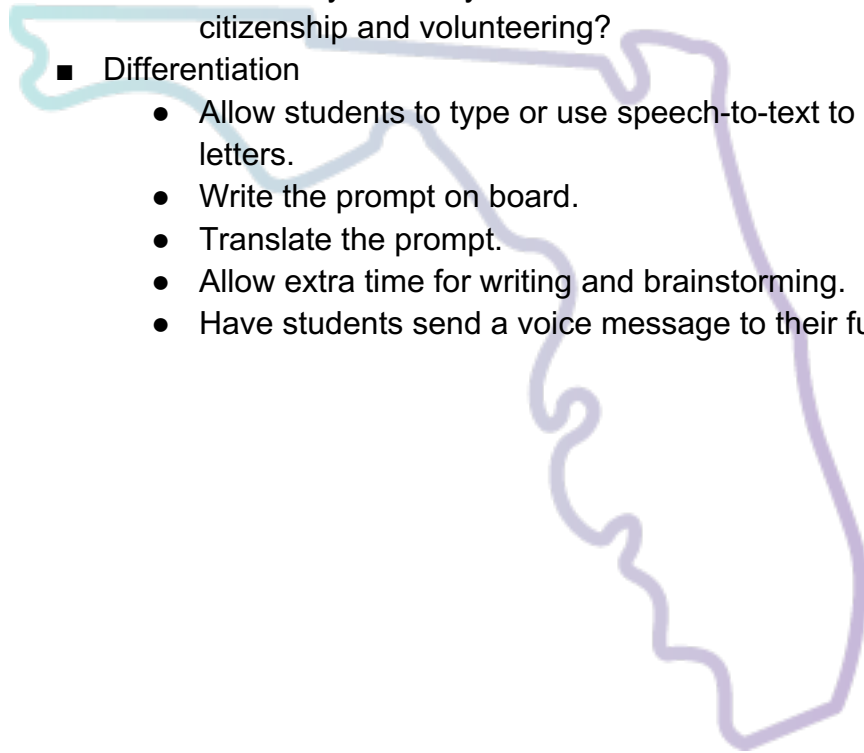
**After the Lesson:** Talk with students about what they have learned and how they can apply it in real life. You should do this several times in the days or weeks following the lesson as a boost to help students recall learning.

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Citizenship means being active in your community and working to make it a better place. An important part of citizenship is volunteering.
  - Volunteering means offering your help or service without expecting to be paid. Usually, people volunteer for causes they find important.
  - You can practice citizenship and volunteerism as an individual or as part of a group.
  
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is citizenship?
  - What is volunteerism?
  - What are some ways to volunteer at school or in your community?





- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - Discuss how today's lesson could be used in the real world.
  - Please explain more about...
  
- **Optimistic Closure**
  - Future Me
    - Prompt
      - What do you want your future self to remember about citizenship and volunteering?
    - 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.





## Feats of Feedback

**Brief Summary:** This lesson explores the various types of feedback: positive feedback, negative feedback, constructive feedback, and criticism. This lesson also explores effective communication strategies for giving and receiving feedback.

**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 time someone told you that you did something well, or a time someone told you that you need to fix something you've done wrong? How did each of those comments make you feel?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify different types of feedback.
    - Apply effective communication strategies to give and receive feedback.
- **Shared Vocabulary**
  - **Positive feedback:** feedback about positive behaviors or outcomes
  - **Negative feedback:** feedback about negative behaviors or outcomes
  - **Constructive feedback:** feedback that addresses a specific issue and provides information on how to improve things going forward
  - **Criticism:** communicating disapproval of someone or something because of problems, faults, or mistakes
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - Can you think of an instance when giving someone feedback on something could make a big difference for them?
    - Debrief Question(s)
      - What is something that surprised you?
      - What is something that changed or challenged your thinking?
      - What did this activity reinforce for you?
      - What questions do you still have?
    - Differentiation
      - Allow students time in their pairs to discuss.



- Use instrumental music or no music and indicate with lights (on-move/off-find a partner and discuss).
- Write directions on board.
- Translate question/prompt.
- Allow students to brainstorm on paper before speaking.
- Provide sentence stems: I think it would make a big difference if I give my friend feedback on how well they are...?
- Allow students to have pre-written follow up questions: Something that surprised me is...something that changed/challenged my thinking is... This activity reinforced...

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

- **Engaging Strategies**

- Card Sorts

- Topic/Question(s)

- What are some of the types of feedback?
- What are some of the strategies for giving feedback?
- What are some of the strategies for receiving feedback?

- Debrief Questions

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

- Differentiation

- Write the prompt on the board.
- Write the directions on the board.
- Translate the topic/question.
- Provide sentence stems: One of the types of feedback is...One strategy for giving/ receiving feedback is...
- Assign groups/partners.

- **Differentiate Instruction**

- Have a question/prompt written on the board.
- Translate the question/prompt.
- Allow extra time for writing.
- Sentence Stems: “One time someone told me I did something well was.....” “A time I wanted to tell someone about something they did that I really appreciated was...”



**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.
  - Giving and receiving feedback can reinforce strengths, help people stay on track to meet their goals, and even help you learn to detect and fix future errors all on your own.
  - Telling your friends / loved ones what they do right on a consistent basis will make it easier for them to listen to you when you need to give negative feedback.
  - The most effective ratio for positive feedback to negative feedback is 5:1.
  - People often feel more motivated when they receive constructive feedback because it shows what needs to be changed or fixed, points out the behavior and not the person, and provides something concrete to build upon.
  - Criticism makes the other person feel like they are the problem. Constructive feedback lets the other person know there's an option to make the situation better.
  - Strategies for giving feedback include being specific, objective, and using words like "something I noticed," or "what if you tried \_\_\_\_" instead of this or that was bad.
  
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - How can we best give constructive criticism?
  - Why does feedback from a classmate feel different than from a parent, coach or teacher?
  - What are some of the types of feedback?
  - What are some of the strategies for giving feedback?
  - What are some of the strategies for receiving feedback?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Prompts to evaluate the effectiveness of instruction
    - Did you enjoy the video with Leonardo and Cedric?



