

Greater Johnstown School District

Elementary Social Emotional Learning (SEL) Resource Catalog

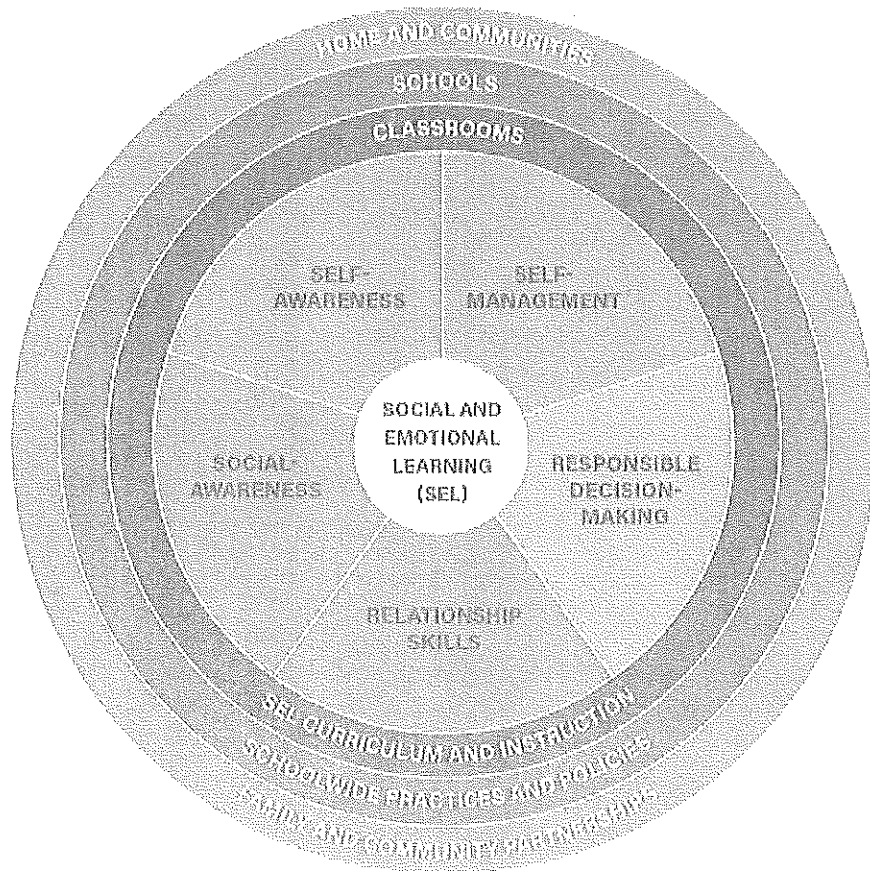


Table of Contents

Social Emotional Learning	3
Competency 1: Self Awareness	5
<i>Understanding and Identifying Emotions Lessons</i>	5
Classroom Activity 1: BrainPOP Video: Faces	5
Classroom Activity 2: Know your Emotions	7
Classroom Activity 3: Class Dojo Moods and Attitudes Videos (Grades K-4)	9
Supplemental Videos and Activities	11
<i>Growth Mindset Lessons</i>	12
Classroom Activity 1: Introduction to Growth Mindset	12
Classroom Activity 2: The Power of Yet	13
Classroom Activity 3: Growth Mindset and Grit	14
<i>Self-Perception and Recognizing Strengths Lessons</i>	15
Classroom Activity 1: Self-Compassion	15
Classroom Activity 2: Practicing the Steps of Self-Compassion	17
Classroom Activity 3: Resiliency	19
<i>Self-Confidence & Self-Efficacy Lessons</i>	21
Classroom Activity 1: BrainPOP Video: Self-Esteem	21
Classroom Activity 2: Rocket Kids: Have Courage and Be Fearless	22
Classroom Activity 3: Class Dojo Big Challenges Videos (Grades K-4)	23
Competency 2: Self Management	24
<i>Impulse Control Lessons</i>	24
Classroom Activity 1: <i>How Thoughts, Feelings, and Actions Work Together</i>	24
Classroom Activity 2: Introducing the Zones of Regulation	26
Classroom Activity 3: Learning about your Social Filter	28
<i>Stress Management Lessons</i>	29
Classroom Activity 1: BrainPOP Video: Stress	29
Classroom Activity 2: Stress Management using Body Scanning	30
Classroom Activity 3: BrainPOP Video: Mindfulness	31
Supplemental Videos and Activities	33
<i>Self-Discipline & Self-Motivation Lessons</i>	34
Classroom Activity 1: Class Dojo Videos: Perseverance (Grades K-4)	34
<i>Goal-Setting & Organizational Lessons</i>	35
Classroom Activity 1: BrainPop Video: Goal Setting	35
Competency 3: Social Awareness	36
<i>Perspective-Taking & Empathy Lessons</i>	36

Classroom Activity 1: Class Dojo Videos: Empathy (Grades K-4)	36
<i>Appreciating Diversity & Respect for Others Lessons</i>	38
Classroom Activity 1: BrainPOP Video: Civil Rights	38
Competency 4: Relationship Skills	39
<i>Communication & Social Engagement Lessons</i>	39
Classroom Activity 1: Class Dojo Videos: Respect (Grades K-4)	39
Competency 5: Responsible Decision Making	41
<i>Identifying & Solving Problems Lessons</i>	41
Classroom Activity 1: Introduction to Conflict Resolution	41
Classroom Activity 2: BrainPOP Video: Conflict Resolution	43
<i>Ethical Responsibility Lessons</i>	44
Classroom Activity 1: BrainPop Video: Ethics Lesson 1	44
Classroom Activity 2: BrainPop Video: Ethics Lesson 2	47
Complimentary Second Step Video Lessons	48
SEL Resources for Back to School & COVID-19	50
Classroom Activity 1: BrainPOP Videos: “Back to School 2020” and “Distance Learning”	50
Classroom Activity 2: What I can Control	51
Supplemental Videos and Activities	52
Social Emotional Learning Music	52

Social Emotional Learning

According to the NYS Department of Education¹, the Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social Emotional Learning (SEL) as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” By developing core intra- and inter-personal competencies, including **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making**, students and adults develop a variety of protective factors, including increased resilience, stronger empathy, heightened self-efficacy and agency, and more. SEL is not synonymous with mental health, but it does provide a foundational set of competencies that serve as tools to navigate challenges in healthy, productive ways.

Five Core Social Emotional Competencies²

Competency	Description
Self Awareness	Competence in the self-awareness domain involves understanding one’s emotions, personal goals, and values. This includes accurately assessing one’s strengths and limitations, having a positive “growth mindset”, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.
Self Management	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
Social Awareness	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school and community resources and supports.
Relationship Skills	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
Responsible Decision Making	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision-making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

¹ "Reopening Schools Guidance - New York State Education ..." 17 Jul. 2020, <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>. Accessed 5 Sep. 2020.
² "Social Emotional Learning: A Guide to Systemic Whole School ..." 1 Mar. 2019, <http://p1232.nysed.gov/sss/documents/GuideToSystemicWholeSchoolImplementationFINAL.pdf>. Accessed 5 Sep. 2020.

