

Level 1 | Self-Awareness | Unit Introduction

Week 1 | Day 1

SEL Competency: Self-Awareness

Article: Introduction to Self-Awareness

Common Core Standards:

Grade 1: SL.1.1-SL.1.5, RL.1.1-RL.1.4, RL.1.7, RL.1.9, RL.1.10

Grade 2: SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.7, RL.2.10

In-class Routine:

1. Display the name of the unit on the board. Share definition of self-awareness with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete the paragraph response handout. Why is self-awareness important?

Vocabulary	
Self-awareness	the ability to understand yourself
Identity	the qualities that make a person who they are
Strength	a good or useful quality that someone has
Goal	something that you are trying to do or achieve

Level 1 | Self-Awareness | Feelings

Week 1 | Day 2

SEL Sub-competency: Identifying Emotions

Article: Feelings

In-class Routine:

1. Complete self-reflection (Feelings) handout.
2. Read weekly article online: *Feelings*
3. Complete “Feelings” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think Adam trusted David to help him more than Bailey or Cathy?
- How do you think you would feel if a classmate lost their pet caterpillar in the classroom?
- What emotions do you think you feel the most?
- What emotions do you think you feel the least?

Vocabulary

Basic	forming the simplest part of something
Fear	a feeling of being afraid
Disgust	a strong feeling of dislike for something unpleasant
Surprise	the feeling caused by something that is unexpected or unusual
Excitement	a feeling of eager enthusiasm and interest; the state of being excited

Level 1 | Self-Awareness | Feelings

Week 1 | Days 3-5

SEL Sub-competency: Identifying Emotions

Article: Feelings

Extension Activities:

My Emotion Wheel

- My Emotion Wheel - Graphic Organizer: A fillable PDF for students to reflect on their own emotions.
- My Emotion Wheel - Design Your Own: A worksheet for students to create their own personalized emotion wheels based on their graphic organizers.

An Emotional Moment

- An Emotional Moment - Explore: A fillable PDF for students to invent a classroom scenario, then explore possible emotional responses.
- An Emotional Moment - After acting out one of the scenarios students create in the previous activity, students reflect on the experience.

Vocabulary	
Basic	forming the simplest part of something
Fear	a feeling of being afraid
Disgust	a strong feeling of dislike for something unpleasant
Surprise	the feeling caused by something that is unexpected or unusual
Excitement	a feeling of eager enthusiasm and interest; the state of being excited

Level 1 | Self-Awareness | Who Am I?

Week 2 | Day 1

SEL Sub-competency: Accurate Self-Perception

Article: Who Am I?

Standards: Who Am I?

In-class Routine:

1. Complete self-reflection (Who Am I?) handout.
2. Read weekly article online: *Who Am I?*
3. Complete “Who Am I?” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think the narrator thought he wasn’t brave?
- What did the narrator realize about himself at the end of the story?
- Has anyone ever described you differently than how you see yourself? How did it make you feel?
- Has the way you see yourself changed?

Vocabulary

Character trait	a word that describes your personality
Brave	feeling or showing no fear; not afraid
Frown	to make a serious facial expression in anger or concentration
Tremble	to shake slightly because you are afraid or excited
Limit	to stop someone from having or doing more

Level 1 | Self-Awareness | Who Am I?

Week 2 | Days 2-5

SEL Sub-competency: Accurate Self-Perception

Article: Who Am I?

Extension Activities:

Character Traits

- The class brainstorms positive character traits. Students write two positive character traits about themselves, and then one character trait about the person sitting next to them. Then they share what they wrote to their partner and why they selected those traits.

“I Am” Poems

- Students write “I Am” poems.

Vocabulary	
Character trait	a word that describes your personality
Brave	feeling or showing no fear; not afraid
Frown	to make a serious facial expression in anger or concentration
Tremble	to shake slightly because you are afraid or excited
Limit	to stop someone from having or doing more

Level 1 | Self-Awareness | Recognizing Strengths

Week 3 | Day 1

SEL Sub-competency: Recognizing Strengths

Article: Recognizing Strengths

In-class Routine:

1. Complete self-reflection (Recognizing Strengths) handout.
2. Read weekly article online: *Recognizing Strengths*
3. Complete “Recognizing Strengths” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think Spencer put a soccer ball on his collage, even though he’s not very good at soccer yet?
- What is one of your strengths? How would you show it on a collage?
- What could you do today to improve one of your strengths or gain a new one?
- Think of a loved one. What is one of their strengths?

Vocabulary

Collage	a work of art that is made by attaching pieces of different materials to a flat surface
Magazine	a type of thin book with a paper cover that contains articles and pictures
Material	a substance from which something is made
Recycle	to send (used newspapers, bottles, cans, etc.) to a place where they are made into something new
Environment	the natural world

Level 1 | Self-Awareness | Recognizing Strengths

Week 3 | Days 2-5

SEL Sub-competency: Recognizing Strengths

Article: Recognizing Strengths

Extension Activities:

Recognizing My Strengths

- Recognizing My Strengths - Graphic Organizer: A fillable PDF for students to explore their strengths.
- Recognizing My Strengths - Mood Board: A space for students to represent their strengths through writing, drawing, or collage.

