

Level 3 | Self-Awareness | Unit Introduction

Week 1 | Day 1

SEL Competency: Self-Awareness

Article: Introduction to Self-Awareness

Common Core Standards:

Grade 4: SL.4.1-SL.4.3, RL.4.1-RL.4.3, RL.4.10

Grade 5: SL.5.1-SL.5.3, RL.5.1-RL.5.3, RL.5.6, RL.5.10

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 |
| Sluggish | moving slowly or lazily |
| Self-confidence | belief or trust in your own abilities |
| Self-efficacy | confidence in your ability to complete goals |

Level 3 | 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:

- 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?
- What happens in your body when you feel happiness? Or fear? Or anger?

Vocabulary

| | |
|---------------------|---|
| Anticipation | a feeling of excitement about something that is going to happen |
| Intensity | the amount of strength or force that something has |
| Complicated | hard to understand, explain, or deal with |
| Motivated | having a strong interest in doing something |
| Regretful | feeling sorry about something |

Level 3 | 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 - Roleplay: After acting out one of the scenarios students create in the previous activity, students reflect on the experience.

Vocabulary

| | |
|---------------------|---|
| Anticipation | a feeling of excitement about something that is going to happen |
| Intensity | the amount of strength or force that something has |
| Complicated | hard to understand, explain, or deal with |
| Motivated | having a strong interest in doing something |
| Regretful | feeling sorry about something |

Level 3 | Self-Awareness | Who Am I?

Week 2 | Day 1

SEL Sub-competency: Accurate Self-Perception

Article: 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 did the narrator decide to wear her hair curly for the self-portrait?
- Why do you think Picasso’s self-portraits changed as he aged?
- Why is it important to portray yourself honestly?
- Do you think people portray themselves dishonestly?

Vocabulary

| | |
|-----------------|--|
| Protrude | to stick out |
| Portrait | a painting, drawing, or photograph of a person |
| Inherit | to have a characteristic because of the genes that you get from your parents when you are born |
| Roots | cultural or family origins |
| Identity | the qualities that make a person who they are |

Level 3 | Self-Awareness | Who Am I?

Week 2 | Days 2-5

SEL Sub-competency: Accurate Self-Perception

Article: Who Am I?

Extension Activities:

Self-Portraits Discussion

- Art history lesson examining and learning about self-portraits from famous artists.

Self-Portraits

- Students paint self-portraits.

Vocabulary

| | |
|-----------------|--|
| Protrude | to stick out |
| Portrait | a painting, drawing, or photograph of a person |
| Inherit | to have a characteristic because of the genes that you get from your parents when you are born |
| Roots | cultural or family origins |
| Identity | the qualities that make a person who they are |

Level 3 | 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:

- Do you think Elijah is making the right decision to switch to Chess Club?
- What’s something you think Ava could do to help develop a growth mindset about swimming or another skill?
- What step could you take today to improve a strength or gain a new one?

| Vocabulary | |
|---------------------|---|
| Enthusiastic | feeling or showing strong excitement about something |
| Glower | to look at someone or something in an angry way |
| Strategy | a careful plan for achieving a goal |
| Endurance | the ability to do something difficult for a long time |
| Rigid | not easily changed |

Level 3 | 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 | |
|---------------------|---|
| Enthusiastic | feeling or showing strong excitement about something |
| Glower | to look at someone or something in an angry way |
| Strategy | a careful plan for achieving a goal |
| Endurance | the ability to do something difficult for a long time |
| Rigid | not easily changed |

Level 3 | 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 coach’s feedback helped the main character improve their speeches?
- Why do you think Speech Club helped the main character talk to people, even when they weren’t giving speeches?
- What’s something you’re afraid of doing?