- Other prompts
  - I would like to learn more about...
  - Please explain more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - I Am Curious
    - Ask students to list something they are curious to learn more about in terms of feedback.
    - Give students a minute to think and then ask them to jot down a short note on a sticky note that they will share aloud.
    - Invite students to share with a partner, small group or the class.
    - Collect the sticky notes and place them on a poster near the door for students to see when they leave your room.
- **Follow-Up Activity/Prompt**
  - Ask all of your students to draw a picture of a house with their eyes closed. Give them 3–5 minutes or complete this task. Next, pair students up. Have one student volunteer to be the artist again, and one student be the coach, who will provide directions/ feedback. Ask students to once again try and draw a house blind, but receiving feedback from their coach. When they are done, have them open their eyes and compare the two drawings. Which drawings are better? Why? Why did getting suggestions from another student help?
  - Conduct the Marshmallow Challenge with your students.
  - Ask students to reflect on the types of feedback they receive on their schoolwork, things like grades, comments, and/or writing conferences. Have them pair up and discuss how effective/helpful they feel type is.



## Hack Your Stress: Behavioral Activation

**Brief Summary:** Behavioral activation is an effective approach that entails prioritizing desired activities during times of stress, anxiety, or depression. In this lesson, students analyze the benefits of behavioral activation for managing responses to stress. They also identify personalized ideas for applying behavioral activation in their own lives.

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

- **Journal Question**
  - Have you ever done something positive you didn't feel like doing at first? What were the results?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Analyze the benefits of behavioral activation for managing responses to stress.
    - Identify personalized ideas for behavioral activation.
- **Shared Vocabulary**
  - **Stress:** the experience of mental, emotional, or physical strain or pressure
  - **Behavioral activation:** a way to relieve depression, anxiety, or stress by scheduling desired behaviors in advance and following through with them no matter how we feel when the time comes
- **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**
  - Give One, Get One, Move On (Go, Go, Mo)
    - Topic
      - What are some activities that are meaningful to you?
    - Differentiation
      - Use the following sentence stem: One activity that is meaningful to me is...
      - Use purposeful student grouping.
      - Write the prompt and the number of bullets ahead of time to match the takeaways students are to share on the index cards.
      - Translate the prompt.
      - Require 1–2 takeaways rather than 3–5.
- **Differentiated Instruction**
  - Have a question/prompt written on the board.
  - Translate the question/prompt.
  - Use a visual timer.
  - Allow extra time for writing.
  - Allow time to brainstorm ahead of discussions.
  - Allow students to write what they want to say ahead of time.
  - Pair students to support ELL speaking skills.
  - Use thoughtful groupings of students.
  - Personal Dictionaries (to be used throughout the year's lessons)
    - Provide a template with words in place, and then offer drawing materials, magazine clippings, clip art, or even a camera to help students create images that will help them remember each word. Since they choose what to draw and how to draw it, they'll be more likely to create personal connections with each word, assisting with vocabulary retention. Allow students to have vocabulary in English and in their first language.
  - In the online modules, turn on language translation that will translate closed captions into the student's first language.
  - Enlarge the cursor and change the cursor's color for students with visual impairments.

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Stress is the experience of mental, emotional, or physical strain or pressure.



- Behavioral activation is a way to relieve depression, anxiety, or stress by scheduling desired behaviors in advance and following through with them no matter how we feel when the time comes.
- Behavioral activation has two steps:
  - Decide what activities you want to complete, and schedule them.
  - Push through uncomfortable feelings and complete the planned activities no matter what.
- **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 is behavioral activation?
  - What are some benefits of behavioral activation?
  - What is the relationship between behavior and emotion?
  - What are some examples of meaningful activities?
- **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.
  - I didn't understand...
  - Did you enjoy the "how it started, how it's going" video?
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - Future Me
    - Prompt
      - What can you say to your future self to help you stick with meaningful activities?
    - Differentiation
      - Allows students to type or use speech-to-text to construct letters.
      - Write a prompt on the board.
      - Translate the prompt.
      - Allow extra time for writing and brainstorming.
      - Have students send a voice message to their future selves.





## Hernando's Healthy Decisions

**Brief Summary:** Your students are learning how to break down and define the types of decisions they face each day to help determine when a decision might require strategies for healthy decision-making. They are also learning how to engage in a variety of thoughtful and healthy decision-making 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.

- **Journal Question**
  - What was the last decision you remember making? Would you consider it a quick or thoughtful decision or maybe one made impulsively, with little or no thought at all?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Define several types of decisions.
    - Determine when a decision will require strategies for healthy outcomes.
    - Demonstrate a variety of healthy decision-making strategies.
- **Shared Vocabulary**
  - **Decision:** a conclusion or resolution reached after consideration
  - **Everyday decisions:** simple and quick decisions, like deciding what socks to wear
  - **Impulsive decisions:** hasty decisions that are given little, if any, thought
  - **Thoughtful decisions:** decisions that require taking time to think carefully about them
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Assign 3 of the 4 walls in your classroom one of the types of decisions (everyday/quick; impulsive; thoughtful), and ask students to move to that corner after completing the journal prompt. They can share what decisions they made with the peers in that corner with them.

**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**
  - Consider providing students the opportunity to role-play a specific decision a student is trying to make to authentically apply the healthy decision-making process. Encourage them to create a skit to demonstrate how they would communicate their ideas and work through barriers they might come across. The audience could identify the strategies being used as they watch. If no one volunteers an idea, you could role-play one of the scenarios embedded in the videos for this lesson.
- **Differentiated Instruction**
  - For students who have difficulty expressing themselves through written expression or typing, allow them to use a voice-to-text application to answer the open-response questions, or allow them to dictate their answers to you or another student and type their response for them.
  - Enrichment: Have students write an essay about the most difficult decision they've ever had to make. Encourage them to explain the strategies they used to make the decision and reflect on whether they would change their decision if they could go back in time.
- **ELL Support**
  - Teachers should consider previewing the videos at the end of this lesson and pair ELL students with partners to allow for additional support during that portion of the lesson.
  - Teachers could also provide students with a visual handout breaking down the 4 steps in the decision-making process on one side and outlining a few successful strategies for brainstorming options and considering outcomes. Invite your ELL students to add a couple of their own strategies to the list and share those strategies with the rest of the class.

**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.
  - We make decisions every day, and our ability to make healthy decisions helps improve our quality of life.
  - Some decisions are simple and quick, like deciding what socks to wear. Some are impulsive or hasty, like honking at the car that just cut you off. Others require more thought, like what to do after graduating high school.
  - The four steps of the decision-making process are the following:
    - Identify an issue.
    - Brainstorm your options.
    - Consider the outcomes of your decisions.