My Monthly Goal

- My Monthly Goal - Graphic Organizer: A fillable PDF for students to formulate a goal based on their strengths.
- My Monthly Goal - Peer Review: A fillable PDF for students to reflect on their goals with a peer or small group.

Vocabulary

Collage	a work of art that is made by attaching pieces of different materials to a flat surface
Magazine	a type of thin book with a paper cover that contains articles and pictures
Material	a substance from which something is made
Recycle	to send (used newspapers, bottles, cans, etc.) to a place where they are made into something new
Environment	the natural world

Level 1 | Self-Awareness | Self-Confidence

Week 4 | Day 1

SEL Sub-competency: Self-Confidence

Article: Self-Confidence

In-class Routine:

1. Complete self-reflection (Self-Confidence) handout.
2. Read weekly article online: *Self-Confidence*
3. Complete “Self-Confidence” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think the main character in the story was afraid of talking to people they didn’t know?
- Why do you think Speech Club helped the main character talk to people, even when they weren’t giving speeches?
- If you could join a club to gain any new skill, what would it be?

Vocabulary

Afraid	nervous or worried that something might happen
Speech	ideas said out loud in front of a group of people
Nervous	having or showing feelings of being worried about what might happen
Advice	an opinion or suggestion about what someone should do
Confidence	a feeling or belief that you can do something well or succeed at something

Level 1 | Self-Awareness | Self-Confidence

Week 4 | Days 2-5

SEL Sub-competency: Self-Confidence

Article: Self-Confidence

Extension Activities:

I Was Afraid, But Then...

- An activity for students to reflect on past fears that became strengths, and current fears that could become strengths.

Confidence Boosters

- An activity for students to reflect on their strengths, set active goals, and consider their support system.

Vocabulary

Afraid	nervous or worried that something might happen
Speech	ideas said out loud in front of a group of people
Nervous	having or showing feelings of being worried about what might happen
Advice	an opinion or suggestion about what someone should do
Confidence	a feeling or belief that you can do something well or succeed at something

Level 1 | Self-Awareness | Self-Efficacy

Week 5 | Day 1

SEL Sub-competency: Self-Efficacy

Article: Self-Efficacy

In-class Routine:

1. Complete self-reflection (Self-Efficacy) handout.
2. Read weekly article online: *Self-Efficacy*
3. Complete “Self-Efficacy” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- It took the main character five tries to get the cake right! Based on the story, how do you think she feels about her mistakes?
- Do you think that making mistakes helps you learn? Why or why not?
- What’s something you like doing even though you make mistakes sometimes?

Vocabulary

Overflow	to flow over the edge or top of something
Batter	a mixture of different ingredients (such as flour, sugar, eggs, and oil) that is cooked and eaten
Expand	to become bigger
Grease	to put a thin layer of grease, butter, or oil on something
Dense	having parts that are close together

Level 1 | Self-Awareness | Self-Efficacy

Week 5 | Days 2-5

SEL Sub-competency: Self-Efficacy

Article: Self-Efficacy

Extension Activities:

I Want To Try

- A handout for students to set a goal, visualize the outcome, and anticipate mistakes that may occur along the way.

Learning From My Mistakes

- A fillable chart so students can reflect on past and future mistakes as they work toward a personal goal.

Vocabulary	
Overflow	to flow over the edge or top of something
Batter	a mixture of different ingredients (such as flour, sugar, eggs, and oil) that is cooked and eaten
Expand	to become bigger
Grease	to put a thin layer of grease, butter, or oil on something
Dense	having parts that are close together

Level 1 | Self-Management | Unit Introduction

Week 6 | Day 1

SEL Competency: Self-Management

Article: Introduction to Self-Management

Common Core Standards:

Grade 1: SL.1.1-SL.1.5, RL.1.1-RL.1.3, RL.1.7, RL.1.9, RL.1.10

Grade 2: SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.7, RL.2.10

In-class Routine:

1. Display the name of the unit on the board. Share definition of self-management with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete the paragraph response handout. Why do you think self-management is important?

Vocabulary	
Self-management	the ability to handle yourself and your responsibilities
Manage	to take care of and make decisions about something
Overwhelming	so confusing or difficult that you feel unable to do something
Focus	to give all your attention to something

Level 1 | Self-Management | Impulse Control

Week 6 | Day 2

SEL Sub-competency: Impulse Control

Article: Impulse Control

In-class Routine:

1. Complete self-reflection (Impulse Control) handout.
2. Read weekly article online: *Impulse Control*
3. Complete “Impulse Control” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think escaping into a tent helps Mason calm down?
- Would you rather use Mason’s Tent Corner or Emma’s Breathing Squares?
- Do you have any impulses that you want to react to differently?

Vocabulary

Sudden	happening very quickly in a way that is usually not expected
React	to behave or change in a particular way when something happens
Escape	to get away from something that is difficult or unpleasant
Inhale	to breathe in
Exhale	to breathe out

Level 1 | Self-Management | Impulse Control

Week 6 | Days 3-5

SEL Sub-competency: Impulse Control

Article: Impulse Control

Extension Activities:

Breathing Square

- A printable square for students to practice a calm breathing technique.