Vocabulary

| | |
|----------------------|---|
| Apprehensive | afraid that something bad or unpleasant is going to happen |
| Gradual | moving or changing in small amounts; happening in a slow way over a long period of time |
| Knowledgeable | having information or skill that comes from experience or education |
| Constructive | helping to develop or improve something |
| Discourage | to make someone less determined or hopeful |

Level 3 | 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 | |
|----------------------|---|
| Apprehensive | afraid that something bad or unpleasant is going to happen |
| Gradual | moving or changing in small amounts; happening in a slow way over a long period of time |
| Knowledgeable | having information or skill that comes from experience or education |
| Constructive | helping to develop or improve something |
| Discourage | to make someone less determined or hopeful |

Level 3 | 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 really want to learn how to do, but haven’t tried yet?

Vocabulary

| | |
|------------------|--|
| Expand | to become bigger |
| Edible | safe to eat |
| Acidic | containing acid |
| Chemistry | a science that deals with the structure and properties of substances and with the changes that they go through |
| Invert | to turn something upside down |

Level 3 | 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 | |
|-------------------|--|
| Expand | to become bigger |
| Edible | safe to eat |
| Acidic | containing acid |
| Chemistry | a science that deals with the structure and properties of substances and with the changes that they go through |
| Invert | to turn something upside down |

Level 3 | Self-Management | Unit Introduction

Week 6 | Day 1

SEL Competency: Self-Management

Article: Introduction to Self-Management

Common Core Standards:

Grade 4: SL.4.1-SL.4.3, RL.4.1-RL.4.3, RL.4.10

Grade 5: SL.5.1-SL.5.3, RL.5.1-RL.5.3, RL.5.10

In-class Routine:

1. Display the name of the unit on the board. Share definition of self-management with students.
2. Provide students with a self-evaluation.
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 |
| Motivated | having a strong interest in doing something |
| Hectic | very busy and filled with activity |
| Unique | belonging to only one particular thing, place, or person |
| Impulse | a sudden strong desire to do something |

Level 3 | 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 breathing exercises help Emma feel more calm?
- What do you do to feel calm?
- Do you have any impulses that you want to react to differently?

Vocabulary

| | |
|-------------------|--|
| Urge | a strong need or desire to have or do something |
| Disrupt | to make something unable to continue in the normal way |
| Design | to plan something that is being built or created |
| Disrespect | to say or do something that shows a lack of respect for someone or something |
| Contribute | to give for a purpose |

Level 3 | 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 | |
|-------------------|--|
| Urge | a strong need or desire to have or do something |
| Disrupt | to make something unable to continue in the normal way |
| Design | to plan something that is being built or created |
| Disrespect | to say or do something that shows a lack of respect for someone or something |
| Contribute | to give for a purpose |

Level 3 | 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?
- What are some things that make you feel stressed?
- When you’re stressed, what are some things you do to feel better?

Vocabulary

| | |
|--------------------|---|
| Development | the process of growing or causing something to grow |
| Reasoning | the ability of the mind to think and understand things in a logical way |
| Encounter | to meet someone or something without expecting to |
| Anxious | afraid or nervous especially about what may happen; feeling anxiety |
| Cope | to deal with problems and try to come up with solutions |

Level 3 | 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 | |
|--------------------|---|
| Development | the process of growing or causing something to grow |
| Reasoning | the ability of the mind to think and understand things in a logical way |
| Encounter | to meet someone or something without expecting to |
| Anxious | afraid or nervous especially about what may happen; feeling anxiety |
| Cope | to deal with problems and try to come up with solutions |

Level 3 | 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?
- Is there anything in your daily or weekly routine that you have control over and would like to change?

Vocabulary

| | |
|--------------------|---|
| Exhausted | very tired |
| Research | to collect information about something |
| Overwhelmed | having too many things to deal with |
| Routine | a regular way of doing things in a particular order |
| Motivated | having a strong interest in doing something |

Level 3 | 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 | |
|--------------------|---|
| Exhausted | very tired |
| Research | to collect information about something |
| Overwhelmed | having too many things to deal with |
| Routine | a regular way of doing things in a particular order |
| Motivated | having a strong interest in doing something |

Level 3 | 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

| | |
|----------------------|--|
| Represent | to show someone or something in a picture or other work of art |
| Engaging | very pleasing in a way that holds your attention |
| Assess | to make a judgment about something |
| Administrator | a person whose job is to manage a company, school, or other organization |
| Manageable | easy to control or deal with |

Level 3 | 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 | |
|----------------------|--|
| Represent | to show someone or something in a picture or other work of art |
| Engaging | very pleasing in a way that holds your attention |
| Assess | to make a judgment about something |
| Administrator | a person whose job is to manage a company, school, or other organization |
| Manageable | easy to control or deal with |

Level 3 | 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?
- In the story, Ms. Plotkin organized her space. She organized her classroom by making an assignment corner. How could you organize your space?

