

# Indiana Social Emotional Learning Competencies PK-12 Lesson Plans

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# Early Elementary Lesson Plan #1

## Sensory Motor Integration

Grade Level(s):	PK-2
Lesson Title:	Drum Circle
SEL Standards	Indiana Social and Emotional Learning Competency: Sensory Motor Integration 1B. Student manages transitions and changes in routine. "I feel ready for transitions and can show I am adaptable to change."
Lesson overview	Together, educators and students will join in a drum circle, providing the opportunity to connect, build community, and build sensory integration. ➤ Drumming circles can be used for transitions in the classroom.
Differentiation strategies to meet diverse learner needs:	The drum circle is open for all students but it is not required that everyone participate. Students are welcome to sit in the circle and observe, sit in the circle and participate, sit outside the circle and observe (as long as they are respectful to the learning environment).
Objective	<ul style="list-style-type: none"> <li>• Students will be able to repeat simple rhythmic patterns.</li> <li>• Students will be able to recognize patterns.</li> </ul>
Materials	Items can vary to use for drumming—can use: ➤ Drums

	<ul style="list-style-type: none"> <li>➤ Desktops</li> <li>➤ Laptops (pat/clap)</li> <li>➤ Tapping two objects together</li> </ul>
Engagement	<p>Hook:</p> <ul style="list-style-type: none"> <li>➤ Ask students: <i>What is a pattern?</i> <ul style="list-style-type: none"> <li>○ Optional: <i>You can show students a visual pattern or begin with an audio pattern.</i></li> </ul> </li> <li>➤ What patterns do you see in our classroom?</li> <li>➤ Next, move into the instructions for the Drumming Circle.</li> </ul>
Instruction	<p><u>List step by step process/procedures of lesson</u></p> <ol style="list-style-type: none"> <li>1. If students are not in a circle, invite them to the circle.</li> <li>2. Review the Circle Agreement.</li> <li>3. Explain that there will be one leader that will start a pattern and then everyone will repeat that pattern. After everyone repeats the pattern, the next leader will start a new pattern. (depending on class size, not every student may get a turn leading)</li> <li>4. As the teacher, show the students with a practice round.</li> <li>5. Begin the round with leading and rotating leadership.</li> <li>6. Either end the drumming circle after everyone has had a chance to lead a pattern or the designated amount of time for the drumming circle is up.</li> </ol> <p><u>Process Questions</u></p> <p>What was challenging about following the patterns?  What made it easy?  What strategy did you use to help you remember?</p>
Cross-Curricular Connection(s)	Collaborate with Music teacher; can also use drumming circles for emotional regulation practice.
Assessment & Evaluation	<ul style="list-style-type: none"> <li>➤ As students practice drumming circles, patterns will become more sophisticated and students will be able to repeat patterns without having the leader repeat the 'main' pattern.</li> <li>➤ All students will participate in the drumming circle is another indicator of success (not just observe).</li> </ul>
Closure	<ol style="list-style-type: none"> <li>1. A closing activity is to have a final collaborative drumming moment—where all students drum together for the last 30 seconds—culminating experience.</li> </ol>

Extension Activities	
References	Drum Circles by Barbara Schwartz-Bechet <a href="https://collaborate.teachersguild.org//challenge/empathy/ideate/drum-circle-monologues">https://collaborate.teachersguild.org//challenge/empathy/ideate/drum-circle-monologues</a>

# Early Elementary Lesson Plan #2

## Insight

Grade Level(s):	PK-2
Lesson Title:	Mirror, Mirror!
SEL Standards	Indiana Social and Emotional Learning Competency: Insight 2B. Student recognizes personal strengths. "I am aware of my strengths."  CASEL Standard: Self-Awareness
Lesson overview	Students will learn about personal strengths and how to identify and connect to their learning.
Differentiation strategies to meet diverse learner needs:	Students will have multiple creative options when making the mirror. Additionally, the story can be projected onto a screen for any student that wants to read along with the teacher (for visual learners).
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify at least three personal strengths.</li> <li>• Students will be able to tell a trusted adult about their personal strengths.</li> </ul>
Materials	The Mirror Story (Below) Mirror, Mirror activity sheet Crayons and/or paints (any other decorative items that you want to offer students)
Engagement	Hook: Show students a mirror. Ask them what it is used for? How often do they look in a mirror? How often do they notice others looking in a mirror?

Instruction	<p><u>List step by step process/procedures of lesson</u></p> <ol style="list-style-type: none"> <li>1. Read the Mirror Story</li> <li>2. What do they see in their own mirrors?</li> <li>3. How might others see something different?</li> <li>4. Distribute the “Mirror, Mirror” handout and encourage students to write at least 3 (or more) personal strengths when they see themselves.</li> <li>5. Encourage students to remind themselves of these strengths each time they look at themselves in the mirror.</li> </ol>
Cross-Curricular Connection(s)	Work to use student strengths in learning goals: How will students use these strengths to accomplish their learning goals?
Assessment & Evaluation	➤ Students that have completed the “Mirror, Mirror” handout with at least 3 strengths have successfully completed the lesson.
Closure	<p>Reflection / Wrap-Up</p> <ol style="list-style-type: none"> <li>2. To close the lesson, invite each student to share one strength with the class. Do this in a closing round in a Group Circle (don’t forget to model).</li> </ol>
Extension Activities	Continue to build student strengths throughout the academic year. This list is just a starting point.
References	Warren, J., Asfaw, A.H., Stoffers, L. & Trujillo, N.(2018). Who I am and can be: The magic mirror. The Association For Creativity In Counseling.
	<p style="text-align: center;"><i>The Mirror Story</i></p> <p>Every little child in the town of Oakville had a special mirror, except Sidney.</p>

Little Rose had a delicate, round, pink mirror with rosebuds along the side. When she looked in it, if she cried the mirror cried and reflected her small tears. If she laughed, the mirror laughed with her, reflecting the joy of her smile and the brightness in her eyes.

Sidney did not have a mirror. He was sad, but he could not see his tears.

Timothy had a mirror shaped like a football. His father was a football fan and wanted his son to play some day. Tim would make growling faces to his mirror and the mirror growled back. Tim was not sure he wanted to play football, but only his mirror knew that secret thought. If Tim were scared, he could look in his mirror and the mirror showed him what fear looks like. That was comforting to know the mirror understood.

Sidney felt no understanding. Sidney was lonely.

Margie had a mirror the size of a refrigerator. She could see everything. When she danced the mirror danced. She would dance and dance and dance. Sometimes Margie's mirror was too big and it scared her. She did not know if she could fill it up, but she would keep trying. Sidney did not know how to dance, nor if he could.

Sam had a very small mirror that fit in his back pocket. Sam was a very private person and he had some hard times in his life, especially when his mother died and he was only 3. Sam would know his mirror was there if he needed. Sometimes alone at night in bed he would talk to his mirror and his mirror would talk back. That was comforting.

Sidney wanted a mirror. Any mirror!! A used one, a cracked one, one with rosebuds.

When he went to Rose and asked her where she got her mirror, she answered that she always had it and did not know where it came from. Timothy thought he got his from his father. Margie got hers from her wealthy grandparents, with whom she lived. Sam thought maybe he found his in his mother's room the day before she died.

So where can Sidney find his mirror?

As he was looking down at his feet, too sad and dismayed to believe he would ever find a mirror of his own, suddenly before him appeared a store he never saw before.

On the front of it was posted "Mirrors available here for free". Sidney went in. The name of the store was "Love." Sidney found his mirror.

# Early Elementary Lesson Plan #3

## Regulation

Grade Level(s):	PK-2
Lesson Title:	<i>Patience...Huh?</i>
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Regulation            3B. Student recognizes life stressors and has strategies to manage them.            "I can recognize situations that make me feel stressed and take appropriate steps to change them."</p> <p>CASEL Standard: Self-Management</p>
Lesson overview	<p>Students will recognize situations that may be difficult for them and to practice strategies in those situations.            Patience will be introduced and practiced.</p>
Differentiation strategies to meet diverse learner needs:	<p>Role plays and individual/group will be included.</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify stressful situations that may cause frustration or heightened emotional response.</li> <li>• Students will be able to describe patience.</li> <li>• Students will be able to practice patience skills with the support of an educator/adult.</li> </ul>
Materials	<p>Tootsie pops (optional—supports sensory motor integration skill development too)            Patience cards</p>

Engagement	<p>Hook: <b><i>How many licks to the center of a Tootsie Pop?</i></b></p> <p>Show students a tootsie pop. Ask them if they have ever seen the commercial that asks animals if they know how many licks it takes to the center of a tootsie pop. Here are two video links to commercials if you would like to show the class.</p> <p><a href="https://www.youtube.com/watch?v=eZ67jfm1R6U">https://www.youtube.com/watch?v=eZ67jfm1R6U</a> Classic Tootsie Roll Commercial</p> <p><a href="https://www.youtube.com/watch?v=8GvLhMIGiSk">https://www.youtube.com/watch?v=8GvLhMIGiSk</a> Tootsie Roll Commercial Redone</p> <p>You can explain that not too many people wait to get to the tootsie center because they bite the sucker. It takes <u>patience</u> to lick the tootsie pop and wait to get to the center. How many students bit into a sucker when it has something in the middle (i.e., tootsie roll, gum, etc.)? What keeps them from waiting? Connect this behavior to lacking the patience it would take to get to the center of the sucker—meaning what is hard about having patience in school?</p> <p>Go to section below.</p>
Instruction	<p><b><i>**Lesson can be done in a Circle</i></b></p> <p><u>What does the word, patience, mean?</u> <i>Patience: To wait calmly for something or someone without complaining.</i></p> <ol style="list-style-type: none"> <li>3. What does patience “look” like?</li> <li>4. When a student is showing patience, how would we know?</li> <li>5. When have you shown patience?       <ul style="list-style-type: none"> <li>o Some examples: waiting patiently if you have a question and another student is in line, not talking when another student is talking, not interrupting: You can connect to earlier lesson about waiting for someone to stop talking before they talk---that takes patience</li> </ul> </li> </ol> <p>Next, ask your class for times that it is very challenging to wait. Examples could include:</p> <ul style="list-style-type: none"> <li>• lunch</li> <li>• recess</li> <li>• going to a friend's house</li> </ul>

	<ul style="list-style-type: none"> <li>• answering a question that you know the answer to</li> <li>• opening a gift</li> </ul> <p>It takes patience not to get too excited and tear into a gift before it's time or patience not to run down the hall when it's time for recess.</p> <p>Invite students to complete these sentences as you close the lesson/circle. You can do as many as you have time for in this lesson. Use the attached cards for students to write and/or draw their responses on.</p> <ul style="list-style-type: none"> <li>• A patient person is someone who _____</li> <li>• A patient person tries to _____</li> <li>• I am a patient person when I _____</li> </ul>
Cross-Curricular Connection(s)	Can practice patience skills with other group and cooperative learning activities.
Assessment & Evaluation	➤ Evaluation: observation –patience skills being practiced by students and noticed by educators being used both in and outside of the classroom
Closure	6. In closing, give students a tootsie pop explaining the experiment of practicing patience. This activity can either be done together in class or as a take-home activity (send home note with instructions if a take-home activity).
Extension Activities	<p>Invite students to interview parents/family members and/or school staff about ways they practice patience. Use the last three prompts from the lesson as the interview guide.</p> <ul style="list-style-type: none"> <li>• A patient person is someone who _____</li> <li>• A patient person tries to _____</li> <li>• I am a patient person when I _____</li> </ul> <p>After students complete the interview, discuss their findings as a whole class.</p>
References	

# PATIENCE

A patient person is  
someone who

\_\_\_\_\_.

A patient person tries to

\_\_\_\_\_.

I show patience when I

\_\_\_\_\_.

# PATIENCE

A patient person is  
someone who

\_\_\_\_\_.

A patient person tries to

\_\_\_\_\_.

I show patience when I

\_\_\_\_\_.

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A patient person tries to

\_\_\_\_\_.

I show patience when I

\_\_\_\_\_.

# Early Elementary Lesson Plan #4

## Collaboration

Grade Level(s):	PK-2
Lesson Title:	Working Together
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Collaboration            4A. Student demonstrates communication skills.            "I will develop positive and healthy relationships with others."              CASEL Standard: Relationship Skills</p>
Lesson overview	This lesson provides students with the opportunity to engage in cooperative learning games to build relationships and learn about nonverbal communication.
Differentiation strategies to meet diverse learner needs:	<p>Large group activity            Individual student reflection</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to begin to recognize nonverbal communication signals from others.</li> <li>• Students will develop relationships with their peers.</li> </ul>
Materials	Pass the Face Handout
Engagement	<p>Hook: Play...  <u>Pass the Pulse</u></p> <ol style="list-style-type: none"> <li>1. Bring students to the circle.</li> <li>2. Introduce the game <i>Pass the Pulse</i>.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Remind students of the Circle Agreement.             <ol style="list-style-type: none"> <li>a. Use this time to reinforce any established expectations that are important for players to remember during the game, especially as players will be holding hands.</li> </ol> </li> <li>4. Explain that one player will start passing the “pulse” to the right by gently squeezing the hand of the player to the right. When that player feels his/her hand being squeezed s/he then passes the pulse to the next player to the right in the same manner.</li> <li>5. Remind players that they must hold hands through the entire game or the game starts over.</li> <li>6. Begin the game by having players hold hands. The first player then passes the pulse to the player to the right.</li> </ol> <p>Transition to cooperative learning game #2.</p>
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Instruction	<p><u>Pass the Face</u></p> <ol style="list-style-type: none"> <li>1. Remind students of the Circle Agreement.</li> <li>2. Explain that this game is similar to the Pass the Pulse, except this time, students will be turning to their neighbor and passing a facial expression—a feeling face.</li> <li>3. Ask students if they know what a “feeling face” looks like?             <ol style="list-style-type: none"> <li>a. How does your face show a feeling? –no words, just your face</li> </ol> </li> <li>4. Get a few volunteers to share how they respond to this question.</li> <li>5. Next, start the Pass the Face game by selecting a feeling card (can use the feeling from the handout below). Model the first round by tapping a player in the circle and making a facial expression that mirrors a feeling for that player to pass on.</li> <li>6. Once the face has been “passed” around the circle, see what it looks like when it finishes the circle.</li> <li>7. Show the group what the ‘original’ facial expression was that you sent around the circle and ask the students if they know what feeling they think it is you are showing?</li> <li>8. Share the correct feeling and then discuss what might have happened that changed the facial expression and brainstorm ways that the group may improve their strategies for this second round.</li> <li>9. Continue to play a few rounds.</li> <li>10. Debrief with process questions.</li> </ol> <p><u>Process Questions</u></p> <ul style="list-style-type: none"> <li>▶ What did you notice happening during the game?</li> <li>▶ What did you need from your fellow students?</li> <li>▶ What strategies did you use?</li> <li>▶ Was it easy or hard to guess the feelings being shown on other players’ faces?</li> </ul>
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	<ul style="list-style-type: none"> <li>▶ What was difficult/hard/challenging about the game?</li> <li>▶ What skills did you use during the game?</li> <li>▶ Were some feelings easier to show by facial expression than others? If so, which ones were these, and why do you think so?</li> <li>▶ Why is it important to know how others are feeling by the expressions on their faces?</li> <li>▶ How can we use these skills outside of the game?</li> <li>▶ What strengths did you use during this game?</li> </ul>
Cross-Curricular Connection(s)	
Assessment & Evaluation	<ul style="list-style-type: none"> <li>➤ Students will be able to evaluate the facial expressions of other students.</li> </ul>
Closure	End activity/lesson with an exit ticket.
Extension Activities	
References	<a href="http://www2.peacefirst.org/digitalactivitycenter/files/pass_the_pulse.pdf">http://www2.peacefirst.org/digitalactivitycenter/files/pass_the_pulse.pdf</a> <a href="http://www2.peacefirst.org/digitalactivitycenter/files/pass_the_face.pdf">http://www2.peacefirst.org/digitalactivitycenter/files/pass_the_face.pdf</a>

# Pass the Face Feelings

HAPPY	SAD	ANGRY
JEALOUS	SURPRISED	TIRED
SCARED	WORRIED	CALM
CONFUSED	THANKFUL	SHY
SILLY	EMBARRASSED	MAD
TERRIFIC	CURIOUS	GRUMPY

# Early Elementary Lesson Plan #5

## Connection

Grade Level(s):	PK-2
Lesson Title:	<i>Words Can Hurt-Sticks &amp; Stones</i>
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Connection            5B. Student demonstrates care and concern for others.            "I build relationships showing care and concern for others."</p> <p>CASEL Standard: Social-Awareness</p>
Lesson overview	This lesson discusses the power of words. Students are given the opportunity to think about how words may impact others through an interactive discussion and the use of visual aids—so words can be seen as “hurtful” or “helpful” to others.
Differentiation strategies to meet diverse learner needs:	<p>Small group practice</p> <p>Individual writing in journals</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to describe the difference between kind words and unkind words.</li> <li>• Students will be able to identify at least 3 kind words to share with others.</li> </ul>
Materials	<p>Cotton balls (one per student)</p> <p>Sandpaper (small square per student)</p> <p><i>Helpful Or Hurtful? Sandpaper Or Cotton Ball? Handout (Attached below)</i></p>
Engagement	<p>Have students sit in a Circle</p> <p>Review Circle Agreement</p>

	<p>Hook: Ask students,</p> <ul style="list-style-type: none"> <li>▶ “What are some objects/items that are soft?” <ul style="list-style-type: none"> <li>○ Some examples could be satin cloth, soft clothing, pillow, soft blanket, stuffed animal</li> </ul> </li> <li>▶ “What are some objects/items that are scratchy or rough?” <ul style="list-style-type: none"> <li>○ Some examples could be nail file, piece of velcro, wool clothing</li> </ul> </li> </ul> <p>*If you have some of these objects to show as you discuss these questions, it would be helpful and add to the learning.</p> <p>Transition to the lesson.</p>
<p>Instruction</p>	<ol style="list-style-type: none"> <li>1. As we discussed various object and items that are either soft or scratchy/rough, words can also be received in this way. How many of you have heard the following phrase? <ol style="list-style-type: none"> <li>a. <i>“Sticks and stones can break my bones, but words will never hurt me.”</i> <ol style="list-style-type: none"> <li>i. What do you think this means?</li> <li>ii. Discuss that words can and do hurt. Words can be helpful or hurtful. Words can be kind or unkind.</li> </ol> </li> </ol> </li> <li>2. Show students the cotton ball and the square of sandpaper.</li> <li>3. Explain this represents when words are either ‘kind/helpful’—cotton words or ‘unkind/hurtful’—sandpaper words.</li> <li>4. Distribute a cotton ball and small square of sandpaper to each student.</li> <li>5. Use statements from the “Helpful or Hurtful” handout—here you can (options below): <ol style="list-style-type: none"> <li>a. Read statements and have students raise either the cotton ball or sandpaper</li> <li>b. Distribute a slip to students and have them read them and decide if their statement is either a cotton ball or sandpaper statement</li> <li>c. Distribute the handout to small groups and have the groups work together</li> </ol> </li> <li>6. Following this activity, discuss with students the importance of using an I-message (they have learned earlier)—below are some options: <ol style="list-style-type: none"> <li>a. I feel ...when you...</li> <li>b. I feel....because...Could you please....</li> <li>c. I feel....when....</li> <li>d. I feel...because...what I need is..</li> </ol> </li> <li>7. Discuss that words and actions often go together and show students the power point slides.</li> <li>8. Ask students to hold up their cotton ball or sandpaper square for each slide.</li> <li>9. Discuss each picture, prompting, “What words might these students be saying?”</li> </ol>

	10. If it is an unkind picture, flip the script and ask students to come up with helpful/kind statements using an I-message.
Cross-Curricular Connection(s)	English Language Arts-narrative-storytelling
Assessment & Evaluation	➤ Students can define the difference between kind and unkind words.
Closure	Invite each student to end the circle lesson by practicing expressing a “helpful/kind” I-message statement.
Extension Activities	Role-play-students act out examples of kind/unkind situations—take opportunity to change unkind situations into kind words; practice using I-messages. Create a large word wall of Kind/Helpful Words/Phrases for the classroom
References	Statements modified from: <a href="https://drive.google.com/file/d/OB2pA9II-6RdPZOM4RINhOENUZU0/edit">https://drive.google.com/file/d/OB2pA9II-6RdPZOM4RINhOENUZU0/edit</a>

# Helpful Or Hurtful?

## *Sandpaper Or Cotton Ball?*

Cotton/Helpful	"I feel sad when you call me names. I would like you to stop."
Sandpaper/Hurtful	"You are calling me names! You're mean."
Cotton/Helpful	"I'm sorry I bumped into you. It was an accident."
Cotton/Helpful	"I feel embarrassed when you tell people my secrets. I would like you to keep them to yourself."
Sandpaper/Hurtful	"I'm telling on you!"
Cotton/Helpful	"I already asked you to stop touching me, but you're not listening. If you do it again, I will have to ask the teacher for help."
Cotton/Helpful	"I feel hurt when you say I can't play with you. I would like you to include me in your game."
Sandpaper/Hurtful	"I can't see past you! Get out of my way!"
Cotton/Helpful	"Can you please sit down so I can see too?"
Sandpaper/Hurtful	"I'm not your friend anymore!"

Cotton/Helpful	"I feel happy when you share your toys with me. I have fun playing with you!"
Sandpaper/Hurtful	"You can't play with us!"
Sandpaper/Hurtful	"Give me that back. It's mine!"
Cotton/Helpful	"I feel crowded when you get in my face. I would like you to back away."
Cotton/Helpful	"I feel mad when you won't let me have a turn with the ball. I would like you to give me a turn, please."
Cotton/Helpful	"I feel frustrated when you tell me what to do and boss me around. I would like you to let me do what I want."
Sandpaper/Hurtful	"Don't grab the pencil from me."
Cotton/Helpful	"Will you please move over? I need more space."
Sandpaper/Hurtful	"You're mean. I don't like you anymore."
Cotton/Helpful	"I feel frustrated! Can you help me please?"
Sandpaper/Hurtful	"Don't touch me. Get away!"
Cotton/Helpful Words/Actions	Uses "I-messages" "Please" "Thank You" "Excuse Me"

	<p>"Good Morning"</p> <p>Thoughtful; Compassionate; Kind; tells the truth; helps others; shares; inclusive/accepting—makes sure students have someone to play with</p>
<p>Sandpaper/Hurtful Words/Actions</p>	<p>"Dumb"</p> <p>"Stupid"</p> <p>"Ugly"</p> <p>"Fat"</p> <p>Name-calling; Gossip; yelling; interrupting; laughs at others; lies; tattles; is not inclusive—tells student they cannot play</p>

**HURTFUL OR HELPFUL?**

COTTON OR SANDPAPER MOMENTS



HURTFUL OR HELPFUL?



HURTFUL OR HELPFUL?



HURTFUL OR HELPFUL?



HURTFUL OR HELPFUL?



HURTFUL OR HELPFUL?

A photograph of a group of children outdoors. In the foreground, a young boy with dark skin and short hair, wearing an orange t-shirt, has his arms crossed and a sad, downcast expression. Behind him, a boy in a green t-shirt is smiling. To the right, a group of three girls are gathered together; one girl in a red shirt is whispering to a girl in a pink shirt, who is also being touched by a girl in a blue shirt. The background consists of lush green foliage.

HURTFUL OR HELPFUL?



HURTFUL OR HELPFUL?

# Early Elementary Lesson Plan #6

## Critical Thinking

Grade Level(s):	PK-2
Lesson Title:	Boxes
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Critical-Thinking 6C. Student analyzes, synthesizes, &amp; evaluates the thinking process. "I know how to identify problems and find creative and positive solutions to them."</p> <p>CASEL Standard: Responsible Decision-Making</p>
Lesson overview	This lesson uses the book, <i>Not A Box</i> by Antoinette Portis, to help students think about the multiple ways learning occurs, the multiple ways problems can be solved, and the overall way to expand creative thinking.
Differentiation strategies to meet diverse learner needs:	<a href="http://www.youtube.com/watch?v=3KXuBcdmktY-Watch">http://www.youtube.com/watch?v=3KXuBcdmktY-Watch</a> ( <i>Not A Box</i> on video)
Objective	<ul style="list-style-type: none"> <li>• Students will be able to ask questions to discover new ways to learn.</li> <li>• Students will be able to expand their thinking to see multiple ways to solve a problem.</li> </ul>
Materials	<p><i>Not A Box</i> by Antoinette Portis Computer/Projector Boxes (will need to collect prior to lesson or ask for students to bring in boxes) Markers, tape, stickers, pictures, colored pencils, any other items available to decorate boxes</p>
Engagement	Hook: Show students a box and ask, "What is this?"