- Reflect on the choices you make.
  - Two strategies we discussed for steps 2 and 3 are the following:
    - Creating a pro/con list, listing all of the options in bullet-point form
    - Listing all of the potential consequences
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - Encourage students to keep a “daily decisions journal” over the next week where they track the thoughtful decisions they need to engage in.
  - Have them reflect on the 4 steps we learned in this lesson, and have them identify the strategies they’ve used in coming to healthy decisions.
  - Ask whether students have identified any new strategies they could share with the rest of class.
- **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.
  - Ask students to return to the video they selected from this lesson. If they watched more than one, they can select their favorite. Have them brainstorm the support Elena, Hayden, or Jamal might need after their decision.
- **Optimistic Closure**
  - Group students together based on the video they reflected on for their Exit Slip, and have them discuss together. They can select one student from the group to share the responses.



## Leadership Skills

**Brief Summary:** In this lesson, students will discuss the qualities of an effective leader. Students will also discuss the ways these qualities can be demonstrated to others. The qualities discussed in this lesson are empathy, respect, integrity, and gratitude.

**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 think leaders are born with the ability to lead, or do you think they develop their leadership skills? Why?
- **Differentiated Question**
  - What leadership skills do you have? Make a list.
- **Higher-Level Question**
  - Think of a leader you admire, and list three of the qualities that made/makes them a good leader. Which qualities do you share with them? Which quality could you improve upon?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - List and define the characteristics of an effective leader.
    - Identify how they demonstrate those skills and which skills they would like to develop more.
- **Shared Vocabulary**
  - **Leadership:** a way to influence the actions and/or attitudes of another person to help them achieve a certain result
  - **Empathy:** when we understand someone's perspective/put ourselves in another person's shoes and can identify with how they are feeling
  - **Integrity:** the quality of being honest and doing the right thing when it's hard
  - **Respect:** to show care for someone or something
  - **Gratitude:** a feeling of appreciation for what you have or what you have been given
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - One, Two, Three, CLAP!
    - Differentiation
      - Use visual cards rather than verbally stating numbers.



- With visual cards, attach a picture cue of what students should do along with the number.
- Use thoughtful pairings of students.
- Increase the amount of time for each round.

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

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

**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.
  - Qualities/characteristics of leaders matter.
  - Leadership skills can be developed.
  - Leadership is not just about a position/role a person takes but their actions and interactions with others.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - Why is it important to have a good leader? What are the consequences of bad leadership?
  - Does the importance of the leadership role matter? Are small leadership roles as important as large ones?
  - Share an experience you have had with a good or struggling leader. How did their leadership skills impact you/the team/the project?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...



- **Optimistic Closure:** This is not necessarily a “cheery ending”; rather it highlights an individual and shared understanding of the importance of the work, can provide a sense of accomplishment, and can support forward thinking.
  - Future Me
    - Prompt
      - In a year from now, what is one leadership skill discussed today that you hope you have developed further? How will this skill help you?
    - Differentiation
      - Allow students to type or use speech-to-text to construct letters.
      - Write the prompt on the board.
      - Translate the prompt.
      - Allow extra time for writing and brainstorming.
      - Have students send a voice message to their future selves.
- **Follow-Up Activity/Prompt:** These are activities you can do with your class or books/videos you can share with your students to help boost retention.
  - Leaders you admire
    - Give students a time limit to write about a leader they admire. Ask them to identify the reasons they admire this person. Following the writing, ask students to share their leaders and the qualities they admire. Discuss similarities and differences students noticed.
  - Back-to-Back Drawing
    - Tools: Pen and Paper
    - Time: 5 minutes
    - Members: 2 in a team
    - How to play:
      - Back-to-Back Drawing is an activity set to establish effective communication within a group. To take part in this activity, you must have groups of two for each team.
      - After this, both team members sit facing opposite ways. One member will have an object, and they must describe the item to the other person, who then draws it. Don't say the name of the object. Descriptions only!
    - This activity looks at how well two people communicate with each other to solve a problem. In this activity, you'll know who on the team is a great communicator, an essential feature of a leader.



## Meeting My Personal & Academic Goals

**Brief Summary:** One of the most important things we can do is set goals for ourselves. As students journey through high school, they are going to start looking at the next phase in their lives. They may not know exactly what that next phase will be, but putting themselves in a position to be successful, regardless of what they ultimately decide to do, starts with setting goals. This lesson helps students understand the difference between personal and academic goals and what supports are available to help them accomplish their goals.

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

- **Journal Question**
  - What is the difference between personal and academic goals?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Students will evaluate progress toward reaching personal and academic goals using self-monitoring techniques and make adjustments to their plan as needed.
    - Students will identify supports that can help them meet their goals.
- **Shared Vocabulary**
  - **Goal:** the target of a person's ambition or effort; an aim or desired result
  - **SMART goals:** goals that are specific, measurable, attainable, relevant, and time-bound
  - **Self-monitoring:** the ability to self-assess and make adjustments and regulate behavior as needed
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - What is a specific goal you have for yourself, and what is your plan to achieve it?
    - Debrief Questions
      - What is something that surprised you?
      - What is something that changed or challenged your thinking?
      - What did this activity reinforce for you?
      - What questions do you still have?



■ Differentiation

- Allow students time in their pairs to discuss.
- Use instrumental music, or use no music and indicate with lights instead (on–move/off–find a partner and discuss).
- Write the directions on the board.
- Translate the question/prompt.
- Allow students to brainstorm on paper before speaking.
- Provide the following sentence stems: A specific goal I have for myself is.... My plan to achieve it is...
- Allow students to have prewritten follow-up questions.
  - Something that surprised me is...
  - Something that changed or challenged my thinking is...
  - This activity reinforced.....

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

● Engaging Strategies

○ Card Sorts

■ Topics/Questions

- What are the steps in the SMART goal process?
- What are some of the supports available to help achieve your goals?

■ Debrief Questions

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

■ Differentiation

- Write the prompt on the board.
- Write the directions on the board.
- Translate the topic/question.
- Provide the following sentence stems: The steps in the SMART goal setting process are....Some of the supports available to help achieve goals are...
- Assign groups or partners.

● 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.
  - Goals help provide focus, motivation, and progress monitoring and help you determine what is important.
  - Personal goals relate to all aspects of life. They can be school-related but really are focused on self-improvement, personal growth, friends, family, sports, church, jobs, etc.
  - Academic goals relate specifically to school. This can involve grades, signing up for honors or advanced placement classes, performance on standardized tests, acceptance into colleges or trade schools, etc.
  - There are multiple supports available to help you set and accomplish goals.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is the difference between short- and long-term goals? How do they apply to personal and academic goals?
  - Who would you consider a part of your personal support network? How can they help you set and accomplish your goals?
  - Why is it important to feel comfortable with whom you confide in? How can this help you get to where you want to go as it relates to your goals?
  - What help do you need to start setting and meeting your personal and academic goals?
  - What is one personal goal and one academic goal you want to set and accomplish? What support do you need to make them happen?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Prompts to evaluate effectiveness of instruction
    - Did you enjoy the lifeguard role-playing activity?
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
- **Optimistic Closure**
  - I Am Curious
    - Ask students to list something they are curious to learn more about in terms of goal setting.
    - Give students a minute to think, and then ask them to jot down a short note on a sticky note that they will share aloud.
    - Invite students to share with a partner, a small group, or the class.
    - Collect the sticky notes, and place them on a poster near the door for students to see when they leave your room.