Our Class Impulses

- After students discuss their impulses with their peers, they can use this chart to brainstorm ways to alter their behaviors and the classroom environment to support more mindful and constructive reactions to impulses.

Vocabulary	
Sudden	happening very quickly in a way that is usually not expected
React	to behave or change in a particular way when something happens
Escape	to get away from something that is difficult or unpleasant
Inhale	to breathe in
Exhale	to breathe out

Level 1 | Self-Management | Stress Management

Week 7 | Day 1

SEL Sub-competency: Stress Management

Article: Stress Management

In-class Routine:

1. Complete self-reflection (Stress Management) handout.
2. Read weekly article online: *Stress Management*
3. Complete “Stress Management” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- What do you think happened after this story? Do you think the main character felt better?
- When was the last time you felt stress? Do you feel stressed right now?
- When you’re stressed, what are some things you do to feel better?

Vocabulary

Schedule	a plan of things that will be done and the times when they will be done
Shocking	very surprising and upsetting
Focus	to give all your attention to something
React	to behave or change in a particular way when something happens
Cope	to deal with problems and try to come up with solutions

Level 1 | Self-Management | Stress Management

Week 7 | Days 2-5

SEL Sub-competency: Stress Management

Article: Stress Management

Extension Activities:

When I'm Stressed

- When I'm Stressed - Causes: An activity for students to explore the factors in their life that have caused or are currently causing stress.
- When I'm Stressed - Effects: A chart students can use to discuss stress with their peers, and compare their physical, mental, and emotional reactions to stress.

My Healthy Coping Toolkit

- My Healthy Coping Toolkit: An activity for students to explore the various healthy ways they currently cope with stress.

Vocabulary	
Schedule	a plan of things that will be done and the times when they will be done
Shocking	very surprising and upsetting
Focus	to give all your attention to something
React	to behave or change in a particular way when something happens
Cope	to deal with problems and try to come up with solutions

Level 1 | Self-Management | Self-Discipline

Week 8 | Day 1

SEL Sub-competency: Self-Discipline

Article: Self-Discipline

In-class Routine:

1. Complete self-reflection (Self-Discipline) handout.
2. Read weekly article online: *Self-Discipline*
3. Complete “Self-Discipline” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- What 5 minute activity would you do if you were taking a brain break?
- Did any of the strategies in the story sound like something you want to try?
- What other strategies do you think would help the main character stay focused?

Vocabulary	
Focus	to give all your attention to something
Strategy	a careful plan for achieving a goal
Attention	carefully thinking about, listening to, or watching someone or something
Recipe	a set of instructions for making food
Reminder	something that causes you to remember something

Level 1 | Self-Management | Self-Discipline

Week 8 | Days 2-5

SEL Sub-competency: Self-Discipline

Article: Self-Discipline

Extension Activities:

Brain Breaks: Personal Deck

- A blank deck for students to reflect on their favorite brain breaks, then create their own personal collection of reenergizing activities to choose from next time they need a brain break.

Visual Schedules

- Visual Schedules - My Day: A chart for students to practice making visual schedules by drawing what they plan to do in a day.
- Visual Schedules - My Week: A chart for students to practice making visual schedules by drawing what they plan to do the following week.

Vocabulary	
Focus	to give all your attention to something
Strategy	a careful plan for achieving a goal
Attention	carefully thinking about, listening to, or watching someone or something
Recipe	a set of instructions for making food
Reminder	something that causes you to remember something

Level 1 | Self-Management | Goal Setting and Motivation

Week 9 | Day 1

SEL Sub-competency: Goal Setting and Self-Motivation

Article: Goal Setting and Motivation

In-class Routine:

1. Complete self-reflection (Goal Setting and Motivation) handout.
2. Read weekly article online: *Goal Setting and Motivation*
3. Complete “Goal Setting and Motivation” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- What’s something you’d like to see represented more in books, games, movies, or TV shows?
- What skills and hobbies do you have that would be useful for a community project?
- What’s a fun goal you want to achieve next week? What’s something you can do every day to work toward that goal?

Vocabulary

Activist	a person who takes action to help make changes in politics
Donate	to give (money, food, clothes, etc.) to help others
Movement	a series of activities in which many people work together to achieve something
Mural	a large painting that is done directly on the surface of a wall
Advertise	to make a public announcement about something that is happening

Level 1 | Self-Management | Goal Setting and Motivation

Week 9 | Days 2-5

SEL Sub-competency: Goal Setting and Self-Motivation

Article: Goal Setting and Motivation

Extension Activities:

Steps To My Goal

- A tracker for breaking goals down into manageable, achievable steps.

Serving My Community

- A graphic organizer for students to identify and reflect on the passions, skills, and hobbies they can contribute to various community projects.

Vocabulary	
Activist	a person who takes action to help make changes in politics
Donate	to give (money, food, clothes, etc.) to help others
Movement	a series of activities in which many people work together to achieve something
Mural	a large painting that is done directly on the surface of a wall
Advertise	to make a public announcement about something that is happening

Level 1 | Self-Management | All About Organization

Week 10 | Day 1

SEL Sub-competency: All About Organization

Article: All About Organization

In-class Routine:

1. Complete self-reflection (All About Organization) handout.
2. Read weekly article online: *All About Organization*
3. Complete “All About Organization” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- What’s something in your life that’s organized really well?
- What’s something you don’t like to organize? What would make it easier?
- If you could snap your fingers and magically organize one thing, what would you choose?