	When students give you the obvious answer, “a box,” share with them that we are getting ready to listen to a story where Bunny thinks “this [pointing to the box] isn’t a box.”
Instruction	<ol style="list-style-type: none"> <li>1. Start reading the book.</li> <li>2. After a few pages, see if the students can guess what it could be next? What could he be standing on? What could he be sitting in? Keep students engaged throughout the book by asking prompting questions throughout the story. <ol style="list-style-type: none"> <li>a. Throughout the Read Aloud, brainstorm all the different ways a box can be used.</li> </ol> </li> <li>3. After reading the book, give kids their own box. What can they turn it into? If struggling to come up with ideas, have them act out the ideas in the story. Add on to the sequence. First it’s a car. Where will they drive to? What will they do next? Great for working on pretend play schemes and sequences.</li> </ol>
Cross-Curricular Connection(s)	Can invite two grade levels to work together on this project. Science Extended problem-solving/perceptions
Assessment & Evaluation	➤ Students have created an item out of a box that you have given them and can articulate its new use (either in writing, in a video, or in an oral presentation).
Closure	Close lesson by inviting each student to look around the room and trying to “see” something in a new way. What rectangle, circle, or square item can the “see” differently?
Extension Activities	-Can invite two grade levels to work together on this project. -Fiction, reality? <a href="https://www.teachingchildrenphilosophy.org/BookModule/NotABox">https://www.teachingchildrenphilosophy.org/BookModule/NotABox</a> - <i>Family night activity: B.Y.O.B</i> [Bring Your Own Box event]- <a href="http://www.harpercollinschildrens.com/harperchildrensImages/Printable/NotABoxOnlineKit.pdf">http://www.harpercollinschildrens.com/harperchildrensImages/Printable/NotABoxOnlineKit.pdf</a> <i>Rectangle hunt</i> : Children hunt for small rectangular objects to put in their box. Read <i>Not A Stick</i> by Antoinette Portis and continue creative and problem-solving activities
References	<a href="https://static1.squarespace.com/static/54a08126e4b038053fec29c3/t/55105ef0e4b047c7162f2cc2/1427136240331/fablevision_thinker.pdf">https://static1.squarespace.com/static/54a08126e4b038053fec29c3/t/55105ef0e4b047c7162f2cc2/1427136240331/fablevision_thinker.pdf</a> Learning Something New: “I Think Outside The Box” Poster <a href="https://omazingkidsllc.com/tag/not-a-box-by-antoinette-portis/">https://omazingkidsllc.com/tag/not-a-box-by-antoinette-portis/</a> <a href="http://all4mychild.com/not-a-box/">http://all4mychild.com/not-a-box/</a>

# Early Elementary Lesson Plan #7

## Mindset

Grade Level(s):	PK-2
Lesson Title:	<i>Learning Something New: Can I?</i>
SEL Standards	Indiana Social and Emotional Learning Competency: Mindset 7A. Student demonstrates a willingness to learn, especially when faced with challenges or following a failure. "I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."
Lesson overview	This lesson discusses learning new things and the effort it takes to stick with new tasks-no matter how hard they get.
Differentiation strategies to meet diverse learner needs:	Small group and individual time; written work for mottos will be provided
Objective	<ul style="list-style-type: none"> <li>• Students will be able to describe strategies to show effort.</li> <li>• Students will be able to create personal "effort" motto.</li> </ul>
Materials	Any item to show your 'learning example' Crayons Colored Pencils Markers Paper
Engagement	Hook: To catch the students' attention, bring in something to do that is difficult for you –juggling, hula hoop, a yo- yo, knitting, etc. Talk about what it is like for you when you try to learn something new, but it is something

	that you are still having trouble with or still find challenging. Share a few steps/strategies that show how you continue to learn and give effort—overcome challenges.
Instruction	<ol style="list-style-type: none"> <li>1. Ask the students: <ul style="list-style-type: none"> <li>➤ What is something new that you have tried to do? Have you ever tried something and it was hard to do at first? What happened?</li> <li>➤ Why is it sometimes hard to learn something new?</li> <li>➤ What helped you learn? What did you do?</li> </ul> </li> <li>2. After asking a few of the above questions, share that the common theme is <i>effort</i>—share the definition of effort. <ol style="list-style-type: none"> <li>a. <i>effort</i>: important to keep trying and always work your hardest.</li> </ol> </li> <li>3. Now, share with the students a phrase that you have used to keep encouraging yourself when you were having difficulty learning. For example, statements like, “I can do this,” or “I am going to keep trying.” Invite the students to share some other statements that demonstrate giving good effort. <ul style="list-style-type: none"> <li>➤ I am going to keep trying.</li> <li>➤ I think I can.</li> <li>➤ I know I can do this.</li> <li>➤ I am doing my best.</li> <li>➤ I just haven’t got this figured out YET.</li> </ul> </li> <li>4. As a class, you can decide on an “Effort” motto that can be displayed in your room as a visual reminder to always give our best effort.</li> <li>5. To close, each student is invited to create a personal “effort” motto. These mottos can be displayed on their desks, be placed in their desks, put in their folder—the student has choice on where they want to place them—where would be a good visual reminder?</li> </ol>
Cross-Curricular Connection(s)	Effort and persistence applies to each area of student work; students can also create visuals of the motto they are developing –using arts (both digital and visual) so collaborating with Art and/or Technology teacher would be appropriate.

Assessment & Evaluation	➤ Students have a group "effort" motto or an individual "effort" motto.
Closure	7. To close, invite students to create a personal "effort" motto.
Extension Activities	Read, Little Engine That Could, and continue discussion on effort and persistence [great reinforcement book/activity]
References	

# Late Elementary Lesson Plan #1

## Sensory Motor Integration

Grade Level(s):	3-5
Lesson Title:	Progressive Muscle Relaxation
SEL Standards	Indiana Social and Emotional Learning Competency: Sensory Motor Integration 1A. Sensory Motor Integration: Student demonstrates an understanding of body awareness and sensations in the body. <i>"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."</i>
Lesson overview	Students will use Progressive Muscle Relaxation as a means to understand how they carry tension in their bodies as well as how to release it.
Differentiation strategies to meet diverse learner needs:	Teacher will use active monitoring and proximity to ensure all students remain quiet engaged. Students will be encouraged to sit or lie in the way they feel most comfortable. Students who may feel unsafe with their eyes closed will have the option to keep their eyes open. Muscle group visual aids will include pictures for ELL students.
Objective	<ol style="list-style-type: none"> <li>1. Students will be able to identify and actively participate in sensory exercises for body and brain regulation.</li> <li>2. Students will be able to identify bodily sensations and draw what they look like and/or how it feels in the body and beginning to add feeling words to body sensations.</li> </ol>
Materials	<ul style="list-style-type: none"> <li>● Community Circle talking piece (encourage students to respect the talking piece by giving the person who is holding it their undivided attention and waiting their turn to talk).</li> <li>● Progressive Muscle Relaxation Script:             <ul style="list-style-type: none"> <li>○ Suggested script:  <a href="https://www.mc.vanderbilt.edu/coe/tfcbt/workbook/Relaxation%20&amp;%20Affective%20Expression/PMR%20Script.pdf">https://www.mc.vanderbilt.edu/coe/tfcbt/workbook/Relaxation%20&amp;%20Affective%20Expression/PMR%20Script.pdf</a> </li> </ul> </li> <li>● Visual aids displaying the following muscle groups:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Hands and arms</li> <li>○ Arms and shoulders</li> <li>○ Jaw</li> <li>○ Face and nose</li> <li>○ Stomach</li> <li>○ Legs and feet</li> </ul>
Engagement	<ol style="list-style-type: none"> <li>1. Gather students in a circle.</li> <li>2. Ask students to share about a time when they felt anxious or stressed. Share a personal experience that they can relate to, such as feeling nervous the night before a big test or upset after a conflict with a loved one. Encourage them to share what they did to handle that big emotion.</li> <li>3. Once all students have had an opportunity to share, explain that you are about to teach them a stress and anxiety management technique called progressive muscle relaxation. Explain that progressive muscle relaxation teaches us how our bodies carries stress by encouraging us to focus on sensation in each major muscle group. State that it is also an effective means of releasing the stress and tension from our bodies.</li> </ol>
Instruction	<ol style="list-style-type: none"> <li>1. Say, "When I say go, you will have 30 seconds to quietly get up and find a place to lie down on your back. You should have enough room that you can lie completely flat and move your arms and legs without bumping into anything." Demonstrate. Say, "Once everyone is settled, we will begin. Go"</li> <li>2. Once students are settled, explain that you are going to dim/turn off the lights and tell them they may close their eyes if they wish. Encourage them to lay their arms by their sides, palms facing up. Walk amongst the children as you explain what they'll be doing.</li> <li>3. While teachers can use the progressive muscle relaxation script of their choosing, Progressive Muscle Relaxation by A.S. Koeppen is a great resource (find it <a href="#">here</a>). Effective progressive muscle relaxation scripts for children guide students to tense and relax each major muscle group using figurative language they can relate to ("like a cat," "like you're squeezing a lemon," etc.)</li> </ol>
Cross-Curricular Connection(s)	This lesson may be used before a test, quiz, presentation or other class activity that may cause high levels of stress or anxiety in students.

Assessment & Evaluation	<ol style="list-style-type: none"> <li>1. Give students several moments to lay in silence. Encourage them to think about what they're feeling in their bodies. Then, bring them back into a circle.</li> <li>2. Encourage students to share about their experiences. Ask, "How did your body feel before this exercise?" "How does it feel now?" "Pick a muscle group that really stood out to you. Describe how you felt as you were tensing and releasing that part of your body."</li> </ol>
Closure	Ask students to silently return to their seats. With the lights off, encourage them to practice Progressive Muscle relaxation silently and independently using muscle groups visual aids if needed.
Extension Activities	Hand students a copy of the Progressive Muscle Relaxation script. Encourage them to go home and teach their new relaxation technique to a parent or guardian.
References	Koeppan, A.S. (1974). Relaxation training for children. <i>Elementary School Guidance and Counseling</i> , 9, 14-21.

# Late Elementary SEL Lesson Plan #2

## Insight

Grade Level(s):	3-5
Lesson Title:	That's Me!
SEL Standards	<ul style="list-style-type: none"> <li>● Indiana Social and Emotional Competency: Insight 2B. Student recognizes personal strengths. "I am aware of my strengths."</li> <li>● CASEL Standard: Self-Awareness</li> </ul>
Lesson overview	Students will use a gallery walk to identify 2 character strengths with which they identify. Students will acknowledge similarities and differences in the strengths of others. Students will describe how their strengths help them succeed.
Differentiation strategies to meet diverse learner needs:	Teacher will share expectations using "see it, hear it, say it, do it" model of instruction. Teacher will give intentional instructions regarding the grouping of students to ensure no one is left behind. Character card visual aids will include pictures for ELL students. During assessment, students may be given the option to write or draw.
Objective	Students will continue to identify their unique strengths and, with the support of adults, find ways to build on them.
Materials	<ul style="list-style-type: none"> <li>● Printed Character Strength cards (2 copies. One hung around the room, gallery style; one with teacher for group instruction). Teacher may choose to add strength cards if he/she wishes. <ul style="list-style-type: none"> <li>○ Free cards available at <a href="https://www.teacherspayteachers.com/FreeDownload/Character-Strength-Cards-3557273">https://www.teacherspayteachers.com/FreeDownload/Character-Strength-Cards-3557273</a></li> </ul> </li> <li>● Slips of paper, each containing one of the strengths displayed on strength cards. Every student should receive one slip.</li> </ul>

Engagement	<ol style="list-style-type: none"> <li>1. Gather students in a circle. Pass around a bag containing character strength slips. Ask each student to draw one slip.</li> <li>2. Once everyone has a slip, ask students to go around the circle and share what they think each word means as well as one person they think of when they see that word.</li> </ol>
Instruction	<ol style="list-style-type: none"> <li>1. Flip through each of the character strength cards. Share each description with students.</li> <li>2. Tell students that when you say go, they will have 30 seconds to leave the circle and find the character strength card with which they most closely identify. Encourage them to go where they feel drawn rather than where their friends are going. Explain that once they find their strength, they will have 3 minutes to talk with the other students in their group about why they identify with that particular character trait. Ask for 1-2 volunteers and briefly model. Explain that once they are done, each group will share one thing they discussed.</li> <li>3. Execute activity. Repeat until students have identified their top 3 strengths.</li> </ol>
Cross-Curricular Connection(s)	<ul style="list-style-type: none"> <li>• Teachers may use this activity before introducing a group project. After taking note of each student's #1 strength, teacher can group students so that each group has a diverse range of character strengths represented. Teacher may explain why having a wide range of strengths in a group is beneficial.</li> <li>• Teachers may use this activity as a hook for a longer writing assignment about personal strengths.</li> </ul>
Assessment & Evaluation	Ask students to return to seats. Instruct them to write one paragraph or draw a cartoon/picture describing their #1 strength and how it helps them succeed at home or at school. Model this using white board, chart paper or document camera.
Closure	Instruct students to find a partner who wrote or drew about a different strength. Give students 1-2 minutes to pair share what they've drawn/written.
Extension Activities	Using the same cards and group activity, ask students to identify 1 character strength they wish to develop or make stronger. When they talk with their groups, encourage them to come up with one "action step" they can take to achieve that goal.
References	<a href="https://www.teacherspayteachers.com/FreeDownload/Character-Strength-Cards-3557273">https://www.teacherspayteachers.com/FreeDownload/Character-Strength-Cards-3557273</a>

# Late Elementary SEL Lesson Plan #3

## Regulation

Grade Level(s):	3-5
Lesson Title:	SEL Theater
SEL Standards	<ul style="list-style-type: none"> <li>● Indiana Social and Emotional Learning Competency: Regulation 3B. Student recognizes life stressors and has strategies to manage them. "I can recognize situations that make me feel stressed and take appropriate steps to change them."</li> <li>● CASEL Standard: Self-Management</li> </ul>
Lesson overview	Students will use role plays to identify healthy/productive/safe and unhealthy/unproductive/unsafe coping strategies in response to life stressors. Students will consider the natural consequences of each response.
Differentiation strategies to meet diverse learner needs:	Teacher will give intentional instructions regarding the grouping of students to ensure no one is left out. Teacher will read each role play description out loud as he/she assigns groups. Teacher will actively monitor during group work. Teacher will provide suggestions for starring and supporting roles in role plays to ensure that everyone is comfortable and included.
Objective	Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress reducing coping strategies that help calm the amygdala and nervous system.
Materials	<ul style="list-style-type: none"> <li>● Role Play Description Cards (see below for examples) <ul style="list-style-type: none"> <li>○ Role Play 1. Jamal asks to use the restroom at the beginning of the school day. When he came back to class, he finds that his things are scattered all over the floor. He knows everything was in a neat pile when he left for the restroom. <ul style="list-style-type: none"> <li>▪ Suggested roles: Jamal, teacher, classroom peers</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Role Play 2. Jasmine really wants the lead role in the school play. She practices hard and is proud of her audition. When the cast list comes out, Jasmine learns that her best friend, Ali, got the lead instead. <ul style="list-style-type: none"> <li>▪ Suggested roles: Jasmine, Ali, play director, other students</li> </ul> </li> <li>○ Role Play 3: Eddie is sitting at the front of the school bus minding his own business when he feels something hit him in the back of the head. He turns around and sees a rubber band on the seat behind him. Alvin, who sits in the back of the bus, carries a rubber band ball with him everywhere he goes. Eddie suspects Alvin aimed the rubber band at him to get even for an argument they had yesterday at recess. <ul style="list-style-type: none"> <li>▪ Suggested roles: Eddie, Alvin, bus driver, other students</li> </ul> </li> <li>● Community Circle talking piece (encourage students to respect the talking piece by giving the person who is holding it their undivided attention and waiting their turn to talk).</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>● Instruct students to form a circle</li> <li>● Talk students through a life stressor you recently experienced (can be made up or factual). Ask them to help you brainstorm all the ways you could handle the situation. Then, ask them to help you determine which coping strategies are healthy/productive/safe and which are not. Have the class vote on the best and the worst possible solution. Ask them what natural consequence they might expect the follow the courses of action they selected.</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>● Thank students for their help working through your “problem.” Then, explain that they will be using the same skills to come up with coping strategies for common stressors seen in schools.</li> <li>● Introduce the Role Play cards. Explain that students will be working in groups to act out the scenario stated on their card. Each group will give two performances. The first should end with an unhealthy/unproductive/unsafe solution and the second should end with a healthy/productive/safe solution. Model using the personal example above.</li> <li>● Split students into groups. Allow 10-15 minutes of role play planning. Actively monitor students to ensure they are on task.</li> <li>● Bring students back together for presentations. Explain audience expectations (attentive and supportive behaviors).</li> <li>● Students present in the same order as groups were assigned. Teacher models audience expectations.</li> </ul>
Cross-Curricular Connection(s)	Students learning about drama or various genres of literature may practice writing their own scripts.

Assessment & Evaluation	After each group performance, give students 1-2 minutes to jot down the coping strategy they saw as well as the natural consequences of that coping strategy (write and display key words at the front of the room if necessary). Collect papers at the end of the lesson.
Closure	Invite each group up to the "stage" to take a bow.
Extension Activities	Encourage students to journal or draw about a life stressor they recently experienced and coping skills they could utilize. Ask students to consider natural consequences of each potential response.
References	N/A

# Late Elementary SEL Lesson Plan #4

## Collaboration

Grade Level(s):	3-5
Lesson Title:	I-Messages
SEL Standards	<ul style="list-style-type: none"> <li>• Indiana Social and Emotional Learning Competency: Collaboration 4C. Student applies conflict management skills. "I will use assertive communication to resolve conflicts cooperatively."</li> <li>• CASEL Standard: Relationship Skills</li> </ul>
Lesson overview	Students will learn to use I-messages to express their feelings to others in moments of anger or frustration. Students will learn to respond to I-messages in a respectful and appropriate manner.
Differentiation strategies to meet diverse learner needs:	Teacher will give intentional instructions regarding the grouping of students to ensure no one is left out. Teacher will read I-Message/Response cue cards aloud and model pair share process. Teacher will actively monitor partner work.
Objective	Students continue to build brain aligned strategies and practice using "I-messages" to address conflict when it arises.
Materials	<ul style="list-style-type: none"> <li>• White board/chart paper/document camera</li> <li>• I-Message and response task cards.             <ul style="list-style-type: none"> <li>○ I-Message: I feel _____ when you _____. Next time, will you please _____?</li> <li>○ Response: You feel _____ when I _____. Next time I will _____.</li> </ul> </li> <li>• Community Circle talking piece (encourage students to respect the talking piece by giving the person who is holding it their undivided attention and waiting their turn to talk).</li> </ul>

Engagement	<ul style="list-style-type: none"> <li>● Instruct students to form a circle.</li> <li>● Write the words “Eye-Message” on board or chart paper. Say to students, “Sometimes, we communicate about how someone’s behavior using our eyes or facial expressions. For example, when I am frustrated by something on of you is doing, I tend to make my eyes all wide and lock eyes with you like this” (demonstrate). “When I’m happy or impressed, sometimes I’ll wink or smile at you like this” (demonstrate again).</li> <li>● Ask, “Can any of you think of ways people tend to communicate with eye-messages or facial expressions?” Take note of each example under the heading “Eye-Messages.”</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>● Say, “Those are all great examples of non-verbal eye-messages. Today, we are going to talk about effective ways to communicate what we’re feeling using our words. These are called “I-messages.” (write on board or chart paper). Say, “An I-message is something you say to tell someone else how their actions make you feel and what you want from them.”</li> <li>● Say, “For example, if I was feeling pleased or impressed by something you were doing, I could say “I feel happy when you work so hard on your social studies project. I want you to keep up the awesome effort.” On the flip side, if you were goofing around while I was giving directions, I could say “I feel frustrated when you don’t complete your homework. I want you to put forth your best effort so you can learn as much as possible in this class.”</li> <li>● Write the I-Message template on the board/chart paper (I feel _____ when you _____. Next time, will you please _____?)</li> <li>● Refer to the student examples under “Eye-Messages.” Ask student if they can convert the nonverbal “eye-messages” into “I-messages” using the I-Message template. Practice with each example on the board.</li> <li>● Say, “Now, imagine someone just used an I-message on you. For example, maybe I told you I felt frustrated when you didn’t complete your homework. What do you think would be a good way to respond?”</li> <li>● Praise students for their ideas. Say, “What I hear you saying is that you should echo the other person’s feelings and explain what you’ll do differently next time. We can write a template for this, too! It looks like this…” (write on board/chart paper) “You feel _____ when I _____. Next time I will _____.”</li> <li>● Pass out I-Message task cards. Give students a few moments to fill out the portion that says “I feel _____ when you _____. Next time, will you please _____?” using real-life examples of times when they might feel angry or frustrated.</li> </ul>

	<ul style="list-style-type: none"> <li>• Number students off by twos (1,2,1,2,1,2...). Explain that when you say go, student will have 30 seconds to take 7 steps in any direction. Then, they will raise a "1" or a "2" in the air according to the number they were assigned. 1s will have 10 seconds to partner up with the nearest 1.</li> <li>• 1s will share their "I-message" statement. 2s will come up with an appropriate response using the "Response" template.</li> <li>• After about a minute, the pairing process will repeat. This time, 2s will share their "I-message" statement and 1st will come up with an appropriate response using the "Response" template. Repeat this pattern 3-5 times.</li> </ul>
Cross-Curricular Connection(s)	Ask students to generate "I-statements" regarding various classroom activities and assignments (lectures, group work, essays, multiple choice tests, class presentations, creative projects, etc.). Teacher may generate appropriate responses using "Response" template. This may help inform differentiation of classroom instruction.
Assessment & Evaluation	Send students back to desks. Deliver an exit ticket that asks them to draft an "I-message" and appropriate response WITHOUT referring to the templates.
Closure	Deliver a positive I-message to students. For example, "I feel joyful when I see you pouring your hearts into classroom activities! I hope you'll continue to put forth such an amazing effort throughout the rest of class."
Extension Activities	Send students home with 2 I-Message and Response templates. Instruct parents/guardians and students to complete one I-Message a piece and take turns coming up with an appropriate response.
References	N/A

# Late Elementary SEL Lesson Plan #5

## Connection

Grade Level(s):	3-5
Lesson Title:	Perspective Taking
SEL Standards	<ul style="list-style-type: none"> <li>● Indiana Social and Emotional Learning Competency: Collaboration 5A. Student treats others fairly and respectfully, is able to see multiple perspectives and is open-minded. <i>"I build respectful and positive relationships with others, showing that I value diverse perspectives."</i></li> <li>● CASEL Standard: Social Awareness</li> </ul>
Lesson overview	Students will practice seeing a situation from someone else's perspective and advocating a viewpoint that isn't necessarily their own.
Differentiation strategies to meet diverse learner needs:	<ul style="list-style-type: none"> <li>● Using document camera, teacher models multiple responses to each opinion prompt on the "What's Your Perspective" worksheet in order to assist students who are inexperienced in stating their own opinions or need help with reading and writing.</li> </ul>
Objective	Students sense how other people might feel about something and try to view situations through the other student's world view.
Materials	<ul style="list-style-type: none"> <li>● What's Your Perspective? worksheet (1 for each student) <ul style="list-style-type: none"> <li>○ worksheet freely available at <a href="https://www.teacherspayteachers.com/Product/Free-Social-Skills-Lessons-for-Perspective-Taking-3627307">https://www.teacherspayteachers.com/Product/Free-Social-Skills-Lessons-for-Perspective-Taking-3627307</a></li> </ul> </li> </ul>
Engagement	Students quietly complete "What's Your Perspective?" worksheet. Ask them not to put their names on their papers. (10-15 minutes)

Instruction	<ul style="list-style-type: none"> <li>● Gather students in a community circle.</li> <li>● Ask students to crumple up their “What’s Your Perspective?” papers.</li> <li>● Inform students that they will be participating in a “snowball fight.” Instruct them to throw their crumpled papers around the room until time is up (1 - 2 min).</li> <li>● Bring students back into circle. Ask them to uncrumple and quietly read the paper they are currently holding in their hands. Tell them to be on the lookout for an opinion they don’t necessarily agree with.</li> <li>● Go around the circle. Ask students to choose one response and present it as if it were there own , explaining the argument before them in their own words. Encourage them to choose an opinion they don’t necessarily agree with.</li> <li>● Go around the circle again, this time asking students what it was like to pretend to hold an opinion that wasn’t necessarily their own (model this for students using 2-3 examples). Explain that this skill is called “perspective taking.”</li> <li>● Ask students to identify times when it might be helpful to consider someone else’s perspective. Guide them to consider conflicts with peers, teachers, siblings or parents/guardians.</li> </ul>
Cross-Curricular Connection(s)	What’s Your Perspective? Worksheet serves as a strong opinion-writing/ argumentative essay prompt.
Assessment & Evaluation	<p>After showing the short film <a href="#">Glued</a> (see closure), ask students to complete an exit ticket describing both the mother’s and the son’s perspectives about video games using the following format:</p> <ul style="list-style-type: none"> <li>● “The mother’s perspective was that video games were _____. She wanted the son to _____. The son’s perspective was that video games were _____. He wanted to _____. I believe video games are _____. If I were the son, I would _____.”</li> </ul>
Closure	Show the sort film <a href="#">Glued</a> (available on youtube at <a href="https://www.youtube.com/watch?v=rW2g5cwrxrQ&amp;list=PLxONCKcmIkeVgg-zT42SL28iRSbMuhkPV">https://www.youtube.com/watch?v=rW2g5cwrxrQ&amp;list=PLxONCKcmIkeVgg-zT42SL28iRSbMuhkPV</a> )
Extension Activities	Send students home with “What’s Your Perspective” worksheet. Encourage them to share their perspectives and ask parents about their opinions on each of the prompts.
References	<ul style="list-style-type: none"> <li>● <a href="https://www.teacherspayteachers.com/Product/Free-Social-Skills-Lessons-for-Perspective-Taking-3627307">https://www.teacherspayteachers.com/Product/Free-Social-Skills-Lessons-for-Perspective-Taking-3627307</a></li> <li>● <a href="https://www.youtube.com/watch?v=rW2g5cwrxrQ&amp;list=PLxONCKcmIkeVgg-zT42SL28iRSbMuhkPV">https://www.youtube.com/watch?v=rW2g5cwrxrQ&amp;list=PLxONCKcmIkeVgg-zT42SL28iRSbMuhkPV</a></li> </ul>

# Late Elementary SEL Lesson Plan #6

## Critical Thinking

Grade Level(s):	3-5
Lesson Title:	Multiple Intelligences
SEL Standards	<ul style="list-style-type: none"> <li>• Indiana Social and Emotional Learning Competency: Critical Thinking 6A. Student demonstrates an understanding of metacognition. "I know how I learn."</li> <li>• CASEL: Responsible Decision-Making</li> </ul>
Lesson overview	Students will use Gardner's theory of multiple intelligences to identify their learning styles.
Differentiation strategies to meet diverse learner needs:	<ul style="list-style-type: none"> <li>• Teacher will model completion and scoring of survey, reading each item out loud and narrating his/her thought processes as he/she assesses each potential response.</li> <li>• Teacher will encourage students to use their "smart" to present their ideas (allowing for pictures, skits, songs, etc. in addition to written word)</li> </ul>
Objective	Students learn about the many ways they are smart, through the use of teaching about multiple intelligences.
Materials	<ul style="list-style-type: none"> <li>• Multiple Intelligences visual aids</li> <li>• Signs and props to represent each of the intelligences for gallery walk (pictures of famous people who represent each "smart," tools/equipment each "smart" might use (instruments for music smart, sports equipment for body smart, art supplies for art smart, etc.), examples of assignments completed using each "smart" (song lyrics for music smart, logic games for math smart, etc.)</li> <li>• What Kind of Smart Are You? survey (1 for each student). <ul style="list-style-type: none"> <li>○ <a href="https://www.teacherspayteachers.com/Product/Multiple-Intelligences-Survey-For-Elementary-Kids-1429636">https://www.teacherspayteachers.com/Product/Multiple-Intelligences-Survey-For-Elementary-Kids-1429636</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Note that this is not a research-based survey. The teacher who designed it did so with the intention of putting Gardner’s theory in terms that elementary school students can understand).</li> <li>■ If you have access to classroom technology, you can find more scientifically sound surveys for students to complete online at <a href="https://www.literacynet.org/mi/assessment/findyourstrengths.html">https://www.literacynet.org/mi/assessment/findyourstrengths.html</a></li> </ul> <ul style="list-style-type: none"> <li>● Crayons - purple, yellow, green, blue, orange, brown, red, pink (1 of each color for each student)</li> </ul>
Engagement	Instruct students to form a community circle. Open the circle by asking the question, “What do you think it means to be smart?” Ask students if they think people can be smart in different ways.
Instruction	<ul style="list-style-type: none"> <li>● Explain that in in the 1980s, a education professor name Dr. Howard Gardner came up with the idea that there are 8 different ways for people to be intelligent, or smart. He called this the Theory of Multiple Intelligences.</li> <li>● Tell students that according to Dr. Gardner, we are all some combination of music smart, math smart, word smart, art smart, self smart, people smart, nature smart and/or body smart.</li> <li>● Ask students what they think each of these intelligences means. Talk them through the definitions, providing real-life examples of people who exhibit each type of “smart” if necessary (e.g. John Legend is music smart, Kobe Bryant is body smart, Oprah is people smart, etc.). Use visual aids to explain each intelligence.</li> <li>● Explain that it’s possible for people to be smart in more than one way. Sometimes, someone might little smart in several areas but especially smart in one area. Other times, a person might be especially smart in just 1 or 2 areas.</li> <li>● Explain that while we are all smart in different ways, it’s always possible to develop our intelligence in areas where we aren’t as strong. For example, if someone wants to become more nature smart, they can try growing a plant or taking a walk outdoors a few times a week.</li> <li>● Model completion of What Kind of Smart are You? survey using document camera</li> <li>● Distribute survey</li> <li>● Once students have completed survey, guide them through scoring. Then, send them on a gallery walk to find and learn more about each of their intelligences. Give them 2-3 minutes to find their #1 intelligence, 2-3 minutes to find their #2 intelligence and so on.</li> </ul>