## Merim Mediates

**Brief Summary:** Conflict occurs regularly in our daily lives. It is normal, natural, and even necessary. It is also necessary to know how to navigate conflict when it arises. This lesson explores the concept of mediation and helps students analyze the steps involved in mediation as well as how mediation can assist with conflict resolution.

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

- **Journal Question**
  - Describe the last conflict you had with someone. What did you do about it?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe the concept of mediation and how mediation can assist with conflict resolution.
    - Analyze the steps involved in mediation.
- **Shared Vocabulary**
  - **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 work better together to accomplish something
  - **Third party:** someone who is not one of the main people involved in a situation
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Four Corners
    - Statement/Question Prompt
      - Explore the stages of the mediation process.
    - Corner Labels
      - Corner 1 label: Storytelling, describe the conflict.
      - Corner 2 label: Focus on interests and needs.
      - Corner 3 label: Evaluate options for a solution.
      - Corner 4 label: Come to an agreement.
    - Debrief Questions: Which of the above steps do you think is the most difficult? Explain why.



- Differentiation
  - Allow students extra time to think.
  - Corner labels can have visuals or translated labels added.
  - Allow students to brainstorm on paper before speaking.
  - Provide the following sentence stem: The step in the mediation process I think is most challenging is...because...

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

- **Engaging Strategies**
  - Card Sorts
    - Topic/Question
      - When would mediation be an appropriate and effective way to resolve conflicts between people?
    - Debrief Questions
      - What patterns and meaningful categories did you find?
      - What was beneficial to your learning or enjoyable about working with your small group?
      - What challenges did you encounter, and how did you overcome them?
    - Differentiation
      - Write a prompt on the board.
      - Write directions on the board.
      - Translate the topic/question.
      - Provide the following sentence stem: Mediation would be an appropriate and effective way to resolve a conflict when...
      - Assign groups/partners.
  - Differentiated Instruction
    - Have a question/prompt written on the board.
    - Translate the question/prompt.
    - Allow extra time for writing.
    - Provide the following sentence stems: The last conflict I had with someone was.... It was about...

**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.



- Mediation allows people to discuss their conflict in a structured environment that facilitates a peaceful resolution that is fair to everyone involved, and it is an effective method of resolving disputes between teenagers, neighbors, and even warring nations.
- Mediators ensure everyone involved has equal access to the mediation process, and they also ensure that those who are part of the conflict being mediated come to an agreement that is their own.
- The goal of mediation is two-fold: to help those involved understand the root causes of the conflict at hand and to negotiate and agree upon a solution to resolve the conflict.
- The steps involved in the mediation process are the following: agree to mediate, describe the conflict, focus on interests and needs, evaluate options for a solution, and come to an agreement.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is mediation?
  - How is mediation different from negotiation?
  - What skills do you think you already have that are useful as a mediator?
  - What skills do you feel you need to work on?
  - How can peer mediators be meaningful leaders within your school?
  - Why is communication so important in conflict resolution and in the mediation process?
  - Why is it so important that mediators are good listeners?
- **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
    - Write one question you have about today's lesson.
  - Prompts to evaluate the effectiveness of instruction
    - Did you enjoy the scenario with Merim?
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
- **Optimistic Closure**
  - I Am Curious
    - Ask students to list something they are curious to learn more about in terms of procrastination.



- Give students a minute to think, and then ask them to jot down on a sticky note a short thought they will share aloud.
  - Invite students to share with a partner, a small group, or the class.
  - Collect the sticky notes, and place them on a poster near the door for students to see when they leave your room.
- **Follow-Up Activity/Prompt**
    - Return to the conflicts students discussed during the journal portion of this lesson and pull a few to have students practice with through role-playing. If you need additional ideas, here are a few: One student has heard that another student has been spreading rumors about them through social media; a student confronts a friend after discovering that this friend has been secretly dating their ex; a friend accuses a classmate of cheating off them during an exam.
    - You can divide your students into groups of four: two to role-play a conflict, one to mediate objectively, and one to observe. The two in conflict should act out their problem, and then the mediator can use the steps involved in mediation to bring them to a resolution. The observer can reflect on how well the mediation went and how things might have worked out differently. Then, students can switch roles and conflicts.
    - Students can reflect using these guiding questions: What do you believe you did well in the mediation? What did you find the most challenging or difficult? What would you do differently next time?



## Resiliency

**Brief Summary:** A growth mindset is an important part of becoming more resilient. In this lesson, students learn cognitive strategies for developing resilience. They also analyze how to adjust their current thoughts and behaviors when faced with challenges to reflect more of a growth mindset.

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

- **Journal Question**
  - Write about an experience where you thought that you would succeed, and you did.
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify cognitive strategies for developing resilience.
    - Analyze how to adjust their current thoughts and behaviors when faced with challenges to reflect more of a growth mindset.
- **Shared Vocabulary**
  - **Resilience:** the ability to recover or “bounce back” from challenges
- **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 put parameters around what type of greeting to use. For instance, leave out hugging or add an air high five.

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

- **Engaging Strategies**
  - Brain Break: Mindful Minute
- **Differentiate Instruction**
  - Have the question/prompt written on the board.



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

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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Resilience is the ability to recover or “bounce back” from challenges.
  - A growth mindset is a belief that you can improve your knowledge and skills through effort.
  - A fixed mindset is a belief that you cannot improve your knowledge and skills.
  - Three strategies for developing resilience include the following:
    - Changing your story
    - Being mindful of the present
    - Showing compassion and forgiveness to yourself
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is resilience?
  - What is a growth mindset?
  - What is a fixed mindset?
  - What are some strategies for developing resilience?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today’s lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn’t understand...
    - Write one question you have about today’s lesson.
  - Prompts to evaluate the effectiveness of instruction
    - What did you think of the video showing three teens’ different strategies for adjusting their self-talk to reflect a growth mindset?
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step





## Self-Regulation with SHIELDS

**Brief Summary:** With Winston the Wizard as their guide, students will embark on a medieval quest battling stress and pressure in search of the Self-Regulation SHIELD, which will aid them in all of their self-regulation needs. During their quest, students learn how to apply the SHIELDS self-regulation strategy—stop and think, honor feelings (yours and others), identify the issue, express your needs clearly, listen actively, decide on a course of action, and solve and reflect—and give examples of when they might need to self-regulate and evaluate why self-regulation is important.