Vocabulary

| | |
|----------------------|--|
| Miscellaneous | including many things of different kinds |
| Overwhelmed | having too many things to deal with |
| Appointment | an agreement to meet with someone at a particular time |
| Discuss | to talk about something with another person or group |
| Magnetic | having the properties of a magnet |

Level 3 | Self-Management | All About Organization

Week 10 | Days 2-5

SEL Sub-competency: All About Organization

Article: All About Organization

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 | |
|----------------------|--|
| Miscellaneous | including many things of different kinds |
| Overwhelmed | having too many things to deal with |
| Appointment | an agreement to meet with someone at a particular time |
| Discuss | to talk about something with another person or group |
| Magnetic | having the properties of a magnet |

Level 3 | Social Awareness | Unit Introduction

Week 11 | Day 1

SEL Competency: Social Awareness

Article: Introduction to Social Awareness

Common Core Standards:

Grade 4: SL.4.1-SL.4.5, RL.4.1-RL.4.3, RL.4.6, RL.4.10

Grade 5: SL.5.1-SL.5.5, RL.5.1-RL.5.3, RL.5.6, RL.5.10

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 |
| Perspective | the way things are seen from a particular point of view |
| Identity | the qualities that make a person who they are |
| Preference | a feeling of liking one thing more than another |
| Diversity | a variety of differences in a group of people |

Level 3 | 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 Jenna was sitting by herself on the bench?
- What could Allison and Nora have done differently?
- Have you ever been the only person to not know anyone in a group setting? How did it feel?

Vocabulary

| | |
|---------------------------------|---|
| Persuade | to cause someone to do something by asking, arguing, or giving reasons |
| Clamber | to climb or crawl in an awkward way |
| Administrative assistant | a person whose job is to handle records, answer phones, and do similar tasks in an office |
| Engross | to hold the complete interest or attention of someone |
| Scoff | to laugh at and talk about something in a way that shows a lack of respect |

Level 3 | 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 new and didn't know anyone. Describe the experience. How did you feel?

Vocabulary

| | |
|---------------------------------|---|
| Persuade | to cause someone to do something by asking, arguing, or giving reasons |
| Clamber | to climb or crawl in an awkward way |
| Administrative assistant | a person whose job is to handle records, answer phones, and do similar tasks in an office |
| Engross | to hold the complete interest or attention of someone |
| Scoff | to laugh at and talk about something in a way that shows a lack of respect |

Level 3 | 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 Kim was unable to tell Zara why she was upset at the beginning of the story?
- Why did Zara think about what Kim said before she responded to her?
- Have you ever been on a team? What makes someone a good team player?

Vocabulary

| | |
|-----------------|---|
| Embrace | to hold someone in your arms as a way of expressing affection |
| Agile | able to move quickly and easily |
| Agitated | feeling upset, nervous, or angry |
| Hunch | to bend your body forward and down so that your back is rounded |
| Bewilder | to confuse someone very much |

Level 3 | 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 | |
|-------------------|---|
| Embrace | to hold someone in your arms as a way of expressing affection |
| Agile | able to move quickly and easily |
| Agitated | feeling upset, nervous, or angry |
| Hunch | to bend your body forward and down so that your back is rounded |
| Bewilder | to confuse someone very much |

Level 3 | 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?
- Who would you invite to Family Day?
- What are some ways your family takes care of you?
- Have you made anything in school this year that you’d be excited to show your family?

