

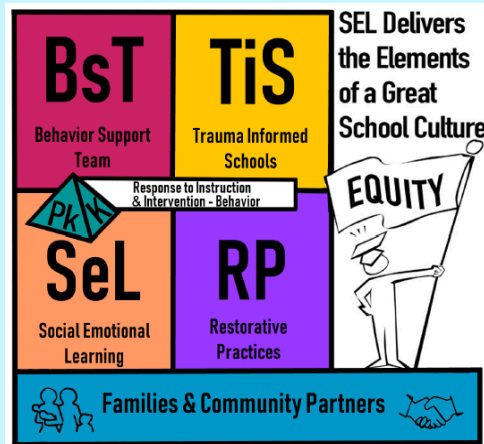
**Social and Emotional Learning Lesson Plans &  
Teacher Support for Middle School  
SEL Team  
2020-2021**

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# Social and Emotional Learning

Social and emotional learning (SEL) is a process through which adults and children learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.

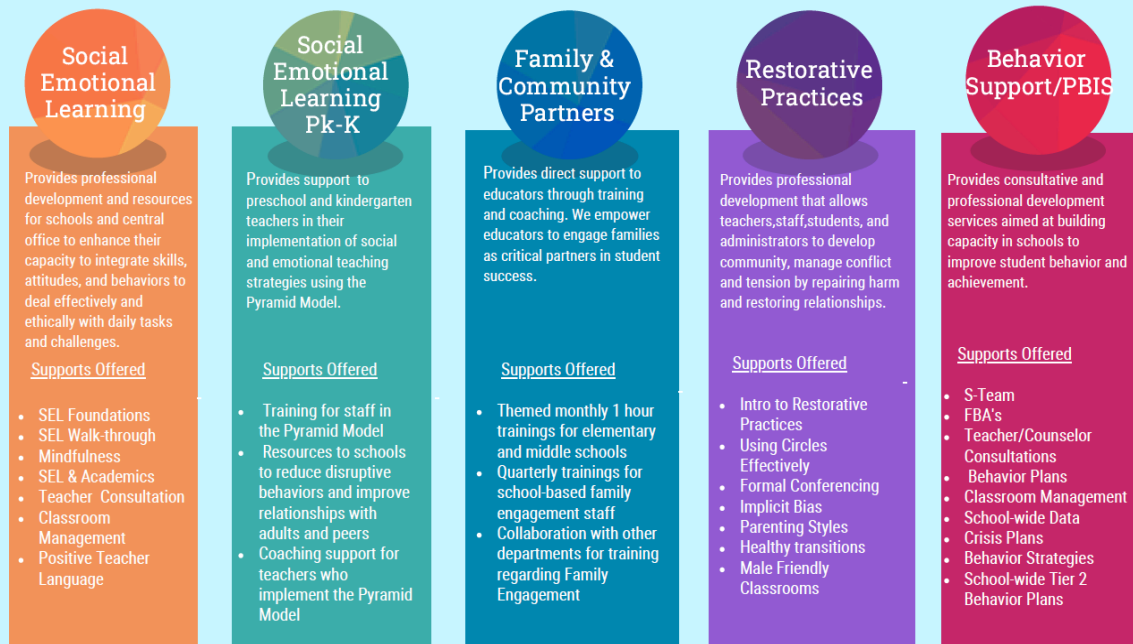


## Why and How ?

Our goal is to help build safe and supportive environments that set the foundation for equitable, engaging, and high-quality instruction to take place. This will be done by building adult capacity and utilizing SEL best practices to meet the needs of students and teachers.

## Who are We ?

The SEL Department is part of the Student Services Division of MNPS. Our department includes: the Social and Emotional Learning Team, the Social and Emotional Learning Pk-K team, the Family & Community Partners team, the Restorative Practices team, and the Behavior Support team.



**Social and Emotional Learning Department Resources for Virtual Learning: Schoology Group Access Code: N4QJ-DPFJ-84B4R**

**Mission Statement:** We strive to become a district where stakeholders are invested in the social, emotional, behavioral, and academic success of all students. Within MNPS, we focus on building relationships and the capacity for adults to create a positive, welcoming, and healthy environment where students feel known and valued. We want all students to experience high-quality quality instruction through engaged learning in a safe and supportive environment.

## Lesson Plans for Social and Emotional Learning 5 - 8

In getting ready to launch a successful SEL lesson, take the time to help students understand its purpose and function. Before jumping into topics and activities, meet with students to discuss goals and expectations, and introduce the format and structure of each lesson.

[The Social and Emotional Learning Competencies](#) (click the title for more information)

embedded in the lessons are skills that need to be taught and practiced. We shouldn't make assumptions about what our students understand or have experienced; we need to take time to introduce procedures and expectations in a clear, meaningful, and respectful way.

Establishing and maintaining high standards for behavior during classroom instruction is an important goal.

Recognizing that experiences in middle school are critical in the development of attitudes, habits, and interests that relate to success in later life, the goal of the SEL lessons have the following objectives:

- To assist students with their orientation and adjustment to the virtual learning space;
- To help students better understand themselves and their relationships with others; and
- To help students understand their roles and responsibilities within their family, school, and community.

Please note that there are several excellent SEL lesson plans that facilitate learning. We are providing suggestions and you are not required to use these lessons. It was the SEL team's goal to create lessons to support teachers. Finally, we have included tips, suggestions, and additional resources to support the facilitation of learning online and included links shared by our Learning Technology Team.

## **Tips for Working from Home**

### **Designate a Workspace**

- As much as possible, find an area in your home with good lighting, comfortable seating, strong internet connection, and as few distractions as possible.

### **Set Boundaries to Reduce or Avoid Burn Out**

- Every 20 minutes, look up from your screen at something that is 20 feet away for 20 seconds.
- Every 30 minutes, take a stretch by your workstation.
- Every 60 minutes, walk around, get water, and take a longer mental break. Your eyes need to be away from a screen for a few moments.
- Eat meals away from the computer and workspace if possible.

### **Create a Schedule**

- Plan your day but allow for adjustments. For example, each day, you will want to check your email and respond, look for items to grade or provide feedback, and plan for the lessons for the day/week.
- Keep your morning routine for getting ready for work. Set an alarm. Put on work clothes, etc.
- Communicate expectations with your spouse/family while you work.
- Designate times that you can be available Monday—Friday for parents and students to be able to hop in and ask questions about assignments. MS Teams and Skype are great free tools to use.

### 5-8 Teaching Tips & Suggestions

- Organize synchronous group check-ins or virtual meet-up sessions using Schoology, Flipgrid, MS Teams, or Skype.
- Set up weekly individual appointments when possible for student check-ins and ask questions.
- Be sensitive to the fact that siblings will often share a computer/ device or not have access until later in the day.
- Think about providing online "social hours" for students to drop in and chat with friends and instructors for no other purpose than to connect.
- Support your students in creating a schedule for much-needed structure.
- Also support them in scheduling in movement time—indoor or outdoor!
- Create book lists that support the coursework and general book suggestions.
- Share links to free sites that offer classic literature options online, such as **Gutenberg**.
- Send out MS forms to gather information about student needs, but also fun or silly topics to keep them entertained.
- If on camera, make sure you are backing up to a wall. Decorate that wall as if you would your classroom—interesting and age-appropriate items.
- Give yourself a break, always!
- Schedule live meetings when your own children are napping, or whenever they will be independently occupied for a set amount of time.
- Have fun while learning and teaching!

SEL Middle School Lesson Plans	
Topic:	Building Community: Creating a Space Where We Will Co-Exist
Required Time:	45-60 minutes
Goal:	<p>Teacher and student introductions</p> <p>Share school and district rules and expectations</p> <p>Create protocol for creating rules</p>
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	<p>1A. Demonstrate an awareness of my personal qualities and interests.</p> <p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p> <p>4A. Uses positive communication and social skills to interact effectively with others.</p>
Materials:	<p>Teacher Introduction ppt/flip grid/objects</p> <p><a href="#">Code of Conduct Handbook</a></p> <p><a href="#">Virtual Learning Expectations</a></p> <p>Student choice for introductions (options below and in Interest Inventory Folder)</p>
Welcoming Ritual	Ask students the following question: What did you miss most about school during this COVID-19 time? Allow students to share how they are feeling and discuss with their peers. Teacher should listen and empathize with students and reassure them "we are all in this together."
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Teacher Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will introduce him/herself by laying out 4 items that represent something about him/herself (teacher can place images in a PPT).</li> <li>• The students will look at each item and figure out what the objects represent.</li> <li>• Once all students have written their responses, the teacher will introduce him/herself to the class.</li> <li>• Teacher will respond to students' responses and interact with students.</li> </ul> <p>*Other option: Teacher creates an introductory PPT, Flip grid, Pre-recorded video or song.</p> <p><b><u>Activity #2 Student Introductions:</u></b></p> <ol style="list-style-type: none"> <li>1. The teacher will select a couple different tools for students to select to introduce themselves (All About Me, interest inventory, bio poem,</li> </ol>