Competency 1: Self Awareness

Understanding and Identifying Emotions Lessons

Classroom Activity 1: BrainPOP Video: Faces

Time: 25-30 minutes

Description: Tim and Moby introduce you to the wonderful world of the human face! In this BrainPOP movie, you'll learn about some of the many roles the human face plays in your life, and you'll find out how faces differ from each other. Discover a few reasons that facial features vary from person to person, and why where your ancestors came from might affect how your face looks. Finally, you'll see why the face is so important for communication, and you'll find out which emotions look the same on faces all over the world.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. Use the discussion prompts and pause points guide to discuss the video with the class.
4. Discuss why it's important to "read" facial expressions to try to understand how someone may be feeling. Remind students that others may be feeling differently than they are about a given situation. Understanding how others are feeling is called *empathy*. The first step to being empathetic is to accurately identify how a person is feeling.
 - Link this discussion to COVID-19 and discuss that because people may be wearing masks more often, it will be important to look for other clues on how someone may be feeling.
 - For example, discuss the importance of looking at other body language (e.g., open posture vs closed posture such as crossing your arms; sitting straight up or slouching; hands relaxed vs clenched hands; sitting calm or relaxed vs fidgeting or bouncing your feet, etc) and understanding the situational factors to try to understand how someone may be feeling.
5. Display or handout the facial expressions and emotions poster. Play the Do 2 Learn Feelings Game as a class and ask for volunteers to identify how different people are feeling based on the facial expressions.

- a. If there is time at the end, choose different emotions and ask for volunteers to show the class examples of facial expressions and body language that match the emotions.

Materials:

- Video (3:29)
- Discussion Prompts and Pause Points
- Facial Expressions & Emotions Poster (Grade 3)
- Facial Expressions & Emotions Poster (Grades 4-6)
- Do 2 Learn Feelings Game

Classroom Activity 2: Know your Emotions

Time: 30 minutes

Description: This lesson introduces students to different emotions. In the Rocket Kids video, Morgan explains emotions, how we can measure emotions, and three things we should remember when talking about emotions and feelings. Students will review a 5 point scale that lists emotion words for the different intensities of four core emotions (e.g., joy, sadness, angry, and fear). Students will then create their own emotion intensity chart to use as a tool to identify how they are feeling.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. Discussion questions:
 - a. **Did the video say that people's emotions stay the same throughout the day or change?**
 - i. Emotions come and go. We can have many emotions throughout the day. It is even possible to experience more than one emotion at the same time about a given situation! For example, when you start a new school year, you may be feeling disappointed that summer is over but at the same time you may be feeling excited to see your friends at school.
 - b. **How does an emotion intensity chart help us identify how we are feeling?**
 - i. Emotions vary in degree. Sometimes emotions are super strong and other times they may be very mild. Our emotional intensity depends on the situation and how that makes us feel. An emotional intensity chart is a visual tool that we can use to figure out how much of each emotion we are feeling.
 - c. **Is it bad to feel an uncomfortable feeling like angry or sad?**
 - i. There are no good or bad emotions, But, there are good and bad ways we handle our emotions. This is called managing our emotions.
4. Activity:
 - a. Handout and review the 5 point scale emotions intensity chart with the students.
 - b. Play a game using the Emotions Scenario Cards and allow the students to use the emotions intensity chart as a reference
 - i. Either play as a whole class and try to set a goal to identify at least three correct emotions as a class OR break the class into two teams and see which team can identify more emotions correctly

- ii. If playing cooperatively with the entire class, play 5-7 rounds by reading a scenario for each round. Give think-time and then for volunteers to answer the question. Set a goal for the class to correctly identify at least three emotions.
- iii. If playing with two teams, play 3-4 rounds by reading two scenarios per round for each team. Keep track on the board whether each time correctly answered the question for each round
- iv. Teams earn credit for a given answer as long as the answer makes sense (even if it was not listed as a “correct answer” on the answer key)

Materials:

- Video (4:04)
- 5 Point Scale: Emotions Intensity Chart
- Emotions Scenario Cards

Classroom Activity 3: Class Dojo Moods and Attitudes Videos (Grades K-4)

Episode 1: Mojo's in a Mood

Time: 10 minutes

Description: In this video we will meet Mojo, who is a friendly class dojo monster, and he becomes disappointed in the field trip his class is taking. He learns what a “mood” is and how moods come and go.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide and ask students to reflect about a time they were in a bad mood.
4. Have the class identify feeling words to describe different moods and list them on the board.
 - a. When listing feelings, categorize them into **comfortable feelings** (e.g., happy, excited, calm, etc) or **uncomfortable feelings** (e.g., sad, angry, worried, etc).

Materials:

- Video (3:12)
- Discussion Guide

Episode 2: Class Dojo Moods and Attitudes Episode 2: A Bad Mood Storm

Time: 10 minutes

Description: Mojo learns what it means to be a pilot of his emotions and that he can be in control of his feelings. After watching the video, use the discussion guide to ask students what it means to be “the pilot of their emotions” and teach students that they can learn ways to become more in control of their emotions.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to ask students what it means to be “the pilot of their emotions” and teach students that they can learn ways to become more in control of their emotions.

Materials:

- Video (3:05)
- Discussion Guide

Episode 3: Class Dojo Moods and Attitudes Episode 3: What Can You Control?

Time: 10 minutes

Description: Mojo learns an important lesson from Amelia Earhart about recognizing his attitude and focusing on the things he CAN control.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to brainstorm ways for students to change negative attitudes or uncomfortable emotions to positive attitudes or comfortable emotions.
 - a. Write down student ideas on the board

Materials:

- Video (3:46)
- Discussion Guide

Supplemental Videos and Activities

[Inside Out: Guessing the Feelings](#)

[Rocket Kids Video: Know your Emotions](#)

[Sesame Street Video: Name That Emotion with Murray!](#)

[Rocket Kids Video: How to Change your Mood](#)

[Rocket Kids Video: Self-Esteem: How To Feel Awesome About Being You](#)

Growth Mindset Lessons

Classroom Activity 1: Introduction to Growth Mindset

Time: 20-25 minutes

Description: This lesson provides an introduction to growth mindset.

Explain: A growth mindset is having the belief that you are in control of your own ability and are able to learn and improve with hard work and practice. When someone with a growth mindset makes a mistake, they learn from those mistakes and keep trying to learn or develop a specific skill.

Contrast: A fixed mindset is when someone has the belief that they don't have the ability to improve in different areas. When someone with a fixed mindset makes a mistake, they tend to get very frustrated, give up, or tell themselves that they won't ever be able to learn that skill.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the growth mindset video.
3. After the video, have students complete the workbook activity "I can train my brain." Ask students to share which category (growth mindset or fixed mindset) they put each example into.
4. If there is time remaining, students can color in the growth mindset coloring workbook page.