Vocabulary

| | |
|--------------------------|--|
| Adopt | to legally take someone else’s child as your own |
| Divorce | to legally end a marriage |
| Multigenerational | involving more than one generation of a family |
| Biological | related through birth |
| Planetarium | a room where stars and planets are shown on a high, curved ceiling |

Level 3 | 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 | |
|--------------------------|--|
| Adopt | to legally take someone else’s child as your own |
| Divorce | to legally end a marriage |
| Multigenerational | involving more than one generation of a family |
| Biological | related through birth |
| Planetarium | a room where stars and planets are shown on a high, curved ceiling |

Level 3 | 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 Ms. Plotkin’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 experiences and backgrounds. What’s one of the benefits of being in a class like Kennedy’s?

Vocabulary

| | |
|---------------------|---|
| Presentation | an activity in which someone shows something to a group of people |
| Collage | to make art by attaching pieces of different materials to a flat surface |
| Ceremony | a social or religious formal event |
| Autism | a condition that begins in childhood and affects the development of the brain |
| Anxiety | fear or nervousness about what might happen |

Level 3 | 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 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 | |
|---------------------|---|
| Presentation | an activity in which someone shows something to a group of people |
| Collage | to make art by attaching pieces of different materials to a flat surface |
| Ceremony | a social or religious formal event |
| Autism | a condition that begins in childhood and affects the development of the brain |
| Anxiety | fear or nervousness about what might happen |

Level 3 | 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 friend laugh at her baba ganoush?
- Why didn’t Noor eat her baba ganoush?
- Why do you think Noor’s grandmother visited their class?
- Have you ever tried something you didn’t think you would like?
How was it?

Vocabulary

| | |
|-----------------|---|
| Waft | to move lightly through the air |
| Emanate | to come out from a source |
| Heritage | the traditions, achievements, and beliefs that are part of the history of a group or nation |
| Heaping | holding as much as can be held |
| Dismiss | to decide not to consider something |

Level 3 | 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

| | |
|-----------------|---|
| Waft | to move lightly through the air |
| Emanate | to come out from a source |
| Heritage | the traditions, achievements, and beliefs that are part of the history of a group or nation |
| Heaping | holding as much as can be held |
| Dismiss | to decide not to consider something |

Level 3 | Relationship Skills | Unit Introduction

Week 16 | Day 1

SEL Competency: Relationship Skills

Article: Introduction to Relationship Skills

Common Core Standards:

Grade 4: SL.4.1-SL.4.3, RL.4.1-RL.4.3, RL.4.10

Grade 5: SL.5.1-SL.5.3, RL.5.1-RL.5.3, RL.5.6, RL.5.10

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 |
| Clarity | the quality of being easily understood |
| Gossip | to talk about the personal lives of other people |
| Participant | a person who participates in an activity or event |
| Activism | actions taken by people to help make changes in politics or society |

Level 3 | 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?
- Based on John’s feedback, why does the main character think that John is a respectful and active listener?
- What is something you’d like to learn more about by watching a video?

| Vocabulary | |
|-------------------|---|
| Vague | not clear or specific in meaning |
| Clarity | the quality of being easily understood |
| Formulate | to create or produce something by careful thought and effort |
| Sarcastic | using words that mean the opposite of what you really want to say, especially to be funny |
| Stabilize | to make something less easily moved |

Level 3 | 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 | |
|-------------------|---|
| Vague | not clear or specific in meaning |
| Clarity | the quality of being easily understood |
| Formulate | to create or produce something by careful thought and effort |
| Sarcastic | using words that mean the opposite of what you really want to say, especially to be funny |
| Stabilize | to make something less easily moved |

Level 3 | 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

| | |
|-----------------------|--|
| Nor’easter | a storm with northeast winds |
| Horticulturist | someone who studies the science of growing fruits, vegetables, and flowers |
| Budget | a plan to decide how much money can be spent and how it will be spent |
| Administrator | a person whose job is to manage a company, school, or other organization |
| Fertilize | to add substances such as manure to soil in order to help plants grow better |

Level 3 | 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

| | |
|-----------------------|--|
| Nor'easter | a storm with northeast winds |
| Horticulturist | someone who studies the science of growing fruits, vegetables, and flowers |
| Budget | a plan to decide how much money can be spent and how it will be spent |
| Administrator | a person whose job is to manage a company, school, or other organization |
| Fertilize | to add substances such as manure to soil in order to help plants grow better |

Level 3 | 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 some members of the school board might vote to defund the Activism Program?
- What do you think will happen when the school board reads Hannah’s letter?
- Take a look at your local newspaper. If you could write a letter to the editor, what would it be about?