	<p>student choice) they would like the students to complete. Students will complete the document and then introduce themselves to the class.</p> <ol style="list-style-type: none"> <li>Students will share their introductions. During this time the teacher is listening to the introductions and taking notes. The goal is to find commonalities and interests for all students. Teacher will share what students have in common and unique differences.</li> <li>Teacher will explain that we all must co-exist in this classroom and we will welcome all students.</li> <li>The teacher will then say, in order to continue building community and creating a space where we can all be successful, we need to follow our MNPS code of conduct, virtual school expectations, and create school and classroom rules/norms.</li> </ol>
Discussion Questions/Debrief:	<ol style="list-style-type: none"> <li>What is one object that represents who you are?</li> <li>How will the guidelines from the student handbook and virtual learning expectations allow you to have a productive year?</li> </ol>
Optimistic Closure:	<p>What did you enjoy best about today? What is one rule you think our class needs to be successful?</p> <p>Teacher calls on students in alphabetical order.</p>
Additional Suggestions	<ol style="list-style-type: none"> <li>Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>Chunk the lesson so students have time to process the information.</li> <li>Record the lesson so students can go back and review the information.</li> <li>Place all content for that day in one location so students/ families have access to it.</li> <li>Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>



Name\_\_\_\_\_

Date\_\_\_\_\_

### **Bio Poem Handout & Sample**

**Here are directions for creating a bio poem. Use the back of this sheet to write your own poem.**

I, (your first name)

Four Adjectives that describe you

Sibling of....(or son/daughter of...)

Lover of....(three things, people or ideas)

Who feels...(up to three items)

Who needs...(up to three items)

Who fears...(up to three items)

Who would like to see...(up to three people, ideas or places)

Am a resident of...(city, state)

Welcome you to my poem.

#### **Sample Poem:**

I, Bob,  
A boy, tall, funny, happy  
Son of Mom  
Lover of animals, sports, food  
Who feels nervous  
Who needs, money, another vacation, less homework  
Who fears spiders, heights, aliens  
Who would like to see Pedro Martinez, Drew Bledsoe and Jim Carey  
Am a resident of Fall River, Massachusetts  
Welcome you to my poem.

### **Introductions: Name Poster**



*What you'll need:* 8"x10" white paper, crayons, colored pencils, markers old magazines & newspapers, scissors, glue

Give each student a 8.5"x11" sheet of white paper. Have all students write their name in BIG BUBBLE LETTERS. Try to fill up as much space as possible. Students should fill the letters with information about themselves. Topics including family members, friends, pets, favorite music or movies, hobbies, goals, foods, sports, etc. Can fill the letters with drawings, small photos, magazines pictures, etc. Display posters on bulletin board and/or have students share them with class out loud. As the teacher, you should also create a poster to show as an example and to share something about yourself with students.

### **Icebreaker: ME Page**

*What you'll need:* ME Page (next page), (crayons, colored pencils optional if you want to do this in color for a brighter display)

Students complete the ME Page with their answers for each question. Can be done in pen or colored pencil/ crayon for a little more color. Have student share 3 answers with a partner then the whole class meets together and everyone introduces their partner to the rest of the class and one of the things about them. ME Page can then be put on a bulletin board or stapled/ bound together to form a class book with information about everyone in it.

The "ME" Page
My Name:
Three words which describe me best:
Three words others would use to describe me:
My best feature:
My favorite expression:
My best friend:
My favorite food:
A chore I hate:
Something I wish would happen at my home:
My hero:
My favorite sport:
A car I want:
The best thing about my school:
My biggest secret:
A television character I like:
My worst fear:
A contest I'd like to win:
My favorite movie star:
A political office I'd like to hold:
Something I'd like to buy:
My dream career:
My favorite beverage:
A place I want to visit:
A school subject I like:
My favorite book:
A nightmare I have:
Someone I would like to have as a relative:
A movie I would like to star in:
Something I would like to do for my family:
A teacher I respect:
What I would do if I were in Hollywood:
A friend I would like to have:
What I would do to change our school:
My dream for America:

facebook		IS		Recent News about you
Your Name		Status		
Wall	Info	Boxes		
<p>What 4 of my friends would say about me:</p> <p>_____ Wrote</p> <p>_____ Wrote</p> <p>_____ Wrote</p> <p>_____ Wrote</p>	<p>Birthday</p> <p>Home Address/ Phone #</p> <p>Relationship Status</p> <p>Favorite Class</p> <p>Favorite TV Shows</p> <p>Favorite Movies</p> <p>Favorite Music</p> <p>Favorite Quote</p> <p>Favorite Candy</p> <p>E-mail</p>	<p>Describe yourself in words</p> <p>Upcoming Events / things to do/ goals</p>	<p>Activities you enjoy</p>	
<p>My Picture</p> <p>Someone I Love/ Care About</p> <p>Picture / description of you in 10 years</p>				

SEL Middle School Lesson Plans	
Topic:	Building Community: Co-Creation of Rules/Norms
Required Time:	45-60 minutes
Goal:	Review district rules and protocols for creating rules  Create Classroom Rules/Norms
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	1A. Demonstrate an awareness of my personal qualities and interests. 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.
Materials:	Code of Conduct Handbook/ Virtual Expectations  Classroom created protocols for rules from day one  <a href="#">Set up student generator</a>
Welcoming Ritual	What Would Happen: Ask students what the world would be like if we did not have rules?  Teacher uses student generator to choose the order students share.  <a href="#">Student Generator</a>
Procedures/ Engaging Practices:	<b><u>Activity #1 Co-creation of classroom rules:</u></b> <ul style="list-style-type: none"> <li>We talked about the protocol to create rules and that our classroom rules need to reflect our code of conduct handbook and virtual expectations.</li> <li>We are going to break off in groups of three to create three to five rules. Assign roles: timekeeper, note taker, speaker.</li> <li>The first group will present their rules. The teacher will take notes.</li> <li>The next group presents any rules that their group created that have not been shared yet.</li> <li>Complete until all groups have presented.</li> <li>As a class, decide what rules you can consolidate or don't need because of the school rules.</li> <li>Review final rules together (save this to make a neat copy to post or email out to students).</li> </ul>
Discussion Questions/ Debrief:	How will the rules we created ensure a safe and orderly learning environment?

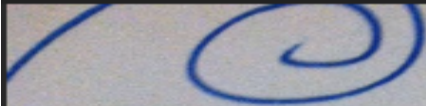
Optimistic Closure:	Now that we have created classroom rules/norms what will be your next step(s) to ensure that you will follow our classroom rules/norms. How will you hold yourself accountable? Students will popcorn out how they will hold themselves accountable.
Additional Suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>

SEL Middle School Lesson Plans	
Topic:	Building Community: Expectations and Hopes & Dreams
Required Time:	45-60 minutes
Goal:	To establish hopes and dreams for the year.
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	1A. Demonstrate an awareness of my personal qualities and interests. 2B. Set, monitor, adapt, and evaluate my goals to achieve success in school and life. 5B. Develop implement, and model effective decision making to deal responsibly with academic and social situations.
Materials:	Classroom Rules/Norms chart or document that can be edited  Hopes and Dreams Chat Box/White Board
Welcoming Ritual	Teacher will call out students by their first name.  Students will say their last name and one thing they need to be successful in school.