Vocabulary

Organized	having things arranged in a neat way
Recycle	to sort pieces of trash so they can be used again or turned into something new
Dull	having an edge or point that is not sharp
Sharpen	to make something sharp or sharper
Schedule	a plan of things that will be done and the times when they will be done

Level 1 | Self-Management | All About Organization

Week 10 | Days 2-5

SEL Sub-competency: All About Organization

Article: Goal Setting and Motivation

Extension Activities:

Let's Get Organized

- My Real Space: An art activity for students to develop an organization plan for an aspect of their space (a backpack, a desk, a room, a shelf, etc.)
- My Dream Space: An art activity for students to develop an organizational plan for an ideal space in the future (a future home, an office, a studio, a locker, etc.)

Next Week's Schedule

- Reality: A calendar for students to recall their upcoming events and activities, and then organize them into a calendar.
- Imaginary: A calendar for students to brainstorm a perfect week, and then organize their imaginary events into a calendar.

Vocabulary	
Organized	having things arranged in a neat way
Recycle	to sort pieces of trash so they can be used again or turned into something new
Dull	having an edge or point that is not sharp
Sharpen	to make something sharp or sharper
Schedule	a plan of things that will be done and the times when they will be done

Level 1 | Social Awareness | Unit Introduction

Week 11 | Day 1

SEL Competency: Social Awareness

Article: Introduction to Social Awareness

Common Core Standards:

Grade 1: SL.1.1-SL.1.5, RL.1.1-RL.1.3, RL.1.7, RL.1.9, RL.1.10

Grade 2: SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.6, RL.2.7, RL.2.10

In-class Routine:

1. Display the name of the unit on the board. Share definition of social awareness with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete paragraph response handout. In your own words, why is social awareness important?

Vocabulary	
Social awareness	the ability to understand and relate to other people
Identity	the qualities that make a person who they are
Community	a group of people who live in the same area
Perspective	a way of thinking about and understanding something
Service learning	an educational approach that involves volunteering to help one's community

Level 1 | Social Awareness | More Than One Perspective

Week 11 | Day 2

SEL Sub-competency: Perspective Taking

Article: More Than One Perspective

In-class Routine:

1. Complete self-reflection (More Than One Perspective) handout.
2. Read weekly article: *More Than One Perspective*
3. Complete “More Than One Perspective” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think Allison hid the action figure?
- What would you have done in Allison’s situation?
- Why did Allison tell Nora she didn’t know where the action figure was?
- Do you think Nora will forgive Allison?

Vocabulary	
Social awareness	the ability to understand and relate to other people
Identity	the qualities that make a person who they are
Community	a group of people who live in the same area
Perspective	a way of thinking about and understanding something
Service learning	an educational approach that involves volunteering to help one’s community

Level 1 | Social Awareness | More Than One Perspective

Week 11 | Days 3-5

SEL Sub-competency: Perspective Taking

Article: More Than One Perspective

Extension Activities:

Class Activity: Read Aloud

- The teacher reads a story to the entire class that includes multiple perspectives. Different table groups are assigned different characters from the story. The group must present their character's perspective.

Individual Activity: Journal Assignment

- Think of a time when you were scared to tell the truth. Did you tell the truth? Why or why not?

Vocabulary	
Social awareness	the ability to understand and relate to other people
Identity	the qualities that make a person who they are
Community	a group of people who live in the same area
Perspective	a way of thinking about and understanding something
Service learning	an educational approach that involves volunteering to help one's community

Level 1 | Social Awareness | Empathy

Week 12 | Day 1

SEL Sub-competency: Empathy

Article: Empathy

In-class Routine:

1. Complete self-reflection (Empathy) handout.
2. Read weekly article online: *Empathy*
3. Complete “Empathy” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think the narrator started passing the ball more?
- Why did the narrator think it is more important to be a good listener than to be good at soccer?
- What makes someone a good listener?

Vocabulary

Score	to get points or goals in a game or contest
Agitated	feeling upset, nervous, or angry
Sprint	to run or go very fast for a short distance
Halftime	the period of rest between the first and second half in games like football and soccer
Beam	to smile happily

Level 1 | Social Awareness | Empathy

Week 12 | Days 2-5

SEL Sub-competency: Empathy

Article: Empathy

Extension Activities:

Class Activity

- Have students role-play different conflict scenarios using “I Statements.” Then discuss them as a class.

Individual Activity

- Provide students with a feelings chart. Have them practice writing “I Statements” for specific situations.

Vocabulary	
Score	to get points or goals in a game or contest
Agitated	feeling upset, nervous, or angry
Sprint	to run or go very fast for a short distance
Halftime	the period of rest between the first and second half in games like football and soccer
Beam	to smile happily

Level 1 | Social Awareness | What Makes a Family?

Week 13 | Day 1

SEL Sub-competency: Appreciating Diversity

Article: What Makes a Family?

In-class Routine:

1. Complete self-reflection (What Makes a Family?) handout.
2. Read weekly article online: *What Makes a Family?*
3. Complete “What Makes a Family?” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- What do you think a family is?
- Can you think of any kinds of families that weren’t mentioned in this story?
- What are some ways your family takes care of you?
- What kind of family do you want to have someday?