Vocabulary

| | |
|--------------------|---|
| Renovate | to make changes and repairs to an old house or building |
| Represent | to speak or act for a group of people as a government official |
| Influence | to affect or change someone or something in an indirect but important way |
| Funding | an amount of money that is used for a special purpose |
| Informative | providing information |

Level 3 | 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 | |
|--------------------|---|
| Renovate | to make changes and repairs to an old house or building |
| Represent | to speak or act for a group of people as a government official |
| Influence | to affect or change someone or something in an indirect but important way |
| Funding | an amount of money that is used for a special purpose |
| Informative | providing information |

Level 3 | 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:

- How did Carmen feel when Shelby quickly turned away from her in the hallway?
- Why couldn’t Carmen focus on her classes in the morning?
- How can you help your friends feel included when you make new friends?

Vocabulary

| | |
|--------------------|--|
| Inseparable | not able to be separated |
| Intercom | a communication system with a microphone and loudspeaker that allows the speaker to be heard in a different room |
| Haze | a state of confusion |
| Churn | to experience a lot of confused activity |
| Prioritize | to treat something as more important than others |

Level 3 | Relationship Skills | Making Friends

Week 19 | Days 2-5

SEL Sub-competency: Relationship Building

Article: Making Friends

Extension Activities:

Class Activity

- At the end of class one day, have students pick names from a hat so that every student is selected. Students write one kind thing that they have seen the person do on a provided piece of paper. For example, “Kelly held the door open for me as I was walking into the classroom and my hands were full.” The teacher shares the comments to the entire class.

Individual Activity

- Write at least four adjectives that describe a good friend, and write at least three sentences describing a time when you displayed those qualities.

| Vocabulary | |
|--------------------|--|
| Inseparable | not able to be separated |
| Intercom | a communication system with a microphone and loudspeaker that allows the speaker to be heard in a different room |
| Haze | a state of confusion |
| Churn | to experience a lot of confused activity |
| Prioritize | to treat something as more important than others |

Level 3 | 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 do you think Ms. Garcia reviews what good group work sounds and looks like with her class?
- What is your favorite role in group work and why is it your favorite?
- What do you think good group work looks and sounds like?

Vocabulary

| | |
|----------------------------|---|
| Digital citizenship | responsible use of technology |
| Collaborative | involving two or more people working together to do something |
| Accountable talk | speech that helps students have productive conversations |
| Filter | a barrier that allows wanted things to pass through but catches unwanted things so they don't |
| Icon | a small picture that you can click to open a file or program |

Level 3 | Relationship Skills | Teamwork

Week 20 | Days 2-5

SEL Sub-competency: Teamwork

Article: Teamwork

Extension Activities:

Class Activity

- Review as a class what working collaboratively looks like and feels like using a T chart. Assign a group activity for students to practice working together.

Individual Activity

- Ask students to reflect on a time when they were in a group. Have students describe the experience in at least one paragraph. Did the group work well together? What did the group do well? What could have been improved?

| Vocabulary | |
|----------------------------|---|
| Digital citizenship | responsible use of technology |
| Collaborative | involving two or more people working together to do something |
| Accountable talk | speech that helps students have productive conversations |
| Filter | a barrier that allows wanted things to pass through but catches unwanted things so they don't |
| Icon | a small picture that you can click to open a file or program |

Level 3 | Responsible Decision Making | Unit Introduction

Week 21 | Day 1

SEL Competency: Responsible Decision Making

Article: Introduction to Responsible Decision Making

Common Core Standards:

Grade 4: SL.4.1-SL.4.3, RL.4.1-RL.4.3, RL.4.10

Grade 5: SL.5.1-SL.5.3, RL.5.1-RL.5.3, RL.5.6, RL.5.10

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 |
| Identify | to find out who someone is or what something is |
| Disrupt | to make something unable to continue in the normal way |
| Evaluate | to carefully judge the value or condition of something |

Level 3 | 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?
- What activities do you do to relax? How often do you do them?