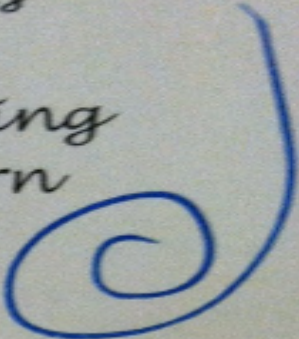
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Classroom Rules Review:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will review each rule/norm.</li> <li>• Students will brainstorm what these rules look like and sound like (you can break students into groups or have them answer in chat boxes individually).</li> <li>• Student groups report out or teacher adds individual comments to rules/norms document.</li> <li>• Teacher should add these ideas under the rules to post and send to parents in newsletters.</li> </ul> <p><b><u>Activity #2 Go Hunt Your Dreams:</u></b></p> <ul style="list-style-type: none"> <li>• Students will watch <a href="#">Go Hunt Your Dreams</a>.</li> <li>• After watching the video students will draw an image of their dreams and share it with the class.</li> </ul> <p><b><u>Activity #3 Quote Me:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will share the following quote: “Friends.... They cherish one another’s hopes. They are kind to one another’s dreams.” Thoreau</li> <li>• Once the quote is shared have students respond to the following questions: <ol style="list-style-type: none"> <li>1. How can we handle times when hopes and dreams don’t seem to come true?</li> <li>2. Can we help other people achieve their dreams?</li> </ol> </li> </ul> <p><b><u>Activity #4 Hopes and Dreams:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will share an example of their hopes and dreams and then post the document they would like their students to complete (students to create their own slide or collage similar to a vision board).</li> <li>• Ask for volunteers to share their hopes and dreams.</li> </ul> <p><a href="#">Guide for the teacher to share the difference between hopes &amp; dreams with students.</a></p>
Discussion Questions/Debrief:	<ol style="list-style-type: none"> <li>1. How will these expectations help us learn in this environment?</li> <li>2. Why is it important to create hopes and dreams?</li> <li>3. How will you feel when you accomplish your hopes and dreams?</li> </ol>

Optimistic Closure:	<p>One Minute Whip Around.</p> <p>The first student completes the phrase: The first thing I am going to do to accomplish my hopes/dreams is _____.</p> <p>As soon as they finish any student can jump in and go next.</p>
Additional Suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>

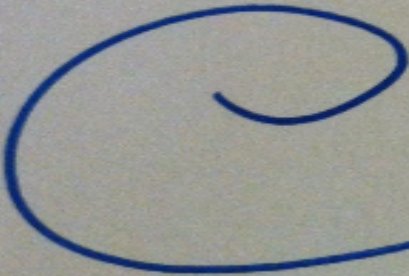




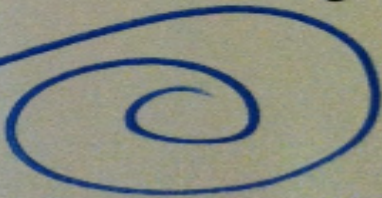
I hope that my students  
will feel comfortable  
taking risks and tackling  
challenges as they learn  
and grow this year.



I dream that someday the  
students in my class will  
remember this year as one  
of great learning and fun.



Ms. Lustberg



Name: \_\_\_\_\_

# My 2014 Goal:

My Goal:

What I need to do to meet my goal:

The worksheet is enclosed in a rectangular border decorated with small star-like patterns. At the top left, there is a line for the student's name. Below this, the title 'My 2014 Goal:' is written in a large, outlined font. Under the title is a large horizontal oval labeled 'My Goal:' containing three horizontal lines for writing. Below this oval are three smaller ovals arranged in a triangular pattern, each labeled 'What I need to do to meet my goal:' and containing three horizontal lines for writing. The entire page is designed for a student to write their goal and the steps to achieve it.

## MY MAIN GOAL RIGHT NOW

MY NO.1  
GOAL IS...

TARGET DATE

How will I know I've reached my goal?

This goal is important to me because...



.....

.....

.....

.....

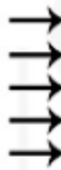
My key strengths that will help me  
achieve this goal are...



1. ....
2. ....
3. ....
4. ....
5. ....

Obstacles that may arise are...

1. ....
2. ....
3. ....
4. ....
5. ....



How I plan to respond to each obstacle:

.....

.....

.....

.....

.....

What will be good about achieving  
my goal?

.....

.....

.....

.....

NEXT BEST STEPS:



1. ....
2. ....
3. ....
4. ....

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SEL Middle School Lesson Plans	
Topic:	Building Community: Break or Pain Stake?
Required Time:	45-60 minutes
Goal:	Discuss Perspective Taking  Share your journey
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	1C. Demonstrate an awareness of my strengths and limitations. 3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.
Materials:	Teacher needs to prepare their journey.  Choose which platforms or organizers students may use for their summaries.
Welcoming Ritual	What movie does your current life reflect? You can use an existing movie or create your own title. Teacher can use student selector to show up on the screen, pull, sticks, or randomly select students.
Procedures/ Engaging Practices:	<b><u>Activity #1 Write Your Summary:</u></b> <ul style="list-style-type: none"> <li>The teacher will talk about perspective. Some students may have thought this was horrible and they were cut off from their friends and the world, while others thought what a great break it was to slow down and really focus on themselves. Some will have suffered with trying to make ends meet but grew even closer to their families while others had everything, they needed but were neglected or abused.</li> <li>Teachers will share their personal summary (the more vulnerable adults are, the more vulnerable students will be).</li> <li>Students will have the remaining time to create their fourth month summary. Allow students to choose how they will share their material; flip grid, sway, comic strip, timeline, graphic organizer, poem, song, or paper.</li> </ul>
Discussion Questions/ Debrief:	Teacher discretion.
Optimistic Closure:	Fist to Five Ask students to self-reflect and rate how they are feeling about sharing their stories. <ul style="list-style-type: none"> <li>Fist. I had a horrible experience and I am not ready to talk about it.</li> <li>Five fingers up. I learned so much about myself and I want to share things I did to better myself.</li> </ul> Students can use 1-4 to rate their comfort if they are somewhere in the middle.
Additional Suggestions	<ol style="list-style-type: none"> <li>Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>Chunk the lesson so students have time to process the information.</li> </ol>

	<ol style="list-style-type: none"> <li>Record the lesson so students can go back and review the information.</li> <li>Place all content for that day in one location so students/ families have access to it.</li> <li>Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>
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SEL Middle School Lesson Plans	
Topic:	Building Community: Sharing the Journey
Required Time:	45-60 minutes
Goal:	<p>Discuss Perspective Taking</p> <p>Create a safe space</p> <p>Students will share their journey</p>
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	<p>1C. Demonstrate an awareness of my strengths and limitations.</p> <p>3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p> <p>5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</p>
Materials:	<p><a href="https://www.youtube.com/watch?v=KLnShDH10KI">https://www.youtube.com/watch?v=KLnShDH10KI</a></p> <p><a href="https://www.youtube.com/watch?v=BrP9UW9eOts">https://www.youtube.com/watch?v=BrP9UW9eOts</a></p> <p>Teacher created journey.</p>
Welcoming Ritual	<p>One Minute Whip Around</p> <p>Share a greeting, share your name, and how you are feeling right this moment in one word.</p> <p>Teacher models by sharing first. Hello All! My name is Lynn and I am enthusiastic. Marcus how are you feeling? Good Morning! My name is Marcus, I am feeling tired. Kim how are you feeling?</p>

Procedures/ Engaging Practices:	<p><b><u>Activity #1 COVID-19 Commentary:</u></b></p> <ul style="list-style-type: none"> <li>• The teacher will talk about safe spaces. Ask students to brainstorm protocols in a discussion board (teacher should cut and paste these into a document while showing the video). <a href="#">Show safe space clip</a></li> <li>• Share with the students that our class will not judge each other or share other peoples' stories. We will only offer words of encouragement or support. <a href="#">Show the second clip link of students sharing their stories.</a></li> <li>• Repeat the protocols the class created. Teacher shares their journey. Ask for volunteers to share their stories. Allow students to thoughtfully respond in the chat box. If no one wants to share, read <a href="#">this article</a> to the students and have them respond to the discussion questions.</li> <li>• <a href="#">Safe space conversations</a></li> </ul>
Discussion Questions/ Debrief:	<ol style="list-style-type: none"> <li>1. How did hearing about other's experiences make you feel?</li> <li>2. How does thinking about other people's perspective change the way you think about others?</li> </ol>
Optimistic Closure:	<p>In the chat box, type one thing you will do to be considerate of other people's feelings and experiences of COVID-19. If students need support, you can use this stem.</p> <p>Now that I now my classmates feel _____ I will _____.</p> <p>Ask for volunteers to share.</p>
Additional Suggestions:	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS)Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>



SEL Middle School Lesson Plans	
Topic:	Building Community: Coping with Change
Required Time:	45-60 minutes
Goal:	To help students cope with change.
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	1A. Demonstrate an awareness of my emotions. 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
Materials:	Discussion board for Welcoming Ritual <a href="https://www.youtube.com/watch?v=o4yE6BidJCM">https://www.youtube.com/watch?v=o4yE6BidJCM</a> <a href="https://www.youtube.com/watch?v=fqBJheIJaeQ">https://www.youtube.com/watch?v=fqBJheIJaeQ</a>
Welcoming Ritual	What age do you look forward to being and why?  Students post on a discussion board. Teacher selects a student to call out names in a random order. Student responds with age and why.
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Video Viewing</u></b></p> <p>Change can be very subtle like changing your shoes or it can be very complex like moving from traditional to virtual school. It is how you deal with change that can make it a positive or negative experience. If you take a positive approach your response and outlook will be much more optimistic.</p> <p><a href="https://www.youtube.com/watch?v=o4yE6BidJCM">https://www.youtube.com/watch?v=o4yE6BidJCM</a></p> <p>OR</p> <p><a href="https://www.youtube.com/watch?v=fqBJheIJaeQ">https://www.youtube.com/watch?v=fqBJheIJaeQ</a></p> <p><b><u>Activity #2 Breakout Groups</u></b></p> <p>Split students into breakout groups of three. Groups will decide who will be the speaker, timekeeper, and the note taker.</p> <ul style="list-style-type: none"> <li>• How do you feel about change?</li> <li>• What changes have occurred recently in your life?</li> <li>• What will you do process the changes?</li> <li>• What will you do to help deal with changing to virtual school?</li> </ul> <p>Bring students back together. All the speakers share out what their group is going to do to help their classmates deal with the change to virtual school.</p> <p><b><u>Activity #3 Graphic Organizer</u></b></p> <p>Students choose how they will create a graphic organizer (Prezi, thinking map, hand drawn and take a picture on your phone to upload) with the title “My Needs in Times of Change”. Students will brainstorm what their individual needs are to be successful.</p>