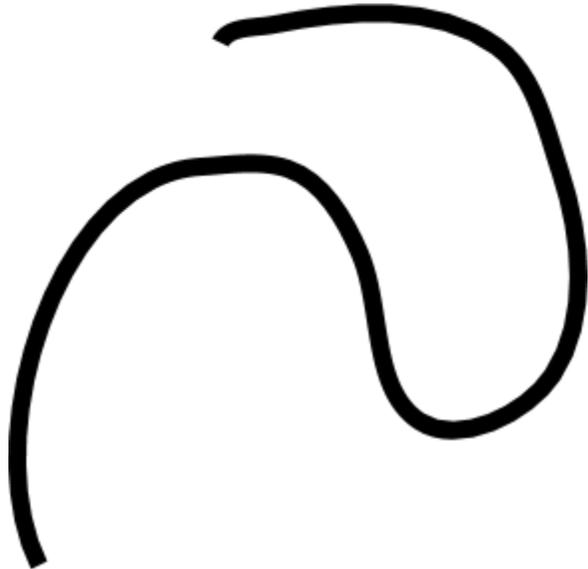
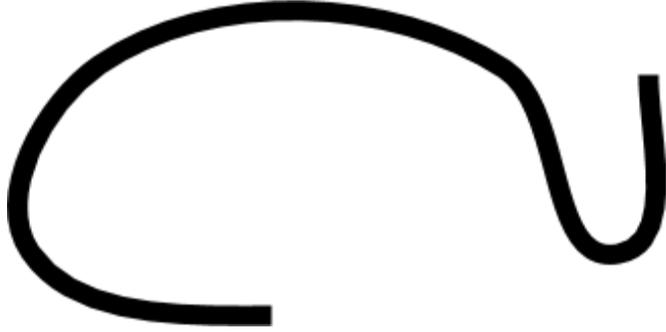
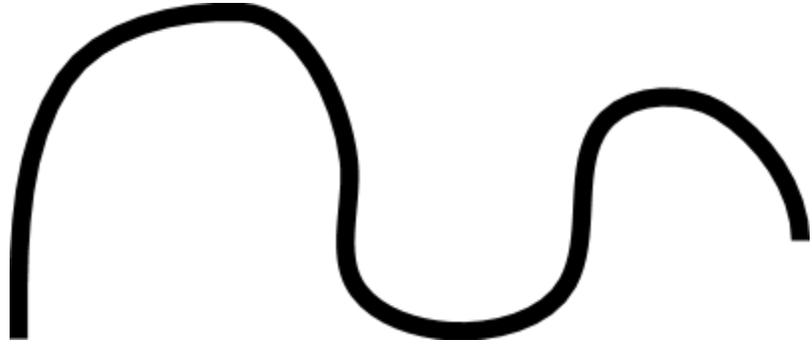
Cross-Curricular Connection(s)	Once students have learned what kind of "smart" they are, teachers may differentiate classroom assignments by giving students options that pertain to each intelligence.
Assessment & Evaluation	Gather students in groups according to their #1 smart. Provide each group with chart paper. Ask them to brainstorm 3-5 ways they could apply their "smart" in a core subject, like math or ELA class. Tell them that if they really want to get creative, they can use their "smart" to present their ideas via a skit, picture, song, etc.
Closure	Bring groups back together in circle. Ask each group to share out 1-2 of their ideas for incorporating their "smart" into a core subject.
Extension Activities	Ask students to draw/fill in a 4-piece puzzle template. Each piece of the puzzle should represent 1 of their top 4 "smarts." Students may represent this smart in whichever way they wish.
References	<p><a href="https://www.teacherspayteachers.com/Product/Multiple-Intelligences-Survey-For-Elementary-Kids-1429636">https://www.teacherspayteachers.com/Product/Multiple-Intelligences-Survey-For-Elementary-Kids-1429636</a></p> <p><a href="https://www.literacynet.org/mi/assessment/findyourstrengths.html">https://www.literacynet.org/mi/assessment/findyourstrengths.html</a></p> <p>Gardner, H. (1993). <i>Frames of mind: The theory of multiple intelligences</i>. New York, NY: BasicBooks.</p>

# Late Elementary SEL Lesson Plan #7

## Mindset

Grade Level(s):	3-5
Lesson Title:	Just Right
SEL Standards	Indiana Social and Emotional Learning Competency: Mindset 7B. Student practices flexible and innovative thinking."I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."
Lesson overview	Students will read the story of, <i>Ish</i> by Peter H Reynolds, to learn that perfect is not always best and the book reinforces the power of a growth mindset—and the power of effort.
Differentiation strategies to meet diverse learner needs:	<ul style="list-style-type: none"> <li>• Experiential activity (squiggly line)</li> <li>• Large group process'</li> </ul>
Objective	<ul style="list-style-type: none"> <li>• Students demonstrate ability to change mind when new information is gained. Students apply creative learning skills and strategies.</li> </ul>
Materials	Squiggly line paper sheets
Engagement	<p>Bring students to community circle. Review Circle Agreement.</p> <p>Pass out a small sheet of paper to each student that has a squiggly line on it.</p>
Instruction	<ol style="list-style-type: none"> <li>1. Read the book, <i>Ish</i> by Peter H Reynolds.</li> </ol>

	<p>2. Show students the page in the book where Ramon crumples up his paper. Ask students the following questions.</p> <ul style="list-style-type: none"> <li>○ <i>Why did Ramon crumple up his paper?</i></li> <li>○ <i>How do you think he is feeling?</i></li> <li>○ <i>How would you feel if someone said that to you about an activity that you really enjoyed?</i></li> </ul> <p><u>Process Questions</u></p> <ul style="list-style-type: none"> <li>○ Ramon decided to stop drawing but something happens when he sees all of his crumpled art on his sister's wall---what happens?</li> <li>○ How does her –Ish view of Ramon's drawings help?</li> <li>○ What does –Ish mean?</li> <li>○ How can you adopt an –Ish mindset to help when you get frustrated or upset when our first tries aren't perfect—but we know we need to keep trying?</li> </ul>
Cross-Curricular Connection(s)	ELA—however growth mindset activities can be infused within any content area.
Assessment & Evaluation	Invite students to complete an exit ticket to express understanding of growth mindset concept.
Closure	Invite students as you go around the circle to think of ways that we all can help each other to remember not to “Squish our –Ish” and ways to help support each other in making mistakes and keeping a growth mindset. Invite “-Ish” ideas from each student.
Extension Activities	
References	



Handwritten cursive letter 'a'.

Handwritten cursive letter 'e'.

Handwritten cursive letter 'z'.

# Middle School Lesson Plan #1

## Sensory Motor Integration

Grade Level(s):	6-8
Lesson Title:	Drum Circle Monologue
SEL Standards	Indiana Social and Emotional Learning Competency: Sensory Motor Integration 1B. Student manages transitions and changes in routine. "I feel ready for transitions and can show I am adaptable to change."
Lesson overview	Students participate in a drumming circle that includes a narrative sharing component.
Differentiation strategies to meet diverse learner needs:	The drum circle is open for all students but it is not required that everyone participate. Students are welcome to sit in the circle and observe, sit in the circle and participate, sit outside the circle and observe (as long as they are respectful to the learning environment).
Objective	<ul style="list-style-type: none"> <li>• Students will be able to repeat a rhythmic pattern.</li> <li>• Students will be able to demonstrate leadership.</li> <li>• Students will be able to adjust to the changes in the drumming circle.</li> </ul>
Materials	Drums (multiple tools/resources can be used for drumming) Actual drums Desktops Laps (clap/slap) Two Sticks
Engagement	Hook: Show a brief clip from this video clip: <a href="https://www.youtube.com/watch?v=Aq6y6jz7bQQ&amp;index=4&amp;list=RDwXV39pybgJU">https://www.youtube.com/watch?v=Aq6y6jz7bQQ&amp;index=4&amp;list=RDwXV39pybgJU</a>

	<p>African Burundi Drum Music</p> <ul style="list-style-type: none"> <li>○ Pause the video and then invite students to join in to follow along with the drumming beat as you restart the video. After about 1-2 minutes, stop the video, and process. <ul style="list-style-type: none"> <li>▪ What was drumming like for you?</li> <li>▪ Was this challenging?</li> <li>▪ What pattern did you notice?</li> </ul> </li> </ul> <p>Now move into the lesson/activity.</p>
Instruction	<ol style="list-style-type: none"> <li>1. Explain/review the group agreement for the circle.</li> <li>2. Invite students to respond to the discussion prompt or lead question for the drumming circle.</li> <li>3. Remind students that after each student shares his/her response, the student will be invited to lead the circle in a drumming rhythm that reflects the feeling of his/her response—the rest of the group is asked to join in and follow along until the next person responds to the prompt.</li> <li>4. Continue with sharing until everyone has had a chance to lead the drumming circle or until time runs out.</li> <li>5. At end of circle, provide the last 1-2 minutes for all students to freely drum together.</li> </ol>
Cross-Curricular Connection(s)	The prompt/question can be from any content area. The drumming monologue circle could be used to respond to literature, a current event, a historical event, etc.
Assessment & Evaluation	➤ Provide students with an exit ticket to evaluate their learning and reaction to the drumming circle.
Closure	To summarize the student responses, provide time at the end of the class to connect for common themes and allow for student journaling as well as provide time for students to complete exit tickets.
Extension Activities	Learning Journal
References	<p>Drum Circles by Barbara Schwartz-Bechet</p> <p><a href="https://collaborate.teachersguild.org//challenge/empathy/ideate/drum-circle-monologues">https://collaborate.teachersguild.org//challenge/empathy/ideate/drum-circle-monologues</a></p>

# Middle School Lesson Plan #2

## Insight

Grade Level(s):	6-8
Lesson Title:	Charging Your Battery
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Insight 2B. Student recognizes personal strengths. "I am aware of my strengths."</p> <p>CASEL Standard: Self-Awareness</p>
Lesson overview	This lesson will help students continue explore their strengths and create a personal affirmation to help build additional strengths
Differentiation strategies to meet diverse learner needs:	<p>Large group Individual self-reflection activities (use of handout)</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify at least 3 personal strengths.</li> <li>• Students will be able to understand how to use affirmation statements to increase self-confidence.</li> </ul>
Materials	<i>Charging Your Battery</i> Handout
Engagement	<p>Hook: Ask students how they know when a cell phone is getting low on a battery charge? [Answer: warning message comes up stating that it 10% battery life, or a picture like this is shown:</p>



\*Can print and show students or project on overhead.

Next, ask students:

“What does a person do when they notice the cell phone battery is low?”

[Answer—they charge it]

So, let’s talk today about areas in your life that may be low on “a charge” and areas that are fully charged.

Transition to lesson.

## Instruction

1. Begin by sharing some background with students.
  - a. Some Background:
    - i. Even with great talents, someone with low self-esteem can't get very far. It would be like having a nice car without any gas (or a cell phone with no charge). On the other hand, some people who have physical limitations have achieved great things due to their self-confidence.
    - ii. Examples: One of the greatest scientists living on the planet today, Stephen Hawking (ALS)- -- A theoretical cosmologist and physicist, Stephen Hawking is the director of research at the Centre For Theoretical Cosmology in the University of Cambridge today.
      1. Stevie Wonder-Musician (blind)
      2. Marlee Matlin-Actress (deaf)Andrea Boccelli- Tenor, musician, writer and musical producer of Italian origin, Andrea Boccelli has sold more than 75 million

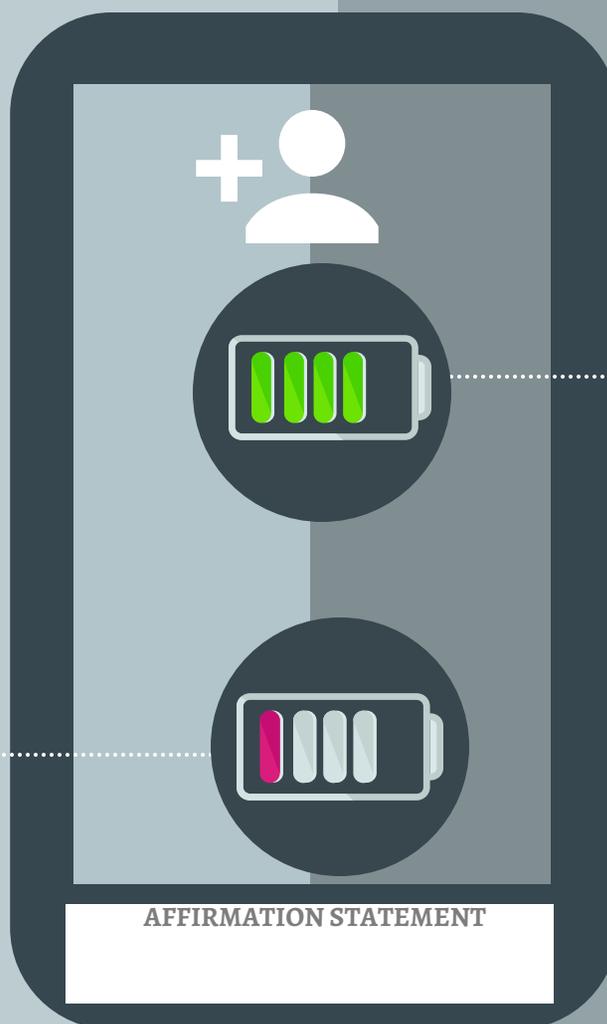
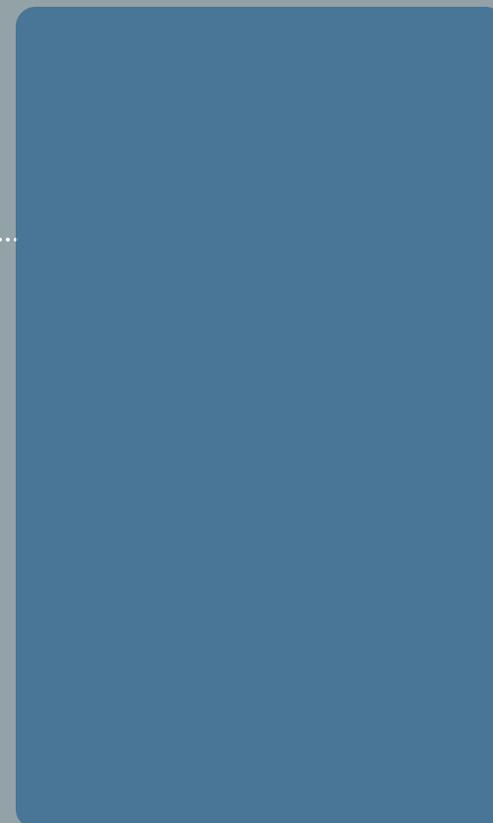
	<p>records.(blind)</p> <ol style="list-style-type: none"> <li>2. Distribute the <i>Charging Your Battery handout</i>.</li> <li>3. Explain to the students that this handout is a visual aid to help them think about their own areas of life – the left hand side is like when their cell phone needs a battery charge.</li> <li>4. What are some areas in their life that they feel they need to work on? <ol style="list-style-type: none"> <li>a. Write down a few items.</li> </ol> </li> <li>5. On the right side of the sheet, list areas of your life that you feel confident about---just like when the cell phone is fully charged.</li> <li>6. At the bottom of the handout, create an affirmation statement to increase your ability to improve your confidence and self-acceptance in areas of your life that you are currently insecure about. <ol style="list-style-type: none"> <li>a. Give students some possible examples: <ul style="list-style-type: none"> <li>▶ I can do this.</li> <li>▶ I am successful.</li> <li>▶ I am not going to give up.</li> <li>▶ I am a hard worker.</li> </ul> </li> </ol> </li> </ol>
Cross-Curricular Connection(s)	
Assessment & Evaluation	Students can share a positive affirmation to use in and out of school to help build strengths.
Closure	Invite students to share their personal affirmations.
Extension Activities	
References	

How can you begin to move the areas on the left to the right?  
What can you do to build confidence in these areas?

## Low Areas



## Strengths



# Middle School Lesson Plan #3

## Regulation

Grade Level(s):	6-8
Lesson Title:	Headliners
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Regulation            3B. Student recognizes life stressors and has strategies to manage them.            "I can recognize situations that make me feel stressed and take appropriate steps to change them."</p> <p>CASEL Standard: Self-Management</p>
Lesson overview	This lesson helps students develop strategies to use when they recognize stress has triggered their emotions.
Differentiation strategies to meet diverse learner needs:	<p>Role Play</p> <p>Large group</p> <p>Individual student reflection</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to give examples of strategies to use when emotions have been triggered.</li> <li>• Students will be able to recognize emotional stress response.</li> </ul>
Materials	<i>Headliners</i> Handout
Engagement	<p>Hook: Show the short video clip. Ask the students:</p> <ul style="list-style-type: none"> <li>▶ "What do you think happened in the video clip?"</li> <li>▶ "How did the birds show they were not really thinking before they made their choices?"</li> <li>▶ "What happens when we don't think before we act?"</li> </ul> <p><a href="https://www.youtube.com/watch?v=LI92DLRdKYE">https://www.youtube.com/watch?v=LI92DLRdKYE</a></p>

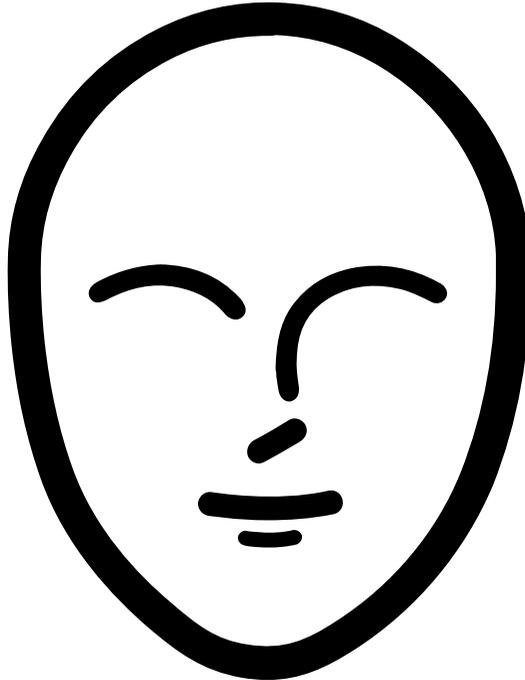
	Think Before You Act-For the Birds
Instruction	<p><u>*Teach lesson in Circle Format</u></p> <p><u>**Lesson makes assumption students have basic brain knowledge (about amygdala response—if need information about amygdala, please visit Understanding My Teen Brain Lessons: <a href="https://understandingmytbd.weebly.com">https://understandingmytbd.weebly.com</a></u></p> <ol style="list-style-type: none"> <li>1. Review Circle Agreement</li> <li>2. Ask students to think about one stressor in their life that gives them some worry or concern. [give them 30-60 seconds to think]</li> <li>3. Tell them you are going to go around the circle and invite each student to share –remind of the Circle Agreement-a person can pass, but it is the group’s hope that all will participate—just as the group expects we all will listen to each other, be respectful, and ask questions if need clarification.</li> <li>4. Begin the Sequential Go-Around (as the facilitator- you may want to begin the sharing to model).</li> <li>5. Remind students how their worries sometimes trigger the amygdala response—when the amygdala takes over our ability to think rationally—the prefrontal cortex goes ‘offline’ and the amygdala is in the driver’s seat.</li> <li>6. So instead, we need to get in practice of being quicker at recognizing when our amygdala is triggered and activated so we can engage our prefrontal cortex quicker—we need to get our “headliner” in the game as quickly as possible.</li> <li>7. Distribute the <i>Headliners</i> handout.</li> <li>8. Review the steps again regarding when emotions get triggered, it can be easy for the amygdala to take over instead of engaging the prefrontal cortex. The intent of this activity is to have “go to” phrases that are automatic so we can quickly grab them —just like Headliners in a paper—and use/apply them.</li> <li>9. Give students time (either individually or students can work in small groups) to work on developing their own Headliner.</li> <li>10. End lesson with sharing and practicing 1-2 Headliners.</li> </ol>
Cross-Curricular Connection(s)	Lesson can be used within any content area

Assessment & Evaluation	➤ Students have own Headliner developed
Closure	Close by practicing 1-2 Headliners.
Extension Activities	
References	

# HEADLINERS

When you notice an emotion has been "set off," activate your HEADLINER. Be ready to call up one of the short phrases that you have previously created.

Your amygdala has been set off and now it is time to engage your thinking brain to recall one of your HEADLINERS.



Short statements (one to three words) are used to get your attention once you realize that your emotions have been set off.

**\*\*It is important that you have HEADLINERS on file and ready to use.**

- Hold it ...
- Breathe...
- Write Your Own...
- Stop
- Wait a minute

# Middle School Lesson Plan #4

## Collaboration

Grade Level(s):	6-8
Lesson Title:	<i>Kindness and Gratitude Game</i>
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Collaboration            4A. Student demonstrates communication skills.            "I will develop positive and healthy relationships with others."</p> <p>CASEL Standard: Relationship Skills</p>
Lesson overview	This lesson engages students in learning about kindness and gratitude through the use of an interactive cooperative game. Students are encouraged to share about the kind acts they have noticed being done by their classmates, express their own personal strengths, and end by sharing gratitude.
Differentiation strategies to meet diverse learner needs:	<p>Group and individual activities</p> <p>Self-reflection</p> <p>Journal writing</p> <p>Verbal, tactile, &amp; visual activities</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to define and describe kindness.</li> <li>• Students will be able to identify ways to show gratitude.</li> <li>• Students will be able to express kindness to others.</li> </ul>
Materials	<p><i>Items needed:</i> Ball (or soft object to toss)</p> <p>Thank You Notes (any notes -samples are below)/Gratitude Cards</p> <p>Pre/Post-Assessment</p>
Engagement	Hook: Share the quote below with the students and ask them what they think it means.

Instruction

1. First ask students how they define kindness.
  - Kindness means being friendly, generous or considerate to ourselves and others through our thoughts, words and actions.
2. Next, ask students how they define gratitude: What is gratitude?
  - Gratitude means being thankful for and appreciating what you have and those around you.
3. Now, ask how is gratitude connected to showing kindness? Do they think there is a connection? Why or why not? Invite students to share examples/experiences.
4. Instruct students that we all will be playing a game. The game has 3 rounds. We will be tossing a ball around the circle—make sure to throw it to someone that has not yet received it AND each round you need to throw it to someone different.

Round 1: When you throw the ball, say something kind about the person you are throwing the ball to. Make sure everyone gets a turn and to use a complete sentence.

3. Students may benefit from some scaffolding. Let them know their compliments should be about the person's character or something they've done or said in the past. It can also be about something that makes them a kind person.
  - Examples:
    - *Mary is kind when she opened the door for me this morning.*
    - *Sam shows kindness when he helps me with a problem that I don't understand.*
    - *I appreciate Damien's willingness to speak up when people are saying mean things—that shows courage.*

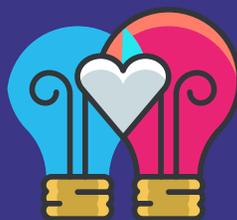
Round 2: Now we are going to play the game another way. When you throw the ball to someone else, say something kind about yourself. It could be something you're good at, something you like about yourself or something you've worked hard to achieve. Give them a moment to think about what they will say. Make sure everyone gets a turn and to use a complete sentence.