Materials:

- Video (2:19)
- "I can train my brain" workbook activity
- Growth mindset coloring

Classroom Activity 2: The Power of Yet

Time: 20-25 minutes

Description: This lesson encourages students to have a growth mindset by reinforcing the idea that you can easily change a fixed mindset to a growth mindset by adding one three letter word: "Yet"

Lesson steps

1. Remind students the difference between a growth mindset and a fixed mindset. A growth mindset is having the belief that you are in control of your own ability and are able to learn and improve with hard work and practice. A fixed mindset is when someone has the belief that they don't have the ability to improve in different areas.
2. Explain that it is easy to change fixed mindset thoughts to growth mindset thoughts by just adding the three letter word "yet" at the end of the sentence. Here are some examples:
 - a. "I can't figure out how to solve this math problem....yet."
 - b. "I haven't made a goal yet in soccer...yet."
 - c. "I haven't met my reading goal...yet."
3. Show the video
4. Hand out the Power of Yet workbook activity. When students have completed the activity, ask for volunteers to read their responses.
5. End lesson by watching the "You can Learn Anything Video"

Materials:

- [The Power of Yet Video for Grades 3-4 \(2:32\)](#)
- [The Power of Yet Video for Grades 5-6 \(3:54\)](#)
- [Power of Yet Workbook Activity](#)
- [You can Learn Anything Video \(1:30\)](#)

Classroom Activity 3: Growth Mindset and Grit

Time: 20-25 minutes

Description: This lesson teaches students that three character traits, self-control, passion, and perseverance leads to something called “grit.” When someone has grit, they have a growth mindset because when they fail at something or fall short of a goal, they don’t give up. They persevere and keep trying until they master the skill they are trying to achieve. You can improve any skill if you have grit!

Lesson steps

1. Show the video “Grit: The Key to your Success”
2. Discussion questions
 - a. What is grit?
 - i. Answer: Grit is a drive to pursue long-term goals despite having to overcome obstacles or challenges in attain those goals
 - b. What are the three character traits that lead to someone having grit?
 - i. Answer:
 1. **Self-control**- The ability to control oneself emotions and behaviors in difficult situations
 2. **Passion**- A feeling of intense interest or enthusiasm towards something
 3. **Perseverance**- The persistence in doing something despite difficulty or delay in achieving success.
3. Review the first page of the workbook activity that discusses the acronym GRIT:
 - a. G- Goal
 - b. R- Reasons
 - c. I- I can...
 - d. T- To-do's
4. Have students complete page two of the workbook activity to come up with a goal they would like to achieve using the acronym GRIT. When the class is ready, ask for volunteers to share what they wrote.

Materials:

- Grit: The Key to your Success Video (2:22)
- Grit Workbook Activity
- Optional Supplemental Home Activity- Grit Interview

Self-Perception and Recognizing Strengths Lessons

Classroom Activity 1: Self-Compassion

Time: 20-25 minutes

Description: This lesson introduces students to self-compassion. Self compassion allows us to be kind to ourselves and be accepting and understanding of ourselves in times of failure or suffering. A person showing self compassion isn't simply ignoring the skills or abilities that they need to improve in. Instead, they tell themselves that they haven't learned the skills YET, but that they can keep trying to learn. They are also reminding themselves that there are many other things that they ARE good at. It's important sometimes to show kindness to yourself so that you feel motivated to keep learning new things!

Lesson steps:

1. Introduce the lesson by reading the above information
2. Show the fable video to introduce self-compassion
3. Reflect and Discuss the video. Ask:
 - **How do you think the girl felt when the reflection in the mirror said , “I like being you”?** (Answers: Surprised; loved; relieved; astonished; happy)
 - **What were some of the compliments the reflection in the mirror gave the girl?** (Answers: “I like your eyes”, “You have a marvelous voice”; “You have a magnificent smile”; “You are quite smart”; “I like that you are friendly”; “You’re as peaceful as a butterfly”; “You have a lot of courage”; “You’re as brave as a lion”; “You’re a fantastic dancer”; “You have a terrific laugh”; “I like your heart”; “You’re kindness is as beautiful as a rainbow”)
 - **Who was *really* telling the girl those things? Was it the reflection in the mirror or someone else?** (Answer: The girl was actually telling herself those things)
 - **Why is it important to take a few moments during the day to give yourself some love?** (Answer: When you give yourself unconditional love, it’s easier to face things that are difficult for you and improve because you also give yourself credit for the wonderful talents and skills you do have. It’s easier and less daunting to try new things or improve skills when you have a growth mindset and are self-compassionate)
4. Worksheet and Activity
 - Hand out the Building Self-Love worksheet and give students 10 minutes to complete

- As students complete the worksheet, pass out the Rays of Sunshine Affirmation activity
- When students are finished ask for volunteers to read what they wrote on the Building Self-Love Worksheet

Materials:

- Fable Video: The Reflection in Me
- Building Self-Love Worksheet
- Rays of Sunshine Affirmation Activity

Classroom Activity 2: Practicing the Steps of Self-Compassion

Time: 20-25 minutes

Description: This lesson continues to teach students about the topic of self-compassion by teaching three steps to self-compassion

Lesson steps:

1. Show the 2020 Pep Talk Video
2. Reflect and Discuss the video. Ask:
 - **Raise your hand if someone gave you a compliment recently.** Ask for volunteers to share examples.
 - **How does it feel to receive compliments from others? How does it feel to give compliments to others?**
 - **Why is it important to give yourself compliments sometimes?** (Answer: As we learned in our last lesson on self-compassion, giving ourselves self-love helps us stay motivated to keep learning and growing. When we give ourselves self-compassion, it doesn't mean that we aren't being realistic and telling ourselves that we are awesome at everything. It just means that we can learn to love our strengths as equally as we acknowledge our weaknesses and try to improve by having a growth mindset.
3. Activity:
 - Handout the Self-Compassion Steps poster and read through it as a class. Call on volunteers to read or read it to the class
 - Say:
 - **These 3 steps to self-compassion help us to take a step back and realize that we don't need to be too hard on ourselves if we are having difficulty overcoming a challenge.**
 - **The first step is to just notice how we are thinking or feeling about something. We can take a mindful minute to just think about how we are experiencing the challenge and how it's making us feel.**
 - **Everyone has thoughts and feelings at times that may be similar to ours and when we remind ourselves that we aren't alone in our struggles, we can better connect ourselves to others.**
 - **When we do the third step and give ourselves kindness and compassion toward ourselves, we will be more motivated to keep trying and have a growth mindset.**

- Pass out the self-compassion activity. Say:
 - **Think of something that you are struggling with improving right now. It could be academically, athletically, socially, or anything.** Give students 2-3 minutes to brainstorm an idea.
 - **Now that you have thought of an idea, you will use the three steps of Noticing, Connecting, and Being Kind in order to think about that challenge from a self-compassionate perspective**
 - When students are finished, ask for volunteers to share what they wrote

Materials:

- 2020 Pep Talk Video
- Self-Compassion Steps Poster

Classroom Activity 3: Resiliency

Time: 20-25 minutes

Description: Resiliency is the ability to recover quickly from difficulties or toughness. In a previous lesson related to having a growth mindset, the concept of having “grit” was discussed. When a person has “grit”, they also have resiliency. In this lesson, students will learn what it means to be resilient and six practical steps a person can take to become a resilient person.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. Discussion Questions
 - a. **Can you think of a time when you failed at something? How were you resilient? And if you stopped trying, how could you be resilient in that situation and try again?** Give students think time and ask for volunteers to share.
 - b. **What does it mean to Try, Fail, Learn, and Try Harder?** (Answer: This is the process of taking what you have learned from your failure and then trying again. It’s important to understand that failure is okay! In fact, failure is where the learning happens. Learning shouldn’t always come easy for you. If it were easy, then you would never need to come to school to learn new things. If you remind yourself to try, fail, learn, and then try harder, you will eventually be able to succeed!)
 - c. **What does it mean to push your comfort zone?** (Answer: Pushing your comfort zone means that you are trying something that is challenging to you. When you are in your comfort zone, you are working on skills that you are comfortable with or have already mastered. Pushing your comfort zone might mean that you are challenging yourself to learn a new skill like learning a new language, public speaking, or playing a new sport or instrument.
4. Handout or display the resiliency posters.
 - a. Call on volunteers to read the ideas on the “Resilience is My Super Power” poster
 - b. Ask for volunteers to think of three more ideas for the “Resilience is My Super Power” poster (Ideas: “I don’t give up”; “I believe in myself”; “I am confident in my abilities”; “I will work hard to be successful”)
 - c. Call on volunteers to read the “5 Reasons Why Failure is Important” poster
5. Activity
 - a. Pass out the resiliency activity.

- i. Have students think of a time they needed to overcome obstacles in their way to learning a new skills or achieving a goal and complete each of the boxes
- ii. Allow students to use their chromebook to search for “Inspirational Quotes” or “Resiliency Quotes” to complete the first box in the activity
- iii. If students complete the first page of the activity they can go onto the second page
- iv. Call on volunteers to share what they wrote on page 1 of the activity

Materials:

- Video
- Resiliency/ Failure Posters
- Resiliency Activity

Self-Confidence & Self-Efficacy Lessons

Classroom Activity 1: BrainPOP Video: Self-Esteem

Time: 25-30 minutes

Description: In this BrainPOP video, Tim and Moby explore the topic of healthy self-esteem. Having a healthy self-esteem doesn't mean you'll be a success in everything you try, but it will make you willing to try new things, and be able to bounce back when you fall short. Both are key to living a full life! Of course, no one feels 100% all of the time. So when you sense your self-esteem flagging, try surrounding yourself with people who buoy you up, visualize your goals, and make sure to speak kindly to yourself. Having a growth mindset means knowing you can always improve. And with practice, your inner voice can become your biggest booster!

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video and use the discussion prompts and pause points guide to discuss the video with the class.
3. Have students complete the worksheet individually or together as a group to rephrase statements that reflect negative self-esteem to statements that display self-compassion.
 - a. If completing individually, ask for volunteers to share with the class what they wrote.

Additional lesson ideas:

1. Take the review quiz as a class to assess their understanding of healthy self-esteem.

Materials:

- Video (6:17)
- Discussion Prompts and Pause Points
- Worksheet
- Review Questions

Classroom Activity 2: Rocket Kids: Have Courage and Be Fearless

Time: 20-25 minutes

Description: This lesson teaches students about overcoming their fears and having courage. You will learn what it means to have courage and also learn about some common fears. It is important to know that some people are afraid or nervous about things that you don't find scary or nerve-wracking. And that means that you may have some things that are fearful to you while that same thing doesn't bother other people. Remember, people have different comfort zones and that's okay! Sometimes you may even conquer your fear and show courage.

Lesson steps

1. Introduce topic by sharing the above information
2. Play the Rocket Kids video
3. Discussion Questions
 - a. **Is it easy or difficult for you to stand up to a challenge when that challenge makes you feel nervous or fearful?**
 - b. **If you are fearful of something what can you do to overcome that fear, leave your comfort zone, and show courage?**
4. Courage Cards Activity
 - a. Read Courage Cards scenarios to the class and call on volunteers to answer the questions

Materials:

- Rocket Kids Courage Video
- Courage Cards Activity

Classroom Activity 3: Class Dojo Big Challenges Videos (Grades K-4)

Episode 1: The High Dive

Time: 10 minutes

Description: A day at the pool turns into a disappointment when Mojo realizes he's afraid of the high dive. Is there anything he can do to get back to having fun?

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide and ask students how Mojo felt after his attempt to jump from the high dive?

Materials:

- Video (2:36)
- Discussion Guide

Episode 2: Taking Small Steps

Time: 10 minutes

Description:

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide and ask students to share about a time they avoided doing something because it felt too challenging.

Materials:

- Video (3:08)
- Discussion Guide

Episode 3: Making a Splash

Time: 10 minutes

Description: Mojo returns to the pool to take on the high-dive with the help of Katie and the staircase strategy.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide and ask students what does Katie mean when she says “You don’t have to take on the big challenge all at once, you can break it up into steps”?

Materials:

- Video (3:11)
- Discussion Guide

Competency 2: Self Management

Impulse Control Lessons

Classroom Activity 1: How Thoughts, Feelings, and Actions Work Together

Time: 25-30 minutes

Description: In this lesson, students will learn the definition of thoughts, feelings, and actions and how all three work together when responding to situations. Students will also learn how to change an *unhelpful thought* to a more *helpful thought* in order to better cope with a frustrating situation.

Lesson steps

1. Introduce the topic by sharing the above information. Also, say, **“In this short video, we will learn about the thoughts, feelings, and behavior triangle.”**
2. Play the video
3. Discussion
 - a. **We just saw that our thoughts, feelings, and behaviors all impact one another. If we think differently about a situation, our feelings and behaviors change as well.**
 - b. **When we have positive thoughts that are likely to lead to positive feelings and behaviors, we call these positive thoughts “helpful thoughts”. When we have negative thoughts that are likely to lead to negative feelings and behaviors, we call these “unhelpful thoughts”.**
4. Pass out the Thoughts, Feelings, and Actions handout to the class and read it aloud to the class or call on volunteers to read.
5. Discussion Point- After read through the handout ask the class to reflect and think about this question:
 - a. **Is it the situation that causes us to become angry or act out negatively or is it how we think about the situation that causes us to have a certain feeling or behavior?**
 - i. **Answer: How we think- Sometimes we think the situation caused our feelings or actions. For example, if someone was rude to us we might initially think that the rude person caused us to be upset. But actually, we can choose to think more helpful thoughts about that**

situation which will then lead us to feeling better and acting more appropriately.

6. Open the Helpful Vs. Unhelpful thoughts slideshow and call on volunteers to identify whether the thoughts are helpful or unhelpful and how they could reframe unhelpful thoughts to be more helpful.

Materials:

- Video (0:50)
- Helpful Vs. Unhelpful thoughts slideshow

Classroom Activity 2: Introducing the Zones of Regulation

Time: 25-30 minutes

Description: Students will learn about the different Zones of Regulation to better understand how they are feeling in order to become more in control of their emotions.