Optimistic Closure	Students write in a chat box one way they will help themselves cope with change at home and school.
Discussion Questions/ Debrief:	1. Teacher discretion
Additional Resources	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>

SEL Middle School Lesson Plans	
Topic:	Building Community: Predicting Our Future
Required Time:	45-60 minutes
Goal:	To allow opportunities for students to practice self-awareness and self-management.
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statements	1C. Demonstrate an awareness of my personal qualities and interests. 2B. Set, monitor, adapt, and evaluate my goals to achieve success in school and life.
Materials:	Teacher created letter of congratulations to themselves for May



Welcoming Ritual	<p>Share one prediction you have for yourself during this school year.</p> <p>Teacher uses random selector for students to share out.</p>
Procedures/ Engaging Practices:	<p><b><u>Activity #1 What Will Happen Next</u></b></p> <p>A prediction is what you think will happen based upon the text, the author, and background knowledge. Prediction is an educated guess as to what will happen. Teacher selects a video/ show a series of pictures/ read a story:</p> <ul style="list-style-type: none"> <li>• Have students predict what will happen next in the chat box.</li> <li>• Process predictions with students gradually bringing them to reflect on why.</li> </ul> <p><b><u>Activity #2 Video Viewing</u></b></p> <p>Predictions have been made for generations. Choose a video for your students.  <a href="https://www.youtube.com/watch?v=fl_gLLUAsxo">https://www.youtube.com/watch?v=fl_gLLUAsxo</a>  <a href="https://www.youtube.com/watch?v=2NFDvrJxNb4">https://www.youtube.com/watch?v=2NFDvrJxNb4</a></p> <p>After viewing the video, complete a whole group discussion. Tell students to use the raise hand feature to answer questions. Allow at least two perspectives or answers for every question.</p> <ul style="list-style-type: none"> <li>• Why do you think we make predictions about the future?</li> <li>• Do making predictions change the way we live and behave?</li> <li>• Are most predictions accurate?</li> </ul> <p><b><u>Activity #3 Breakout Group</u></b></p> <p>Explain that predictions can also be about what is possible for ourselves. If we are truly present, follow our essential agreements, work on our hopes and dreams, complete the curriculum, anything could be possible.</p> <p>Put students in three-person breakout sessions for five minutes.</p> <ul style="list-style-type: none"> <li>• Brainstorm all the good things that could potentially happen this year in a different learning format.</li> <li>• Predict what could happen if all students worked hard and stayed focused.</li> <li>• As a group pick what you think is the <b>best</b> thing that could happen from traditional to virtual learning.</li> </ul> <p>All share: facilitate a group discussion. Ask each group to share their favorite possibility.</p>
Optimistic Closure	<p>Future Me</p> <ul style="list-style-type: none"> <li>• Tell students that they will be writing a letter to their future selves.</li> <li>• Using the website, <a href="http://www.futureme.org">www.futureme.org</a> students will complete one of the sentence-stems below. Have students enter the teacher's email address so that you can store these in a folder to give back to students later (winter break, end of the year, etc.).</li> </ul> <p>If students need support:  I've learned that I am _____.  I like/do not like virtual learning because _____.</p>

	When we go back to school, I am most excited about _____.
Discussion Questions/ Debrief:	Teacher discretion
Additional suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>

SEL Middle School Lesson Plans	
Topic:	Building Community: Growth Mindset
Required Time:	45-60 minutes
Goal:	<p>Students will learn how to change a fixed mindset to a growth mindset.</p> <p>Brainstorm growth mindset statements for current struggles.</p>
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	<p>1C. Demonstrate an awareness of my strengths and limitations.</p> <p>2B. Set, monitor, adapt, and evaluate my goals to achieve success in school and life.</p> <p>5A. Consider multiple factors in decision making, including ethical and safety factors, personal and community responsibilities and short or long term goals.</p>
Materials:	<p>Poll Everyone set up to chart responses</p> <p><a href="https://www.polleverywhere.com/signup?arlt=signupbutton&amp;usrc=signup_button">https://www.polleverywhere.com/signup?arlt=signupbutton&amp;usrc=signup_button</a></p> <p><a href="#">The Mindset of a Champion Growth Mindset</a></p>

	<p><a href="#">Growth Mindset</a> <a href="#">Growth Mindset</a></p> <p>Chat box for video discussion</p>
Welcoming Ritual	<p>What is one area you feel very confident with your life? Why?</p> <p>I feel confident in _____ because _____.</p> <p>Choose a student to call out names to share.</p>
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Inspirational Insite</u></b> Post quote: “Hard work beats talent when talent doesn’t work hard.” by Tim Notke</p> <p>What does this quote make you think of? Students popcorn out or use the raise hand feature to share response.</p> <p><b><u>Activity #2 What does growth mindset mean to you?</u></b> Use Poll Everyone to create a space where students can write what growth mindset means to them. Teacher reads responses to the class. Draw student’s attention to all the similar responses.</p> <p>Share the definition of growth mindset: In a growth mindset, basic abilities can be developed through dedication and hard work.</p> <p><b><u>Activity #3 Video View</u></b> Watch “<a href="#">The Power of Belief</a>” TEDTalk (10:52) with students and stop to discuss it as you go along. <b>Stop at 1:57</b> Briefly discuss Josh’s story and the quote  <ul style="list-style-type: none"> <li>• “The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity.” - Josh Waitzkin</li> </ul> <b>Stop at 4:20</b> Discuss the study about 7th graders with both fixed and growth mindsets  <ul style="list-style-type: none"> <li>• What is a growth and fixed mindset?</li> <li>• What happened to the 7th graders’ scores over the next two years?</li> </ul> <b>Stop at 5:36</b> Discuss differences in Growth and Fixed Mindsets  <ul style="list-style-type: none"> <li>• What do people with fixed mindsets focus the most on? How do both mindsets view effort?</li> <li>• How do both mindsets view obstacles?</li> </ul> <b>Optional viewing and discussion from 5:36-7:55</b> Gauge whether your students would respond positively to this study on praise and its overall takeaway.  <ul style="list-style-type: none"> <li>• What was this study about?</li> <li>• What kind of praise did the kids in the “Fixed Mindset” group get?</li> <li>• What kind of praise did the kids in the “Growth Mindset” group get?</li> </ul> </p>

	<ul style="list-style-type: none"> <li>• What were the results of this study?</li> </ul> <p><b>Optional viewing from 7:55 - 9:40</b> Watch remaining video, then ask students:</p> <ul style="list-style-type: none"> <li>• How does their brain change?</li> <li>• How does it grow?</li> </ul> <p><b><u>Activity #3 Stair Step to Success</u></b> Ask students to reflect on things they struggle with. Have them create a list of 3-5 struggles they currently have.</p> <p>Put students in pairs in a breakout room.</p> <ul style="list-style-type: none"> <li>• Partner A will be the partner who is oldest, they will share their struggles first.</li> <li>• As a pair, brainstorm how this struggle can be converted to a growth mindset statement.</li> <li>• Partner B shares their first struggle.</li> <li>• The pair converts it to a growth mindset statement.</li> <li>• Continue until all struggles are converted.</li> </ul> <p>Have everyone return to the main room. One partner will share out an example they came up with. They will also share out how the process went with their partner.</p>
Optimistic Closure	<p>“It’s always about a growth mindset. That’s what us four always talk about, is growth mindset. Like, it doesn’t matter when you change; it’s the fact that you can know that you can get better, even at our age, even with our accolades even with what we’ve done in our careers.” - LeBron James</p> <p>There is always room for improvement!</p> <p>In a discussion board, have students reflect on; in order to have positive mindset this year, what skill can you commit to improving? Include one baby step you can take to improve this skill.</p> <p>Teacher will randomly call student names or numbers until all students have shared.</p>
Discussion Questions/ Debrief:	<p>How will having a growth mindset change or enhance your goals?</p> <p>Choose one student to roll call names. Students share their focus skill and a step to accomplish it.</p>
Additional suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>
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SEL Middle School Lesson Plans	
Topic:	Building Community: Problem Solving
Required Time:	45-60 minutes
Goal:	To supply students with problem solving strategies.
SEL Competencies Addressed:	<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.
Materials:	Set up a <a href="#">Mentimeter</a> to allow students to post problem solving steps
Welcoming Ritual	<p>Teacher calls on each student and asks them to share out:</p> <ul style="list-style-type: none"> <li>• How do you normally respond to problems?</li> <li>• Are you calm, cool, and collected?</li> <li>• Does your heartbeat in your throat?</li> <li>• What is your typical reaction?</li> </ul> <p>Students can choose to make faces, act out or verbally respond.</p> <p>OR</p> <p>When you are frustrated or upset what is your go to song? You must select a song without profanity (Mentimeter does not post profanity) Students type the title into Metimeter.</p>
Procedures/ Engaging Practices:	<p><b><u>Activity # 1 Mentimeter How do you solve problems?</u></b></p> <p>When you have a problem, how do you resolve it? Have students write steps or strategies in a Mentimeter. Teacher reads off results. Ask students what similarities they see.</p>