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

- **Journal Questions**
  - By show of hands, who feels stressed out sometimes? [Raise your hand to show that you are also not immune to stress.] How do you describe stress?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Successfully apply the SHIELDS self-regulation strategy.
    - Give examples of why they might need to self-regulate.
    - Describe why self-regulation is important.
- **Shared Vocabulary**
  - **Self-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
  - **Self-direction:** making your own decisions rather than being told what to do
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Use the journal questions to activate prior knowledge regarding this topic.
  - Have students write down something that is causing them stress on a piece of scrap paper and then ball it up and toss it into a recycling bin.
  - Alternatively, you can anonymously read out some of the stressors to show that students are likely not alone in their feelings.

**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.



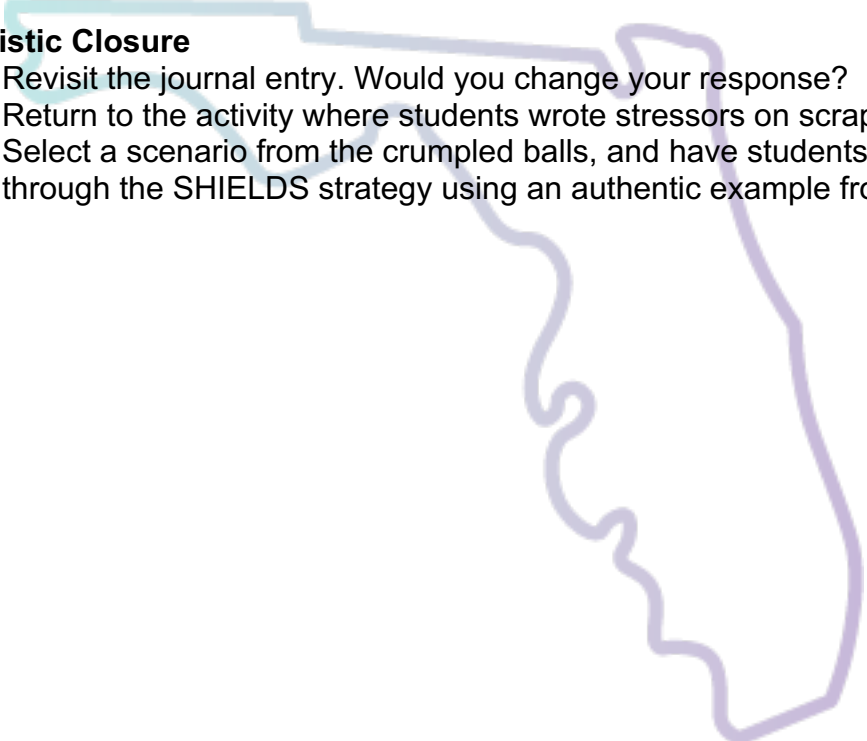
- **Engaging Strategies**
  - Role-play the scenario in the video, and have students pair up and act out different conclusions. What would happen if the teacher or the student responded differently? How would you respond?
- **Differentiated Instruction**
  - For students who benefit from hands-on learning, consider providing them a printout of a shield where they can add notes that correspond to the 7 strategies embedded in this lesson.
  - Enrichment: Encourage students to film a PSA to get the word out about the SHIELDS self-regulation strategy. Students can research the effects self-regulation can have on school culture and challenge their classmates to help spread the word.
- **ELL Support**
  - Preteach vocabulary and any language from this lesson that could be confusing to ELL students. Additionally, ELL students may need additional scaffolding and modeling. Encourage your ELL students to access a first-language book or website to gather more information on any of the strategies used in this lesson.

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Self-regulation is a way students can take control of their own behavior.
  - It can be defined as a self-directed process for monitoring and responding to your own thoughts, feelings, and behaviors to accomplish tasks, achieve goals, and learn new skills.
  - It is important because it allows students to do well in schools, with their peer relationships, and at home.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - Poll your class: Can anyone remember all 7 steps to the SHIELDS self-regulation strategy?
  - Which of the steps do you find the most difficult to remember? Which do you find the most difficult to work through?



- **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.
  - Have your students reflect on the lesson and turn their exit slips into bins, based on the students' own perception of their understanding. One bin might be something like "I've got this!" while another is labeled "More practice, please." In between could be "I need some help" or "I'm almost there." Reteach if needed with something like the following: "I noticed that most of the class asked for more help with \_\_\_. Can anyone who feels confident in this strategy reword it in a different way that will help others understand it better?"
  
- **Optimistic Closure**
  - Revisit the journal entry. Would you change your response?
  - Return to the activity where students wrote stressors on scrap paper. Select a scenario from the crumpled balls, and have students work through the SHIELDS strategy using an authentic example from a peer.





## Shifting Gears

**Brief Summary:** This lesson explores flexible and inflexible thinking by teaching students how to identify thought patterns that lead to flexible and inflexible thinking. Through the metaphor of taking a driving test, students are shown how to evaluate their own thinking patterns to recognize when they are thinking flexibly or inflexibly and are provided tips to reframe habits of thinking when needed. These tips are nicely organized into three Cs, approaching our thinking with curiosity, change, and commitment in mind.

**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**
  - Identify a situation you struggled with recently. Describe the situation and how you tried to overcome it.
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Identify thought patterns that lead to flexible or inflexible thinking
    - Evaluate their own thinking patterns to recognize when they are thinking flexibly or inflexibly
- **Shared Vocabulary**
  - **Flexible:** the ability to change or compromise.
  - **Inflexible:** unwillingness to change or compromise
  - **Flexible thinking:** the ability to switch gears, see situations in more than one way, and find a new approach to solve a problem.
  - **Inflexible thinking:** struggling to let go of the old way of doing something to use a new way.
  - **Thought patterns:** a habit of thinking in a particular way
  - **Distorted:** something that is misrepresented or false
  - **Assumption:** a thing that is accepted as true, often without proof
  - **Cognitive distortion:** habitual ways of thinking that are often inaccurate and negatively biased
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Four Corners
    - Statement/Question Prompt
      - Have you ever experienced any of the following characteristics of inflexible thinking patterns?
    - Corner Labels



- Corner 1 label: Being Rigid in Your Thinking
- Corner 2 label: Struggling to Let Go of an Old Way of Thinking
- Corner 3 label: Struggling to Think or Do Something in a New Way
- Corner 4 label: Struggling to See Any Solution to a Problem You Are Experiencing
- Debrief Questions: How did you try to overcome this type of inflexible thinking? What are some strategies you could try the next time?
  - Allow students extra time to think.
  - Corner labels can have visuals or translated labels added.
  - Allow students to brainstorm on paper before speaking.
  - Provide the following sentence stems: One way I tried to overcome inflexible thinking was.... A few strategies I could try the next time I experience inflexible thinking are...