Vocabulary	
Celebrate	to do something special for an important event
Invite	to ask someone to go somewhere or do something
Adopt	to take a child of other parents legally as your own child
Divorce	to legally end a marriage
Foster parent	a person who cares for a child but is not their legal parent

Level 1 | Social Awareness | What Makes a Family?

Week 13 | Days 2-5

SEL Sub-competency: Appreciating Diversity

Article: What Makes a Family?

Extension Activities:

Family Day

- A writing/art activity for students to depict and describe who would be invited to a hypothetical Family Day.

A Gift For You

- A writing/art activity for students to write a letter or draw a picture to one of the people they described in their “Family Day” activity.

Vocabulary	
Celebrate	to do something special for an important event
Invite	to ask someone to go somewhere or do something
Adopt	to take a child of other parents legally as your own child
Divorce	to legally end a marriage
Foster parent	a person who cares for a child but is not their legal parent

Level 1 | Social Awareness | Our Classroom

Week 14 | Day 1

SEL Sub-competency: Appreciating Diversity

Article: Our Classroom

In-class Routine:

1. Complete self-reflection (Our Classroom) handout.
2. Read weekly article online: *Our Classroom*
3. Complete “Our Classroom” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think Kennedy’s class used slideshow presentations as a way for students to introduce themselves?
- If you were in Kennedy’s class, what is a follow-up question you would ask about any of these slideshow presentations?
- Kennedy learned that her new class is full of students with lots of different backgrounds. What’s something good about being in a class like Kennedy’s?

Vocabulary

Introduce	to make someone known to someone else by name
Presentation	an activity in which someone shows something to a group of people
Therapy	the treatment of physical or mental illnesses
Autism	a condition that begins in childhood and affects the development of the brain
Anxiety	fear or nervousness about what might happen

Level 1 | Social Awareness | Our Classroom

Week 14 | Days 2-5

SEL Sub-competency: Appreciating Diversity

Article: Our Classroom

Extension Activities:

All About Me

- Introducing Myself: A template for students to fill out to introduce themselves to their classmates.
- What I Learned: A template for students to record what they learn about each other during conversations from the “Introducing Myself” section.

A Day in the Life

- An art activity for students to storyboard an imaginary documentary made about a part of their daily life that they’re comfortable sharing.

Vocabulary	
Introduce	to make someone known to someone else by name
Presentation	an activity in which someone shows something to a group of people
Therapy	the treatment of physical or mental illnesses
Autism	a condition that begins in childhood and affects the development of the brain
Anxiety	fear or nervousness about what might happen

Level 1 | Social Awareness | Respecting Others

Week 15 | Day 1

SEL Sub-competency: Respect for Others

Article: Respecting Others

In-class Routine:

1. Complete self-reflection (Respecting Others) handout.
2. Read weekly article online: *Respecting Others*
3. Complete “Respecting Others” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below)

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why did Noor’s friends laugh at her baba ganoush?
- Why do you think Noor’s grandmother visited their class?
- Have you ever been embarrassed to share something about yourself because you didn’t know how other people would react?

Vocabulary

Lebanon	a country in southwest Asia
Eggplant	a somewhat egg-shaped vegetable with purple skin
Embarrassed	feeling awkward or ashamed
Platter	a large plate that is used for serving food
Baba ganoush	a sauce or dip made from eggplant, tahini, garlic, olive oil, and lemon

Level 1 | Social Awareness | Respecting Others

Week 15 | Days 2-5

SEL Sub-competency: Respect for Others

Article: Respecting Others

Extension Activities:

Class Activity

- Students bring something or a picture of something from their culture and share it with the class.

Individual Activity

- Assign students to different countries. Students research the countries and create a presentation about them. The presentation must include information about the country's language, location, food, and traditions.

Vocabulary	
Lebanon	a country in southwest Asia
Eggplant	a somewhat egg-shaped vegetable with purple skin
Embarrassed	feeling awkward or ashamed
Platter	a large plate that is used for serving food
Baba ganoush	a sauce or dip made from eggplant, tahini, garlic, olive oil, and lemon

Level 1 | Relationship Skills | Unit Introduction

Week 16 | Day 1

SEL Competency: Relationship Skills

Article: Introduction to Relationship Skills

Common Core Standards:

Grade 1: SL.1.1-SL.1.5, RL.1.1-RL.1.3, RL.1.7, RL.1.9, RL.1.10

Grade 2: SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.7, RL.2.10

In-class Routine:

1. Display the name of the unit on the board. Share definition of relationship skills with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete paragraph response handout. In your own words, why are relationship skills important?

Vocabulary	
Relationship skills	skills needed to form healthy relationships with other people
Community	a group of people who live in the same area
Connection	something that joins two or more people or things together
Frustrating	causing feelings of anger and annoyance
Supportive	giving help or encouragement to someone

Level 1 | Relationship Skills | Communication

Week 16 | Day 2

SEL Sub-competency: Communication

Article: Communication

In-class Routine:

1. Complete self-reflection (Communication) handout.
2. Read weekly article online: *Communication*
3. Complete “Communication” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think a shaky video or loud music would make a video hard to understand?
- We know the main character’s video included information about kitten food and litter boxes. What else do you think the main character included in their video?
- What is something you’d like to learn more about by watching a video?