Lesson steps

1. Review the four zones by displaying the Zones of Regulation chart, which lists the four zones and example emotions in each zone, on the smartboard.
2. Define each zone and refer to the slideshow table that lists the four zones.
 - a. **Blue Zone:** *This zone is used to describe a low state of alertness. The blue zone is used to describe when one feels sad, tired, sick, or bored*
 - b. **Green Zone:** *Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, content, and ready to learn when he or she is in the Green Zone. The person feels a strong sense of control when in the Green Zone.*
 - c. **Yellow Zone:** *Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. Even though the person's energy is elevated, he or she still feels some sense of control in the Yellow Zone.*
 - d. **Red Zone:** *Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.*
3. Play a game using the Zones of Regulation Scenario Cards. Allow the students to use the Zones of Regulation chart as a reference to identify which zone the person is in for each scenario
 - a. Either play as a whole class and try to set a goal to identify at least three correct zones as a class OR break the class into two teams and see which team can identify more emotions correctly
 - b. If playing cooperatively with the entire class, play 5-7 rounds by reading a scenario for each round. Give think-time and then for volunteers to answer the question. Set a goal for the class to correctly identify at least three zones.
 - c. If playing with two teams, play 3-4 rounds by reading two scenarios per round for each team. Keep track on the board whether each team correctly answered the question for each round
 - d. Indicate that the team or class is correct if the given answer makes sense based on the scenario.

Materials:

- Zones of Regulation Chart
- Zones of Regulation Scenarios

Classroom Activity 3: Learning about your Social Filter

Time: 25-30 minutes

Description: Students will learn about their social filter in order to “Stop and Think” before saying something that may hurt someone else’s feelings or make them feel uncomfortable.

Lesson steps

1. Show the video “Think it or say it”
2. Recap the video:
 - a. **When Alessandra gets a gift from Serena that she doesn't like, she hurts Serena's feelings by telling her she doesn't like it. When she tries again, she pauses a second and wonders: Should I Think it or Say it?**
 - b. **When Alessandra pauses, she is using something called her “Social Filter”**
3. Open the Social Filter Slideshow to teach the rest of the lesson

Materials:

- Video (3:05)
- Social Filter Slide Show

Stress Management Lessons

Classroom Activity 1: BrainPOP Video: Stress

Time: 25-30 minutes

Description: In this BrainPOP video, Tim and Moby explore the biology and psychology of stress. You'll also discover the biological mechanism behind stress, and why it makes us feel so lousy. Most important, you'll learn techniques for reducing stress when it builds up, and get strategies for keeping stress under control in the long term.

Lesson Steps

1. Show the video
2. After watching the video, lead a discussion with the class about stress.
 - a. Ask for students to give examples of things that cause stress and list examples on the board.
3. Have students complete the worksheet on how stress impacts different parts of the body together or individually. If the class completes the worksheet individually, ask for volunteers to share their answers.
 - a. Ask students to brainstorm ways that they can reduce their own stress and list them on the board.
4. Read and discuss the in depth BrainPOP information that corresponds to this lesson.
5. Have the class complete the four review questions together as a whole to review key information about stress.

Materials:

- [Video \(4:37\)](#)
- [Worksheet](#)
- [In depth stress reduction strategies](#)
- [Review questions](#)

Classroom Activity 2: Stress Management using Body Scanning

Time: 10-15 minutes

Description: Sometimes we can be so caught up in our stress, that we don't realize that the physical discomfort we're experiencing—such as headaches, back and shoulder pain, and tense muscles—is connected to our emotions. By mentally scanning yourself, you bring awareness to every single part of your body, noticing any aches, pains, tension, or general discomfort. The goal is not to relieve the pain completely, but to get to know it and learn from it so you can better manage it. Also, body scanning is a mindful activity that can reduce stress and help us relax.

Encourage students to sit comfortably in their seats. Ask if everyone is comfortable listening to the video with the lights off. Encourage students to close their eyes and focus their attention to the video.

After watching the video, lead a brief discussion with the class about stress.

1. What did you notice when doing the body scan?
2. How will this help you when you are stressed or anxious?
3. Do you think you could set aside 5 minutes a day to do a body scan? When and where would you practice?

Materials:

- Video (4:36)

Classroom Activity 3: BrainPOP Video: Mindfulness

Time: 25-30 minutes

Description: You probably know the feeling: An endless stream of thoughts leads your brain in a hundred different directions—to memories of the past, plans for the future, and even random daydreams—and you're left feeling anxious or overwhelmed. Everyone's mind wanders, especially during routine tasks that don't require our full attention. But sometimes we can feel overwhelmed by those thoughts, and lose sight of the world around us. Practicing mindfulness is one way to turn down the volume on an overactive brain. It's a skill that allows us to focus on the present. Some people practice mindfulness through meditation, which uses breathing and relaxation to keep our attention on the moment. Others do it while taking a walk or eating a meal. With practice, mindfulness can be a useful tool for managing our emotions and everyday stress. So inhale, exhale, and press "play" to learn more!

Encourage students to sit comfortably in their seats. Ask if everyone is comfortable listening to the video with the lights off. Encourage students to close their eyes and focus their attention to the video.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. Use the discussion prompts and pause points guide to discuss the video with the class.
4. Practice Mindful Listening.
 - a. Ask students to sit mindfully in their seat for one minute. Tell students that sitting mindfully means that they are sitting comfortably but their back is straight and arms are at their sides or in their laps. If they would like they can also close their eyes.
 - b. Set a timer for one minute and have them focus their attention on the sounds around them.
 - c. After one minute, call on volunteers to share what sounds they heard and list them on the board.
 - d. Ask students to reflect on their experience
 - i. What were they thinking about during Mindful Listening? You can point out that if they were focusing their attention on the sounds around them, they probably weren't focusing on other things that may be bothering or worrying them.
 - ii. Ask how they felt after Mindful Listening. Was it surprising how long one minute felt? Did they feel relaxed or tense?
 - iii. Ask for any other thoughts or ideas

5. Complete the review questions as a class to review key points in the lesson.

Materials:

- Video (5:25)
- Discussion Prompts and Pause Points
- Review Questions

Supplemental Videos and Activities

[Kids Want to Know: Why Do we Lose Control of Our Emotions?](#)

[How to make a Sensory Bottle](#)

[How to make a stress ball](#)

[Go Zen Mindful Minute Cards](#)

Self-Discipline & Self-Motivation Lessons

Classroom Activity 1: Class Dojo Videos: Perseverance (Grades K-4)

Episode 1: Katie Discovers The Dip

Time: 10 minutes

Description: Mojo and Katie decide to enter an art competition, but Katie gets stuck in The Dip.

Lesson steps:

1. Introduce episode by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to ask, what a “dip” is, when would we encounter a “dip”, and the kinds of emotions that might occur with a “dip”

Materials:

- Video (4:20)

Episode 2: Climbing out of The Dip

Time: 10 minutes

Description: Mojo and Katie learn from a curious character how they can get out of The Dip!