- Example: Be ready to model this—have something to share about yourself.
  - *A strength of mine is positivity—I work hard at being optimistic.*

	<ul style="list-style-type: none"> <li>○ <i>I am proud that I am open-minded and try to look at experiences from all sides and constantly learn from others.</i></li> </ul> <p>Round 3: For the last round, you are going to share someone or something you're grateful or thankful for. Give them a moment to think of an answer. Scaffold ideas if needed.</p> <ul style="list-style-type: none"> <li>● Examples: <ul style="list-style-type: none"> <li>○ <i>I am thankful that Mr. Smith covered my class so I could attend my daughter's play.</i></li> </ul> </li> </ul> <p><u>Process questions:</u></p> <ul style="list-style-type: none"> <li>● Was it easier to say something kind about yourself or about someone else?</li> <li>● What are some of the caring things you said to others or yourself?</li> <li>● How did you feel when someone said something kind about you?</li> <li>● How did you feel when you said something kind about someone else?</li> <li>● Do you think being grateful or thankful is important? Why or why not?</li> <li>● How often do we stop and recognize others? What keeps us from doing so?</li> </ul> <p>If time allows, distribute thank-you notes and encourage students to write a note to someone and deliver it to them---have students take home the note and complete at home if time has run out.</p>
Cross-Curricular Connection(s)	This activity can be used within any content area.
Assessment & Evaluation	<p>Pre/Post-Assessment (use likert scale: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> <li>1. I can define kindness.</li> <li>2. I can define gratitude.</li> <li>3. I can identify 3 qualities in myself that I am proud of.</li> <li>4. It is important to tell others when they do kind things.</li> <li>5. I tell others that I am thankful to them on a regular basis.</li> </ol>
Closure	4. Provide time at end for students to self-reflect by journal writing—choose 1 of the questions:

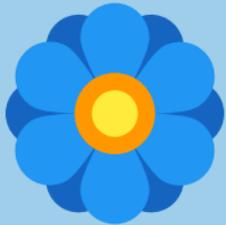
	<ul style="list-style-type: none"> <li>○ What was most challenging about today's lesson?</li> <li>○ What feeling(s) did you experience during today's activities?</li> <li>○ What is one thing you want to do (one action item) following today's activities?</li> </ul>
<p>Extension Activities</p>	<p>Start a Gratitude Journal          Begin a Gratitude Wall In the Classroom or students can advocate for a "Wall of Gratitude" in the School---          Great way to change culture in school (see example below)</p> 
<p>References</p>	<p>Lesson plan Adapted from <a href="http://rak-materials.s3.amazonaws.com/cde/en/02.2_how_can_i_be_kind_unit_the_kindness_and_gratitude_game.pdf">http://rak-materials.s3.amazonaws.com/cde/en/02.2_how_can_i_be_kind_unit_the_kindness_and_gratitude_game.pdf</a></p>

THANK  
YOU





THANK YOU



thank you

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THANK

YOU! qq





# Middle School Lesson Plan #5

## Connection

Grade Level(s):	6-8
Lesson Title:	<i>Tiny Stitches: He Wasn't Really A Janitor—Power of Persistence in the Face of Prejudice</i>
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Connection            5A. Student treats others fairly and respectfully, is able to see multiple perspectives and is open-minded.            "I build respectful and positive relationships with others, showing that I value diverse perspectives."</p> <p>CASEL Standard: Social-Awareness</p>
Lesson overview	So many powerful lessons are embedded in this children's book ( <i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks); this lesson looks at the real historical account of overcoming prejudice—help students define prejudice, racism, and segregation to start the lesson and then dig into a powerful discussion following the story.
Differentiation strategies to meet diverse learner needs:	<p>If multiple copies of the book are available, students can read along with you so they can have a visual experience too. If not, project the book as you read the book out loud (to provide both an auditory and visual experience of the narrative).</p> <p>Individual and small group options</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to define the terms, prejudice, racism, and segregation.</li> <li>• Students will be able to describe persistence within the context of inequities.</li> </ul>
Materials	<p><i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks</p> <p>Notecards</p>
Engagement	<p>Hook: Give each student 3 notecards. Tell them NOT to put their names on the notecards. Ask the following question:</p> <p>1. What do the following words mean?</p>

	<ul style="list-style-type: none"> <li>○ prejudice</li> <li>○ racism, and</li> <li>○ segregation <ul style="list-style-type: none"> <li>▪ Invite students to write down how they define each word</li> <li>▪ Students are to write their own definitions on a notecard (1 per notecard) ---collect the notecards.</li> <li>▪ Share with the class some of the responses collected—note common themes.</li> </ul> </li> </ul> <p>2. Provide the following definitions with the class:</p> <ul style="list-style-type: none"> <li>○ <u>prejudice</u>: A preconceived judgment about a person or group of people; usually indicating negative bias.</li> <li>○ <u>racism</u>: Prejudiced thoughts and discriminatory actions based on difference in race/ethnicity; usually by white/European descent groups against persons of color.</li> <li>○ <u>segregation</u>: the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means</li> </ul> <p>3. How do these issues affect and isolate groups of people?</p> <p>4. How do they rely on assumptions and preconceptions? Do you think racism is an issue today?</p>
Instruction	<p><u><i>This lesson you will be reading a children's book with your class.</i></u> The book is titled: <i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks</p> <ol style="list-style-type: none"> <li>1. After the opening discussion, bring the class back together and invite them to listen to the story remembering the previous discussion about prejudice, racism, and segregation, as you share the story with them.</li> <li>2. Read the book, <i>Tiny Stitches: The Life of Medical Pioneer Vivien Thomas</i> by Gwendolyn Hooks.</li> <li>3. After you finish reading the story, provide 3-5 minutes and invite students to debrief their initial reactions with a partner with a "turn and talk"---Find a partner and "turn and talk" with your partner about the key messages you heard in the story.</li> <li>4. Bring the class back together and discuss the below questions as a whole group (not all of the questions need to be discussed-select the ones that you find to be most beneficial for your group of students).</li> </ol>

### Process Questions

- Why would schools, such as Vanderbilt University and John Hopkins University, not admit Vivien as a student? What was life like for African Americans during this time period?
- How does Vivien use his surgical skills to break racial barriers? How does the hospital and operating room serve as an equalizer between Vivien and his white colleagues?
- How do you think Vivien Thomas feels when Dr. Blalock and Dr. Taussig name the surgical procedure the Blalock-Taussig shunt? Why?
- *How does Vivien advocate for himself?*
  - *How do you advocate for yourself? What can you do if you need help? support?*
- How do you think Vivien feels when he is finally publicly acknowledged for his research and surgical talents? Does he feel validated? Why or why not?
- Although Vivien never attended medical school, do you think he feels like he achieved his dream? Why or why not?
- What message does the placement of Vivien Thomas's portrait across from Dr. Blalock's at John Hopkins Hospital send to viewers? Why is this significant? How does John Hopkins Hospital view Vivien's accomplishments?
- Do you think Dr. Blalock would approve of the recognition Vivien Thomas receives, including the honorary doctorate degree and faculty appointment from Johns Hopkins University? Why or why not?
- Do you think Dr. Blalock is a good person? Why or why not?

*Read the afterword about Vivien Thomas and examine the photograph included in the back of the book. How is Vivien Thomas a medical pioneer and a trailblazer for African Americans and people of color in medicine, health, and other science careers? How might Vivien have influenced and inspired others to achieve their potential?*

- *How has the Blalock-Taussig shunt helped make significant medical advances in the world today?*
- *What message does this story send about the power of persistence to pursue your dreams?*

Cross-Curricular Connection(s)	Lesson can be adapted to work with Science standards, English Language Arts standards, Social Studies standards and/or can embed college/career exploration activities to accompany activities.
Assessment & Evaluation	<p>Pre/Post-Assessment (use likert scale: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> <li>1. I can define the word prejudice.</li> <li>2. I can define the word prejudice.</li> <li>3. I can define the word prejudice.</li> <li>4. I know how to advocate for myself.</li> <li>5. I believe persistence is important to achieve my goals.</li> </ol>
Closure	<p>Learning Journal: Invite students to respond to the below prompt:</p> <ul style="list-style-type: none"> <li>o What dream would you like to pursue? How will you work toward this dream/goal? What steps will you take? If someone happens to get in your way or blocks your progress, what will you do to advocate for yourself?</li> </ul>
Extension Activities	<p>Writing: Invite students to write a diary from the perspective of Vivien Thomas. Students should include multiple dates and passages as Vivien chronicles his feelings about working for Dr. Blalock as a surgical technician, moving from Vanderbilt University to John Hopkins, segregation and discrimination, and his dream of studying medicine. How does Vivien feel about his job title and salary? His research and role in developing the Blalock- Taussig shunt? The lack of recognition he receives? (strategy from the Teacher’s Guide)</p> <p>Research: In small groups, have students research the lack of diversity in careers in STEM (e.g., low number of women in STEM careers and Black and Hispanic workers continue to be underrepresented in the STEM workforce). Ask students to brainstorm possibilities to address this problem and draft a proposal to share with the class. This proposal can be a written paper, digital, or video—needs to address equity issues you discovered in your research.</p>
References	<p>Tiny Stitches: The Life Of Medical Pioneer Vivien Thomas: Teacher’s Guide Copyright © 2016 LEE &amp; LOW BOOKS. Visit Us Online At Leeandlow.Com. Permission is granted to share and adapt for personal and educational use.</p> <p><a href="https://www.leeandlow.com/uploads/loaded_document/380/Tiny_Stitches_Teacher_s_Guide_PDF_2017.pdf">https://www.leeandlow.com/uploads/loaded_document/380/Tiny_Stitches_Teacher_s_Guide_PDF_2017.pdf</a>  <a href="https://www.idtech.com/blog/stem-education-statistics">https://www.idtech.com/blog/stem-education-statistics</a></p>

# Middle School Lesson Plan #6

## Critical Thinking

Grade Level(s):	6-8
Lesson Title:	<i>What's It Take to Make A Basket?</i>
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Critical-Thinking 6C. Student analyzes, synthesizes, &amp; evaluates the thinking process. "I know how to identify problems and find creative and positive solutions to them."</p> <p>CASEL Standard: Responsible Decision-Making</p>
Lesson overview	Students engage with goal-setting first through a fun and interactive game aimed to illustrate the importance of setting challenging yet achievable goals. The remaining lesson is focused on teaching the WOOP model to help students learn the steps of achieving their "wish" or "goal" that will be developed/established.
Differentiation strategies to meet diverse learner needs:	<p>Interactive cooperative game</p> <p>Self-reflection</p> <p>Small-groups</p> <p>Visual, auditory &amp; tactile learning elements</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to describe an appropriate, yet challenging personal and school goal.</li> <li>• Students will be able to write a WOOP (Wish, Outcome, Obstacle, Plan) sheet.</li> </ul>
Materials	<p>Items needed for Basket Toss Game</p> <ul style="list-style-type: none"> <li>➤ 2-3 laundry baskets or trash cans (clean)</li> <li>➤ stress balls/small balls</li> <li>➤ handkerchief (optional)</li> </ul> <p>WOOP handout</p>

	Computer (if want to use all of the components of the WOOP lesson)
Engagement	<p>Hook: What makes a good goal?  What is a hope or wish you want to accomplish this semester (this semester, this 9-weeks, this week, etc.)?  How do we know if this is too big of a goal or too easy of a goal?</p> <p>Come with me ....let's see! [Transition to the space where you will have students play the basket toss game described below]</p>
Instruction	<p>Invite different students to participate for each round so you can get as many students to participate in this activity as possible.</p> <p><u>First round:</u></p> <ul style="list-style-type: none"> <li>➤ Place basket on one side of the gym (or large room) and the students are on the opposite side.</li> <li>➤ Give each student a small object to toss (stress ball/small ball).</li> <li>➤ Have them cover their eyes (or if you have a handkerchief -can tie around their eyes to cover them)and try to get the object in their basket. Students get 3 attempts.  **Relate this action to going through the school year without an idea or vision for where you are going.</li> </ul> <p><u>Second round:</u></p> <p>Take three baskets and place them on the opposite side of the gym/large room, about 30 feet away from the students. [No blindfold].  **Relate this basket "attempt" to choosing goals that are too hard.</p> <ul style="list-style-type: none"> <li>➤ Repeat—3 tosses.</li> </ul> <p><u>Third round:</u></p> <ul style="list-style-type: none"> <li>➤ Take the baskets and place right in front of students' feet. The students will immediately know that this round will be too easy.  **Relate this action to when we make goals that are too easy.</li> </ul>

Fourth round:

- Take the baskets and place about 10 feet away to signify an appropriate, yet challenging goal. Most of the students will be able to make the basket by their second attempt, yet some may take three or four tries.
- Encourage the rest of the class to encourage their peers—cheer them on.  
\*\*Relate this goal to an appropriate, yet challenging goal.

Final Round:

- As the facilitator—take one of the baskets and "assist" each student by moving the basket as each student makes their toss.  
\*\*Relate this round to helping the group think about how teachers, parents, and school counselors can support them in reaching their goals. What supports do they need? What supports do these people provide?
  - ✓ Make sure each student takes a turn this last round, if time permits.

Introduce WOOP [[Link to WOOP Lesson from Characterlab. org](https://www.characterlab.org/woop-lesson)]

1. Following the basket toss activity, ask students to think about 1 personal goal/wish OR 1 academic goal/wish they have for the school year (you can narrow down the timeframe depending on your overall goals for this lesson). Remind students about what they just learned about realistic wishes/goals from the basket toss game. Allow a few minutes for students to reflect individually.
2. Next, walk them through the WOOP process. WOOP is an evidence-based practice, so it is important to follow these steps as stated. You can even use the narrative as written below.

*SAMPLE SCRIPT (from Characterlab.org)*

- a. *"WOOP is a strategy that will help you gain insight into your daily life and fulfill your wishes. Relax while I guide you through WOOP. The next few minutes are just for you."*
- b. *"WISH: Write a wish that is important to you. The wish should be difficult but achievable. State it briefly."*

	<p>c. "OUTCOME: How will it feel when you accomplish this? Close your eyes and really imagine it."</p> <p>d. "OBSTACLE: What is an internal obstacle? This must be something that you have control over. Close your eyes and imagine your obstacle."</p> <p>e. "PLAN: What is your specific plan? What is the exact thing you will do? This plan should be easy to remember."</p> <p>f. "We just completed WOOP. We'll check in on (date, time) again. WOOP is most helpful when it becomes a habit, so we'll practice WOOP more and you'll find it easier each time."</p> <p>3. In closing, students are encouraged to place their WOOP in a place where they will "see" it and visit it often. WOOP may need to be edited/revised if things change.</p>
Cross-Curricular Connection(s)	This goal-setting/WOOP lesson can be used within any content area.
Assessment & Evaluation	➤ Each student will have a WOOP plan completed at end of lesson.
Closure	In closing, invite students to share their reactions in completing the WOOP process. End with students completing an exit ticket.
Extension Activities	Students can design a vision board. Develop additional WOOP plans; follow-up on WOOP (adjust/edit as-needed).
References	<p>Adapted from <i>lifeontheflycounselor.blogspot.com</i></p> <p>WOOP Playbook:  <a href="https://static1.squarespace.com/static/5980a22e9de4bb9ca8bce449/t/5a8ddd93085229c036db0c37/1519246739781/Character_Lab_WOOP.pdf">https://static1.squarespace.com/static/5980a22e9de4bb9ca8bce449/t/5a8ddd93085229c036db0c37/1519246739781/Character_Lab_WOOP.pdf</a></p>

# Middle School Lesson Plan #7

## Mindset

Grade Level(s):	6-8
Lesson Title:	Growing My Mindset
SEL Standards	Indiana Social and Emotional Learning Competency: Mindset 7A. Student demonstrates a willingness to learn, especially when faced with challenges or following a failure. "I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."
Lesson overview	In this lesson students will learn skills to reframe fixed mindset thinking. They will be able to recognize fixed mindset thoughts and comments. Additionally, students will be encouraged to practice growth mindset thinking.
Differentiation strategies to meet diverse learner needs:	Interactive /Experiential Large group and small group activities Individual student reflection Students can draw or write to closing learning journal prompt
Objective	<ul style="list-style-type: none"> <li>• Students will be able to recognize how to change their fixed mindset thoughts into growth mindset thoughts</li> <li>• Students will be able to gain awareness about the importance of being challenged and learning from mistakes</li> </ul>
Materials	➤ Reframing A Fixed Mindset Handout
Engagement	*Lesson is best in a Circle format Invite students to join you in a Circle. Review Circle Agreement.

	<p>Hook: Read students this quote:  <i>"Believe you can and you're halfway there."- Theodore Roosevelt, 26<sup>th</sup> President of USA</i></p> <ul style="list-style-type: none"> <li>▶ Ask them to go around the circle and share what they think President Roosevelt was trying to communicate by this quote?</li> <li>▶ How do they see this quote connected to growth mindset? [this lesson is making an assumption students have been introduced to growth mindset]</li> <li>▶ How do students get to the "other half"—since the first half is believing?</li> </ul> <p>Next transition to the main part of the lesson.</p>
<p>Instruction</p>	<p><u>Large Group Activity</u></p> <p>Share with the students that you are going to read a list of mindset thoughts. After each statement, ask them to either use an open hand for growth mindset or a fist to indicate a fixed mindset. Take time to process and discuss the responses as you go through the list. If it is a fixed mindset thought, encourage the students to brainstorm a way to reframe the statement so it is a growth mindset thought.</p> <p>*(F)-fixed; (G)-growth</p> <p><u>Mindset Statements</u></p> <ul style="list-style-type: none"> <li>• I'm not good at sports. (F)</li> <li>• My mom is terrible at math and I am too. (F)</li> <li>• I wonder how she figured out that math problem. I am going to go ask her to show me the steps so I can learn too. (G)</li> <li>• I failed last chapter's test so I am not going to study. It's worthless. (F)</li> <li>• I haven't learned how to play the piano yet. (G)</li> <li>• I quit. I am just never going to understand. (F)</li> <li>• I can learn from my mistakes. (G)</li> <li>• I can keep trying and work harder. (G)</li> <li>• I can't do this. (F)</li> </ul>

	<p>After you go through the statements, share the <i>Reframing My Mindset</i> handout with the students (can use projector or have a hard copy for each student –or can put students in small groups). Explain to the students that together they are going to work to come up with growth mindset statements to reframe the fixed statements. **You can capture statements that you have heard your students say in class and share that you have been gathering.</p> <p>Some tips:</p> <ul style="list-style-type: none"> <li>• Using the word “yet” helps shift our thinking to a growth lens</li> <li>• Learn from your mistakes</li> <li>• Try to look at failure as an opportunity to know what didn’t work and then try another option</li> <li>• Be open to feedback—this helps you grow</li> <li>• Acknowledge the effort it takes to accomplish what you desire</li> <li>• Focusing on the process not just the product/outcome—so what did do to get that good grade?</li> <li>• Don’t be afraid to take risks and try new things—challenge yourself</li> </ul> <p><u>Process Questions</u></p> <ul style="list-style-type: none"> <li>▶ How will a growth mindset impact your learning?</li> <li>▶ How will a growth mindset help in other areas of your life?</li> <li>▶ Who is someone that you admire that operates from a growth mindset? How do you know? What do you hear them say? See them do?</li> <li>▶ If you have a growth mindset, how do you react to failure?</li> <li>▶ Who can help you to operate from a growth mindset?</li> </ul> <p>Close with learning journal prompt below.</p>
Cross-Curricular Connection(s)	*lesson can be used within any content area
Assessment & Evaluation	<ul style="list-style-type: none"> <li>➤ Write “GROWTH MINDSET” on your board. Invite students to draw pictures and/or write words/phrases that they connect to this concept in their learning journal. This visual image can be a great way to gauge the meaning the students are making and their understanding of this concept.</li> </ul>

Closure	Write "GROWTH MINDSET" on your board. Invite students to draw pictures and/or write words/phrases that they connect to this concept in their learning journal. This visual image can be a great way to gauge the meaning the students are making and their understanding of this concept.
Extension Activities	Continue to use <i>Reframing My Mindset</i> sheet in class to help keep Growth Mindset thinking a priority. Use Growth Mindset Word Wall Process Praise language & use of Process Praise on student feedback
References	

# Reframing A Fixed Mindset

FIXED MINDSET	GROWTH MINDSET
I'll never be an artist. I'm not good at drawing.	Drawing is a challenge to me, but I want to keep trying so I can get better.
I can't juggle.	I am excited that I have a friend that can juggle really well. I want to ask him about how he learned.
I don't even want to hear the feedback from my presentation.	I don't feel great about how my presentation went today. I am going to go ask my teacher how I can improve before our next presentation.

*\*ADD STUDENT EXAMPLES AND USE THIS TOOL TO HELP STUDENTS BEGIN REFRAMING FIXED MINDSET THOUGHTS*

# Early High School Lesson Plan #1

## Sensory Motor Integration

Grade Level(s):	9-10
Lesson Title:	Ch..Ch..Changes
SEL Standards	Indiana Social and Emotional Learning Competency: Sensory Motor Integration 1B. Student manages transitions and changes in routine. "I feel ready for transitions and can show I am adaptable to change."
Lesson overview	Provide a brief summary of the main theme of the lesson and the goal(s) of the lesson
Differentiation strategies to meet diverse learner needs:	Experiential Use of technology Students will have choice to work individually, in pairs, or in small groups
Objective	<ul style="list-style-type: none"> <li>• Students will be able to practice a mindfulness breathing activity.</li> <li>• Students will be able to identify at least 2 strategies to use when dealing with changes/transitions.</li> </ul>
Materials	Technology/Computer/Laptop
Engagement	Hook: Hook: Play the video or the music clip of the song, <i>Changes</i> by David Bowie  <a href="https://www.youtube.com/watch?v=xMQORyy01yE">https://www.youtube.com/watch?v=xMQORyy01yE</a> <a href="https://www.youtube.com/watch?v=xMQORyy01yE">David Bowie - Changes</a>  <a href="https://www.azlyrics.com/lyrics/davidbowie/changes.html">https://www.azlyrics.com/lyrics/davidbowie/changes.html</a> David Bowie, Changes, Lyrics

	<ul style="list-style-type: none"> <li>▶ What are some changes that have happened in your lives? (be ready to share some of your own examples)</li> <li>▶ What are some changes you are anticipating? (e.g., change in grade level, some will be graduating, etc.)</li> <li>▶ Think about all the changes that take place each day during our daily routines, how do we manage these changes?</li> </ul> <p>Transition to lesson.</p>
Instruction	<ol style="list-style-type: none"> <li>1. Explain to students that when there are changes that happen, that mindfulness activities can help calm their body and brain.</li> <li>2. Today, students will practice and explore 2 mindfulness strategies: mindfulness breathing and journaling.</li> <li>3. First, share with students that you will lead them in a mindful breathing practice.</li> <li>4. Lead students in <i>The Three Minute Breathing Space</i> strategy.</li> </ol> <p style="text-align: center;"><i>The Three Minute Breathing Space</i></p> <p>The exercise is broken into three sections, one per minute, and works as follows:</p> <ol style="list-style-type: none"> <li>1. The first minute is spent on answering the question, "how am I doing right now?", while focusing on the feelings, thoughts, and sensations that arise and trying to give these words and phrases.</li> <li>2. The second minute is spent on keeping awareness on the breath.</li> <li>3. The last minute is used for an expansion of attention from solely focusing on the breath, feeling the in's and out's and how they affect the rest of the body.</li> </ol> <p>This exercise can be rather challenging for keeping a quiet mind and often thoughts can pop up. The idea is not to block them, but rather just let them come into your mind and then disappear back out again. Try to just observe them.</p> <ol style="list-style-type: none"> <li>5. Following the breathing exercise, instruct students to work individually, in small groups, or in pairs to investigate additional breathing exercises and/or mindful journaling. Provide 15-20 minutes for</li> </ol>

students to explore (on their own) additional visual breathing exercises and/or mindfulness journals. Provide the below three websites to get students started in their exploration.

6. Create a shared Google page.
7. Instruct students to post their findings which should be either a breathing exercise or a mindfulness journaling activity on the Google page so the entire class can have a list of resources upon conclusion of the class.
8. Close the lesson with one of the *Drawing Mindfulness* activities posted below.

#### *Visual Breathing Exercise*

<https://beamindful.com/2014/12/01/visual-breathing-exercise/>

*Example of Emotional Journaling:* <https://mindfulnessercises.com/emotional-journaling/>

#### *7 Day Calm Mindfulness Journal:*

<https://static1.squarespace.com/static/57b5ef68c534a5cc06edc769/t/5acb9e25758d46742a87857b/1523293753042/Mindfulness+Journal.pdf> [attached below too]

#### Closing Activity: Drawing Mindfulness

##### *Drawing Collective Mindfulness*

Option 1: On a blank piece of large paper, create some sort of simple abstract shape like a line, squiggly, circle, etc. Then have the group pass the paper to the next person (or have one student at a time go to the paper it is a large sheet/poster). Each student is asked to add something to the drawing and then have the next student add. Keep going until everyone has contributed. Share the collective picture and discuss how each person contributed and stayed in the present to create this image. Post in room as a visual reminder of mindfulness.

Option 2: Give each student a blank piece of 8½ x 11 paper. Ask each student to draw some sort of simple abstract shape like a line, squiggly, circle, etc. Next, each student will pass her paper to the next person. Each student will add something to the received drawing and continue passing until everyone has had the opportunity to contribute (will eventually be back to original creator). If possible, try to have each student have a different colored marker so you can see how people build on each other's drawings!

Cross-Curricular Connection(s)	Lesson can be embedded into any content area.
Assessment & Evaluation	Each student posts an activity on the Google document.
Closure	Close by providing time for students to journal.
Extension Activities	Future lessons can provide time to practice the activities posted by the students.
References	<a href="https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/#mindfulness-interventions-techniques-worksheets">https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/#mindfulness-interventions-techniques-worksheets</a> <a href="https://static1.squarespace.com/static/57b5ef68c534a5cc06edc769/t/5acb9e25758d46742a87857b/1523293753042/Mindfulness+Journal.pdf">https://static1.squarespace.com/static/57b5ef68c534a5cc06edc769/t/5acb9e25758d46742a87857b/1523293753042/Mindfulness+Journal.pdf</a> <a href="https://mindfulnessexercises.com/emotional-journaling/">https://mindfulnessexercises.com/emotional-journaling/</a> <a href="https://beamindful.com/2014/12/01/visual-breathing-exercise/">https://beamindful.com/2014/12/01/visual-breathing-exercise/</a>

# Early High School Lesson Plan #2

## Insight

Grade Level(s):	9-10
Lesson Title:	Strengths Scavenger Hunt
SEL Standards	Indiana Social and Emotional Learning Competency: Insight 2B. Student recognizes personal strengths. "I am aware of my strengths."  CASEL Standard: Self-Awareness
Lesson overview	Students will learn about own personal strengths and that of others.
Differentiation strategies to meet diverse learner needs:	Work in pairs/trios Interview skill-building (student can observe or take lead) Use of technology or can use paper/materials to create project
Objective	<ul style="list-style-type: none"> <li>• Students will be able to express personal strengths.</li> <li>• Students will be able to recognize strengths in others.</li> </ul>
Materials	<i>Strengths Scavenger Hunt</i> Handout Computer/laptop Materials to make poster
Engagement	Review Classroom Agreement Hook: <i>Spit Ball Activity</i> 1. You will need to draw a large circle on the black/white board, and have 3 wet paper towels.