### **Activity #2 Problem-solving Cycle**

Everyone has problems with their friends sometimes. For example: My friend got mad at me for forgetting her birthday. Let's follow the steps in this problem-solving cycle.



- The teacher will lead the discussion with students using the five steps of the cycle.
- Students brainstorm ideas for each of the five steps. Choose the best answer for each of the five steps in the problem-solving cycle.

### **Activity #3 Problem Solving with Peers**

Give students two minutes to think of a current problem they are willing to share with others. Have them write it down and be ready to share.

Split students into groups of three and tell them they have 20 minutes to find a solution for each of their problems.

- Students will share their height. The shortest partner will be partner A, middle height will be B tallest group member will be partner C.
- Partner A shares their problem first. All members take two minutes to brainstorm solutions to the cycle. All partners share their ideas on each of the five steps. Partner A picks which they think will work best to resolve their problem.
- Repeat for Partner B and Partner C.

Bring the class together. Have individuals share out their problem and solutions until you run out of time.

Optimistic  
Closure

Which part of the cycle was easiest for you? How can it help you to solve problems? Students popcorn out answers until everyone has shared.

Discussion Questions/ Debrief:	1. Teacher discretion
Additional suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>

SEL Middle School Lesson Plans	
Topic:	Building Community: Respect
Required Time:	45-60 minutes
Goal:	To understand what respect looks like, feels like, and sounds like.
SEL Competencies Addressed:	<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	3C Demonstrates an awareness and respect for human dignity, including culture and difference. 4A. Uses positive communication skills to interact effectively with others.
Materials:	RESPECT by Aretha Franklin  Choices of graphic organizers, webs, Flipgrid, Prezi, etc. for respect and disrespect brainstorming
Welcoming Ritual	Play Aretha Franklin R-E-S-P-E-C-T.  Listen closely to the lyrics of the song. Write down a line that touches or speaks to you. Share this line in the chat box.




	Teacher helps students analyze the lines.
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Respect&amp; Disrespect Brainstorming</u></b></p> <p>We all know what respect is, but what does respect mean exactly? What does “respect” look like and feel like? Does it look different with different people and in different situations? When is it easy to treat others with respect? When is it difficult? What can guide us as we try to live our lives so that other people respect?</p> <ul style="list-style-type: none"> <li>• Students have 10 minutes to choose an organizer and to brainstorm how respect looks, sounds, and feels.</li> <li>• Students post organizer as an assignment.</li> <li>• Ask students to volunteer to share.</li> </ul> <p>What is disrespect exactly? Answer the same question for disrespect.</p> <ul style="list-style-type: none"> <li>• Students have 10 minutes to choose an organizer and to brainstorm how respect looks, sounds, and feels.</li> <li>• Students post organizer as an assignment.</li> <li>• Ask students to volunteer to share.</li> </ul> <p><b><u>Activity #2 Break out groups to create a definition for respect and disrespect.</u></b></p> <p>Students are put in pairs. Using their graphic organizers students are to create their own definitions of respect and disrespect.</p> <ul style="list-style-type: none"> <li>• Each group will share one of their definitions.</li> <li>• Classmates will lesson closely.</li> <li>• When they have the same words in their definition student use me too sign or any designated signal.</li> </ul> <p>Here are some of the key aspects of a definition of “respect” that you may want to keep in mind as the students offer their definitions: Respect is way of treating yourself, another person, or a thing. We can talk about self-respect, respect for others, and respect for things. In treating someone or something with respect, we acknowledge their value. Because we value them, we do all that we can to avoid hurting, humiliating, or damaging them. We treat the person or thing with courtesy, care, dignity. Value, caring, courtesy, and dignity are helpful words in describing the meaning of respect.</p> <p>“Disrespect” is treating others in a way that violates their dignity. Examples are mean-spirited teasing, bullying, and insults. We are actually showing disrespect for ourselves to stoop to these activities. Teacher can also lead discussion in what disrespect for oneself looks like.</p>



	<p>Of course, as teachers we want to give our students the strong message that every human being has value and deserves to be treated with dignity. But it's not always easy to live our lives based on always treating others with respect. As a class we will do everything in our power to model respectful communication and behavior this year.</p> <p><b><u>Activity #3 Planning to Use Respect</u></b></p> <p>Students will reflect on how they will use respect and will complete the graphic organizer.</p>
Optimistic Closure	<p>What is one way you will model respect at school and at home? Post or hold up an appropriate emoji, GIF, cartoon, drawing, or statement.</p> <p>Students popcorn out what their symbol represents or shares their statement.</p>
Discussion Questions/ Debrief:	<ol style="list-style-type: none"> <li>1. Do all people deserve to be treated with respect at all times?</li> <li>2. What if the other person has "dissed" me and made me angry?</li> <li>3. What if they're from another country or believe in a different religion?</li> </ol>
Additional suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>3. Chunk the lesson so students have time to process the information.</li> <li>4. Record the lesson so students can go back and review the information.</li> <li>5. Place all content for that day in one location so students/ families have access to it.</li> <li>6. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>7. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>8. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>9. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>

## Planning to Use Respect

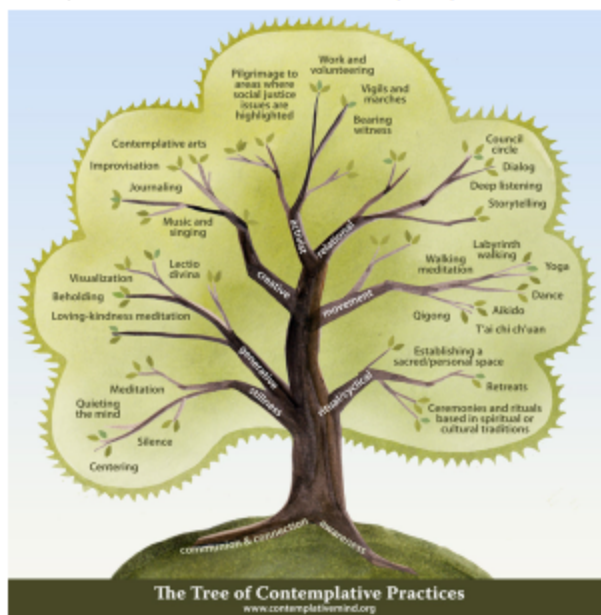
Describe below how you can show respect to the people listed so that they know what respect looks like, sounds like and feels like.