Lesson steps:

1. Introduce episode by sharing the above information
2. Play the video
3. After watching the video, ask, **What should you do when you make a mistake?**

Materials:

- Video (4:02)

Episode 3: The Big Show

Time: 10 minutes

Description: The day of the Art Show has arrived. How will Katie do? Did she persevere and get out of The Dip?

Lesson steps:

1. Introduce episode by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to ask how it feels to escape “the dip”, what kind of attitude we should have instead of comparing ourselves to others, and what “learning new ways to improve” means

Materials:

- Video (3:59)
- Discussion Guide

Goal-Setting & Organizational Lessons

Classroom Activity 1: BrainPop Video: Goal Setting

Time: 25-30 minutes

Description: You've got dreams to achieve, but where do you start? In this BrainPOP movie, Tim and Moby teach you how to set goals that are specific, time-bound, and attainable. Learn how to plan out benchmarks and mini-goals to create a path to success. Discover the importance of creating a reasonable schedule you can stick to. And explore special techniques like the SMART system that you can use to take your goal-setting to the next level. You'll accomplish that dream before you know it!

Lesson Steps:

1. Introduce topic by sharing the above information
2. Play the video
3. Use the discussion prompts and pause points guide to discuss the video with the class.
4. Ask for volunteers to read the in depth section of the BrainPOP lesson aloud to learn more about setting SMART goals
5. Ask for volunteers to answer this question: **What are some ideas of goals that you would like to attain?** Write down ideas of goals on the board
6. Have students use the worksheet to write down their own personal goal and how they will work toward achieving the goal
7. Complete the review questions as a class to review key points in the lesson.

Materials:

- Video
- Discussion Prompts and Pause Points
- Worksheet
- Review Questions

Competency 3: Social Awareness

Perspective-Taking & Empathy Lessons

Classroom Activity 1: Class Dojo Videos: Empathy (Grades K-4)

Chapter 1: Mojo the Director

Time: 10 minutes

Description: Empathy is a skill that anyone can build. But, why is it so important? Share this first chapter in a three-part video series all about empathy with your class. Mojo and the ClassDojo monsters put on a school musical, but face a big obstacle as Mojo's ego gets in the way. A wonderful in-class and at-home discussion guide accompanies this chapter.

Lesson steps:

4. Introduce topic by sharing the above information
5. Play the video
6. After watching the video, ask, **What are some emotions that Mojo feels in the video? Why does he feel that way?**

Materials:

- Video (4:49)

Chapter 2: Mojo Discovers the Maze

Time: 10 minutes

Description: In this chapter, Mojo learns how different emotions get in the way of his (and his team's) success. Your class will learn about the "maze" concept, and the ClassDojo monsters will share how anyone can get out of the maze with a little bit of practice. A wonderful in-class and at-home discussion guide accompanies this chapter.

Lesson steps:

4. Introduce topic by sharing the above information
5. Play the video
6. After watching the video, ask, **What does the phrase "we can impact how others feel" mean?**

Materials:

- Video (3:56)

Chapter 3: Escaping the Maze

Time: 10 minutes

Description: In this chapter, Mojo learns how different emotions get in the way of his (and his team's) success. Your class will learn about the "maze" concept, and the ClassDojo monsters will share how anyone can get out of the maze with a little bit of practice. A wonderful in-class and at-home discussion guide accompanies this chapter.

Lesson steps:

4. Introduce topic by sharing the above information
5. Play the video
6. After watching the video, use the discussion guide to ask what you should do if a powerful emotion takes over, how Katie feeling before it was her moment to go out on stage, and what steps Mojo took to stay out of The Maze

Materials:

- Video (3:26)
- Discussion Guide

Appreciating Diversity & Respect for Others Lessons

Classroom Activity 1: BrainPOP Video: Civil Rights

Time: 25-30 minutes

Description: Equality for all! In this BrainPOP movie, Tim and Moby introduce you to the American Civil Rights Movement of the 1950s and 1960s. Find out what this movement was all about and why it was so important! Among other things, you'll find out about the famous Brown v. Board of Education trial case, and about what happened when Rosa Parks refused to give up her bus seat in Montgomery, Alabama. You'll also learn about sit-ins, Freedom Rides, Dr. Martin Luther King, Jr., and what he did to contribute to the Civil Rights Movement. Its success has continued to inspire other groups--from union workers to the LGBT community--in their quest for equal treatment. America isn't perfect, but if it ever is, we'll know whom to thank!

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video and use the discussion prompts and pause points guide to discuss the video with the class.
 - a. Connect this topic to the Dignity for All Students Act (DASA). Say:
 - i. **Because of the Dignity for All Students Act (DASA), schools are responsible for protecting students from discrimination, intimidation, taunting, harassment, or being bullied at school due to their race, ethnicity, national origin, disability, gender, sexual orientation, religion, and weight**
 - ii. **What should you do if you ever feel like you are being bullied or harassed at school? (Answer: Tell a trusted adult like a parent, teacher, or principal)**
3. Have students complete the worksheet individually or together as a group.
4. Complete the review questions as a class to review key points in the lesson.

Materials:

- Video (6:17)
- Discussion Prompts and Pause Points
- Worksheet
- Review Questions

Competency 4: Relationship Skills

Communication & Social Engagement Lessons

Classroom Activity 1: Class Dojo Videos: Respect (Grades K-4)

Episode 1: The Very Important Monster

Time: 10 minutes

Description: Mojo is chosen as the "Very Important Monster" of the week, but the special title changes how he acts towards his friends.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to ask why Katie showed Mojo the VIM mirror, to ask how it feels to be treated the way Mojo was treated his friends, and to ask if there is a difference between being disrespectful and being mean.

Materials:

- Video (3:22)
- Discussion Guide

Episode 2: Respect Takes Time

Time: 10 minutes

Description: Mojo plans to do a good deed for each of his friends to get what he wants, but is he missing something important?

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to ask what it means to be disrespectful, why Mojo's plan didn't work, and what he could have done differently.

Materials:

- Video (3:21)
- Discussion Guide

Episode 3: The Golden Rule

Time: 10 minutes

Description: Mojo learns about the golden rule, and with time, sees his piggy bank grow!

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. After watching the video, use the discussion guide to ask if Mojo really needs the VIM title to be respected and what Katie means by “if you treat everyone the way
4. you want to be treated, your piggy bank will get bigger over time.” Also, ask the class how their own “piggy banks” of respect are looking.

Materials:

- Video (3:26)
- Discussion Guide

Competency 5: Responsible Decision Making

Identifying & Solving Problems Lessons

Classroom Activity 1: Introduction to Conflict Resolution

Time: 25-30 minutes

Description: We all have times we disagree with others and they disagree with us. This lesson will teach students four steps to solve the problem and get to a solution. Specific strategies for conflict resolution will also be taught and students will practice choosing strategies for different situations in which a conflict is occurring.