	<ol style="list-style-type: none"> <li>2. Ask for 3 volunteers and prompt them to stand at various distances from the circle (close, middle of the room, and far from the board).</li> <li>3. Inform students that the intent of the activity is to successfully toss/throw a wet paper towel inside the circle on the black/white board. Prior to performing the activity, have the volunteers rate their confidence (on a scale from 1-10) in their ability to successfully complete the task. <ul style="list-style-type: none"> <li>o Also, ask the volunteers their experience in performing similar tasks (for example, darts).</li> </ul> </li> <li>4. Ask the remainder of the class to consider their own confidence to complete the task from the various positions (it is expected that generally confidence will decrease as distance from the board increases).</li> <li>5. After the volunteers have thrown their "spit balls" ask them to now reassess their confidence (i.e., self-efficacy). <ul style="list-style-type: none"> <li>o It is expected that volunteers who successfully completed the task or nearly completed the task if it was difficult (i.e., far from the board) would experience increases in self-efficacy while those who were successful with the easy task or unsuccessful would experience no change or a decrease.</li> </ul> </li> <li>6. Ask the class if their sense of efficacy changed as the result of watching their peers.</li> <li>7. Discuss the factors that may have played a role in self-efficacy beliefs. <ul style="list-style-type: none"> <li>o For example, the difficulty/ease of the task, how watching others successfully/unsuccessfully impacted self-efficacy, prior experience with the task, issues of anxiety (were the volunteers nervous?), etc.</li> <li>o Point out the sources of efficacy-: Mastery (successfully completing the task), Vicarious Experiences (watching others complete the task), Social Persuasion (any encouragement or advice that was present prior to volunteers performing the task), and Physiological/Affective States (were volunteers nervous or excited?).</li> <li>o Ask, "What strengths did you use?"</li> </ul> </li> <li>8. Finally, ask the class, "What strengths did you notice in your classmates?"</li> </ol> <p>Transition to lesson.</p>
Instruction	<ol style="list-style-type: none"> <li>1. Today's activity highlights the importance of personal strengths and being able to notice the strengths in others.</li> <li>2. Each student demonstrated the strength of Courage, by being willing to participate in this activity.</li> <li>3. We will be exploring Strengths today together.</li> <li>4. What do you think are strengths that you need to be a successful learner?</li> </ol>

	<p>a. Compile a list as students share—exploring and clarifying as needed.</p> <p>5. Share with students that today they will be going on a Strengths Scavenger Hunt in the school. The ‘rules’ of the scavenger hunt are as follows:</p> <ul style="list-style-type: none"> <li>➤ They cannot interrupt a class.</li> <li>➤ They cannot leave the school building.</li> <li>➤ They need to find a person that exemplifies each strength on the handout and have the person give them an example of when they use this strength (can be a story, a specific experience, etc.).</li> <li>➤ They can only have this person complete 2 strengths on their <i>Scavenger Hunt Handout</i>.</li> </ul> <p>6. Send students to begin their Scavenger hunt—give them a set time to return –make sure you have approximately 20 minutes to debrief the exercise. Explain to students that they will have more than one day to complete the handout.</p> <p>7. When students return, use the below process questions to discuss the activity.</p> <p><u>Process Questions</u>  What did you learn from the people you interviewed?  What strength did you have difficulty finding someone to discuss?  What experience or story was especially interesting or surprising?  What connected to someone’s career?</p>
Cross-Curricular Connection(s)	College/Career Readiness
Assessment & Evaluation	➤ Students can identify 2-3 additional personal strengths
Closure	Have students complete an exit slip to evaluate learning from activity.
Extension Activities	From the Scavenger Hunt results, create a potential “guest speaker” list of people to come and provide mini-speaker sessions about how these people use their strengths in their daily life & in their careers.

	Students incorporate strengths into problem-solving steps and decision-making steps.
References	<a href="http://www.leadershipvisionconsulting.com/the-34-themes-of-strength/">http://www.leadershipvisionconsulting.com/the-34-themes-of-strength/</a> <a href="http://www.meaningandhappiness.com/psychology-research/list-of-personal-strengths.html#list-of-personal-strengths">http://www.meaningandhappiness.com/psychology-research/list-of-personal-strengths.html#list-of-personal-strengths</a>

# Strengths Scavenger Hunt

## **ADAPTABILITY**

Ability to live in the present, freely and willingly able to respond to the demands and changes of the moment

## **POSITIVITY**

Have an enthusiasm that is contagious--  
They are upbeat and can get others excited about what they are going to do

## **CURIOSITY**

Interest, novelty-seeking, exploration, openness to experience

## **LEADERSHIP**

Organizing group activities to get things done, positively influencing others

## **EMPATHY**

Can sense the feelings of other people by imagining themselves in others' lives or others' situations

## **HONESTY**

Authenticity, being true to oneself, sincerity without pretense, integrity

## **GRATITUDE**

Being aware of and thankful of the good things that happen; taking time to express thanks

## **HUMOR**

Liking to laugh and tease; bringing smiles to other people; seeing the light side.

## **BRAVERY**

Valor, not shrinking from threat or challenge, facing fears, speaking up for what's right

## **OPEN-MINDEDNESS**

Thinking things through and examining them from all sides; weighing all evidence fairly

## **PATIENCE**

Ability to stay calm, wait or endure without complaint

## **DILIGENT**

Working hard in a careful and thorough way

# Early High School Lesson Plan #3

## Regulation

Grade Level(s):	9-10
Lesson Title:	Stress: Taking Care of Me
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Regulation            3B. Student recognizes life stressors and has strategies to manage them.            "I can recognize situations that make me feel stressed and take appropriate steps to change them."</p> <p>CASEL Standard: Self-Management</p>
Lesson overview	This lesson examines common stressors and shares stress management techniques with students.
Differentiation strategies to meet diverse learner needs:	Individual student reflections
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify stressors common during adolescence.</li> <li>• Students will be able to describe appropriate stress management techniques.</li> </ul>
Materials	<i>Twelve Ways To Deal With Stress Handout</i>
Engagement	<p>Hook: Ask students,</p> <ul style="list-style-type: none"> <li>➤ "How do you describe stress?"</li> <li>➤ "What does stress do to a body, mind, and relationships?"</li> </ul> <p>Transition to lesson.</p>

Instruction	
	<ol style="list-style-type: none"> <li>1. Ask what ways students have of coping with stress.</li> <li>2. Compile a list of students' responses.</li> <li>3. Inform students that people react to stress in different ways. Certain things give evidence that a person has too much stress in their lives:               <ol style="list-style-type: none"> <li>a. frequent stomach upsets</li> <li>b. trouble sleeping,</li> <li>c. feeling tired all of the time,</li> <li>d. feeling burned out at school,</li> <li>e. frequent headaches,</li> <li>f. being impatient/irritable with other people</li> <li>g. among other possible triggers (can have students research if needed/desired)</li> </ol> </li> <li>4. Share that today -together-you are going to come up with a few strategies following the alphabet to address stress.</li> </ol> <p style="text-align: center;"><u>A- STRATEGIES</u></p> <p><b>Avoiding Stress</b>          Managing stress can help people have better relationships with those they interact with each day. People that are under stress can have health problems that are a direct result of not managing stress properly. The following techniques will help students deal with life's problems on a daily basis. The a few simple ways for students to avoid stress in their lives:</p> <ul style="list-style-type: none"> <li>○ Learn to say "no"</li> <li>○ Avoid negative people</li> <li>○ Exercise</li> <li>○ Eat healthy</li> <li>○ Keep a to-do list to stay on track and eliminate things that can be done later</li> </ul> <p><b>Altering Stressful Situations</b></p> <ul style="list-style-type: none"> <li>○ Express your feelings in a respectful way</li> <li>○ Be assertive and honest</li> <li>○ Compromise when necessary</li> <li>○ Use time wisely – plan ahead to avoid being late and to get things done on schedule</li> </ul>

	<p>Accepting Situations No one can control everything in their life and all situations. Sometimes students need to learn to accept the things they cannot change, and by doing so, can alleviate some of the stress in their lives.</p> <ul style="list-style-type: none"> <li>○ Accept that no one can control everything</li> <li>○ Be optimistic: Look for the bright side of a situation</li> <li>○ Share problems with others – friends, family teachers or counselors</li> <li>○ Forgive others</li> </ul> <p>Adapt to the Situation Sometimes the only thing that can be done to change a stressful situation is to adapt to it. Regain control of the situation by using these techniques:</p> <ul style="list-style-type: none"> <li>○ Try to view a situation from all angles and different perspectives</li> <li>○ See the "big picture"</li> <li>○ Focus on the positive</li> </ul> <p>5. After sharing the "A" strategies—invite students to discuss what might work for them, what have they tried, etc. -Students can do in pair/share, small groups, or individual self-reflection journals</p> <p>6. Close lesson with inviting students to set a short-term goal on how they will use one of these strategies to cope with stress in the future.</p> <p>*Share 12 Strategy Handout with students as a takeaway.</p>
Cross-Curricular Connection(s)	
Assessment & Evaluation	<p>Pre/Post-Assessment (use likert scale: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree)</p> <p>I can tell when I start feeling stressed.</p> <p>I know how to deal with stress.</p> <p>I can list 3 things to do when I feel stressed.</p>

<p>Closure</p>	<p>Close with Breathing Exercise</p> <p>Mindful Breathing Exercise</p> <p>The simplest way to do mindful breathing is to simply focus on your breath: the in-breath and the out-breath.</p> <ol style="list-style-type: none"> <li>1. Find a relaxed, comfortable position. You could be seated on a chair or on the floor on a cushion.</li> <li>2. Tune into your breath. Feel the natural flow of breath—in, out. You don't need to do anything to your breath. Not long, not short, just natural. Notice where you feel your breath in your body. It might be in your abdomen. It may be in your chest or throat or in your nostrils. See if you can feel the sensations of breath, one breath at a time. When one breath ends, the next breath begins.</li> <li>3. Now as you do this, you might notice that your mind may start to wander. If this happens, it is not a problem. It's very natural. Just simply notice that your mind has wandered, then gently redirect your attention right back to the breathing.</li> <li>4. Stay here for about 5 minutes. Notice your breath, in silence. From time to time, you'll get lost in thought, then return to your breath.</li> </ol>
<p>Extension Activities</p>	<p>Students can log healthy coping strategies over the course of a week.</p>
<p>References</p>	

## TWELVE WAYS TO DEAL WITH STRESS

1. Exercise daily (15 to 20 minutes).
2. Learn to relax. Practice daily in a peaceful, quiet setting. Let go of the negatives. Develop visual imagery. Practice Mindfulness!
3. Talk it over. Share your problems with a friend, a relative, or a mental health professional.
4. Pet and talk to animals. Studies show blood pressure goes down. Even watching tropical fish has a soothing effect.
5. Set life goals. Are you living in the fast lane? Find out what is really important to you, then weed out frantic activities which don't really further your own values and goals.
6. Expect to be successful and move confidently toward a win. When you catch yourself worrying, ask, "Does worrying further my goals? Am I uptight about nothing?" Reject worries; many people worry out of love and concern or from guilt. Give yourself permission to be free of worry.
7. Talk to yourself about success! Be generous in self-praise. (Begin to notice how you talk about yourself in conversations.) Refuse to think about what you cannot change or about things in the past that you cannot change! Remember, humans do not have rewind buttons.
8. Plan your time. Be realistic-don't try to do too much.
9. Take a break. Occasionally. Change the pace (for no reason, just to do something different).
10. Interact with people in a positive way. Talking, joking, touching, hugging, all ease the tension and dispel feelings of loneliness. Laughter is often the best medicine.
11. Avoid too many big changes at one time.
12. Get plenty of sleep. Eat right (good fuel keeps the car running smoothly!)

# Early High School Lesson Plan #4

## Collaboration

Grade Level(s):	9-10
Lesson Title:	Perception-I Can Speak Up
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Collaboration            4C. Student applies conflict management skills.            "I will use assertive communication to resolve conflicts cooperatively."</p> <p>CASEL Standard: Relationship Skills</p>
Lesson overview	This lesson explores the use of examining multiple perspectives and when engaging in conversation from a unique or different perspective -how to use assertive communication skills.
Differentiation strategies to meet diverse learner needs:	<p>Role plays</p> <p>Individual self-reflection</p> <p>Small groups</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to describe the 3 different communication styles (passive, aggressive, assertive).</li> <li>• Students will be able to identify at least 3 characteristics of an assertive person.</li> </ul>
Materials	<p>Perception Power point</p> <p>Communication Styles Handout</p>
Engagement	<p>Hook: Share the quote below with the students:  <i>An eye for an eye will only make the whole world blind.</i> ~Mahatma Ghandi</p> <p>Ask, "What do you think this quote means?"</p>

"Would this help solve a conflict?"	
Instruction	<ol style="list-style-type: none"> <li>1. Review Group Agreement</li> <li>2. Ask students if they have ever heard of the following saying/statement: <ol style="list-style-type: none"> <li>a. "There is your side, his/her side, and then the truth."</li> </ol> </li> <li>3. What might this mean? <ol style="list-style-type: none"> <li>a. <i>[meaning to discuss that in situations, two people 'see' things differently and typically there are two sides of a story and somewhere within the stories there are the facts of the story or 'the truth'—in most cases, neither person is blatantly lying, but only sharing how s/he views how the event/experience happened]</i></li> </ol> </li> <li>4. How does this connect to a conflict?</li> <li>5. Explain when we are in a conflict with another person, it is about our "PERCEPTION" of that problem/situation. <ol style="list-style-type: none"> <li>a. Invite students to interpret what "perception" means to them and give examples.</li> </ol> </li> <li>6. Tell students together they are going to look at some pictures of some items that may challenge their own perception.</li> <li>7. Show the <i>Perception Powerpoint</i>.</li> <li>8. Take a few minutes and discuss the challenges of the perception images and how they overcame the challenge to figure out the image—how did they find/discover a different way of looking at the image?</li> <li>9. Next, introduce the topic of types of communication approaches people take to address or solve a conflict. <ol style="list-style-type: none"> <li>a. Aggressive</li> <li>b. Passive</li> <li>c. Assertive</li> </ol> </li> <li>10. First, just introduce these terms—allowing students to define the terms. Provide time (3-5 minutes) for students to work in small groups or turn to partner (pair/share).</li> <li>11. Come back together and have students share their definitions of these terms.</li> <li>12. Provide group with the definitions below by projecting on overhead or by providing a handout so each student can visually see the terminology and correct definition. <i>NOTE-it is important that students do NOT connect the term passive with shy. The characteristic of being shy does not mean you will be passive in all situations. You can be a shy person and still develop assertive communication.</i> <p style="margin-left: 40px;"><u>Aggressive Description</u>: Asking for what you want or saying how you feel in a threatening, sarcastic or humiliating way that may offend the other person(s).</p> <p style="margin-left: 40px;"><u>Passive Description</u>: Not expressing your own needs and feelings or expressing them so weakly that they will not be addressed.</p> </li> </ol>

Assertiveness Description: Being assertive, respects the other person's point of view while also holding on to one's own. It is an effective alternative to sulking, moaning or losing it when we're challenged or confronted.

\*\*If time allows, divide students into small groups and have them come up with lists of characteristics for each communication style. Remind students they are NOT to assign or say certain students (names) are in these categories—just looking for characteristics.

- Give them chart paper or post-it notes to create lists for each of the communication styles.
- Bring the groups back together and have them share and compare lists.

\*\*Also, can assign one communication style to a group and only have 3 groups.

13. Provide the below list with the students and add any ideas they may have.

14. Review I-message statements with students and remind them how important using I-statements are when using assertive communication skills.

15. Close the lesson with an exit ticket:

- ❖ 1 thing I learned today.....
- ❖ 1 thing I want to keep talking about is....

#### Characteristics of Aggressive People

- Put themselves first
- Often act like they should get whatever they want
- Often make other people feel uncomfortable. An aggressive person would cut in line. Or he/she might yell at or hit someone else for cutting in line.
- Asking for what you want or saying how you feel in a threatening, sarcastic or humiliating way that may offend the other person(s).
- Dominating conversations or give your opinions too boldly and forcefully, leaving others feeling put off or disrespected.
- May get other people to do things your way, but many times you end up being rejected or disliked.

#### Characteristics of Passive People

- Put everyone else first
- Say they don't mind when they do.
- Say they are fine when they are angry, hurt, sad, etc.
- May not want people to notice them.

	<ul style="list-style-type: none"> <li>➤ When there is a disagreement, conflict, or argument, they just want to disappear.</li> <li>➤ Other people easily take advantage of them—For example, If someone cut in line a passive person would not say anything.</li> </ul> <p><u>Characteristics of Assertive People</u></p> <ul style="list-style-type: none"> <li>➤ Feel free to express their feelings, thoughts, and desires.</li> <li>➤ Know their rights.</li> <li>➤ Have control over their anger. It does not mean that they repress this feeling. It means that they are comfortable feeling, expressing and can control it and can talk about it in a reasoning manner.</li> <li>➤ Say, "yes" when they want to, and say "no" when they mean "no" (rather than agreeing to do something just to please someone else)</li> <li>➤ Decide on, and stick to, clear boundaries - being happy to defend their position, even if it provokes conflict</li> <li>➤ Are confident about handling conflict if it occurs</li> <li>➤ Understand how to negotiate if two people want different outcomes</li> <li>➤ Are able to talk openly about themselves and can listen to others</li> <li>➤ Are able to give and receive positive and negative feedback</li> <li>➤ Have a positive, optimistic outlook</li> </ul>
Cross-Curricular Connection(s)	English Language Arts-connect to literature Social Studies Employability Skills Group Skills-any content area
Assessment & Evaluation	➤ Exit ticket
Closure	Close with exit ticket
Extension Activities	Additional role play activities Scenarios Assertive Communication Self-Assessment Observation Activity combined with interviewing 2-3 leaders on assertive communication tips
References	<a href="http://www.compasstoolkit.ox.ac.uk/activities">http://www.compasstoolkit.ox.ac.uk/activities</a>



# WHAT DO YOU SEE?

It's All About Perspective



Can you tell what this is a picture of?

By John McCrone [[CC BY-SA 3.0](#)], via [Wikimedia Commons](#)

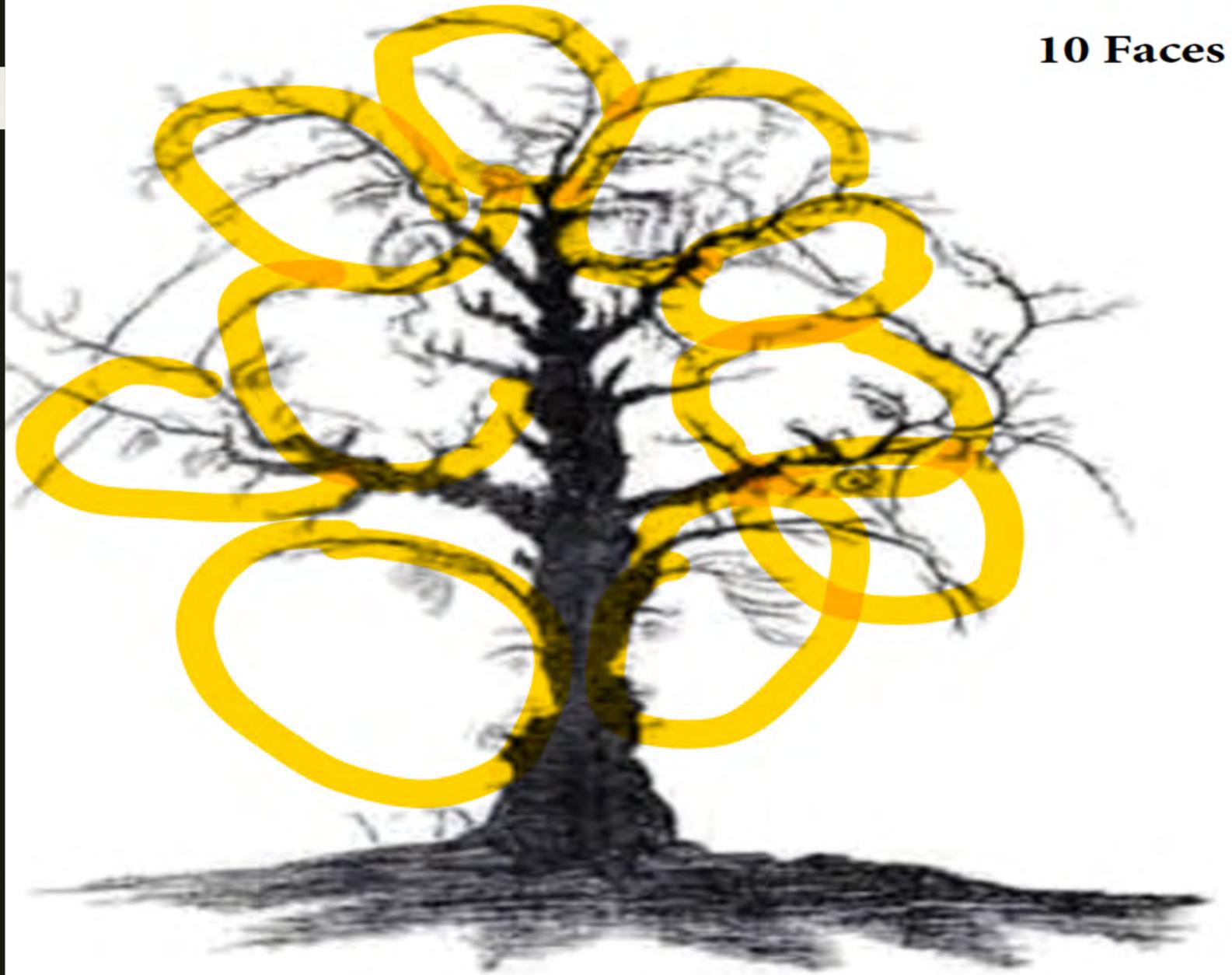
What Do You See?



**How many faces can you find?**

By Dyan's [CC BY-SA 3.0], from [Wikimedia Commons](#)

10  
FACES



10 Faces

How many faces can you find?

By Dyan's [CC BY-SA 3.0], from Wikimedia Commons



**Stare at the middle dot and the hearts begin to disappear!**



It's easy to find the man's face. But can you find his three daughters? This puzzle appeared in an advert for the Ford Pill Company in 1892.



It's easy to find the man's face. But can you find his three daughters? This puzzle appeared in an advert for the Ford Pill Company in 1892.

# Communication Styles A

## PASSIVE

Not expressing own wants/needs

Put everyone else first

Say they don't mind when they do

Say they are fine when they are angry, hurt, sad, etc.

May not want people to notice them

Act as if other people's rights/opinions matter more than yours

When there is a disagreement, conflict, or argument, they just want to disappear

May often end up feeling taken advantage of and begin to feel hurt, angry, or resentful

## AGGRESSIVE

Expressing wants/needs in a threatening, sarcastic, and/or offensive manner

Put themselves first  
Often act like they should get whatever they want

Often make other people feel uncomfortable. An aggressive person would cut in line. Or he/she might yell at or hit someone else for cutting in line

Asking for what you want or saying how you feel in a threatening, sarcastic or humiliating way that may offend the other person(s)

Dominating conversations or give your opinions too boldly and forcefully, leaving others feeling put off or disrespected

May get other people to do things your way, but many times you end up being rejected or disliked

## ASSERTIVE

Expressing wants/needs in a respectful and straightforward manner

Know their rights

Feel free to express their feelings, thoughts, and desires

Have control over their anger. It does not mean that they repress this feeling. It means that they are comfortable feeling, expressing and can control it and can talk about it in a reasoning manner

Decide on, and stick to, clear boundaries being happy to defend their position, even if it provokes a conflict

Are confident about handling conflict if it occurs

Are able to give and receive positive and negative feedback

Have a positive, optimistic outlook

# Early High School Lesson Plan #5

## Connection

Grade Level(s):	9-10
Lesson Title:	Just Because...Privileges & Segregation
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Connection</p> <p>5A. Student treats others fairly and respectfully, is able to see multiple perspectives and is open-minded. "I build respectful and positive relationships with others, showing that I value diverse perspectives."</p> <p>CASEL Standard: Social-Awareness</p>
Lesson overview	Lesson provides multiple opportunities to engage in self-reflection and discussion with others regarding the topic of segregation, privilege, and ways to engage in change to ensure we are working to be a part of the solution and not part of the problem.
Differentiation strategies to meet diverse learner needs:	<p>Students will be provided opportunities to work in groups as well as have time to reflect individually. No student will be forced to participate. Additionally, there will be visual cues/images used.</p> <p>Experiential</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to describe feelings of being left out.</li> <li>• Students will be able to explain the impact of segregation.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>➤ Name Tags—1/2 of the name tags need to have a solid background &amp; the other 1/2 need to have striped background</li> <li>➤ Candy</li> <li>➤ A Small prize for 1/2 of the students in your class that will be used as a reward in a treasure box</li> <li>➤ Photos</li> </ul>

Engagement	<p>Hook:</p> <ul style="list-style-type: none"> <li>➤ Ask students if they have noticed students in the school being “left out” or being excluded? <ul style="list-style-type: none"> <li>○ Raise your hand if you have witnessed this—(your answer is yes).</li> </ul> </li> <li>➤ If you feel comfortable answering: Have you ever been excluded or left out during your school experience? <ul style="list-style-type: none"> <li>○ Raise your hand.</li> </ul> </li> <li>➤ What do you think happens when people are intentionally excluded? [hurt feelings, feel discouraged, may give up, poor self-esteem, etc.]</li> <li>➤ Let’s look at an example from our past and when people were working very hard at intentionally at keeping people out of accessing education, restaurants, pools, transportation, and many more rights.</li> </ul>
Instruction	<ol style="list-style-type: none"> <li>1. Play Hairspray clip for class. <ol style="list-style-type: none"> <li>a. Play Hairspray movie from approximately 6:23 to 10:05.</li> <li>b. Or follow link: <a href="http://www.youtube.com/watch?v=XwcXmQjVi3U&amp;feature=related">http://www.youtube.com/watch?v=XwcXmQjVi3U&amp;feature=related</a></li> </ol> </li> <li>2. Divide class into two groups. <ol style="list-style-type: none"> <li>a. Assign students to one of two groups: solids or stripes.</li> <li>b. Pass out name tags with a solid color background or a striped background and have students wear them so everyone knows what group they belong in.</li> <li>c. Solids have “a privilege” for the first half of the lesson.</li> </ol> </li> <li>3. Start by handing out candy to the solids but not the stripes and have everyone eat the candy in front of the other group. Give a few more pieces of candy to the solids group—make sure to be very vocal about how nice the solids group is and how wonderful they are while ignoring the stripes group.</li> <li>4. Watch the biography of Dr. Martin Luther King Jr. video.[or other video that depicts social justice/equity/cultural responsiveness] <ol style="list-style-type: none"> <li>a. Solids are allowed to stay seated in their desks, while stripes must sit on the floor.</li> </ol> </li> <li>5. Following the brief video and discussion of the video-switch roles. Invite the stripes group to come to the front of the room and instruct the solids group to stand at the back of the room because, “why would any student eat candy at school—don’t they know better?”</li> <li>6. Each member of stripes is allowed to pick one prize out of the treasure box.</li> <li>7. Have stripes sit in the front few rows of desks and have solids stand in the back.</li> <li>8. Have a discussion on how the stripes felt having privileges.</li> <li>9. Only stripes are allowed to speak, solids are not allowed to participate in the discussion. As you did with the first group, show great appreciation for the “wonderful and insightful” responses being given by the stripes group while ignoring the existence of the solids group.</li> <li>10. Show picture of “white” and “colored” water fountains.  <a href="https://sophiedaveyphoto.wordpress.com/2012/11/06/photographs-that-tell-a-story-elliott-erwitts-segregated-water-fountains/">https://sophiedaveyphoto.wordpress.com/2012/11/06/photographs-that-tell-a-story-elliott-erwitts-segregated-water-fountains/</a> [Image is below]</li> </ol>

	<p>11. Discuss differences between water fountains.  12. Explain that in our situation, stripes would drink out of the left water fountain, and solids would drink out of the right.</p> <p>13. At this point in the lesson the segregation between classmates is over.  14. There are other images you can show to the students to further discuss segregation so all students can engage in the discussion.  15. Explore Student Reactions? Thoughts? Feelings?  16. Replay Hairspray clip for class.</p> <p><u>Process Questions</u></p> <ul style="list-style-type: none"> <li>➤ How did it feel to be segregated?</li> <li>➤ What did you notice about your classmates that were receiving privileges?</li> <li>➤ What was it like to not receive privileges?</li> <li>➤ What did you notice the second time we watched the Hairspray clip that you didn't notice before? <ul style="list-style-type: none"> <li>a. "Nice white kids..."</li> <li>b. "Once a month we have our Negro Day!"</li> <li>c. All white cast of The Corny Collins Show.</li> </ul> </li> <li>➤ Although we don't have signs blatantly keeping people from using water fountains, does segregation happen here at our school?</li> <li>➤ What can be done to create a more inclusive and accepting school community?</li> </ul>
Cross-Curricular Connection(s)	This lesson can connect to Social Studies, US History, English Language Arts, and other perspective taking discussions.
Assessment & Evaluation	➤ Students complete 3-2-1 Exit ticket.
Closure	As you close the lesson/discussion, invite each student to share one word or short phrase that stands out to them to end the day's time together.
Extension Activities	Continue activities and discussion on similarities and differences, social justice & civil rights in history, and advocacy projects in the school/school community.