Person	 Looks	 Sounds	 Feels
My Parents			
My Teachers			
My Friends			
My Classmates			
My Neighbor			
My (siblings, grandparents...choose someone not listed above)			

SEL Middle School Lesson Plans	
Topic:	Building Community: Self-Care Strategies
Required Time:	45-60 minutes
Goal:	To create a list of strategies that help students to calm and heal themselves.
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	1A. Demonstrate an awareness of my emotions. 5 B. Develop, implement, and model decision making skills to deal responsibly with academic and social situations.
Materials:	Create a teacher self-care example or use <a href="#">this tree</a> .  Teacher support of self-care categories <a href="https://www.verywellmind.com/self-care-strategies-overall-stress-reduction-3144729">https://www.verywellmind.com/self-care-strategies-overall-stress-reduction-3144729</a>
Welcoming Ritual	What is your favorite game? Tell us the title, how you play, and a link to the game if possible.  Students post their game in the discussion board.
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Define Self-Care</u></b></p> <p>Ask students what the term “self-care” means to them. Is it the idea of buying somethings to pamper yourself? Or does it mean something else to you?</p> <ul style="list-style-type: none"> <li>• Use the raise hand feature for students to share what self-care means to them.</li> <li>• Using their ideas work with students to come up with a definition that includes some of the following ideas:</li> <li>• “Self-care refers to a series of activities and practices that we engage in on a regular basis to calm, heal, and preserve ourselves, physically and psychologically, and to reduce stress in our lives so we can be our best selves under any given circumstances.”</li> </ul> <p><b><u>Activity #2 Self-Care Strategies for Me</u></b></p> <p>Ask, what are they doing to keep sane and fit during this Covid time?</p> <ul style="list-style-type: none"> <li>• Get a show of hands of how many students practice self-care on a regular basis.</li> <li>• Ask how that is working for them.</li> <li>• Teacher shares their self-care strategies catalog tree/organizer/flyer, have students use the me too sign if it an activity they used or have students raise their hand if it is something they will try.</li> </ul>

	<ul style="list-style-type: none"> <li>• Allow student s to create their own self-care strategies catalog using the graphic organizer and categories of their choice. Remind students to make sure that the things on their chart are helpful in that they don't cause harm in the short or long term, like punching walls or eating too much junk food. Students can post this as an assignment.</li> <li>• Ask students to share their catalog so others can get new ideas for self-care.</li> </ul> <p><b>Activity #3 Self-Care Cassette Playlist</b></p> <p>Music shows up in many people's self-care catalog. Music brings us together in so many ways! It brings us joy, pumps us up and motivates us but also focuses and calms us.</p> <p><a href="#">The Aelolians Oakwood University Alumni 2020 "We Shall Overcome"</a> OR <a href="#">The Social Movement to Sing against Coronavirus</a> to introduce and frame the idea of coming together in music and song.</p> <ul style="list-style-type: none"> <li>• Ask students to think about what was shared in the video about how the coronavirus is affecting people and how music can support us.</li> <li>• Teacher shares their playlist.</li> <li>• Side A Motivational/ Side B Calming or Self Regulating.</li> <li>• Allow students 10 minutes to create their own playlist.</li> <li>• Ask students to share their motivational or calming side.</li> <li>• Have students post lists for an assignment.</li> </ul> <p><b>Activity # 4 Shake It Out</b></p> <p>Shake out some of our sadness, fears, concerns and anxieties:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learn African Dance Moves for Beginners</a> by Hip Shake Fitness</li> <li>• <a href="#">Dance at a Distance</a> has a range of different resources to get students moving to music</li> <li>• <a href="#">Mindful movement, dance and meditation</a> by Marjolein Burgerhout</li> </ul> <p>If students prefer not to dance, an alternative would be to <b>listen to music while watching time-lapse visuals</b> of flowers (or other soothing imagery online):</p> <ul style="list-style-type: none"> <li>• <a href="#">Flowers can Dance</a> with more upbeat music (1:46 minutes)</li> <li>• <a href="#">Blooming Flowers Time Lapse</a> with calming piano music (2:41 minutes)</li> <li>• <a href="#">Time Lapse Dandelion Flower to Seed Head</a> with calming strings (1:40 minutes)</li> </ul>
Discussion Questions/Debrief:	<ul style="list-style-type: none"> <li>• What was the activity like for them?</li> <li>• How did they feel before the activity and how do they feel now?</li> </ul>

Optimistic Closure:	<p>DJ Summary</p> <p>Write what you learned about self-care to the tune of your favorite song.</p> <p>Ask students volunteer to sing or rap their songs.</p>
Additional Suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>



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Concept & design by Mike Querry; Illustration by Camie Bergman

<b>Activist Practices</b> <ul style="list-style-type: none"> <li>Pilgrimage to areas where social justice issues are highlighted</li> <li>Work and Volunteering</li> <li>Vigils and Marches</li> <li>Bearing Witness</li> </ul>	<b>Generative Practices</b> <ul style="list-style-type: none"> <li>Lectio Divina</li> <li>Visualization</li> <li>Beholding</li> <li>Loving-Kindness Meditation</li> </ul>	<b>Relational Practices</b> <ul style="list-style-type: none"> <li>Council Circle</li> <li>Dialog</li> <li>Deep Listening</li> <li>Storytelling</li> </ul>
<b>Creative Practices</b> <ul style="list-style-type: none"> <li>Contemplative Arts</li> <li>Improvisation</li> <li>Music and Singing</li> <li>Journaling</li> </ul>	<b>Movement Practices</b> <ul style="list-style-type: none"> <li>Labyrinth Walking</li> <li>Walking Meditation</li> <li>Yoga</li> <li>Dance</li> <li>Qigong</li> <li>Aikido</li> <li>Tai Chi Chuan</li> </ul>	<b>Ritual/Cyclical Practices</b> <ul style="list-style-type: none"> <li>Ceremonies and Rituals based in Spiritual or Cultural Traditions</li> <li>Establishing a Sacred/Personal Space</li> <li>Retreats</li> </ul>
		<b>Stillness Practices</b> <ul style="list-style-type: none"> <li>Meditation</li> <li>Quieting the Mind</li> <li>Silence</li> <li>Centering</li> </ul>

Understanding the Tree

Disentangling and Reuniting the Tree

SEL Middle School Lesson Plans	
Topic:	Building Community: Relationship Skills
Required Time:	45-60 minutes
Goal:	To determine intrapersonal skills needed to maintain relationships.
SEL Competencies Addressed:	<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	4B. Develop and maintain positive relationship. 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.
Materials:	Discussion board for Welcoming Ritual  Ingredients for a basic recipe i.e. peanut butter & jelly sandwich, drop cookies etc.  Guidelines: Ingredients for Relationship Recipe
Welcoming Ritual	What is your favorite sandwich to make?  Explain the steps of how you make your favorite sandwich in the discussion board.  Use random student selector to choose the order for students to share.
Procedures/ Engaging Practices:	<p><b><u>Activity #1 Essential Ingredients</u></b></p> <p>Tell the students you are going to make i.e. a peanut butter and jelly sandwich (or your chosen basic recipe). Purposely forget the bread (or an essential ingredient for your chosen basic recipe). Begin to get the ingredients out naming them and telling the amount of each one needed. Make the sandwich without the bread, smearing the peanut butter on the plate with the jelly on top of it (or make your recipe without an essential ingredient).</p> <ul style="list-style-type: none"> <li>• Ask the students what is wrong?</li> <li>• What essential ingredient is missing?</li> <li>• What happens when you make something without using essential ingredients?</li> </ul> <p>Students will discuss what essential ingredients have in common with interpersonal skills needed to maintain quality relationships. Students may see the similarity that when ingredients are left out of a recipe it does not turn out the best and that when essential interpersonal skills are left out of relationships it is hard to make and maintain quality relationships.</p> <p><b><u>Activity #2 Relationship Recipe</u></b></p>

	<ul style="list-style-type: none"> <li>Students will popcorn out ingredients/interpersonal skills they believe are needed to maintain quality relationships. Students may take notes for ideas.</li> <li>Students will review the guidelines below. They may use their notes and the discussion items to produce a recipe card.</li> <li>Students will volunteer to share our recipes.</li> </ul> <p><b>Activity #3 Recipe Examples</b></p> <p>Students will create examples of their ingredients (they can add this to their existing document or create a new page.</p> <p>Ex) 1. Communication- I will use assertive language and mindful listening to be a good friend.</p> <p><b>Activity #4 Relationship Goal</b></p> <p>Students will reflect on a relationship that they would like to improve. Write a personal goal about working on this relationship. List action steps to accomplish this goal.</p>
Optimistic Closure	<p>Appreciation, Apology, or Aha!</p> <p>Students have been getting to know each other and work on relationship skills.</p> <p>Give students two minutes to choose what they will share.</p> <p>Have students share out in alphabetical order.</p>
Discussion Questions/ Debrief:	Teacher discretion.
Additional suggestions	<ol style="list-style-type: none"> <li>Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>Chunk the lesson so students have time to process the information.</li> <li>Record the lesson so students can go back and review the information.</li> <li>Place all content for that day in one location so students/ families have access to it.</li> <li>Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a></li> </ol>





*Guidelines:*  
*Ingredients for Relationship Recipe*

1. Card must be completed on paper given (should only be on one side) and with your name on the back.
2. Card must identify 5 interpersonal skills needed to maintain quality relationships (check your spelling).
3. Card should be decorated so that it is attractive. Use clip art, crayons, markers, color pencils, construction paper, or drawings to decorate the card.