Vocabulary	
Relationship skills	skills needed to form healthy relationships with other people
Community	a group of people who live in the same area
Connection	something that joins two or more people or things together
Frustrating	causing feelings of anger and annoyance
Supportive	giving help or encouragement to someone

Level 1 | Relationship Skills | Communication

Week 16 | Days 3-5

SEL Sub-competency: Communication

Article: Communication

Extension Activities:

Let Me Teach You Something

- **Brainstorm:** An organizer for students to select a topic they're knowledgeable about and brainstorm the information they'd like to share.
- **Comic:** An art activity for students to create an educational comic to teach their classmates about their chosen topic.

How-To Challenge

- A game where students describe how to complete a task through writing or images, and another student must complete the task without any additional information.

Vocabulary	
Relationship skills	skills needed to form healthy relationships with other people
Community	a group of people who live in the same area
Connection	something that joins two or more people or things together
Frustrating	causing feelings of anger and annoyance
Supportive	giving help or encouragement to someone

Level 1 | Relationship Skills | Community Organizing

Week 17 | Day 1

SEL Sub-competency: Social Engagement

Article: Community Organizing

In-class Routine:

1. Complete self-reflection (Community Organizing) handout.
2. Read weekly article online: *Community Organizing*
3. Complete “Community Organizing” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Do you think the kids who voted for the bike rack or a new statue enjoyed working on the garden anyway? Why or why not?
- What do you think are the benefits of having a garden at your school?
- What’s an example of a community project that you would enjoy helping with?

Vocabulary

Destroy	to damage something so badly that it cannot be fixed
Mascot	a person, animal, or object used as a symbol to represent a group (such as a sports team) and to bring good luck
Research	the activity of getting information about a subject
Thrive	to grow and succeed
Harvest	to gather a crop

Level 1 | Relationship Skills | Community Organizing

Week 17 | Days 2-5

SEL Sub-competency: Social Engagement

Article: Community Organizing

Extension Activities:

My Dream Garden

- An art project for students to reflect on their favorite fruits, vegetables, and botanicals, and a space to take notes about how to care for their garden.

In My Community

- Graphic Organizer: A graphic organizer for students to develop an idea for a month-long community project to pitch to their teacher and classmates.
- Pitch Notes: A note sheet for students to reflect on their peers' pitches.

Vocabulary	
Destroy	to damage something so badly that it cannot be fixed
Mascot	a person, animal, or object used as a symbol to represent a group (such as a sports team) and to bring good luck
Research	the activity of getting information about a subject
Thrive	to grow and succeed
Harvest	to gather a crop

Level 1 | Relationship Skills | Letter-Writing Activism

Week 18 | Day 1

SEL Sub-competency: Social Engagement

Article: Letter-Writing Activism

In-class Routine:

1. Complete self-reflection (Letter-Writing Activism) handout.
2. Read weekly article online: *Letter-Writing Activism*
3. Complete “Letter-Writing Activism” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think Hannah enjoys the Activism Program?
- What do you think will happen when the school board reads Hannah’s letter?
- What’s something in your school or community that you enjoy? How can you support it?

Vocabulary

Support	to agree with or approve of something
Decision	a choice that you make about something after thinking about it
Elect	to select someone for a job by voting
Activism	actions taken by people to help make changes in politics or society
Community	a group of people who live in the same area

Level 1 | Relationship Skills | Letter-Writing Activism

Week 18 | Days 2-5

SEL Sub-competency: Social Engagement

Article: Letter-Writing Activism

Extension Activities:

Letter of Support

- **Graphic Organizer:** An organizer for students to select a public official, organization, or a publication they support, and to articulate why they support them.
Formal Letter: A template for students to write and potentially send their letters of support.

Letter to the Editor

- **Graphic Organizer:** An organizer for students to reflect on a published piece and whether or not they agree with it.
- **Formal Letter:** A template for students to write and potentially send their letters to the editor.

Vocabulary

Support	to agree with or approve of something
Decision	a choice that you make about something after thinking about it
Elect	to select someone for a job by voting
Activism	actions taken by people to help make changes in politics or society
Community	a group of people who live in the same area

Level 1 | Relationship Skills | Making Friends

Week 19 | Day 1

SEL Sub-competency: Relationship Building

Article: Making Friends

In-class Routine:

1. Complete self-reflection (Making Friends) handout.
2. Read weekly article online: *Making Friends*
3. Complete “Making Friends” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think Mr. Johnson wanted to play a get to know you activity?
- How did the narrator know that she would be good friends with Michael?
- How can someone be a good friend?

Vocabulary	
Pupil	a child or young person who is being taught
Blush	to become red in your face because you are embarrassed
Statement	something that is said clearly
Hesitant	slow to act or speak because you are nervous or unsure about what to do
Common	shared by two or more people or groups

Level 1 | Relationship Skills | Making Friends

Week 19 | Days 2-5

SEL Sub-competency: Relationship Building

Article: Making Friends

Extension Activities:

Class Activity

- Make a list as a class of what makes someone a good friend. Students play the get to know you activity from the story.