References & Resources	<p><a href="http://www.youtube.com/watch?v=gdTpU5WZHMM">http://www.youtube.com/watch?v=gdTpU5WZHMM</a> (Martin Luther King-I Have A Dream)</p> <p><a href="http://www.youtube.com/watch?v=XwcXmQjVi3U&amp;feature=related">http://www.youtube.com/watch?v=XwcXmQjVi3U&amp;feature=related</a> (Hairspray clip)</p> <p><a href="http://all-that-is-interesting.com/segregation-in-america-photos">http://all-that-is-interesting.com/segregation-in-america-photos</a> (33 Photos of Segregation in America)</p> <p><a href="http://all-that-is-interesting.com/segregation-in-america-photos#8">http://all-that-is-interesting.com/segregation-in-america-photos#8</a> (Photo as a nervous young girl sits in the front row of a school. She is the only black girl in her newly integrated classroom. Tennessee. 1957)</p>
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## Pictures To Use Below

## ***Photographs that tell a story- Elliot Erwitt's 'Segregated Water Fountains'***

Photographs that tell a story- Elliot Erwitt's 'Segregated Water Fountains'



This photograph was taken by Elliot Erwitt in 1950 in North Carolina, USA, and represents the injustice of segregation of black and white people in America during this time.



A sign directly opposite the Sojourner Truth homes, a new U.S. federal housing project in Detroit, Michigan. A riot was caused by white neighbors' attempts to prevent African-American tenants from moving in. 1942.

*Arthur S. Siegel/Library of Congress*



The "separate but equal" doctrine paved the way for segregation of blacks in all walks of life.



"White Only" taxis. Georgia. 1962.

Warren K Leffler/PhotoQuest/Getty Images



A nervous young girl sits in the front row. She is the only black girl in her newly integrated class. Tennessee. 1957.

*Don Cravens/The LIFE Images Collection/Getty Images*

*Developed by Dr. Brandie Oliver (2018)*

# Early High School Lesson Plan #6

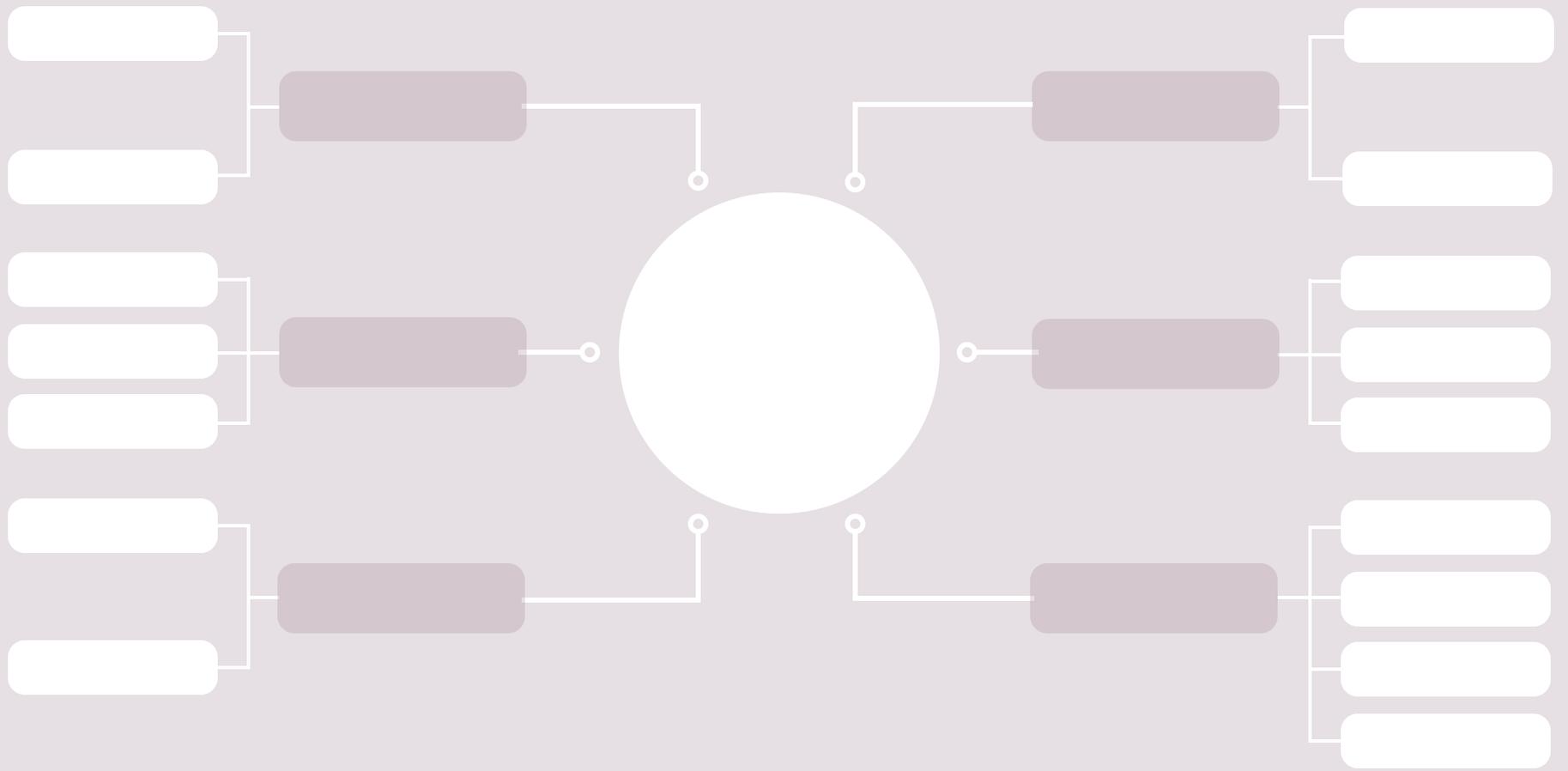
## Critical Thinking

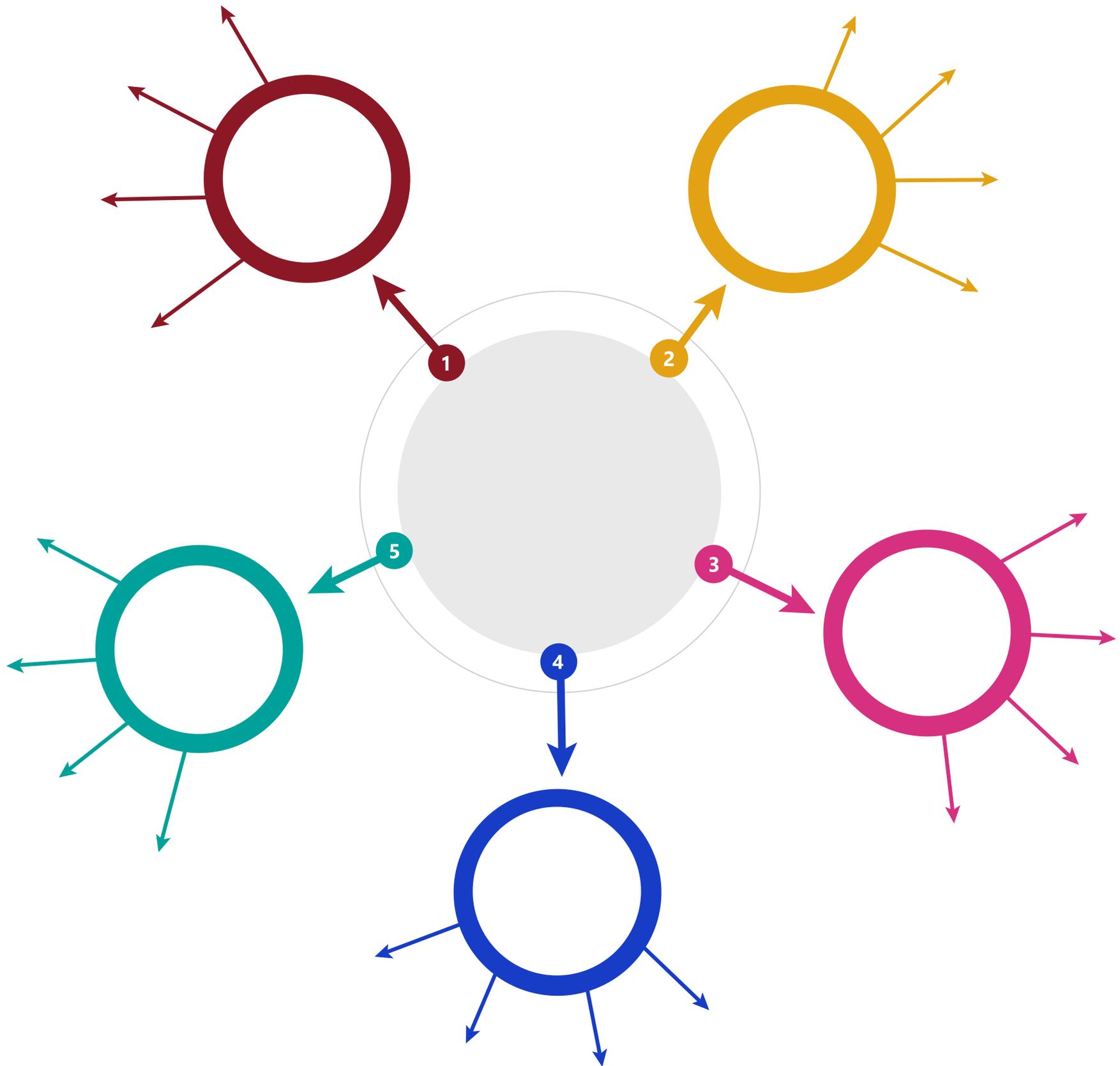
Grade Level(s):	9-10
Lesson Title:	What is Metacognition? You Can Take Charge of Your Own Learning!
SEL Standards	Indiana Social and Emotional Learning Competency: Critical Thinking 6A. Student demonstrates an understanding of metacognition. "I know how I learn."  CASEL Standard: Responsible Decision-Making
Lesson overview	This lesson discusses metacognitive strategies. Students will practice with creating/developing a mind map as a metacognitive strategy and discuss 2-3 others.
Differentiation strategies to meet diverse learner needs:	Visual Experiential Small group Self-reflection/Individual
Objective	<ul style="list-style-type: none"> <li>• Students will be able to create a mind map.</li> <li>• Students will be able to discuss at least two metacognitive strategies.</li> </ul>
Materials	Mind map examples (Below are 3 Mind Map blank templates) Technology (laptops or computer lab) Paper Markers, Crayons, Colored Pencils (if students prefer to draw mind maps instead of develop digitally)
Engagement	Hook: Show students the following video clip. ➤ <a href="https://www.youtube.com/watch?time_continue=197&amp;v=AEIn3T6nDAo">https://www.youtube.com/watch?time_continue=197&amp;v=AEIn3T6nDAo</a> : The Big Bang Theory - Sheldon teaches Penny Physics Following the video, ask students:

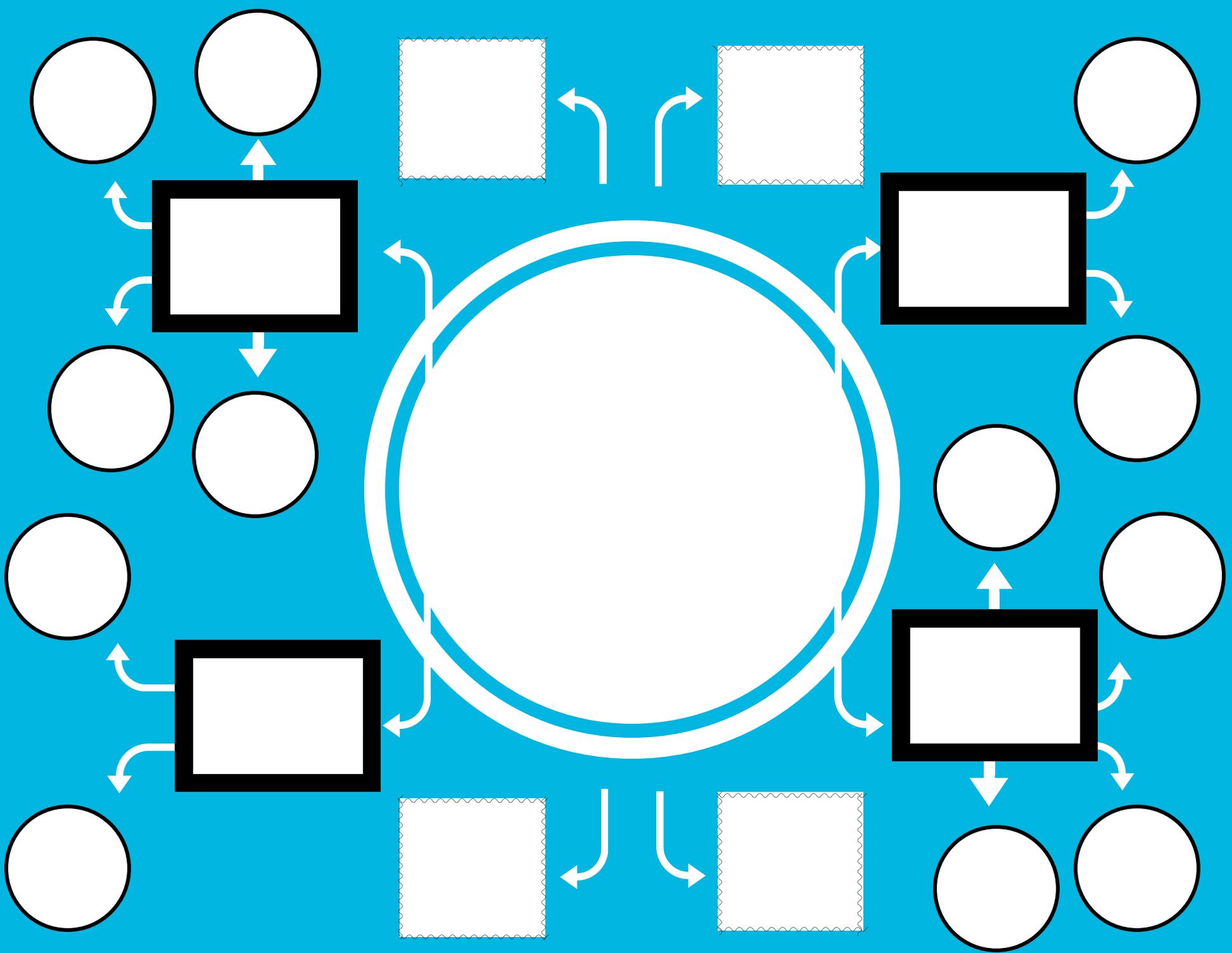
	<ul style="list-style-type: none"> <li>➤ In your opinion, was Sheldyn a good teacher? Why or why not?</li> <li>➤ What strategies did he use to help Penny learn?</li> <li>➤ How have you been taught to learn?</li> </ul> <p>Transition into today's topic of Metacognition.</p>
Instruction	<ol style="list-style-type: none"> <li>1. Review group agreement.</li> <li>2. Ask students, "What is the definition of metacognition?"</li> <li>3. Gather responses.</li> <li>4. Share the definition with students. <ol style="list-style-type: none"> <li>a. Metacognition: "thinking about your thinking"</li> <li>b. Additionally it is: <ol style="list-style-type: none"> <li>i. The ability to know what we know and what we do not know; "how I think; and what helps me learn."</li> </ol> </li> </ol> </li> <li>5. Person variables: What one recognizes about his or her strengths and weaknesses in learning and processing information.</li> <li>6. Task variables: What one knows or can figure out about the nature of a task and the processing demands required to complete the task.</li> <li>7. Strategy variables: The strategies a person has "at the ready" to apply in a flexible way to successfully accomplish a task;</li> <li>8. Next, ask students what strategies they recognize helps them learn. <ol style="list-style-type: none"> <li>a. "What are some learning strategies that help you learn?"</li> </ol> </li> <li>9. Today, we are going to learn a metacognitive strategy that you can use in a variety of ways—it is called a mind map or sometimes a concept map. <ol style="list-style-type: none"> <li>a. Ask, "How many of you have used a mind map or have created one?"</li> <li>b. <i>Mind/Concept</i> mapping is a technique that allows you to understand the relationships between ideas by creating a visual map of the connections.</li> <li>c. <i>Mind Maps</i> work the way the brain works -- which is not in nice neat lines <ul style="list-style-type: none"> <li>Memory is naturally associative, not linear</li> <li>Any idea probably has thousands of links in your mind</li> <li>Mind maps allow associations and links to be recorded and reinforced</li> <li>The mind remembers key words and images, not sentences</li> <li>• Try recalling just one sentence from memory</li> </ul> </li> </ol> </li> </ol>

- Mind maps use just key words, phrases, and/or key images, allowing a lot more information to be put on a page
10. Select one of the options attached to the lesson or you can use an online mind mapping tool if you prefer the students create a digital mind map.
  11. Explain that a mind map (or concept map) can be used in a many ways. Here are some ideas:  
Overall, mind maps help students organize their thinking...
    - a. Goal-setting (goal is placed in the middle and then steps are placed in outer layers with specificity being added at each layer)
    - b. Character description
    - c. Notetaking: mind mapping provides an alternative form of notetaking whether for students or professors participating in committee meetings. It can be done before a class session by the professor, during the session by the student, or afterwards as a way of checking whether the fundamental and powerful concept(s) was taught or understood.
    - d. Studying: instead of rereading notes taken, a method destined for failure, try reorganizing them into a mind map or two. Mind mapping not only offers the visual alternative here, but provides retrieval practice, another metacognitive technique.
    - e. Assessing: instead of giving a traditional quiz at the start of class or five-minute paper at the end, ask students to produce a mind map of concept X covered in class. This alternative experiment will demonstrate to students a different approach and place another tool in their metacognitive toolbox.
    - f. Presentations: Prepare a mind map on topic you are presenting on; helps organize the ideas coherently & the visual nature of the map means the whole thing can be read in your head as you talk, without ever having to look at a sheet of paper
    - g. Problem solving: Whenever you are confronted by a problem -- academic or personal -- mind maps help you see all the issues and how they relate to each other. They also help others quickly get an overview of how you see different perspectives of the situation, their relative importance, and connection
    - h. Planning: Whenever you are planning something, mind maps help you get all the relevant information down in one place and organize it easily; can be used for planning any piece of writing from a letter to a poem to a book or for planning an event or a group project timeline/steps
  12. Review the multiple ways a mind map can be used with students and provide the students time to start creating a mind map.

	<p>13. A planning mind map or goal-setting mind map could be introduced at any time providing students the opportunity to take time to create a mind map for a goal they want to achieve or a plan the need to break into steps.</p> <p>14. Provide the remaining time for students to work on the mind map.</p> <p>15. Close by inviting students to share their progress of the mind map with the class and how they may use in other classes.</p>
Cross-Curricular Connection(s)	Activity can be used within any content area.
Assessment & Evaluation	➤ Students will have started a mind map and can share how they could use this tool in at least one course.
Closure	Students will share progress on mind map with class and share how they can use this strategy in other classes.
Extension Activities	Use mind mapping for other outcomes---continue to practice with tool so students gain confidence using this strategy.
References & Resources	<p><a href="https://www.jcu.edu.au/_data/assets/pdf_file/0005/115394/jcu_126453.pdf">https://www.jcu.edu.au/_data/assets/pdf_file/0005/115394/jcu_126453.pdf</a></p> <p><a href="https://www.op.ac.nz/assets/Student-Hub-Learning-Support/Mind-maps.pdf">https://www.op.ac.nz/assets/Student-Hub-Learning-Support/Mind-maps.pdf</a></p> <p><a href="https://encompass.eku.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1184&amp;context=fs_research">https://encompass.eku.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1184&amp;context=fs_research</a></p> <p>HOW TO USE WORD TO CREATE A MIND MAP</p> <ol style="list-style-type: none"> <li>1. Click Insert.</li> <li>2. Click Shapes and select Circle.</li> <li>3. Click on desired position, and the circle will appear.</li> <li>4. Click on Draw Textbox.</li> <li>5. Type desired words in textbox (you may have to enlarge the textbox to accommodate words).</li> <li>6. Drag textbox into center of circle.</li> <li>7. Repeat as desired.</li> <li>8. To connect circles, click Insert→Shapes→Select Line.</li> <li>9. Drag Line between circles.</li> </ol>







# Early High School Lesson Plan #7

## Mindset

Grade Level(s):	9-10
Lesson Title:	Say What? Learning From Others
SEL Standards	Indiana Social and Emotional Learning Competency: Mindset 7C. Student accepts constructive feedback. "I am trying to learn from the feedback that others give me."
Lesson overview	This lesson discusses receiving feedback from others when we make mistakes or in situations when people are trying to help us be our best selves.
Differentiation strategies to meet diverse learner needs:	Group work Individual student reflection Visual cues
Objective	<ul style="list-style-type: none"> <li>• Students will be able to understand how failure leads to the opportunity to learn.</li> <li>• Students will be able to be open to receive feedback after mistakes or error.</li> </ul>
Materials	Olympic Quotes handout
Engagement	Hook: Display the Olympic Quotes handout posted below. Discuss the question: Which quote connects with you? How so?
Instruction	1. Open by looking at quotes from Olympians. These amazing athletes reached their success with hours and hours of practice, effort, persistence, and coaching.

	<ul style="list-style-type: none"> <li>○ How many mistakes and failures do you think these athletes had over the course of their careers?</li> <li>○ How do you think they received feedback from their coaches?</li> </ul> <ol style="list-style-type: none"> <li>2. Today, we are going to discuss the importance of receiving feedback from others.</li> <li>3. How do you respond when someone gives you feedback after you make a mistake?</li> <li>4. Watch these two videos: <ul style="list-style-type: none"> <li>○ Fail Harder <ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=peeYthGINfM">https://www.youtube.com/watch?v=peeYthGINfM</a></li> </ul> </li> <li>○ Karate Kid <ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?time_continue=33&amp;v=zamE9cvC6u0">https://www.youtube.com/watch?time_continue=33&amp;v=zamE9cvC6u0</a></li> </ul> </li> </ul> </li> <li>5. Discuss the two videos <ul style="list-style-type: none"> <li>○ What about failure is scary? What keeps us from trying? How can we approach learning and our life like we thought we wouldn't fail?</li> <li>○ In the Karate Kid, Daniel begins to get frustrated with trusting his expert coach---the feedback per se, starts to seem 'silly' or wasteful. Are there times when feedback is hard to receive, even if the person giving you feedback is very talented or an "expert" per se?</li> <li>○ What makes it hard to receive feedback when we know we need help?</li> </ul> </li> </ol> <p><u>Student Activity</u></p> <p>Students can work individually, in pairs, or small groups to complete the last task. They can choose to either:</p> <ul style="list-style-type: none"> <li>▶ Create a quote list about learning from failure (growth mindset oriented quote)</li> <li>▶ Find a famous person that has overcome failure and create an informational poster to describe their story</li> <li>▶ Create a "Growth Mindset Word" Poster"—select one of the words below and come up with positive words, phrases, drawings, and images associated with the word selected---if it is a word that has a 'traditional' negative connotation, make sure you reframe the poster to reflect a growth mindset. <ul style="list-style-type: none"> <li>○ Challenge, Mistake, Failure, Obstacle, Effort, Feedback, Persistence, Resilience</li> </ul> </li> </ul> <p>When finished, students share their poster/strategy/tool with the class.</p>
Cross-Curricular Connection(s)	Can be embedded in any content area.
Assessment &	➤ Student participation; if each student or student group has a poster to share/present.

Evaluation	
Closure	In closing, ask students to respond to the following question: When someone gives me feedback to help me improve, I will....
Extension Activities	Add feedback forms to classroom instruction
References	<ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=peeYthGINfM">https://www.youtube.com/watch?v=peeYthGINfM</a></li> <li>▪ <a href="https://www.youtube.com/watch?time_continue=33&amp;v=zamE9cvC6u0">https://www.youtube.com/watch?time_continue=33&amp;v=zamE9cvC6u0</a></li> </ul>

# Words from Olympians



***Which quote connects with you? How so?***

"I won't predict anything historic. But nothing is impossible."

Michael Phelps



"Practice creates confidence. Confidence empowers you."

Simone Biles



"Rather than focusing on the obstacle in your path, focus on the bridge over the obstacle."

Mary Lou Retton



"Everything that I've ever been able to accomplish in skating and in life has come out of adversity and perseverance."

Scott Hamilton



"Find something you love, then it doesn't feel like work."

Aaron Peirsol

"Keep your dreams alive. Understand to achieve anything requires faith and belief in yourself, vision, hard work, determination, and dedication. Remember all things are possible for those who believe."