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

- **Engaging Strategies**
  - Gallery Walk
    - Question/Prompt
      - What are three things we can do to improve flexible thinking?
    - Headings for Posters
      - Approaching the situation with curiosity
      - Examining what we can change
      - Committing to the future we want
    - Differentiation
      - Translate the question/prompt.
      - Use a visual timer.
      - Allow time to brainstorm ahead of discussions.
      - Allow students to write what they want to say ahead of time.
      - Use the following sentence stem for spoken response: One of the things we can do to improve our flexible thinking is...



- **Differentiated Instruction**

- Use the following sentence stems: A situation I recently struggled with was.... I tried to overcome it by....
- Allow extra time for writing.
- Provide an example from your course material.

**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.

- Someone who struggles with flexible thinking skills may be more rigid in their thinking, would likely struggle to switch gears, and would likely experience difficulty solving problems.
- Flexible thinking helps us deal with uncertainty, adapt to changes, and solve problems. The more flexible your brain is, the more easily you can adapt to the changes you encounter and tolerate situations that don't go your way.
- We all experience cognitive distortions; the key is to approach these distortions in a way that is not judgmental.
- The best weapon against inflexibility is curiosity.
- We cannot control what is happening to us, but we can control how we respond.

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

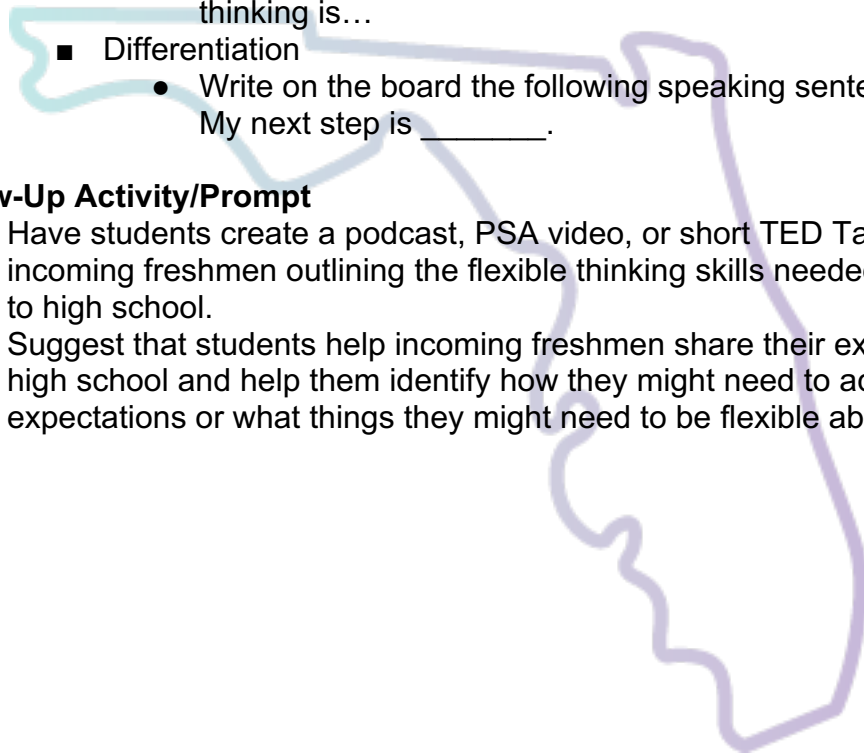
- What are the benefits of flexible thinking? Why is it so important?
- What are the drawbacks of inflexible thinking? What problems might you encounter?
- What are some strategies you can do to evaluate your thinking patterns?
- What skills or strategies can help you think flexibly?
- What is cognitive distortion?
- What are some ways you can reframe your thinking when experiencing a cognitive distortion?

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

- Prompts that document learning
  - Write one thing you learned today.
  - Discuss how today's lesson could be used in the real world.
- Prompts that emphasize the process of learning
  - I didn't understand...
  - Write one question you have about today's lesson.



- Prompts to evaluate the effectiveness of instruction
  - Did you enjoy the driving exam activity?
- Other prompts
  - I would like to learn more about...
  - Please explain more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - The first step I plan to do to ensure I am flexible in my thinking is...
    - Differentiation
      - Write on the board the following speaking sentence stem:  
My next step is \_\_\_\_\_.
- **Follow-Up Activity/Prompt**
  - Have students create a podcast, PSA video, or short TED Talk for incoming freshmen outlining the flexible thinking skills needed to transition to high school.
  - Suggest that students help incoming freshmen share their expectations for high school and help them identify how they might need to adjust those expectations or what things they might need to be flexible about.





## Spreading Gratitude

**Brief Summary:** In this lesson, students will find ways to maximize the amount of gratitude they experience and the amount of gratitude they put into the world.

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

- **Journal Question**
  - Write about a time you recently practiced gratitude. How did it affect your mood or your day? Explain.
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe ways to increase the amount of gratitude you experience in your everyday life.
    - Explore ways to spread more gratitude in the world.
- **Shared Vocabulary**
  - **Gratitude:** being thankful for something you have been given or something you have
  - **Maximize:** to increase to the greatest amount or size possible
  - **Mindfulness:** the ability to be fully present, intentionally noticing where we are and what we're doing without judgment
  - **Savor:** to enjoy slowly; to fully appreciate an experience
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - What are you thankful for?
    - Debrief Question
      - What can we learn from each other's answers?
    - Differentiation
      - Allow students time in their pairs to discuss.
      - Use instrumental music, or use no music and indicate with lights instead (on–move/off–find a partner and discuss).
      - Write the directions on the board.
      - Translate the question/prompt.
      - Allow students to brainstorm on paper before speaking.
      - Provide the following sentence stem: I am thankful for...
      - Allow students to have prewritten follow-up questions.





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

- **Engaging Strategies**

- Gallery Walk

- Question/Prompt

- What are you grateful for?