Lesson Steps:

1. Introduce lesson by reading the above information
2. Play Video
3. Discussion:
 - a. **What does the word “conflict” mean?**
 - i. Answer: A conflict is a serious disagreement which may lead to an argument if it is not resolved
 - b. **Is it normal to have a conflict with a friend? If you have a conflict with someone, does that mean you are not their friend any more?**
 - i. Answer: Yes it is very normal! We learned in the video that it is common to have conflicts with friends. We don't always agree on everything and that is okay. What is important is that you and your friend remain respectful with one another and listen to each other's ideas so that you can resolve the conflict.
 - c. **What are the four steps you need to take to solve a problem and avoid conflict with a friend?**
 - i. Answer: Just Stop, Watch Your Words, Listen Up, Solve The Problem
4. Pass out the conflict resolution poster and say: **There are many different ways to resolve a conflict.** Read or call on other students to read the different strategies to resolve conflict.
5. Read the different conflict scenarios provided and ask for volunteers for ideas on how to resolve the conflict
 - a. Allow students to use the conflict resolution poster as a visual support
 - b. When an answer is provided, ask the class if there may be other strategies that could work to solve that problem as well.

- c. Point out that there is often more than one way to solve a disagreement or conflict.
 - i. Say: **If you remember to do the first three steps: *Just Stop, Watch Your Words, and Listen Up*, choosing a strategy to solve the problem will be much easier**

This isn't always easy, but remember these four steps and you are on your way.

Materials:

- [Video \(3:54\)](#)
- [Conflict Resolution Poster](#)
- [Conflict Scenarios](#)

Classroom Activity 2: BrainPOP Video: Conflict Resolution

Time: 25-30 minutes

Description: Life can be frustrating. You're not always going to get along with your friends and family, and they won't always get along with you. And anger and frustration are natural human emotions, so there's no way you can avoid feeling them. But there are ways to disagree without being disagreeable—and in this BrainPOP movie on conflict resolution, Tim and Moby will tell you all about them! First, you'll find out why it's a good idea to take a deep breath and collect yourself before you respond to a situation you're not thrilled about. You'll discover different ways to compromise, and how placing yourself in another person's shoes can change a potential screaming match into a friendly discussion. Why risk alienating your friends and hurting people's feelings, when you can settle your differences fairly?

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video and use the discussion prompts and pause points guide to discuss the video with the class.
3. Have students complete the worksheet individually or together as a group to brainstorm ways to solve the conflicts.
 - a. If completing individually, ask for volunteers to share with the class what they wrote.
 - b. Allow students to use the conflict resolution poster as a visual support while completing the worksheet.
4. Take the review quiz as a class to assess their understanding of healthy self-esteem.
5. Pass out the pledge for conflict resolution to the class. Ask students to read and sign the pledge so that everyone commits to trying their best to resolve conflicts in a respectful and peaceful manner.

Materials:

- [Video \(4:25\)](#)
- [Discussion Prompts and Pause Points](#)
- [Worksheet](#)
- [Conflict Resolution Poster](#)
- [Review Questions](#)
- [Pledge for Conflict Resolution](#)

Ethical Responsibility Lessons

Classroom Activity 1: BrainPop Video: Ethics Lesson 1

Time: 25-30 minutes

Description: When you're faced with a tough decision, how do you figure out what to do? What guidelines or examples do you use to make up your mind, and what happens when there's more than one good way to act? If you're not able to answer, don't worry--philosophers have been debating these issues for thousands of years. And in this BrainPOP movie on ethics, Tim and Moby offer you some simple advice on what to do when you're faced with tough choices about right and wrong, or good and bad. You'll learn some rules of thumb about ethical decision making, including ways to find a solution that does the most good while doing the least amount of harm. And Tim will walk you through the decision making process as you learn the most ethical ways to deal with common situations like bullying and cheating in class. Ethics isn't just for adults, so click on this movie and find out more.

Lesson steps:

1. Introduce topic by sharing the above information
2. Read the following ethical dilemma:
 - a. *You go to the movies with your friend and her mom. Tickets for children under 10 years old cost five dollars, while everyone over 10 years old must pay ten dollars. Even though you and your friend are both 11 years old, your friend's mom buys one adult ticket and two children's tickets. You know that your friend's mom recently lost her job, and money has been tight around their house. Do you speak up and say something, or do you keep quiet?*
 - b. This is an example of an ethical dilemma. An ethical dilemma is a decision-making problem between two possible choices someone could make, neither of which would be unanimously or clearly acceptable or preferable by everyone.
 - c. Today we will learn more about ethics in our BrainPOP video and learn a strategy for solving ethical dilemmas
3. Play the video
4. After the video is complete, ask:
 - a. **What does it mean to have ethics?** (Answer: It means someone who is honest and follows good moral standards)

5. Discuss what it means to have morals:
 - a. **Morals involve the rules people have about the kinds of actions they believe are right and wrong**
 - b. **While morals tend to be driven by personal beliefs and values, there are certainly some common morals that most people agree on, such as:**
 - i. Always tell the truth.
 - ii. Do not destroy property.
 - iii. Have courage.
 - iv. Keep your promises.
 - v. Do not cheat.
 - vi. Treat others as you want to be treated.
 - vii. Do not judge.
 - viii. Be dependable.
 - c. **What other personal beliefs and values are important to you? (List ideas on the board)**
 - d. **If you a person that is honest, truthful, and sticks to moral values, then you would be considered an ethical person**
6. Discuss Tim's process for working through ethical dilemmas (making a pros-and-cons-style list.)
 - a. **What was a strategy that Tim used to work through ethical dilemmas?**
(Answer: Tim made a pros and cons style list)
 - b. **Raise your hand if you ever have tried this method when making a decision. How did it work?**
7. Re-read the ethical dilemma posed at the beginning of the lesson
 - a. **Today we are going to work together and try to come up with a list of ideas or arguments that would support the two choices in this dilemma**
 - b. ***You go to the movies with your friend and her mom. Tickets for children under 10 years old cost five dollars, while everyone over 10 years old must pay ten dollars. Even though you and your friend are both 11 years old, your friend's mom buys one adult ticket and two children's tickets. You know that your friend's mom recently lost her job, and money has been tight around their house. Do you speak up and say something, or do you keep quiet?***
 - c. **What are the two choices that we could make to solve this dilemma?**
(Answer: Speak up and say something or keep quiet)
8. Have students complete the worksheet individually or together as a group to brainstorm ways to solve the conflicts.

- a. If completing individually, ask for volunteers to share with the class what they wrote.
9. Show the comic and ask, **What was the ethical dilemma in this comic?**

Materials:

- [Video \(4:51\)](#)
- [Worksheet](#)
- [Comic](#)

Classroom Activity 2: BrainPop Video: Ethics Lesson 2

Time: 25-30 minutes

Description: In our last BrainPOP lesson, Tim and Moby gave us advice on what to do when you're faced with tough choices about right and wrong, or good and bad. You learned that our goal when we have an ethical dilemma should always be to find a solution that does the most good while doing the least amount of harm. Tim showed us how to make a pros and cons list and we practiced listing the arguments for one ethical dilemma. In this lesson, we will continue to learn more about ethics and discuss another ethical dilemma.