Gail Devers



# Late High School Lesson Plan #1

## Sensory Motor Integration

Grade Level(s):	11-12
Lesson Title:	My Many Ways To Manage Stress
SEL Standards	Indiana Social and Emotional Learning Competency: Sensory Motor Integration 1B. Student manages transitions and changes in routine. "I feel ready for transitions and can show I am adaptable to change."
Lesson overview	Students will work in small groups to find a healthy coping strategy to manage stress—focusing on mindfulness practices.
Differentiation strategies to meet diverse learner needs:	Small group work Students can work independently within team work Experiential Artwork-can use digital or paper/markers/crayons/colored pencils
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify at least 2 healthy coping strategies to manage stress.</li> <li>• Students will be able to demonstrate one mindfulness practice.</li> </ul>
Materials	Students will need access to computers for research. Paper/markers/crayons/colored pencils
Engagement	<p>Ask By show of hands, who feels stressed out sometimes? [if you, as the leader, feel stress at times, raise your hand to show that you are not immune to stress]</p> <p>Show students the following handout: <a href="https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/includes/pre-redesign/Teen%20Stress%20Standalone.pdf">https://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/ includes/ pre-redesign/Teen Stress Standalone.pdf</a></p>

### Teen Stress: Teens Feel The Pressure

- ▶ Discuss the following key points:
  - Stress is a natural response
  - The stress response prepares a person to react quickly and perform well under pressure. It can help teens be on their toes and ready to rise to a challenge.
    - Good stress & bad stress (when it becomes overwhelming)
    - The stress response can cause problems, however, when it overreacts or goes on for too long. Long-term stressful situations, like coping with a parent's divorce or being bullied at school, can produce a lasting, low-level stress that can wear out the body's reserves, weaken the immune system, and make an adolescent feel depleted or beleaguered.
  - Article discusses stress factors, signs of teen stress, and *stress management strategies*.

Share with the students that mindfulness activities help regulate the body's response to stress and are great coping strategies when we begin noticing our stress is increasing—as stated on the handout—deep breaths are listed as a strategy.

#### Let's practice a Focused Breathing Activity:

- ▶ Lead students in a Focused Breathing Activity. Two options are below

#### *Breath-Counting Exercise*

This exercise focuses on the use of counting with the rhythm of the breath. Start with a short period of time and gradually increase the time. Set a timer so that you do not have to worry about when to stop. For today, we are going to breathe for 2 minutes.

1. Find a comfortable position. Take several deep breaths and settle into yourself. You may either close your eyes or keep them open, depending on your own comfort. If you keep them open, fix them on an object or a spot on the floor about four feet in front of you. Your eyes may be either focused or unfocused.
2. Take deep, comfortable breaths. Notice your inhalation. The pause between inhaling and exhaling, your exhalation, and the pause before starting again.

	<p>3. As you inhale, count, “1...” As you exhale, count, “2...” Inhale, “3...” Exhale, “4...” Continue until you reach 10 then start over.</p> <p>4. If you lose count, simply begin with “one” on your next inhalation.</p> <p>5. If you notice your mind has wandered, gently notice this, and return your focus back to counting your breath.</p> <p>6. If you notice any body sensations catching your attention, focus on that sensation until it fades. Then return your attention back to counting your breaths.</p> <p style="text-align: center;"><i>Visual Breathing Exercise</i></p> <p>This link takes you to a guided breathing practice.</p> <p><a href="https://beamindful.com/2014/12/01/visual-breathing-exercise/">https://beamindful.com/2014/12/01/visual-breathing-exercise/</a></p>
<p>Instruction</p>	<ol style="list-style-type: none"> <li>1. After the focused breathing exercise, ask students to give some descriptive words to explain how they are feeling.</li> <li>2. Next, ask: How often do you use focused breathing activities when feeling stressed? Why or why not?</li> <li>3. Explain that today’s goal is to build additional stress management resources and strategies.</li> <li>4. In groups, you will be researching a specific area. Within this area, your group will develop a specific stress management strategy that your group will demonstrate to our class. Additionally, your group needs to create an informational poster describing the strategy (steps, ‘how to,’ etc.—make it simple). <ul style="list-style-type: none"> <li>o This sheet can be digital or you can use the resources available in our classroom (show students the paper, markers, colored pencils, crayons, etc.). The posters will be displayed as reminders for all of us when we start to feel stressed—that we can quickly refer to our posters to use them!</li> </ul> </li> </ol> <p>Divide students into 3 groups—Explain to the students that the topics are from the <i>Teen Stress: Teens Feel The Pressure Handout</i></p>

- Group #1: Investigate a Progressive Body Muscle Relaxation—sometimes called, Body Scan strategy

*Explore the websites below. Select a progressive muscle relaxation or body scan—feel free to edit to make it your own—be ready to demonstrate and develop your own poster to share with the class.*

- <https://www.uofmhealth.org/health-library/uz2225>
- <https://psychcentral.com/lib/progressive-muscle-relaxation/>

- Group #2: Investigate a Guided Meditation/Guided Imagery Practice

*Explore the websites below. Select a guided imagery exercise OR use these as an example and adapt one to fit the needs of this group –be ready to demonstrate and develop your own poster to share with the class.*

- [https://www.mindtools.com/pages/article/newTCS\\_04.htm](https://www.mindtools.com/pages/article/newTCS_04.htm)
- <https://www.doyouyoga.com/10-cool-meditations-for-pre-teens-and-teens-67578/>

- Group #3: Investigate an acronym to challenge negative/stressful thinking

*Explore the websites below. Select one of the tools to demonstrate and develop your own poster to share with the class.*

- <https://www.mindful.org/mindfulness-whats-the-point/>
  - POINT
- <https://www.healthyplace.com/blogs/buildingselfesteem/2014/10/do-negative-thoughts-consume-your-mind-try-this-technique>
  - GLAD
- <https://psychcentral.com/blog/for-thanksgiving-week-4-quick-mindfulness-techniques/>

	<ul style="list-style-type: none"> <li>RAIN and/or STOP</li> </ul>
Cross-Curricular Connection(s)	This lesson can be embedded into any content area.
Assessment & Evaluation	Each student will participate both in their respective groups as well as when groups are demonstrating their new strategies.
Closure	Exit ticket and learning journal entry.
Extension Activities	Students can teach other classrooms these tools.
References	<p><a href="https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/#mindfulness-interventions-techniques-worksheets">https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/#mindfulness-interventions-techniques-worksheets</a></p> <p><a href="https://static1.squarespace.com/static/57b5ef68c534a5cc06edc769/t/5acb9e25758d46742a87857b/1523293753042/Mindfulness+Journal.pdf">https://static1.squarespace.com/static/57b5ef68c534a5cc06edc769/t/5acb9e25758d46742a87857b/1523293753042/Mindfulness+Journal.pdf</a></p> <p><a href="https://mindfulness Exercises.com/emotional-journaling/">https://mindfulness Exercises.com/emotional-journaling/</a></p> <p><a href="https://beamindful.com/2014/12/01/visual-breathing-exercise/">https://beamindful.com/2014/12/01/visual-breathing-exercise/</a></p> <p><a href="https://psychcentral.com/blog/for-thanksgiving-week-4-quick-mindfulness-techniques/">https://psychcentral.com/blog/for-thanksgiving-week-4-quick-mindfulness-techniques/</a></p> <p><a href="https://www.mindtools.com/pages/article/newTCS_04.htm">https://www.mindtools.com/pages/article/newTCS_04.htm</a></p> <p><a href="https://www.doyouyoga.com/10-cool-meditations-for-pre-teens-and-teens-67578/">https://www.doyouyoga.com/10-cool-meditations-for-pre-teens-and-teens-67578/</a></p> <p><a href="https://www.mindful.org/mindfulness-whats-the-point/">https://www.mindful.org/mindfulness-whats-the-point/</a></p> <p><a href="https://www.healthyplace.com/blogs/buildingselfesteem/2014/10/do-negative-thoughts-consume-your-mind-try-this-technique">https://www.healthyplace.com/blogs/buildingselfesteem/2014/10/do-negative-thoughts-consume-your-mind-try-this-technique</a></p>

# Late High School Lesson Plan #2

## Insight

Grade Level(s):	11-12
Lesson Title:	My Many Intelligences: Connecting To Learning and Life
SEL Standards	Indiana Social and Emotional Learning Competency: Insight 2C. Student demonstrates self-efficacy. "I am capable of learning."  CASEL Standard: Self-Awareness
Lesson overview	Students will learn about Howard Gardner's Multiple Intelligences theory, learn their own multiple intelligences, and apply multiple intelligences theory to both academic work and college -career planning.
Differentiation strategies to meet diverse learner needs:	Self-assessment/personal reflection Group work Technology Interpersonal & Intrapersonal skills developed
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify their personal multiple intelligences.</li> <li>• Students will be able to understand how to apply multiple intelligences to benefit their learning and future postsecondary planning.</li> </ul>
Materials	Pre/Post-Assessment Technology/Computer/Projector Multiple Intelligences Assessment (can choose online tool or hard copy) Markers, Pens, Colored Pencils Paper

Engagement	<p>Review Classroom Agreement</p> <p>Hook: <i>Spit Ball Activity</i></p> <p><u>Self-Efficacy for Throwing "Spit Balls"</u></p> <ol style="list-style-type: none"> <li>9. You will need to draw a large circle on the black/white board, and have 3 wet paper towels.</li> <li>10. Ask for 3 volunteers and prompt them to stand at various distances from the circle (close, middle of the room, and far from the board).</li> <li>11. Inform students that the intent of the activity is to successfully toss/throw a wet paper towel inside the circle on the black/white board. Prior to performing the activity, have the volunteers rate their confidence (on a scale from 1-10) in their ability to successfully complete the task. <ul style="list-style-type: none"> <li>o Also, ask the volunteers their experience in performing similar tasks (for example, darts).</li> </ul> </li> <li>12. Ask the remainder of the class to consider their own confidence to complete the task from the various positions (it is expected that generally confidence will decrease as distance from the board increases).</li> <li>13. After the volunteers have thrown their "spit balls" ask them to now reassess their confidence (i.e., self-efficacy). <ul style="list-style-type: none"> <li>o It is expected that volunteers who successfully completed the task or nearly completed the task if it was difficult (i.e., far from the board) would experience increases in self-efficacy while those who were successful with the easy task or unsuccessful would experience no change or a decrease.</li> </ul> </li> <li>14. Ask the class if their sense of efficacy changed as the result of watching their peers.</li> <li>15. Discuss the factors that may have played a role in self-efficacy beliefs. <ul style="list-style-type: none"> <li>o For example, the difficulty/ease of the task, how watching others successfully/unsuccessfully impacted self-efficacy, prior experience with the task, issues of anxiety (were the volunteers nervous?), etc.</li> <li>o Point out the sources of efficacy: Mastery (successfully completing the task), Vicarious Experiences (watching others complete the task), Social Persuasion (any encouragement or advice that was present prior to volunteers performing the task), and Physiological/Affective States (were volunteers nervous or excited?).</li> </ul> </li> <li>16. Finally, discuss the implications of academic self-efficacy in the classroom. <ul style="list-style-type: none"> <li>o <i>How should teachers structure tasks?</i></li> <li>o <i>What would make learning "fun" or interesting?</i></li> </ul> </li> </ol> <p><i>Has anyone ever thought about how many ways you are "smart" or learn?</i></p>
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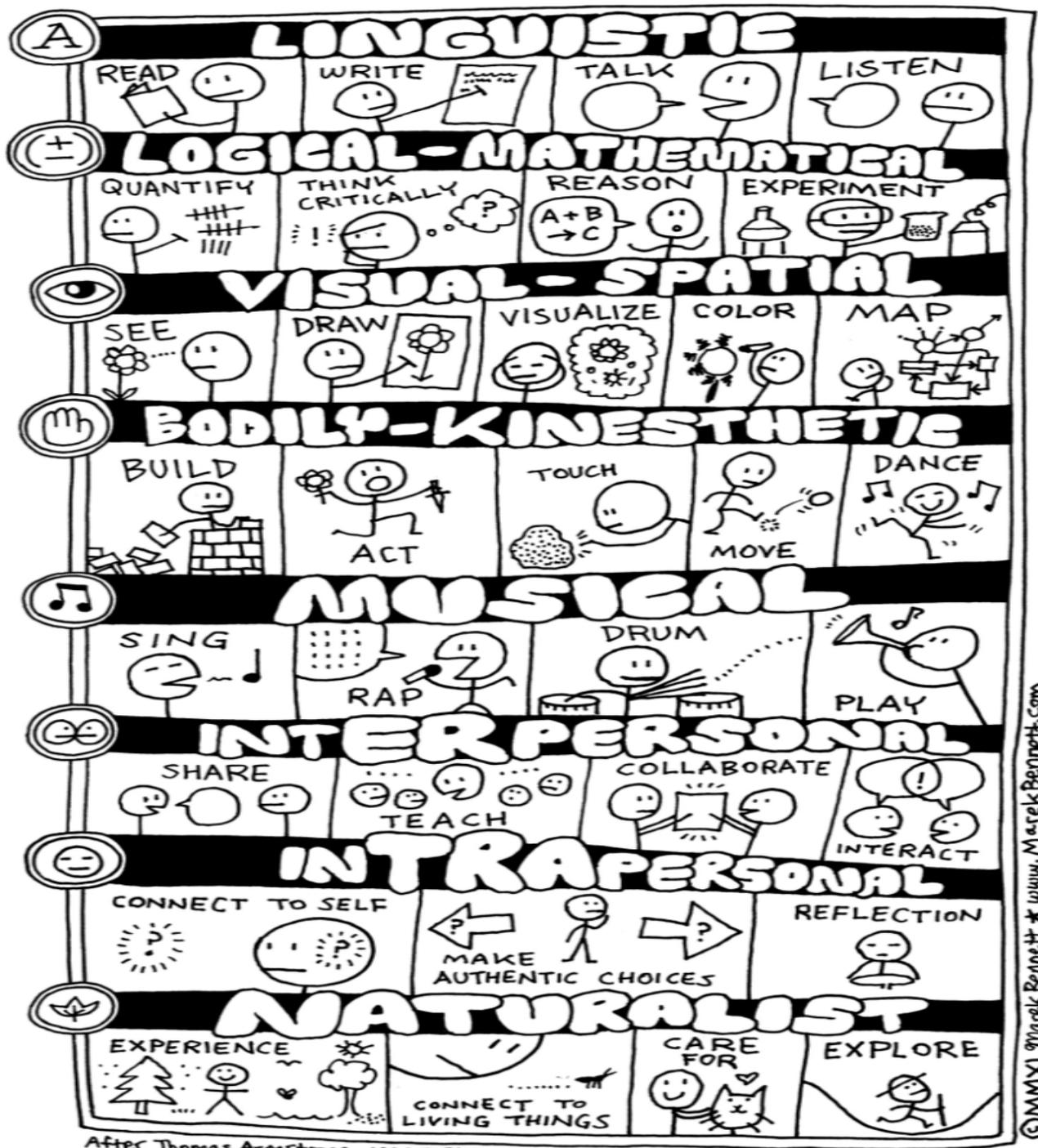
Instruction	<ol style="list-style-type: none"><li>1. Share with students that today's topic is multiple intelligences. We will be learning about Dr. Howard Gardner's Theory of Multiple Intelligences where he explained that human beings possess eight independent "computers" where strength in one computer does not predict strength (or weakness) in the other computers.</li><li>2. The eight identified intelligences include<ol style="list-style-type: none"><li>a. linguistic intelligence,</li><li>b. logical-mathematical intelligence,</li><li>c. spatial intelligence,</li><li>d. musical intelligence,</li><li>e. bodily-kinesthetic intelligence,</li><li>f. naturalistic intelligence,</li><li>g. interpersonal intelligence, and</li><li>h. intrapersonal intelligence.</li></ol></li></ol> <p style="text-align: center;">**(See descriptions below-can share via handouts or project on screen).</p> <ol style="list-style-type: none"><li>3. Explain to students that Gardner's theory emphasized that there are many ways to "be smart," learn, and experience the world. Multiple intelligences is not the same as learning styles—which is a common misperception.</li><li>4. Also, it is important to emphasize that <i>everyone</i> has all eight types of the intelligences listed above at varying levels of aptitude -- perhaps even more that are still undiscovered -- and all learning experiences do not have to relate to a person's strongest area of intelligence. For example, if someone is skilled at learning new languages, it doesn't necessarily mean that they prefer to learn through lectures. Someone with high visual-spatial intelligence, such as a skilled painter, may still benefit from using rhymes to remember information. Learning is fluid and complex, and it's important to avoid labeling students as one type of learner. As Gardner states, "When one has a thorough understanding of a topic, one can typically think of it in several ways."</li><li>5. Next, have each student complete a Multiple Intelligences assessment.<ol style="list-style-type: none"><li>a. Online option (takes about 5 minutes to complete): <a href="https://www.edutopia.org/multiple-intelligences-assessment">https://www.edutopia.org/multiple-intelligences-assessment</a></li><li>b. Hardcopy option (takes about 20 minutes to complete): <a href="http://www.collegesuccess1.com/instructormanual4thed/learning%20style/mi_quiz.pdf">http://www.collegesuccess1.com/instructormanual4thed/learning%20style/mi_quiz.pdf</a><ol style="list-style-type: none"><li>i. *You can also have students complete assessments prior to lesson to save time.</li></ol></li></ol></li></ol>
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	<p>6. When students are finished with their assessments, invite them to reflect and respond (can respond in a group discussion or have them write in a learning journal) to the following questions:</p> <ol style="list-style-type: none"> <li>1. What surprised you about your results?</li> <li>2. How do you notice the intelligences that you scored the highest in being represented in your academic life, your personal life, and in your postsecondary interests?</li> </ol> <p>7. As a whole group, discuss the students' overall reactions to multiple intelligences.</p> <ul style="list-style-type: none"> <li>➤ How do they think they can use this new knowledge?</li> <li>➤ How could teachers use this information to help make learning more interesting?</li> </ul> <p>8. Put students in 8 groups.</p> <ol style="list-style-type: none"> <li>a) Assign one multiple intelligence per group.</li> <li>b) Each group needs to find the following items and be ready to share with the large group.</li> <li>c) **This activity can be quick or you can span this activity over the course of 2 class sessions.</li> <li>d) Encourage the groups to use a mind map, create an infographic, or some other visual way to share their information. Each group needs to have a visual image/handout/tool to share as a finished product. <ol style="list-style-type: none"> <li>a. Define the Multiple Intelligence <ol style="list-style-type: none"> <li>i. What types of learning activities would this intelligence enjoy?</li> <li>ii. What activities does this intelligence enjoy doing?</li> <li>iii. What careers would this intelligence be drawn to?</li> <li>iv. Feel free to add your own item/category?</li> </ol> </li> </ol> </li> </ol> <p>Display student work and encourage students to add to the student work if they have new ideas—can be a “working model” that you revisit.</p>
Cross-Curricular Connection(s)	This lesson can be integrated into any content area.
Assessment & Evaluation	Pre/Post-Assessment (use likert scale: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree)

	<ol style="list-style-type: none"> <li>1. I can define multiple intelligences.</li> <li>2. I can identify my own multiple intelligences.</li> <li>3. I know how multiple intelligences benefit the learning process.</li> <li>4. I know how multiple intelligences can help guide my postsecondary planning.</li> </ol>
Closure	Students share their visual image of multiple intelligence and connect to both academic learning and postsecondary learning—the visual creation/document is posted in the classroom.
Extension Activities	<p>Continue learning about Multiple Intelligences: Move into discussion about importance of teamwork and including multiple perspectives and people with various intelligences on teams. Two videos below can help start this discussion.</p> <p>Why 'Multiple Intelligence' Is a Better Way to Think About Having Smarts  <a href="https://bigthink.com/videos/howard-gardner-multiple-intelligences-in-the-workplace">https://bigthink.com/videos/howard-gardner-multiple-intelligences-in-the-workplace</a>  teams/smarts/complimentary—problem-solving teams</p> <p>Gardner's Multiple Intelligence - Team 2  <a href="https://www.youtube.com/watch?v=zbDXbIDDsnA">https://www.youtube.com/watch?v=zbDXbIDDsnA</a></p>
References	<p><a href="http://www.pz.harvard.edu/sites/default/files/Theory%20of%20MI.pdf">http://www.pz.harvard.edu/sites/default/files/Theory%20of%20MI.pdf</a></p> <p><a href="https://www.edutopia.org/multiple-intelligences-research">https://www.edutopia.org/multiple-intelligences-research</a></p>

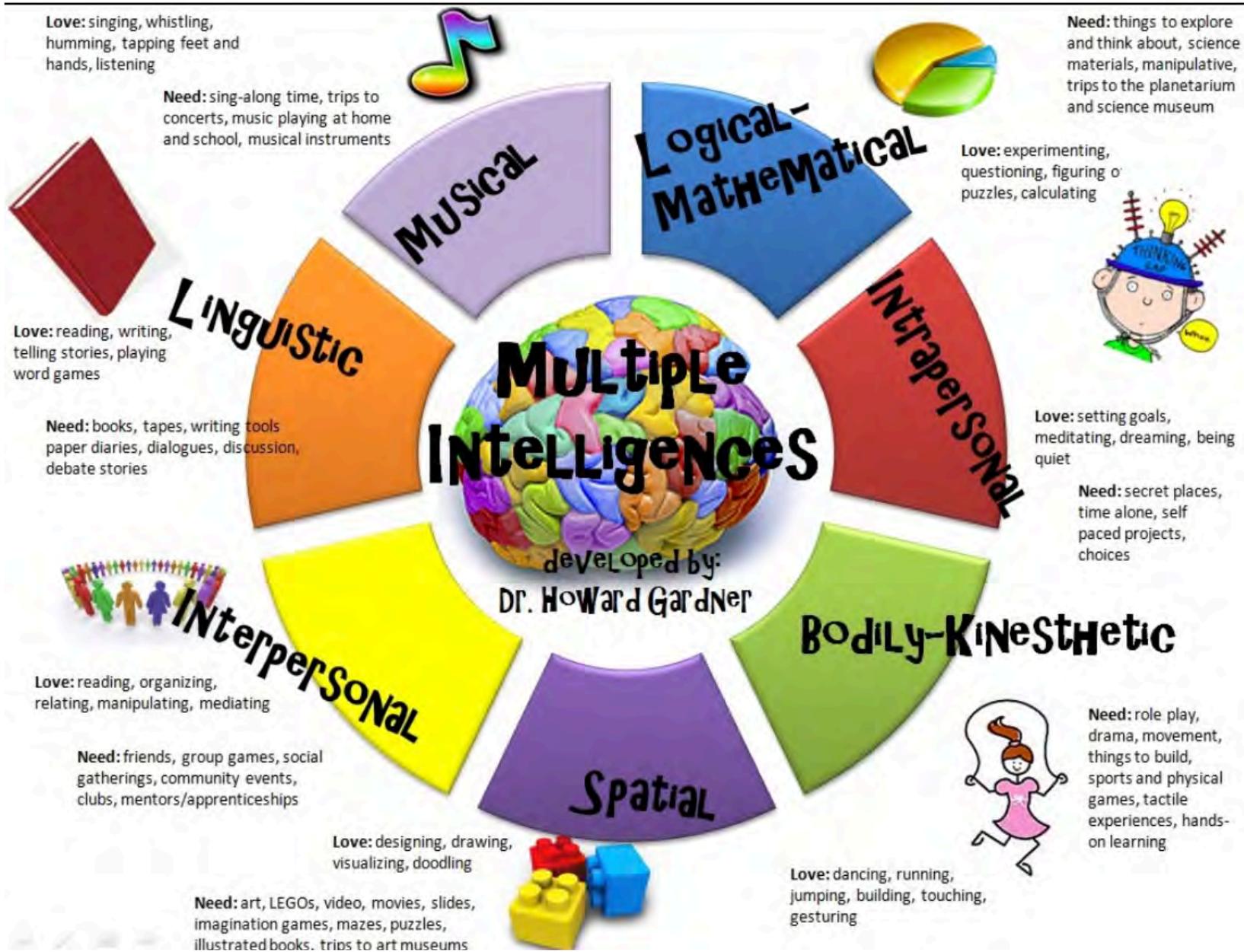
## Gardner's Eight Intelligences.

Intelligences	Description
Linguistic	An ability to analyze information and create products involving oral and written language such as speeches, books, and memos.
Logical-Mathematical	An ability to develop equations and proofs, make calculations, and solve abstract problems.
Spatial	An ability to recognize and manipulate large-scale and fine-grained spatial images.
Musical	An ability to produce, remember, and make meaning of different patterns of sound.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's moods, desires, motivations, and intentions
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions



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After Thomas Armstrong, MULTIPLE INTELLIGENCES IN THE CLASSROOM



# Late High School Lesson Plan #3

## Regulation

Grade Level(s):	11-12
Lesson Title:	What Is Moral? What Is Good & Bad? Can You Do Good & Be Bad? Or Do Bad & Be Good?
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Regulation            3C. Student practices personal responsibility.            "I can take responsibility for my actions."</p> <p>CASEL Standard: Self-Management</p>
Lesson overview	This lesson explores Kohlberg's moral development, asks students to examine a few scenarios through the lens of moral development and personal values/ethics—and ultimately invites students to struggle and discuss the complexity of difficult life choices we may be faced with over the course of our lives.
Differentiation strategies to meet diverse learner needs:	<p>Personal reflection (individual)</p> <p>Technology</p> <p>Small group work-discussion</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to identify moral decision-making.</li> <li>• Students will be able to understand the implications of their actions on others.</li> </ul>
Materials	<p>Technology/computer/laptop</p> <p>Kohlberg Moral Development Theory Stages Handout (below)</p> <p>Scenarios (within lesson)</p>
Engagement	Hook: <i>Scaling the room.</i>

	<p>Instruct students that you are going to read a statement. The room will be like a scale—indicate that one side of the room is a (1) that indicates the students STRONGLY DISAGREE with the statement and the other side of the room is a (10) indicating the students STRONGLY AGREE with the statement. Students can move and position themselves anywhere between 1—10, depending on how they believe/feel in response to the statement.</p> <p>Ask students to remain silent throughout the entire activity.  <i>You, as the facilitator, are the only person to be talking. Students should be noticing where people are moving—it is important to remain quiet and take this activity seriously—there will be time to process and discuss following the exercise.</i></p> <p>Practice with the following statement.</p> <ul style="list-style-type: none"> <li>➤ I love my teacher (light and fun way to begin—can tease the students that you hope they are moving to the (10) area of the room.</li> </ul> <p><u>Statements for the Activity (Feel free to add your own statements)</u></p> <ul style="list-style-type: none"> <li>➤ I believe it is best to tell the truth.</li> <li>➤ It is okay to cheat if you don't get caught.</li> <li>➤ It is okay to cheat if the teacher is a bad teacher.</li> <li>➤ It is okay to steal.</li> <li>➤ It is okay to steal if my family doesn't have food.</li> <li>➤ It is okay to steal if my little brother needs medicine and my family doesn't have the money to get it for him.</li> <li>➤ I think it is okay to lie.</li> <li>➤ I would lie to protect my best friend.</li> </ul> <p>After the activity, ask students to return to their seats. Ask them to sit for 1-2 minutes in silence and reflect on this exercise—what did they notice?  As a class, open the discussion and move into Kohlberg's moral development instruction.</p>
<p>Instruction</p>	<p>As you continue to process the activity, share with students that it is moral reasoning that often guides our choices in these situations.</p> <ol style="list-style-type: none"> <li>1. Today, we are going to learn about Lawrence Kohlberg and his moral development theory. (handout is also provided below)</li> </ol> <p style="text-align: center;"><u>Level 1 - Pre-conventional morality</u> (typically 9-10 year-olds)</p>

*At this level, our moral code is shaped by the standards of adults and the consequences of following or breaking their rules*

Stage 1. Obedience and Punishment Orientation. The child/individual is good in order to avoid being punished. If a person is punished, they must have done wrong.