Individual Activity

- Picture sort (cut and paste) examples of being a friend and not being a friend.

Vocabulary

Pupil	a child or young person who is being taught
Blush	to become red in your face because you are embarrassed
Statement	something that is said clearly
Hesitant	slow to act or speak because you are nervous or unsure about what to do
Common	shared by two or more people or groups

Level 1 | Relationship Skills | Teamwork

Week 20 | Day 1

SEL Sub-competency: Teamwork

Article: Teamwork

In-class Routine:

1. Complete self-reflection (Teamwork) handout.
2. Read weekly article online: *Teamwork*
3. Complete “Teamwork” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why does Ms. Garcia compare being part of a class to being part of a sports team?
- Why is teamwork important?
- What role have you played in a team or group?

Vocabulary

Shrug	to raise and lower your shoulders to show that you do not know or care about something
Dread	a strong feeling of fear about something that will or might happen
Community	a group of people who live in the same area
Skeptical	having doubt about something
Rebound	a ball that bounces back after hitting something

Level 1 | Relationship Skills | Teamwork

Week 20 | Days 2-5

SEL Sub-competency: Teamwork

Article: Teamwork

Extension Activities:

Class Activity

- Have a class job fair in your class. Discuss the importance of jobs, and show students the responsibilities of those jobs. Students will have time to practice different jobs.

Individual Activity

- Provide students with a class jobs sign-up sheet. They rank their top three jobs and why they think they would be good at those jobs.

Vocabulary

Shrug	to raise and lower your shoulders to show that you do not know or care about something
Dread	a strong feeling of fear about something that will or might happen
Community	a group of people who live in the same area
Skeptical	having doubt about something
Rebound	a ball that bounces back after hitting something

Level 1 | Responsible Decision Making | Unit Introduction

Week 21 | Day 1

SEL Competency: Responsible Decision Making

Article: Introduction to Responsible Decision Making

Common Core Standards:

Grade 1: SL.1.1-SL.1.5, RL.1.1-RL.1.3, RL.1.7, RL.1.9, RL.1.10

Grade 2: SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.6, RL.2.7, RL.2.10

In-class Routine:

1. Display the name of the unit on the board. Share definition of responsible decision making with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete paragraph response handout. In your own words, why is responsible decision making important?

Vocabulary

Responsible decision making	the ability to make thoughtful choices that affect you and others in a positive way
Responsible	able to be trusted to do what is right, expected, or needed
Solution	something that solves a problem
Disrupt	to make something unable to continue in the normal way

Level 1 | Responsible Decision Making | Grocery Store Meltdown

Week 21 | Day 2

SEL Sub-competency: Identifying, analyzing, and solving problems (individual)

Article: Grocery Store Meltdown

In-class Routine:

1. Complete self-reflection (Grocery Store Meltdown) handout.
2. Read weekly article online: *Grocery Store Meltdown*
3. Complete “Grocery Store Meltdown” section of graphic organizer.
4. Complete the week’s online lessons.
6. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think the main character’s mom let them go to another aisle?
- Have you ever seen anyone have a meltdown? What did it look like?
- How would you help a friend who was having a meltdown? How would you help yourself?

Vocabulary

Solution

something that solves a problem

Display

a collection of objects to show something for sale or decoration

Aisle

a passage where people walk through a store

Apologize

to say sorry for doing something wrong

Responsible

able to be trusted to do what is right, expected, or needed

Level 1 | Responsible Decision Making | Grocery Store Meltdown

Week 21 | Days 3-5

SEL Sub-competency: Identifying, analyzing, and solving problems (individual)

Article: Grocery Store Meltdown

Extension Activities:

Meltdown Meter

- An activity for students to reflect on various meltdown triggers and how their mind and body react to them. Contains an additional space to reflect on relaxation and coping strategies.

Meltdown Practice

- Graphic Organizer: An organizer for students to think of a potential meltdown scenario and think of socially acceptable and unacceptable reactions to prepare for a group role-play activity.
- Reflection: After roleplaying their meltdown scenarios, students can use this to reflect on their own experience and their reactions to their peers' scenarios.

Vocabulary	
Solution	something that solves a problem
Display	a collection of objects to show something for sale or decoration
Aisle	a passage where people walk through a store
Apologize	to say sorry for doing something wrong
Responsible	able to be trusted to do what is right, expected, or needed

Level 1 | Responsible Decision Making | Classroom Chaos

Week 22 | Day 1

SEL Sub-competency: Identifying, analyzing, and solving problems (community)

Article: Classroom Chaos

In-class Routine:

1. Complete self-reflection (Classroom Chaos) handout.
2. Read weekly article online: *Classroom Chaos*
3. Complete “Classroom Chaos” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Why do you think the students ignored Mr. Jacobs’ directions?
- Why do you think Ms. Maple wanted to review the class contract with her students?
- Describe a time when you had to make a difficult decision.

Vocabulary	
Relief	a pleasant and relaxed feeling that someone has when something unpleasant stops or does not happen
Contract	a written agreement between people
Expectation	the belief that someone will do something
Consequence	result or outcome
Reflect	to think carefully about something

Level 1 | Responsible Decision Making | Classroom Chaos

Week 22 | Days 2-5

SEL Sub-competency: Identifying, analyzing, and solving problems (community)

Article: Classroom Chaos

Extension Activities:

Class Activity

- Class creates a T Chart with pros and cons regarding staying on task when the teacher is not in the classroom.