SEL Middle School Lesson Plans	
Topic:	Building Community: Teamwork
Required Time:	45-60 minutes
Goal:	Students will determine their personality style. Students will use their personality styles to have fun and work together as a team.
SEL Competencies Addressed:	<input type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	4A. Uses positive communication and social skills to interact effectively with others. 5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
Materials:	Personality Test <a href="https://my-personality-test.com/true-colours">https://my-personality-test.com/true-colours</a>  Teacher Guide to Test <a href="https://paigethecounselor.wordpress.com/2019/01/29/true-colors-personality-test-for-middle-school/">https://paigethecounselor.wordpress.com/2019/01/29/true-colors-personality-test-for-middle-school/</a>
Welcoming Ritual	Would You Rather:  Be an Olympic athlete or the President?  Give up sweets or fast food?  Always be dressed up or always wear pajamas?  You can have students hold up fingers for option one or option two.
Procedures/ Engaging Practices:	<b><u>Activity #1 Personality Test</u></b> There are four basic colors: green, gold, blue, and orange. Most people are a mix of two. As with any personality test, a person's style can change from situation to situation, and with more awareness a person can adjust their approach in a group or a class. Let students know that personality can change. Just because you're gold today, doesn't mean you can't be orange tomorrow. These tests are simply a way to categorize certain behaviors, and some people do the same behaviors often enough to call it a "personality". <ul style="list-style-type: none"> <li>• Students complete survey individually.</li> <li>• Call out each of the personalities. If you fall in this category raise your hand so we can see what category each of us are in.</li> <li>• What two groups do you think shouldn't work together alone?</li> <li>• What group of personalities would make up the perfect team?</li> </ul> <b><u>Activity #2 ABC Scavenger Hunt</u></b> As a team, find items in your house that start with all the letters of the alphabet (A-Z).

	<ul style="list-style-type: none"> <li>• Your team will have 20 minutes to assign roles, decide on a plan of attack, and find all the items a through z</li> <li>• Assign roles: <ul style="list-style-type: none"> <li>- One person will monitor the time</li> <li>- One person to record what each item is</li> <li>- One person reports out</li> </ul> </li> </ul> <p>At 20 minutes bring everyone back together. Groups count how many letters they completed. Popcorn out numbers. Put students back into their breakout group to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What was the funniest item your group found?</li> <li>• What was the most creative item you used?</li> <li>• What was the most difficult letter to find? What item did you use?</li> <li>• What was the most creative item you chose for a letter?</li> </ul> <p>Bring groups back together to share out answers. Have the reporter email answers to the teacher.</p> <p><b><u>Activity #3 Team Bingo</u></b></p> <p>Each student receives a bingo board. Cover every box with a different student's name. Allow students to use names twice if you have a small class. We will do six rounds of random break out rooms, for two minutes for each rotation until someone gets a bingo. Type bingo in the chat box and we will check answers. Winner calls off all the titles and names. If your name is called give thumbs up if the sentence is true. A thumbs down will send us back to break out rooms.</p>
Optimistic Closure	<p><b>So What?:</b></p> <p>What takeaways from the lesson will be important to know three years from now? Why?</p>
Discussion Questions/ Debrief:	Teacher discretion.
Additional suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> </ol>

7. Use additional MNPS strategies shared for online learning ([MNPS Digital Tools](#)).
8. Use additional supports and strategies that support diverse learners ([Metro Nashville Public Schools \(MNPS\) Accessibility & Accommodations Resource Guide](#)).

Name \_\_\_\_\_

Date \_\_\_\_\_

# Student Search



Fill in each box with the name of a different classmate.

Speaks more than one language.	Is an only child.	Traveled to another state over the summer.	Plays an instrument.	Keeps a journal or diary.
Has read Charlotte's Web.	Went swimming over the summer	Has more than one pet.	Plays soccer.	Has attended a different school.
Has broken an arm or a leg.	Shares a bedroom with a brother or sister.	Did chores to earn money over the summer.	Has been on a camping trip.	Has an older sister.
Has won a trophy or a ribbon.	Has a one-syllable middle name.	Went to a birthday party over the summer.	Has had stitches.	Can whistle
Wears glasses	Has a younger brother.	Has never moved.	Was born in February.	Is excited about the new school year.

★ Put a star next to all of the ones that apply to you.

SEL Middle School Lesson Plans	
Topic:	Building Community: Creating Balance
Required Time:	45 – 60 minutes
Goal:	<p>The student will:</p> <ul style="list-style-type: none"> <li>• understand self as an individual and as a member of a diverse local and global community</li> <li>• exchange information, questions and ideas while recognizing the perspectives of others</li> <li>• examine problems and proposed solutions from multiple perspectives</li> </ul>
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	1B. Demonstrate an awareness of my personal qualities and interests. 2A. Understand and use strategies for managing my emotions and behaviors constructively. 2B. Set, monitor, adapt, and evaluate my goals to achieve success in school and life.
Materials:	<ul style="list-style-type: none"> <li>• Computer with microphone and video camera</li> <li>• Teams application</li> </ul>
Welcoming Ritual	<p><b><u>Too Much of a Good Thing:</u></b> Share the following quote with students “Too much of anything is not a good thing.”</p> <ol style="list-style-type: none"> <li>1. After sharing the quote, have students discuss what the quote means by sharing a song they could listen to over and over again.</li> <li>2. Ask students how their response is aligned with the quote. (what you might hear is that if someone listens to the song too much they might begin not to like it. Students may also state that listening to the song too many times might upset someone.)</li> </ol>
Procedures/Engaging Practices:	<p><b><u>Activity #1: More Alike Than Different</u></b></p> <ol style="list-style-type: none"> <li>1. Using the chat box, state to students you are going to ask multiple questions and if this is true about them to place the word ME in the chat box.</li> <li>2. Using the Personal Strength Statements Teacher Worksheet, read off the statements and allow students to respond in the chat box.</li> <li>3. After completing the activity, ask students the following questions:             <ol style="list-style-type: none"> <li>a. <b>What surprised you about your results?</b></li> <li>b. <b>How can you use your personal strengths to be successful in the online environment?</b></li> </ol> </li> </ol> <p><b><u>Activity #2 My Personal Strengths</u></b></p> <ol style="list-style-type: none"> <li>1. Place a copy of My Personal Strength document in the files so student can access it or place it on the screen so they can see it.</li> <li>2. Have students complete then My Personal Strength Document.</li> <li>3. Have student share their responses.</li> </ol> <p><b><u>Activity #3 Your Song</u></b></p> <ol style="list-style-type: none"> <li>1. Have students think of a song that when they listen to it allows them to reflect on their own strengths. Have all students share their response.</li> <li>2. Play the song: <a href="#">This is Me</a>            After playing the song, share with the students the following line: “I’m not scared to</li> </ol>

	<p>be seen, I make no apologies, this is me.” Ask students:</p> <ol style="list-style-type: none"> <li>What does this mean?</li> <li>Have you ever had to hide your personal strengths to fit in or make someone else feel safe and happy?</li> </ol>
Optimistic Closure	<p><b>One Word Whip Around:</b></p> <ul style="list-style-type: none"> <li>“What could happen to make tomorrow a great day?”</li> <li>Explain that everyone should prepare a one-word response and allow a minute of private think time.</li> <li>Ask for a volunteer to start off stating their word. The volunteer then chooses a student to go next.</li> <li>As always, it’s okay to pass by saying, “Pass.”</li> <li><i>Note: Rather than “correcting” anyone who responds more lengthily, allow the modeling of the remaining group members to get the design back on track.</i></li> <li>Compliment the class on something they collectively did well today.</li> </ul>
Discussion Questions/Debrief:	<ol style="list-style-type: none"> <li>How can an understanding of individual strengths and personal challenges relate to a positive self-concept?</li> </ol>
Additional Suggestions	<ul style="list-style-type: none"> <li>Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>Chunk the lesson so students have time to process the information.</li> <li>Record the lesson so students can go back and review the information.</li> <li>Place all content for that day in one location so students/ families have access to it.</li> <li>Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ul>

Personal Strength Statements  
Teacher Worksheet

Read a statement from this worksheet and have students use the chat feature to place the word ME in the chat box if the response is like him/her.

I consider all options before I make a decision.

I believe there is a right way to do everything.

I can always learn more.

I encourage others in my group.

I ask a lot of questions.

I can do many things at once.

I am responsible and organized.

I am not afraid to try something new.

I have patience when working with others.

I love a tough challenge and will ALWAYS find a way to do it.

I have a lot of energy and can do many things at once.

I prefer working in small groups.

I prefer working independently.

I like knowing rules and expectations.

I am a good listener when my friends need to talk.

I am cool, calm and collected under pressure.

I am always prepared for class.



### My Personal Strengths

The teacher will visually display the strength statements. Instruct students to complete the graphic organizer worksheet with their personal strengths. Each student completes a graphic organizer by writing at least four of his or her own personal strengths.