- Headings for Posters

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

- Differentiation

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

- **Differentiated Instruction**

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



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

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - There are simple ways to increase the gratitude you experience in your everyday life such as mindfulness, savoring, and keeping a gratitude journal.
  - It is easy to spread those feelings of gratitude to others by thinking about the kind and helpful things others do and by going beyond just a “thank you.”
  - You can influence people to express more gratitude just by witnessing your grateful interaction on social media.
  - Gratitude leads to more gratitude, like a domino effect.
- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - What is gratitude?
  - What are some benefits of being grateful?
  - What are some ways to practice gratitude?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Write one thing you learned today.
  - I would like to learn more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - One Takeaway I’m Going to Try
    - Prompt
      - Thinking about what you heard and learned today, what is one takeaway you want to try, and why? A takeaway can be an idea, a strategy, a tool, or an action step.
    - Differentiation
      - Provide the following sentence/speaking stems: One takeaway from today’s lesson that I want to try is \_\_\_\_\_. I want to try this because \_\_\_\_\_.
      - Allow students to use their personal dictionaries.
      - Allow students to write what they want to say ahead of time.
      - Pair students to support ELL speaking skills.
      - Use thoughtful groupings of students.



## The Cycle of Thoughts, Feelings, and Actions

**Brief Summary:** Through several scenarios, students will explore the relationship between their thoughts, feelings, and actions. They will learn how to break the loop by flipping their thinking, accepting emotions, and practicing opposite actions. Students will identify situations in their lives that evoke difficult thoughts or feelings and determine healthy strategies to cope according to their own unique thought, feeling, and action cycles.

**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**
  - Identify something that makes you upset. When that happens, how does it make you feel? How does it make you think? How does that affect the way you respond next?
- **Lesson Objectives**
  - After this lesson, students can do the following:
    - Describe the relationship between their thoughts, feelings, and actions.
    - Identify situations in their lives that trigger difficult thoughts or feelings.
    - Evaluate healthy coping strategies to manage their thoughts and feelings.
- **Shared Vocabulary**
  - **Self-regulation:** the ability to pause and reflect on your thoughts and feelings to make good choices about your actions
  - **Self-talk:** the way we think or speak about ourselves and our lives
  - **Opposite action:** to purposefully act in a way opposite to how you are feeling
- **Welcoming Inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - Name something you've done for fun recently.
    - Debrief Questions
      - What is something you appreciated about this activity?
      - What is something you found challenging?



### ■ Differentiation

- Allow students time in their pairs to discuss.
- Use instrumental music, or use no music and indicate with lights instead (on–move/off–find a partner and discuss).
- Write the directions on the board.
- Translate the question/prompt.
- Allow students to brainstorm on paper before speaking.
- Provide sentence stems.
  - Something I have done for fun recently is...
  - Something I am planning to do is...
  - My summer plans are...
  - Something I am looking forward to is...
- Allow students to have prewritten follow-up questions.
  - What is something you are planning to do for fun?
  - What are your summer plans?
  - What is something you are looking forward to?

**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

- Do you think we can control the things we do? What about the things we think? What about how we feel? To what extent do you think these things are in your control?

#### ■ Differentiation

- Assign groups based on opposing views.
- Have a middle seat inside the inner circle for someone to ask follow-up questions.
- Have a question/prompt written on the board.
- Translate the question/prompt.
- Use a visual timer.
- Allow time to brainstorm ahead of discussions.
- Allow students to write what they want to say ahead of time.
- Provide sentence stems for spoken response
  - I do/don't think we can control the things we do because...
  - I do/don't think we can control the things we think/feel because...



- **Differentiated Instruction**
  - Journal Question
    - Have a question/prompt written on the board.
  - Welcoming Activity
    - Allow students time to think.
  - Engaging Strategy
    - Allow students to write what they want to say ahead of time.
  - Exit Slip
    - Allow students time to think.
  - Optimistic Closing Activity
    - Give students additional time to think.
  
- **ELL Support**
  - Journal Question
    - Have a question/prompt written on the board.
    - Translate the question/prompt.
  - Welcoming Activity
    - Allow students time to think.
  - Engaging Strategy
    - Use thoughtful groupings of students.
  - Exit Slip
    - Allow students time to think.
  - Optimistic Closing Activity
    - Pair students to support ELL speaking skills.

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

- **Key Takeaways:** These are the main points of the lesson students should understand.
  - Our thoughts, feelings, and actions all directly affect one another in a cycle. If we can learn to pay attention to our thoughts, feelings, and actions, we can manage them separately and break the cycle of negative thoughts.
  - Healthy coping strategies include flipping our negative self-talk and practicing positive self-talk, validating our feelings, and learning to self-regulate.
  - When we feel really stuck in a certain thought or feeling, we can practice opposite actions to get unstuck.



- **Continue the Conversation:** In the days and weeks following the lesson, use these questions to remind students of what they learned.
  - Do you think we can always control our thoughts? When do you find it hardest to challenge negative self-talk?
  - Are there certain feelings you have a harder time accepting than others? Are there certain feelings you try to avoid? What do you do to avoid them?
  - Do you agree that we are in control of our actions? Are there ever times when you find it hard to control the things you do?
  - What part of the cycle of thoughts, feelings, and actions is the hardest for you personally to manage? Why do you think that is?
  - What is one positive change you want to make in your own thought, feeling, and action cycles?
  
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Prompts to evaluate the effectiveness of instruction
    - Did you enjoy the scenarios in the breaking-the-cycle videos?
  - Other prompts
    - I would like to learn more about...
    - Please explain more about...
    - The thing that surprised me the most today was...
  
- **Optimistic Closure**
  - I Am Curious
    - At the end of class, ask students to complete the following sentence: I am curious to learn more about... or "I am curious about..."
    - Give participants a minute or so to think and write a note to themselves that they will share aloud.
  
- **Follow-Up Activity/Prompt**
  - Have each student anonymously write down a specific feeling or self-talk thought on a piece of paper. Collect the slips of paper, and group students together. Pull and read one slip of paper at a time. If it's a feeling, have students discuss any positive or negative thoughts that come up with that feeling and any positive or negative actions that might result from that feeling. If it's a thought, have students discuss any feelings that come up with that thought and any positive or negative actions that might result



from that thought. After initial brainstorming, allow groups time to come up with a scenario that demonstrates self-regulation around that thought or feeling. Call on groups to share their scenarios. Repeat.

- For additional practice, students could act out the above activity in their small groups.
- Have students draw and label their own feeling, thought, and action cycles. First, have them draw a simple cycle diagram like the one in the online lesson. Then, have them think of a scenario they experienced recently that involved uncomfortable emotions, negative thoughts, and/or actions they regretted or that made them feel worse. Provide some examples so that students who do not wish to include personal experiences can still practice the skill. Next, guide students to add labels or sentences to each part of the cycle as they reflect on each part of their experience. Finally, have students identify one or two places in the cycle that could have been dealt with differently and how or if that would have changed the cycle overall.