Vocabulary

| | |
|---------------------|--|
| Overwhelming | so confusing or difficult that you feel unable to do something |
| Overload | to put too great a load on or in something |
| Ashamed | feeling shame or guilt |
| Reduce | to make less |
| Fatigue | the state of being very tired |

Level 3 | 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 | |
|---------------------|--|
| Overwhelming | so confusing or difficult that you feel unable to do something |
| Overload | to put too great a load on or in something |
| Ashamed | feeling shame or guilt |
| Reduce | to make less |
| Fatigue | the state of being very tired |

Level 3 | 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 in the story decided to play during math class?
- Why do you think Ms. Maple wanted to review the class contract with her students?
- What is the difference between reacting and responding?

Vocabulary

| | |
|------------------|---|
| Plea | a serious and emotional request for something |
| Intervene | to become involved in something in order to have an influence on what happens |
| Contract | a written agreement between people |
| Solemn | sad and serious |
| Align | to agree with or match something else |

Level 3 | 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

- Students act out a scene, and then the class works in groups to identify the problem, analyze the situation, and come up with a solution.

Individual Activity

- Students create a decision tree where they evaluate the different decisions they could make and the possible outcomes.

Vocabulary

| | |
|------------------|---|
| Plea | a serious and emotional request for something |
| Intervene | to become involved in something in order to have an influence on what happens |
| Contract | a written agreement between people |
| Solemn | sad and serious |
| Align | to agree with or match something else |

Level 3 | 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:

- How do you feel about the solutions the four friends came up with in the story? Do you think they were effective?
- Can you think of another solution for the four friends in the story?
- If you were making school rules, what consequences do you think there should be if a student cuts the line for the swing?

Vocabulary

| | |
|------------------|--|
| Effective | producing a result that is wanted |
| Sophomore | a student in the second year of high school or college |
| Property | something that is owned by a person, business, etc. |
| Judgment | an opinion or criticism of someone or something |
| Official | accepted or approved by the government or by a person or organization that has authority |

Level 3 | 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 | |
|-------------------|--|
| Effective | producing a result that is wanted |
| Sophomore | a student in the second year of high school or college |
| Property | something that is owned by a person, business, etc. |
| Judgment | an opinion or criticism of someone or something |
| Official | accepted or approved by the government or by a person or organization that has authority |

Level 3 | 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:

- How do you think Melissa will respond to Spencer’s apology letter?
- What’s something Spencer could do next time he loses a race and feels embarrassed?
- Have you ever written an apology letter? Is there one you could write today? Is there one you’d like to receive?

Vocabulary

| | |
|----------------------|--|
| Accuse | to say that someone is guilty of doing something wrong |
| Evaluate | to carefully judge the value or condition of something |
| Template | something that is used as an example of how to do or make something |
| Sportsmanship | fair play and respectful behavior towards others in a sport or competition |
| Stationery | paper that is used for writing letters |

Level 3 | 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

| | |
|----------------------|--|
| Accuse | to say that someone is guilty of doing something wrong |
| Evaluate | to carefully judge the value or condition of something |
| Template | something that is used as an example of how to do or make something |
| Sportsmanship | fair play and respectful behavior towards others in a sport or competition |
| Stationery | paper that is used for writing letters |

Level 3 | 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

| | |
|------------------|--|
| Witness | to see something happen |
| Coin | to create a new word or phrase that other people begin to use |
| Develop | to create something over a period of time |
| Nonprofit | an organization with a main goal that does not involve making a profit |
| Advocate | to publicly support or argue for something |

Level 3 | 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 | |
|-------------------|--|
| Witness | to see something happen |
| Coin | to create a new word or phrase that other people begin to use |
| Develop | to create something over a period of time |
| Nonprofit | an organization with a main goal that does not involve making a profit |
| Advocate | to publicly support or argue for something |