Lesson steps:

1. Introduce topic by sharing the above information
2. To help students gain a further understanding of ethics, share the "quotables" and "did you know" sections of the BrainPOP lesson on the smartboard and read as a class
3. Say, **We're going to watch another video about ethics to get a better understanding. This video doesn't have sound so I will read the written parts of the video aloud.**
4. Play Video (pause sections as you are reading and discussing the different ethical questions as video moves quickly)
5. Activity:
 - a. Say, **Today we are going to work together and try to come up with a list of ideas or arguments that would support the two choices in this dilemma**
 - b. *The coolest kid in your class asks you to do his homework for him once a week. If you do it, he says that he'll help you join the cool crowd—you'll get to eat lunch with them and go to all their parties. If you don't, he says that he and his friends will make your life miserable—they'll pick on you and make you into a social outcast. What do you do?*
 - c. As a class, complete the BrainPOP graphic organizer together to solve this ethical dilemma
6. As a class, answer the review questions and clarify any questions students may have about ethics.

Materials:

1. Quotables
2. Did you know
3. Video
4. Graphic Organizer
5. Review Questions

Complimentary Second Step Video Lessons

Complimentary Second Step Video Lessons- Kindergarten

- Lesson 12: We Feel Feelings in our Bodies (9 Minutes)
- Lesson 13: Managing Frustration (10 Minutes)
- Lesson 14: Calming Down Strong Feelings (12 Minutes)
- Lesson 15: Handling Waiting (10 Minutes)
- Lesson 16: Managing Anger (12 Minutes)
- Lesson 17: Managing Disappointment
- Lesson 18: Handling Being Knocked Down

Complimentary Second Step Video Lessons- First Grade

- Lesson 12: Identifying our Own Feelings
- Lesson 13: Strong Feelings
- Lesson 14: Calming Down Anger
- Lesson 15: Self-Talk for Calming
- Lesson 16: Managing Worry

Complimentary Second Step Video Lessons- Second Grade

- Lesson 11: Introducing Emotion Management
- Lesson 12: Managing Embarrassment
- Lesson 13: Handling Making Mistakes
- Lesson 14: Managing Anxious Feelings
- Lesson 15: Managing Anger
- Lesson 16: Finishing Tasks

Complimentary Second Step Video Lessons- Third Grade

- Lesson 11: Introducing Emotion Management
- Lesson 12: Managing Test Anxiety
- Lesson 13: Handling Accusations
- Lesson 14: Managing Disappointment
- Lesson 15: Managing Anger
- Lesson 16: Managing Hurt Feelings

Complimentary Second Step Video Lessons- Fourth Grade

- Lesson 10: Introducing Emotion Management
- Lesson 11: Managing Strong Feelings
- Lesson 12: Calming Down Anger

Lesson 13: Managing Anxiety

Lesson 14: Avoiding Jumping to Conclusions

Lesson 15: Handling Put Downs

Complimentary Second Step Video Lessons- Fifth/ Sixth Grade

Lesson 9: Introducing Emotion Management

Lesson 10: Calming Down

Lesson 11: Managing Anxiety

Lesson 12: Managing Frustration

Lesson 13: Resisting Revenge

Lesson 14: Handling Put Downs

Lesson 15: Avoiding Assumptions

SEL Resources for Back to School & COVID-19

Classroom Activity 1: BrainPOP Videos: “Back to School 2020” and “Distance Learning”

Time: 30 minutes

Description: This back-to-school season, some students are returning to school in person, others are continuing remote learning, and still others have a hybrid situation. All of this uncertainty comes with a lot of feelings: worry, fear, anxiety, stress, and maybe excitement, too. If you're learning from home, it helps to stick to a version of your old routine: sleeping and eating at regular times, and getting some exercise. If you don't have an assigned schedule, set one up yourself. One strategy to tackle your work and stay motivated is to set SMART goals: ones that are specific, measurable, achievable, realistic, and time-bound. Also, try adopting a growth mindset, believing that improvement is possible with practice and hard work. For students returning to the classroom, be prepared for new safety measures, including rules about social distancing and wearing masks. Help keep your community healthy by washing your hands frequently and staying home if you feel sick. It's normal to be struggling with big emotions these days. It can help to journal, to talk to a friend or counselor, and to practice mindful meditation and gratitude.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video “Back to School 2020”
3. Use the discussion prompts and pause points guide to discuss the video with the class.
4. Play the video “Distance Learning”
5. Explain that school will be different this year. Say,
 - a. **When students are not in school, they are still engaging in learning through Zoom meetings and on demand lessons.**
 - b. **Can you think of some examples of respectful and responsible at-home learning behaviors when you are participating in a Zoom meeting or working on assignments?**
6. As a class, answer the review questions and clarify any questions students may have about starting the 2020-2021 school year

Materials:

- ◉ [Back to School 2020 Video \(5:55\)](#)
- ◉ [Back to School 2020 Discussion Prompts and Pause Points](#)
- ◉ [Distance Learning Video \(5:49\)](#)
- ◉ [Review Questions](#)

Classroom Activity 2: What I can Control

Time: 25- 30 minutes

Description: There are many things we cannot control. We can't control the weather, the time, or what anyone thinks. Also, because of the pandemic, we can't control if school needs to close and learning has to take place remotely at home. But we can still control five very simple things: Our Attitude, Words, Actions, Manners, and our Effort. In this lesson we will watch a video about the five things we can control and then learn about more things we can control and what we can do to cope with the things we might not be able to control this school year.

Lesson steps:

1. Introduce topic by sharing the above information
2. Play the video
3. Reflect and ask:
 - a. **Why is it important to try to focus on the things we can control rather than focusing on the things we can't control?** (Answer- If we only focus on the things we cannot control, we can start to feel helpless and feel like we don't have any influence over what happens in our lives)
4. Hand out the Circle of Control worksheet and ask students to think of things that they can control and can't control. Give the class five minutes and have them write those things in the corresponding circle.
 - a. Ask for volunteers to share what they wrote
5. Lastly, hand out the Things I can Do worksheet and have the students complete it.
 - a. Compare and contrast similarities and differences from what they wrote in their circle of control and the poster

Materials:

- Video
- Circle of Control
- Things I Can Control Poster

Supplemental Videos and Activities

[Back to school SEL Ice Breakers & Activities Slideshow](#)

[Back to School Student Interview](#)

[Circle Some Stuff Icebreaker](#)

[I Would Rather This or That Activity](#)

[BrainPOP Video: Coronavirus](#)

[BrainPOP COVID-19 Public Service Announcement \(PSA\)](#)

[BrainPOP News: Interview with Dr.Fauci \(11:20\)](#)

[BrainPOP News: How Soap Works](#)

[How to Wash your Hands: World Health Organization Method](#)

[Rules in the Online Classroom](#)

Social Emotional Learning Music

[Big Life Music Video](#)

[The Power of Yet- C.J. Luckey](#)

[The Mood Song- Narwhals and Waterfalls](#)

[SOJA - Things You Can't Control \(Official Lyric Video\)](#)