## Using Perspective to Build Empathy

**Brief Summary:** This lesson is about the impact of the mindset of perspective and how to demonstrate empathy to 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**
  - Do you believe you have a growth or fixed mindset? What are examples from your past that make you believe that?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    1. Analyze how different mindsets impact someone's perspective.
    2. Examine ways of demonstrating empathy and encouraging others who may be struggling.
- **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/put ourselves in another person's shoes and can identify with how they are feeling
- **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

- Provide 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 student's 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.

### ● Differentiated Instruction

- Provide students time to think.
- Allow students to draw a picture to get their brain flowing.
- Create sentence starters.

**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.
  - Growth mindset is when you thrive on challenges and don't see failure as a way to describe yourself but as a springboard for growth and developing your abilities.
  - Fixed mindset is when people believe their basic qualities, like their intelligence or talent, are simply fixed traits and cannot improve with effort.
  - People with a growth mindset perspective tend to be happier because they believe their success is in their control.
  - Demonstrating empathy and encouragement to others who are struggling is the best way to help them build a growth mindset.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is a growth mindset, and why is it important?
  - Explain what you do when you do not understand a skill or concept you are learning?
  - How do you help others when they are struggling?
  - What goal are you currently working on?



- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Prompts to evaluate effective of instruction
    - Did you enjoy the 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...
- **Optimistic Closure**
  - Great job! Today you learned about growth and fixed mindset and how each of these can impact someone's perspective. You examined how to demonstrate empathy and encouragement to others who may be struggling. You should be able to take these tactics with you into your everyday lives to help shape your own and others' perspectives.
- **Follow-Up Activity/Prompt**
  - Draw a picture that can be viewed the same whether you are looking from the perspective of one way 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 aggressive because of varying perspectives between parties involved. How could understanding one another's perspectives have changed the result of this situation?

## Why Belief in Yourself Matters

**Brief Summary:** This lesson explores the topic of self-efficacy as well as the effects of having low self-efficacy vs. having high self-efficacy. Students are asked to evaluate their current level of self-efficacy and show how to identify strategies for building greater self-efficacy in the future.

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

- **Journal Question**
  - How confident are you in your ability to achieve the goals you currently have set for yourself?
- **Lesson Objectives**
  - After today's lesson, students can do the following:
    - Describe the effects of having low self-efficacy vs. having high self-efficacy.
    - Evaluate their level of self-efficacy and identify strategies for building greater self-efficacy.
- **Shared Vocabulary**
  - **Self-efficacy:** belief in your ability to succeed with a difficult task or situation
- **Welcoming inclusion Activity, Routine, or Ritual**
  - Mix and Mingle
    - Statement/Question Prompt
      - What is something you can do to increase your current level of self-efficacy?
    - Debrief Question(s)
      - What is something that surprised you?
      - What is something that changed or challenged your thinking?
      - What did this activity reinforce for you?
      - What questions do you still have?
    - Differentiation
      - Allow students time in their pairs to discuss.



- Use instrumental music or no music and indicate with lights (on-move/off-find a partner and discuss).
- Write the directions on the board.
- Translate the question/prompt.
- Allow students to brainstorm on paper before speaking.
- Provide sentence stems: One thing I can do to increase my current level of self-efficacy is..."
- Allow students to have pre-written follow up questions.
  - Something that surprised me is...
  - Something that changed/challenged my thinking is...
  - This activity reinforced.....

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

- **Engaging Strategies**
  - Gallery Walk
    - Question/Prompt
      - What is one strategy you can use to increase your self-efficacy?
    - Headings for Posters
      - Celebrating your success
      - Observing your peers
      - Asking for feedback
    - 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
        - The strategy we worked on for increasing one's self-efficacy was....
        - Examples of this include...
- **Differentiated Instruction**
  - Have the question/prompt written on the board.
  - Translate the question/prompt.
  - Allow extra time for writing.
  - Sentence Stems
    - The last goal I accomplished was...
    - One thing I can do to improve my confidence is....



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

- **Key Takeaways:** These are the main points of the lesson that students should understand.
  - Self-efficacy plays a role in how you think and feel about yourself and helps to determine whether or not you will achieve the goals you have for yourself.
  - One's self-efficacy is influenced by several things. First, it is influenced by past experiences. If you were successful at a task in the past, your belief in your ability to succeed again will be strong. Second, by observing others attempt to complete a task, one may feel more or less sure in their own ability. Third, encouragement by others can impact, positively or negatively, one's self-efficacy.
  - Most of us can identify the goals we want to accomplish in life, but actually accomplishing them is far from a simple task. One's self-efficacy plays a major role in how one approaches and accomplishes tasks and goals.
  - People with a strong sense of self-efficacy, or high self-efficacy, believe that they are in control of their own lives and that their actions and decisions help shape their lives. People with a low sense of self-efficacy often shy away from and avoid difficulties, or they view them as a threat.
  - Self-efficacy is a skill that can be strengthened by developing a strong belief in oneself.
- **Continue the Conversation:** Use these questions to remind students of what they learned in the days and weeks following the lesson.
  - What is self-efficacy?
  - Why is self-efficacy important?
  - Can you give an example of someone who has low self-efficacy?
  - Can you give an example of someone who has high self-efficacy?
  - What role does self-efficacy have in the classroom?
  - What is one way you can increase your self-efficacy?
- **Exit Slip:** Use this as a quick check for understanding of the lesson. This will encourage students to pay attention and ask questions when needed.
  - Prompts that document learning
    - Write one thing you learned today.
    - Discuss how today's lesson could be used in the real world.
  - Prompts that emphasize the process of learning
    - I didn't understand...
    - Write one question you have about today's lesson.
  - Prompts to evaluate effective of instruction
    - Did you enjoy the scenario with Eric trying out for baseball?



- Other Prompts
  - I would like to learn more about...
  - Please explain more about...
  - The thing that surprised me the most today was...
- **Optimistic Closure**
  - My Next Step
    - First Step Question/Prompt
      - The first strategy I want to use to increase my self-efficacy is...
    - Differentiation
      - Write on board a speaking sentence stem: My next step is \_\_\_\_\_.
- **Follow-Up Activity/Prompt**
  - Have groups conduct short, sustained research projects on well-known people who demonstrated strong self-efficacy skills and present their findings to the class. Then, have each group explain and give examples of how this person demonstrated self-efficacy.
  - After each group has presented their selected individual, lead the class on a discussion around what each story has in common. How did each individual demonstrate conviction? How were they eventually successful? What can we learn from each of these stories?