Date: \_\_\_\_\_

### My Personal Strengths

Name:

SEL Middle School Lesson Plans	
Topic:	Building Community: Mindful Minutes
Required Time:	45-60 minutes
Goal:	To understand how our brain functions.  Learn how mindful minutes help us self-regulate.
SEL Competencies Addressed:	<input type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input checked="" type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	2A. Understand and use strategies for managing my emotions and behaviors constructively. 5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.
Materials:	Pictures of athletes  Brain diagram for labeling and notes <a href="#">worksheet</a> .  Picture of the brain <a href="https://ggie.berkeley.edu/wp-content/uploads/2020/02/GGIE_BrainLabeling_Handout_My_Mindful_Brain.pdf">https://ggie.berkeley.edu/wp-content/uploads/2020/02/GGIE_BrainLabeling_Handout_My_Mindful_Brain.pdf</a>
Welcoming Ritual	Write Down, Rip Up, and Throw Away Your Stress  Have your students write down their expectations and insecurities, rip them up, and throw them away.  Acknowledge their barriers to learning and create a safe space for your students to overcome them.
Procedures/ Engaging Practices:	“The brain is like a muscle. When it is in use, we feel very good. Understanding is joyous.” – Carl Sagan  <b><u>Activity #1 Background on our Brain</u></b>  We know that if we exercise our muscles, it makes them stronger.  <ul style="list-style-type: none"> <li>• Did you know you can also exercise your brain?</li> <li>• What are some ways you can think of to ‘exercise’ your brain?</li> </ul> Next, display photo(s) of one or more famous athletes and ask students to name some others.

- Invite students to share what these athletes have in common. Chart strategies as they are mentioned (e.g. they work out, practice, eat well).
- Let the students know there are other techniques many athletes practice. Tell students that in addition to exercising their bodies, athletes also exercise their minds. This helps athletes to focus their attention, to become more successful in their sport and manage distractions.

### **Activity # 2 The Mindful Brain**

We will focus on three parts of the brain that are involved in some of the strategies that athletes and others use to help them be successful.

- The names of these parts of the brain are the **prefrontal cortex**, the **hippocampus**, and the **amygdala**. The name amygdala comes from its almond shape.
- Have students touch the center of their own foreheads and explain the **prefrontal cortex** is just behind. Point to the **prefrontal cortex** on the diagram.
- Next, have students touch their ears and explain the **hippocampus** is just behind. There are two **hippocampi**, one on each side of the brain. Point to the **hippocampus** on the diagram.
- Now point to the **amygdala** on the large drawing and explain that it is located deep in the middle of the brain. The name **amygdala** comes from it being shaped like an almond. There are two **amygdalae** located on each side of the brain.
- Read the following and have students label their [worksheet](#). (You may want to give examples of each function verbally – e.g., problem-solving: how you resolve a conflict with a friend; complex thoughts: perspective-taking):

#### **Prefrontal Cortex:**

- This is the most evolved part of the brain. It is responsible for:
- Problem solving, complex thoughts, attention and focus

- The prefrontal cortex is responsible for discipline, delaying gratification, and resisting acting on our first impulse so we do not do something we'll regret.
- For example, not eating all your candy at once! Or stopping yourself from hitting somebody if you are really angry.
- It makes it possible for us to hold ideas in mind at the same time, relating them to one another and playing with them.
- It makes it possible for us to be flexible in our thinking.

#### **Hippocampus:**

- It is part of the Limbic System, which is one of the oldest parts of the brain.
- It helps you to make new memories, and store and retrieve memories.
- It is also involved with our ability to overcome our fear response. We are going to learn more about our fear response later in today's lesson.

#### **Amygdala:**

- It is an almond-shaped part of the brain located deep within the brain.
- It is part of the Limbic System.
- It is one of the first parts of the brain to react.
- It helps to keep us safe when we encounter danger by alerting us and making us more vigilant.
- It's like the smoke detector of the brain, sensing danger.

It is a structure involved in processing and expressing emotions, especially anger and fear. In other words, it is part of the brain's emotional filter through which experiences are linked with certain emotions. For example, a child who was bitten by a dog might express fear whenever a dog walks by.

When labeling and explanation are complete, invite students to participate in the following discussion:

- Think for a moment: What would happen if you encountered a frightening situation (for example, an angry dog)? How would your body react?

- After getting feedback from students, discuss the “Fight, Flight, or Freeze” reactions. Explain that one of the amygdala’s jobs is to keep us safe. It doesn’t think reasonably.
- Our amygdala doesn’t think; it just reacts. It sets off a complex set of reactions that includes all the feelings you might have when an angry dog is barking at you.
- Because the amygdala doesn’t think, it can react to certain situations where we perceive danger but we are not actually in danger (for example, when you are taking a test, or have to speak in front of the whole class).

### **Activity #3 Reflect**

Ask students to think about a “big” performance by an athlete.

- How do you think they feel when huge crowds of people are watching them?
- Have there been times when you have had to perform in front of lots of people?
- What did your mind say? What did your body feel like?

If you’re feeling scared or have a lot of fear, this is your amygdala setting off a chemical and electrical reaction in your body. It readies the body to flight, fight, or freeze.

- In a situation like a performance or taking a test or being the new kid in class, are you really in danger?

The ***amygdala*** is very primitive and may trigger the same response to a fierce dog as it does to a performance, being the new kid, or a math test. Even though the test is not a dangerous threat like a fierce dog, your body may feel the same way because the amygdala does not know the difference!

Using strategies, like mindful breathing, to calm down the ***amygdala***, the reactive part of the brain, and help to better use your ***prefrontal cortex***, or your thinking part of the brain. In other words, you are going to learn to ***USE your PFC to calm down your amygdala!***

### **Activity #3 Waterfall Body Scan**

Teacher: Start by taking a comfortable position, hold your back nice and tall, rest your hands gently and when you're ready, close your eyes. Feel the gentle pull of gravity as your body relaxes letting go of the day, letting go of everything on your to do list, just relaxing into the here and now.

PAUSE

Now lead your attention to the flow of your breath, letting the breath ease you into a gentle state of awareness – PAUSE

Try to stay connected to your breath in each moment, experiencing it just as it is PAUSE

"Now imagine that a beautiful waterfall of white light is entering the top of your head. You feel its gentle healing energy throughout your brain and pouring over your face, your chin and your neck. The waterfall of white light now continues to move into your chest and shoulders and back. It moves down your arms and hands and out through your fingertips, taking with it any stress that you have held in your body. The white light continues to flow into your abdomen and solar plexus, your pelvis and buttocks. Feel the light moving down into your thighs, knees, calves. now it enters your ankles and feet and goes out through your toes, again taking with it any stress or discomfort you have stored in your body. Now you are in a continuous waterfall of white light. Every part of your being is filled with white light. Allow this energy to wash over you and enjoy the gentle calm it brings to you."

PAUSE

Now slowly bring yourself back to full waking conscious. Wiggle your fingers and toes and when you are ready, slowly open your eyes. Notice how you feel and take this calm with you.

Optimistic  
Closure

What thoughts or new learning from today's lesson brought you the most satisfaction? Why?

Students popcorn out their name and response.

Discussion  
Questions/  
Debrief:

Teacher discretion.

Additional suggestions	<ol style="list-style-type: none"> <li>1. Place documents in a PPT or share your document on your desktop with students so they can see them.</li> <li>2. Chunk the lesson so students have time to process the information.</li> <li>3. Record the lesson so students can go back and review the information.</li> <li>4. Place all content for that day in one location so students/ families have access to it.</li> <li>5. Explain and model with students how to navigate the learning platform you are using for example, how to raise your hand, type in the chat box, change backgrounds etc.</li> <li>6. Email or post documents that help students/families find and locate items on the learning management system being used.</li> <li>7. Use additional MNPS strategies shared for online learning (<a href="#">MNPS Digital Tools</a>).</li> <li>8. Use additional supports and strategies that support diverse learners (<a href="#">Metro Nashville Public Schools (MNPS) Accessibility &amp; Accommodations Resource Guide</a>).</li> </ol>
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### **Additional Online Resources for 5- 8 Teachers**

#### **Multi-Subject**

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- Vocaroon

#### **Geography/Social Studies**

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- Interactive Maps
  - Dogonews

#### **Science**

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- Interactive Maps
  - Dogonews

#### **Social and Emotional Learning**

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- [SEL Lesson Plans Grades 6-8](#)
  - [SEL Lessons K-12](#)

### **Additional Resources Located on Schoology**

The Social and Emotional Learning team has created the following Schoology groups that contain information to support teachers and engage students.

- Social-Emotional Learning –ACCESS CODE: X2QSM-4RKWJ
- Classroom Management - ACCESS CODE: 4JCM5-ZB6X4
- Adult SEL & Mindfulness –ACCESS CODE: K52C-5J3D-BHJX6

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Reference: Best Practices for Teaching Online. (2020, March 20). Retrieved July 18, 2020, from <https://laurelsprings.com/best-practices-for-teaching-online/> (Written Consent to Share best Practices was given by Laurel Springs)