Individual Activity

- Students create a T Chart on their own with pros and cons regarding a community topic relevant to them. For example, having a longer school day.

Vocabulary

Relief	a pleasant and relaxed feeling that someone has when something unpleasant stops or does not happen
Contract	a written agreement between people
Expectation	the belief that someone will do something
Consequence	result or outcome
Reflect	to think carefully about something

Level 1 | Responsible Decision Making | At the Playground

Week 23 | Day 1

SEL Sub-competency: Identifying, analyzing, and solving problems (small group)

Article: At the Playground

In-class Routine:

1. Complete self-reflection (At the Playground) handout.
2. Read weekly article online: *At the Playground*
3. Complete “At the Playground” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- The four friends came up with the idea to take turns and use a timer. Do you think this solution works?
- Can you think of another solution for the four friends in the story?
- What do you think will happen if other students want to go on the tire swing?

Vocabulary

Eager	very excited and interested
Disaster	a complete or terrible failure
Yank	to suddenly pull something in a quick, forceful way
Identify	to find out who someone is or what something is
Solution	something that solves a problem

Level 1 | Responsible Decision Making | At the Playground

Week 23 | Days 2-5

SEL Sub-competency: Identifying, analyzing, and solving problems (small group)

Article: At the Playground

Extension Activities:

This is a Problem!

- A brainstorming exercise students can use to reflect on a specific problem/incident and explore possible solutions themselves and with a peer or staff member.

Solution Role-playing

- Graphic Organizer: An organizer for students to invent a scenario and then explore solutions with widely varying degrees of effectiveness in order to prepare for a group activity.
- Reflection: A space for students to reflect on their experiences after completing the Solution Role-play.

Vocabulary	
Eager	very excited and interested
Disaster	a complete or terrible failure
Yank	to suddenly pull something in a quick, forceful way
Identify	to find out who someone is or what something is
Solution	something that solves a problem

Level 1 | Responsible Decision Making | Self-Reflection

Week 24 | Day 1

SEL Sub-competency: Evaluating and Reflecting

Article: Self-Reflection

In-class Routine:

1. Complete self-reflection (Self-Reflection) handout.
2. Read weekly article online: *Self-Reflection*
3. Complete “Self-Reflection” section of graphic organizer.
4. Complete the week’s online lessons.
6. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Besides brainstorming and writing in her journal, how else do you think Sophie could have made her decision?
- Why do you think Sophie chose the sunflower pen? Do you think she made the right choice?
- How do you usually make decisions? Do you ever write or draw about them like Sophie?

Vocabulary

Average	not unusually good or bad
Option	something that can be chosen
Beautiful	very attractive
Jewelry	decorative objects (such as rings, necklaces, and earrings) that people wear on their body
Allowance	a small amount of money that is given to children by their parents or guardians

Level 1 | Responsible Decision Making | Self-Reflection

Week 24 | Days 2-5

SEL Sub-competency: Evaluating and Reflecting

Article: Self-Reflection

Extension Activities:

What Would You Do?

- A peer activity in which students develop short ethical scenarios, and then respond honestly to their partner's ethical scenarios.

Decision Journal

- A sample journal spread students can use to define a decision in their lives and reflect on optional paths and results.

Vocabulary	
Average	not unusually good or bad
Option	something that can be chosen
Beautiful	very attractive
Jewelry	decorative objects (such as rings, necklaces, and earrings) that people wear on their body
Allowance	a small amount of money that is given to children by their parents or guardians

Level 1 | Responsible Decision Making | Being an Upstander

Week 25 | Day 1

SEL Sub-competency: Ethical Responsibility

Article: Being an Upstander

In-class Routine:

1. Complete self-reflection (Being an Upstander) handout.
2. Read weekly article online: *Being an Upstander*
3. Complete “Being an Upstander” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

Questions:

- Do you think the main character made the right choice in this story?
What would you have done?
- Have you ever seen anyone being bullied?
- Can you think of a situation where you were a bystander? Or an upstander?

Vocabulary

Cheap	not worth a lot of money
Victim	a person who has been harmed by something or someone else
Interrupt	to cause something to stop happening for a time
Threaten	to be something that is likely to harm someone
Relieved	feeling relaxed and happy because something unpleasant has been stopped, avoided, or made easier

Level 1 | Responsible Decision Making | Being an Upstander

Week 25 | Days 2-5

SEL Sub-competency: Ethical Responsibility

Article: Being an Upstander

Extension Activities:

Upstander Training

- A group activity where students develop bullying scenarios, respond in various bystander ways and upstander ways in a group role-play, and then record their results.

Bystander Revision

- Students reflect on a bullying situation they witnessed and come up with a way they could've intervened as an upstander.

Vocabulary	
Cheap	not worth a lot of money
Victim	a person who has been harmed by something or someone else
Interrupt	to cause something to stop happening for a time
Threaten	to be something that is likely to harm someone
Relieved	feeling relaxed and happy because something unpleasant has been stopped, avoided, or made easier