- Stage 2. Individualism and Exchange. At this stage, children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.

### Level 2 - Conventional morality

(adolescents & some adults)

*Authority is internalized but not questioned, and reasoning is based on the norms of the group to which the person belongs-- we begin to internalize the moral standards of valued adult role models.*

- Stage 3. Good Interpersonal Relationships. The child/individual is good in order to be seen as being a good person by others. Therefore, answers relate to the approval of others.

- Stage 4. Maintaining the Social Order. The child/individual becomes aware of the wider rules of society, so judgments concern obeying the rules in order to uphold the law and to avoid guilt.

### Level 3 - Post-conventional morality

(Kohlberg thought only 10-15% are capable of the kind of abstract thinking required to reach this level)

*Individual judgment is based on self-chosen principles, and moral reasoning is based on individual rights and justice.*

- Stage 5. Social Contract and Individual Rights. The child/individual becomes aware that while rules/laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals.

The issues are not always clear-cut. For example, in Heinz's dilemma, the protection of life is more important than breaking the law against stealing.

- Stage 6. Universal Principles. People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone.

E.g., human rights, justice, and equality. The person will be prepared to act to defend these principles even if it means going against the rest of society in the process and having to pay the consequences of disapproval and or imprisonment. Kohlberg doubted few people reached this stage.

2. After explaining the stages of development to students, you can provide these further examples.

The psychologist Lawrence Kohlberg (1927-1987) didn't think moral behavior should be thought of as a grab bag of virtues, e.g. that being a moral person meant you were honest, upright, and direct, or it could also mean you were hard-working, generous, and fair. Instead, Kohlberg focused on **different stages or levels of moral judgment** and pinned each level to a particular way of morally evaluating behavior. Based on a series of interviews, Kohlberg developed six distinct levels of moral judgment or reasoning.

<b>Pre-conventional Level</b>	
1. Actions are determined to be good or bad depending on how they are rewarded or punished.	<b>Example:</b> It would be bad for me to take my friend's toy because the teacher will punish me.
2. The exchange principle enters the picture at this level, and we treat with fairness those who do the same with us or those who can help us .	<b>Example:</b> If Katy is nice to me, I'll be nice to her, but if she is mean to me, I won't feel bad about being mean too.
<b>Conventional Level</b>	
3. The morality of an action depends heavily on peer approval.	<b>Example:</b> I better not drink and drive because my friends will think less of me and I, in turn, will think less of myself.
4. How moral an action is depends on how well it conforms to society's rules; the emphasis at this level is on maintaining social order.	<b>Example:</b> I am personally against the war, but would never publicly protest it on campus without the administration's permission.
<b>Post-Conventional Level</b>	
5. Moral behavior at this level might include arguing in favor of customs or laws being changed in order to preserve the health of the society; blind obedience is more forcefully questioned and cultural differences in what is considered to be ethical behavior are recognized.	<b>Example:</b> It can't be right that huge corporations sometimes pay no taxes; that law needs to be changed, so that the burden of taxes falls more equally on everyone's shoulders.
6. At this level, people follow a moral code based on universal principles that grant all individuals certain basic rights. Society's rules take a back seat if they contradict those principles, as was the case with those who challenged slavery even when the law allowed it.	<b>Example:</b> I refuse to obey a law which treats a large portion of the population as second-class citizens.

<http://www.laflemm.com/snippets/KohlbergSnippets.html>

3. Invite students to come up with their own ideas for each level/stage.

4. Show students the video clip of the Heinz dilemma (famous moral development scenario)—discuss/process.

<https://www.youtube.com/watch?v=YxJ07kIMhrQ>

5. Now, share that they will be working in small groups. Each group will be assigned a moral dilemma. As a group they must decide what they will do-how will they respond?

Students need to be ready to share with the class their decision. Also, students need to examine the stages of moral development and identify which stage your group thinks your decision falls into.

### Moral Dilemmas

#### *#1: Robin Hood*

You have just witnessed a crime. A person has robbed a bank, but instead of keeping the money, the person donates it to a poor orphanage that can now afford to feed, clothe, and care for its children. You know who committed the crime. If you go to the authorities with the information, there's a good chance the money will be returned to the bank, leaving a lot of kids in need. What do you do?

#### *#2: A Day At The Beach*

Your family has gone to the beach for the day---and picked a stretch of beach with no lifeguard. Your brother/sister and your cousin, both 7, are best friends and eager to get into the water. As the older and wiser child, you tell them to wait until the water calms down, but they defy you and sneak in anyway. You soon hear screams of distress and find them both caught in a strong current. You are the only swimmer strong enough to save them, but you can only save one at a time. Your cousin is a very poor swimmer and likely won't make it much longer. Your brother/sister is a stronger swimmer, but only has a 50% chance of holding on long enough for you to come back for him/her. Who do you save first?

#### *#3: A Doctor's Dilemma*

You are a doctor at a top hospital. You have six gravely ill patients, five of whom are in urgent need of organ transplants. You can't help them, though, because there are no available organs that can be used to save their lives. The sixth patient, however, will die without a particular medicine. If s/he dies, you will be able to save the other five patients by using the organs of patient 6, who is an organ donor. What do you do?

#### *#4: Sinking Ship*

You've been on a cruise for two days when there's an accident that forces everyone on board to abandon ship. During the evacuation, one of the boats is damaged, leaving it with a hole that fills it with water. You figure that with 10 people in the boat, you can keep the boat afloat by having nine people scoop the filling water out by hand for 10 minutes while the 10th person rests. After that person's 10-minute rest, he or she will get back to work while another person rests, and so on. This should keep the boat from sinking long enough for a rescue team to

	<p>find you as long as it happens within five hours. You're taking your first break when you notice your best friend in a sound lifeboat with only nine people in it and he beckons you to swim over and join them so you won't have to keep bailing out water. If you leave the people in the sinking boat, they will only be able to stay afloat for two hours instead of five, decreasing their chance of being rescued, but securing yours. What do you do?</p> <p>Scenarios adapted from: <a href="https://www.buzzfeed.com/tracyclayton/moral-dilemmas-that-will-break-your-brain">https://www.buzzfeed.com/tracyclayton/moral-dilemmas-that-will-break-your-brain</a></p>
Cross-Curricular Connection(s)	<ul style="list-style-type: none"> <li>✓ Moral development theory can connect with Psychology course/content</li> <li>✓ Social Studies/US History/World History—cultural decision-making and moral/ethical decisions made in history as well as current day (impact/influences)</li> <li>✓ English Language Arts (narrative &amp; through written expression)</li> </ul>
Assessment & Evaluation	<p>With first introduction to topic, ask students to complete exit ticket to evaluate understanding and areas to further explore/teach/process.</p>
Closure	<p>Each student group will share out their decision and the process they took to get to this decision.</p>
Extension Activities	<p>The television show, What Would You Do, with John Quiñones provides several excellent video examples to engage students in further discussion around moral/ethical/cultural development decision-making.</p> <p><a href="https://abcnews.go.com/WhatWouldYouDo">https://abcnews.go.com/WhatWouldYouDo</a></p> <p><i>Using hidden cameras, host John Quiñones observes and comments on how ordinary people behave when they are confronted with dilemmas that require them either to take action or to walk by and mind their own business. Various scenarios are created that force people to make split-second -- and often surprising -- decisions, and variations of the situation (such as changing the genders, races or clothing of the people involved) are often featured to see if different reactions are elicited. Examples of situations on the show include a waitress being harassed by her boss, and a drunken valet trying to park cars.</i></p>
References	<p><a href="http://www.laflemm.com/snippets/KohlbergSnippets.html">http://www.laflemm.com/snippets/KohlbergSnippets.html</a></p> <p><a href="https://www.simplypsychology.org/kohlberg.html">https://www.simplypsychology.org/kohlberg.html</a></p>

# Kohlberg Moral Development Theory

## Level 1 - Pre-conventional morality

(typically 9-10 year-olds)

*At this level, our moral code is shaped by the standards of adults and the consequences of following or breaking their rules*

Stage 1. Obedience and Punishment Orientation. The child/individual is good in order to avoid being punished. If a person is punished, they must have done wrong.

- Stage 2. Individualism and Exchange. At this stage, children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.

## Level 2 - Conventional morality

(adolescents & some adults)

*Authority is internalized but not questioned, and reasoning is based on the norms of the group to which the person belongs-- we begin to internalize the moral standards of valued adult role models.*

- Stage 3. Good Interpersonal Relationships. The child/individual is good in order to be seen as being a good person by others. Therefore, answers relate to the approval of others.

- Stage 4. Maintaining the Social Order. The child/individual becomes aware of the wider rules of society, so judgments concern obeying the rules in order to uphold the law and to avoid guilt.

## Level 3 - Post-conventional morality

(Kohlberg thought only 10-15% are capable of the kind of abstract thinking required to reach this level)

*Individual judgment is based on self-chosen principles, and moral reasoning is based on individual rights and justice.*

- Stage 5. Social Contract and Individual Rights. The child/individual becomes aware that while rules/laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals.

The issues are not always clear-cut. For example, in Heinz's dilemma, the protection of life is more important than breaking the law against stealing.

- Stage 6. Universal Principles. People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone. E.g., human rights, justice, and equality. The person will be prepared to act to defend these principles even if it means going against the rest of society in the process and having to pay the consequences of disapproval and or imprisonment. Kohlberg doubted few people reached this stage.

# Late High School Lesson Plan #4

## Collaboration

Grade Level(s):	11-12
Lesson Title:	Face to Face: Knee to Knee
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Collaboration            4A. Student demonstrates communication skills.            "I will develop positive and healthy relationships with others."</p> <p>CASEL Standard: Relationship Skills</p>
Lesson overview	This activity provides students the opportunity to interact with multiple classmates by rotating and sharing a personal response/reaction to a guided question.
Differentiation strategies to meet diverse learner needs:	<p>Interpersonal skill development (pairs)</p> <p>Auditory skill development—can also post questions on board to assist visual learners</p> <p>Individual student reflection</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate active listening skills.</li> <li>• Students will be able to summarize key messages heard within conversation.</li> </ul>
Materials	Questions to ask students (within the lesson)
Engagement	Hook: Ask students ANY question—as students respond—ignore them, begin talking with a student—walk away—just be rude. Do everything but actively listen...let this go on for about 1 minute OR until a student 'calls you out' and notices your poor listening skills.

	<ul style="list-style-type: none"> <li>○ Once everyone realizes what is going on, engage students in a discussion around actively listening skills and the expectations you have regarding being an active listener (and the “why” behind we all need to show active listening skills).</li> </ul>
Instruction	<p>Directions:</p> <p><i>Review Classroom Agreement—Emphasize Active Listening Skills</i></p> <ol style="list-style-type: none"> <li>1. Have students line up in 2 rows (can be standing or sitting in chairs facing each other).       <ol style="list-style-type: none"> <li>a. If sitting: “knee to knee” with a partner (actually about 1 foot apart)</li> <li>b. If standing: “face to face” with a partner (actually about 1 foot apart)</li> </ol> </li> <li>2. Explain to the students they will be responding to a question at each stop/rotation.</li> <li>3. Each student will have approximately 1 minute (can expand time for certain questions if students need more time or if you think they need more time) to respond to the question. It is best if the students introduce themselves before beginning by saying their name and shaking hands—it’s a great practice for interviewing too.</li> <li>4. When the minute is up, ask students to move to the next seat/person to the left (or right).</li> <li>5. Students on the end rotate around to the other end of their line. *Always have people move the same direction for each switch, otherwise you end up with people getting back to a partner they’ve had before. They then introduce themselves to their new partner and answer a new question you give them.</li> </ol> <p><i>**There is great flexibility in how you organize this activity. You can allow each student to respond, so allow 2 minutes per question; alternate and have the right side of the room respond to question A, left side respond to question B, and so on. Again, be creative.</i></p> <p><u>Possible Questions</u> (feel free to add your own questions)</p> <ul style="list-style-type: none"> <li>➤ What would you do if you could be the principal for one month? What would you like to change about this school?</li> <li>➤ What do you think adults need to know about today’s youth? How are they out of touch with what is happening?</li> <li>➤ What causes stress in a teenager’s life? What do you think helps relieve stress?</li> <li>➤ What was your favorite part of elementary school? What was so special about it?</li> <li>➤ Describe your perfect day.</li> <li>➤ Tell about a favorite toy/game you had as a child.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ If you could win an award or prize for something, what would you like to win it for?</li> <li>➤ If today, someone walked up and gave you \$10,000, what would you do with the money?</li> </ul> <p>Bring students back together, and ask a few large group process questions.</p> <p><u>Process questions</u></p> <ul style="list-style-type: none"> <li>➤ What did you learn about each other today?</li> <li>➤ What communication skills did you use? did your partners use?</li> <li>➤ Did you feel heard? How did you try to make sure your partner felt heard?</li> </ul>
Cross-Curricular Connection(s)	Can be embedded in any content area
Assessment & Evaluation	➤ Use exit ticket to assess student learning
Closure	<p>Learning Journal</p> <ul style="list-style-type: none"> <li>○ Ask students to reflect &amp; respond to the following prompt: <ul style="list-style-type: none"> <li>▪ What feelings did you experience sharing personal thoughts and experiences with classmates?</li> <li>▪ What thoughts and feelings did you experience hearing other's personal experiences?</li> <li>▪ Did you feel that you were heard? How so?</li> </ul> </li> </ul>
Extension Activities	<p>Provide additional activities/resources to support continued learning, exploration &amp; practice. Describe how students will develop a more sophisticated understanding of the concept. What vocabulary will be introduced and how will it connect to students' observations? How is this knowledge applied in our daily lives?</p>
References	

# Late High School Lesson Plan #5

## Connection

Grade Level(s):	11-12
Lesson Title:	Four Brains
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Connection</p> <p>5A. Student treats others fairly and respectfully, is able to see multiple perspectives and is open-minded. "I build respectful and positive relationships with others, showing that I value diverse perspectives."</p> <p>CASEL Standard: Social-Awareness</p>
Lesson overview	This lesson provides students the opportunity to work in small groups and analyze a short video segment -by taking on the perspective of each character—trying to understand their story, thoughts, feelings, motive. Overall, this lesson works to broaden students' ability for perspective-taking, groupwork, and communication skills.
Differentiation strategies to meet diverse learner needs:	<p>Individual reflection</p> <p>Small group work</p> <p>Visual aid/handout-written (can be in words or students can draw or use images)</p> <p>Students will have choice in how they present/share</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to discuss multiple perspectives.</li> <li>• Students will be able to seek clarification from peers if needed.</li> <li>• Students will be able to recognize the importance of listening to others' opinions/perspectives.</li> </ul>
Materials	<p>Access to computer &amp; Video clip</p> <p>Four Brains Handout-copy for each student</p>
Engagement	<p>Hook:</p> <ul style="list-style-type: none"> <li>➤ Share the quote: <i>"Alone we can do so little; together we can do so much."</i> – Helen Keller</li> <li>➤ Ask:</li> </ul>

	<ul style="list-style-type: none"> <li>○ What do you think this quote means?</li> <li>○ When have you been in a situation where you were more effective working with others?</li> </ul>
Instruction	<p><u>List step by step process/procedures of lesson</u></p> <ol style="list-style-type: none"> <li>1. Show the following video clip: Hate Breeds Hate - Extended Cut of "Maybe Tomorrow We'll All Wear 42": <a href="https://www.youtube.com/watch?v=HrHYIJOAYTA">https://www.youtube.com/watch?v=HrHYIJOAYTA</a></li> <li>2. Distribute the "Four Brains" handout. <ol style="list-style-type: none"> <li>a. This activity asks you to use four brains, rather than just one, to brainstorm ideas about four characters in the video we just watched.</li> <li>b. You will work together to find reasons why each of these characters acts and believes as he does.</li> </ol> </li> </ol> <p><u>Questions To Explore</u></p> <ul style="list-style-type: none"> <li>▶ How did this person feel?</li> <li>▶ What was this person thinking?</li> <li>▶ What may have influenced the thoughts and/or feelings of this person?</li> <li>▶ What could it be like to be this person? How would you see this situation? [Really try to put yourself in this person's place—use your best empathy skills]</li> </ul> <ol style="list-style-type: none"> <li>3. Bring the class back together.</li> <li>4. Invite each group to share –OR select one character and have each group share one aspect they discussed and move to the next group.</li> </ol>
Cross-Curricular Connection(s)	<ul style="list-style-type: none"> <li>✓ Social Studies/US History/World History—</li> <li>✓ English Language Arts (narrative &amp; through written expression)</li> <li>✓ Can be used within any content area to help broaden students' perspective-taking skills</li> </ul>
Assessment & Evaluation	Completion of Four Brains handout will show completion of lesson.
Closure	After each group shares their key points, ask each group to share how what they found most challenging about this exercise and most eye-opening.
Extension Activities	Create mind map/empathy map of perspectives of characters (in literature, world events, political/policy decision)
References	<a href="http://web.uvic.ca/~letsface/letsfaceit/sites/default/files/Taking%20Perspectives%20copy.pdf">http://web.uvic.ca/~letsface/letsfaceit/sites/default/files/Taking%20Perspectives%20copy.pdf</a>

Please discuss each point of view below. Write your group's responses in the boxes below.

# Four Brains

Point of View  
of Father



# Four Brains

Point of View  
of Son



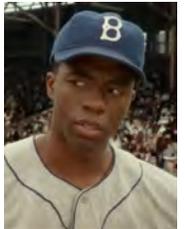
# Four Brains

Point of View of  
PeeWee



# Four Brains

Point of View of  
Jackie "42"



# Four Brains:

## Discussion Questions

- How did this person feel?
- What was this person thinking?
- What may have influenced the thoughts, actions, and/or feelings of this person?
- What could it be like to be this person?
- How would you see this situation?  
[Really try to put yourself in this person's place—use your best empathy skills]

# Late High School Lesson Plan #6

## Critical Thinking

Grade Level(s):	11-12
Lesson Title:	Rules, Rules, Rules
SEL Standards	<p>Indiana Social and Emotional Learning Competency: Critical Thinking 6C. Student analyzes, synthesizes, &amp; evaluates the thinking process. "I know how to identify problems and find creative and positive solutions to them."</p> <p>CASEL Standard: Responsible Decision-Making</p>
Lesson overview	<p>Students will have the opportunity to create 5 rules or policies for their 'world' that they believe every citizen must abide by and must give rationale to "why" they chose these 5 rules—they will vote on the final five as a class.</p> <p>*This lesson could span 2 class periods.</p>
Differentiation strategies to meet diverse learner needs:	<p>Individual reflection Visual -can draw images Use of technology Small group work Use of debate</p>
Objective	<ul style="list-style-type: none"> <li>• Students will be able to express their own support or opposition of an idea.</li> <li>• Students will be able to consider multiple viewpoints.</li> <li>• Students will be able to identify possible options to problems.</li> </ul>
Materials	<p>Chart Paper Post-it notes</p>
Engagement	<p>Hook: Ask students: What would it be like if there were NO RULES?</p>

	<p>How did society's rules get created? Was this a fair process?</p> <p>Transition to today's lesson.</p>
<p>Instruction</p>	<p>Today, your job is to develop rules/laws/policies for a new world. The rules and laws we have in life are meant to guide us and protect us, and to keep order in our society. Imagine that you get to make 5 rules that everyone in the world must follow. What rules would you make and why?</p> <ol style="list-style-type: none"> <li>a. This class has just been given the task of establishing these rules/law.</li> <li>b. Remember, there can only be a total of <u>5 rules/laws</u>.</li> </ol> <ol style="list-style-type: none"> <li>2. To begin, each of you needs to think about what rules/laws or policies are important for a society. Write them down (1 per post-it note). [individual]</li> <li>3. Next, you will work in small groups and organize your individual notes into common themes.</li> <li>4. When your group has come up with 3-5 shared rules/laws –write them on the large chart paper and tape it on the wall. Make sure you write a few reasons 'why' your group decided on this rule/law.</li> <li>5. Instruct each group to take a 'gallery walk' and review each group's rules/laws. As they do, have them add post-it notes with comments supporting the rules/laws or questions that they would like the group to clarify/answer.</li> <li>6. Following the gallery walk, ask the groups to review the notes and be ready to respond.</li> <li>7. Bring the whole class together and invite each group to respond to the questions from the gallery walk exercise.</li> <li>8. At this point, tell the students it is time to decide on the 5 rules/laws. Of the rules/laws you have reviewed, which ones do you want to add to the voting list.</li> <li>9. Develop a voting list, unless the class easily has 5 rules/laws they decide upon.</li> <li>10. Vote—after the final 5 rules are decided upon, ask the class the following process questions.</li> </ol> <p><u>Process Questions</u></p> <ul style="list-style-type: none"> <li>▶ What information did you first use to come up with ideas for your rules?</li> <li>▶ How did your group condense everyone's ideas?</li> <li>▶ Did everyone have equal say in the process?</li> <li>▶ Was it equitable? Were all voices heard?</li> <li>▶ When you look at the final 5 Rules, do you think it is equitable?</li> <li>▶ Do these 5 Rules represent ALL people?</li> <li>▶ What was difficult about this process?</li> </ul>

	<ul style="list-style-type: none"> <li>▶ How were problems addressed?</li> <li>▶ What was your decision-making process as a group?</li> </ul>
Cross-Curricular Connection(s)	Social Studies/History English Language Arts (related to literature) Group Work-Perspective Taking School Change/Community Change
Assessment & Evaluation	Exit Ticket-ask students to complete
Closure	Use exit ticket to close activity -also as an individual student reflection activity
Extension Activities	School data can be presented to students and they can choose to address one of the high priority areas using similar process used in this lesson.
References	

# Late High School Lesson Plan #7

## Mindset

Grade Level(s):	11-12
Lesson Title:	The Socratic Seminar: Questioning to Learn
SEL Standards	Indiana Social and Emotional Learning Competency: Mindset 7B. Student practices flexible and innovative thinking. "I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."
Lesson overview	Students will participate in a Socratic Seminar to build and practice their critical thinking skills.
Differentiation strategies to meet diverse learner needs:	Visual handout will be provided to each student as a prompt/reminder to cue students on questions to use during Socratic Seminar Students are encouraged to participated but it is voluntary Individual student reflection as closing activity
Objective	<ul style="list-style-type: none"> <li>• Students will be able to ask clarifying questions.</li> <li>• Students will be able to evaluate the information shared by others during the seminar and make personal meaning of it for themselves.</li> </ul>
Materials	Socratic Seminar Question Prompts for students
Engagement	Hook: Socrates Quotes <ol style="list-style-type: none"> <li>1. Handout the below 5 Socrates Quotes to students in the class.</li> <li>2. Have each person read their quote.</li> </ol>

	<p>3. After everyone has finished, ask the class if they noticed a common theme? What do they think Socrates is trying to communicate?</p> <ul style="list-style-type: none"> <li>❖ I know nothing except the fact of my ignorance. ~Socrates</li> <li>❖ The only true wisdom is in knowing you know nothing. ~Socrates</li> <li>❖ I know that I am intelligent, because I know that I know nothing. ~Socrates</li> <li>❖ Wisdom begins in wonder. ~Socrates</li> <li>❖ I am the wisest man alive, for I know one thing, and that is that I know nothing. ~Socrates</li> </ul>
Instruction	<ol style="list-style-type: none"> <li>1. Establish student norms and expectations prior to discussion. Ask students to hold themselves accountable for the norms they agree upon.</li> <li>2. Introduce the topic and key question the students will be exploring. <ul style="list-style-type: none"> <li>• Possible topics can be related to a piece of literature, current event, school issue, etc. <ol style="list-style-type: none"> <li>i. <i>All good topics for a Socratic seminar will have four qualities in common:</i> <ul style="list-style-type: none"> <li>✓ They are rich in ideas and values.</li> <li>✓ They offer complexity and challenge.</li> <li>✓ They are relevant to seminar participants.</li> <li>✓ They are fundamentally ambiguous.</li> </ul> </li> </ol> </li> </ul> </li> <li>3. Provide students the Socratic Questions Handout as a reminder of types of questions to ask and phrasing to use in the Socratic Circle. <ul style="list-style-type: none"> <li>• Remember, you are a facilitator—not the moderator—the students are leading this process</li> </ul> </li> <li>4. When time is beginning to run short, please give students a time reminder so they can begin to wrap up their closing thoughts.</li> <li>5. Close the Socratic Seminar by asking students to write a one-minute reflection paper –</li> <li>6. Take one-minute to freely write about their experience, thoughts, feelings of the Socratic Circle.</li> <li>7. After the one-minute, ask students to rate their level of participation and then write about their goals for the next time they participate in the Socratic Seminar. What would they like to change/do differently?</li> </ol>
Cross-Curricular Connection(s)	<p>Socratic Seminar can be used in many courses/contexts.</p> <p><i>All good topics for a Socratic seminar will have four qualities in common:</i></p> <ul style="list-style-type: none"> <li>• They are rich in ideas and values.</li> <li>• They offer complexity and challenge.</li> <li>• They are relevant to seminar participants.</li> </ul>

	<ul style="list-style-type: none"> <li>• They are fundamentally ambiguous.</li> </ul>
Assessment & Evaluation	<p>Student Self-Reflection:  Students reflect on their level of participation and goals of the seminar. Additionally, ask students to set a goal for the next Socratic Seminar regarding if they wish to participate more, less, same—what will they do differently?</p>
Closure	<p>Students reflect on their level of participation and goals of the seminar. Additionally, ask students to set a goal for the next Socratic Seminar regarding if they wish to participate more, less, same—what will they do differently?</p>
Extension Activities	
References	<p><a href="http://changingminds.org/techniques/questioning/socratic_questions.htm">http://changingminds.org/techniques/questioning/socratic_questions.htm</a></p> <p><a href="https://www.ocde.us/AVID/Documents/Qs-for-SSeminar.pdf">https://www.ocde.us/AVID/Documents/Qs-for-SSeminar.pdf</a>  Seminar Questioning Cheat Sheet</p>

## Socrates Quotes

I know nothing except the fact of my ignorance. ~Socrates

I am the wisest man alive, for I know one thing, and that is that I know nothing. ~Socrates

Wisdom begins in wonder. ~Socrates

I know that I am intelligent, because I know that I know nothing. ~Socrates

The only true wisdom is in knowing you know nothing.  
~Socrates