

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social/Emotional Learning

Submitted by: Patrick Peach

Grade Level: K-8

Email: ppeach@bhsroe.org

Topic: Social Initiation

Length of Period: 15-20 minutes

2. Expectation(s)

SEL Objective: Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. B: Recognize individual and group similarities and differences.

C: Use communication and social skills to interact effectively with others.

Expectation(s): Students will better understand when and how to work or play with others.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do? The students should be able to communicate with others by asking questions to find specific people to fit their question.

Today learners will: play a "bingo" type game to strengthen communication skills as well as help get to know one another.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Participants will be in groups of no more than 10. We will start off with a pre-discussion, explain the game rules and then end with a post-discussion.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Students will be given the bingo board and after the game has started we will ask that they go to other group members and find out certain information about them. For example, find a classmate that "has a dog" Once the student finds someone that has a dog, that student would sign their name in the box and maybe share a quick story about their dog and then move on to another square.

B. Learning Environment

Classroom, cafeteria, or any place for students to write and discuss comfortably.

C. Resources/Materials (where did you get this lesson)

worksheets, pens or pencils, <https://www.centervention.com/find-someone-who/>

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?

Students can come together at the end of the activity and go over their boards. The teacher can call out on students to share under the box they signed their name. This will help students get to know one another.

Social Initiation Intro Lesson: FIND SOMEONE WHO...

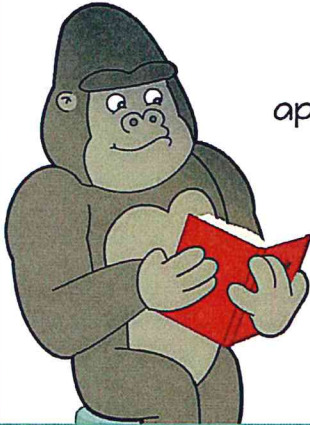
Name: _____

Find a site coordinator that fits the description in one of the boxes, and have him or her sign their name in the box.

has had a successful parent night	is a high school site coordinator	works in a rural school district	is a C.B.O. (community based organization)
is a S.B.O. (school based organization)	works in an urban school district	offers successful STEM programming	has successful community partnerships
is an elementary site coordinator	has support of their administration	has more than 4 weeks of summer programming	is a middle school site coordinator
has a working sustainability plan in place	has a strong student advisory board/council	has a cooking club in their program	offers incentives in their program
is in their first cycle of the grant	makes snacks for their program	has worked in a 21 st CCLC capacity for 5+ years	offers bilingual programming

SOCIAL INITIATION INTRO LESSON: FIND SOMEONE WHO...

Social Initiation is...



approaching others
in a polite,
confident way

SOCIAL INITIATION INTRO LESSON:
"FIND SOMEONE WHO..." GAME

Students will:

- formulate strategies to politely initiate conversation with classmates
- apply these strategies in a Bingo game

Materials:

- Bingo worksheets
- writing utensil
- Social Initiation poster

It can be difficult to start playing or talking with other kids. By practicing what to do and say when meeting new people, students can become more comfortable in these situations.

Pre-Discussion:

Begin by asking the group to think of a time when they were in a new situation with people they did not know, like starting at a new school or attending summer camp for the first time. If you're doing this activity at the beginning of the school year, your students are most likely in that situation right now! Ask the following questions:

"How does it feel to approach someone you don't know to ask them a question?"

"What are some ways you can do that politely? Is this different if there is more than one person there?"

"Is there anything you should avoid doing when approaching someone new?"

As you discuss this as a group, explain that it's understandable to be anxious about talking to new people, and that this game will help us practice so we can be more confident.

Brainstorm some phrases that students can use when approaching their classmates and write them on the board. For example:

"Excuse me, I'm wondering if you're someone who...?" or "Hi, I'm <name>. I love to swim, do you?"

SOCIAL INITIATION INTRO LESSON: FIND SOMEONE WHO...

Mini Game Directions:

1. Explain that you will be playing a game in which students will have to find a classmate who fits the description in each box on the page, and have that classmate sign his or her name in the box.
2. Students should use the strategies you discussed in the pre-discussion to confidently and politely approach classmates for their signatures. Role play with a student to demonstrate before you have the whole class start.
3. Play until students have gotten a signature in each box. Be sure to walk among students and comment on how they are initiating with each other.

Post-Discussion:

After the activity has been completed, guide discussion with these questions:

"How did it feel to approach new people?"

"Was anything about it difficult? Easy?"

"What was it like to have to approach a group of people, rather than someone who was by herself?"

Vocabulary:

Explain that approaching others in a polite, confident way is practicing good **social initiation**, and is part of knowing when and how to work or play with others. This skill is an important part of making and keeping friends.

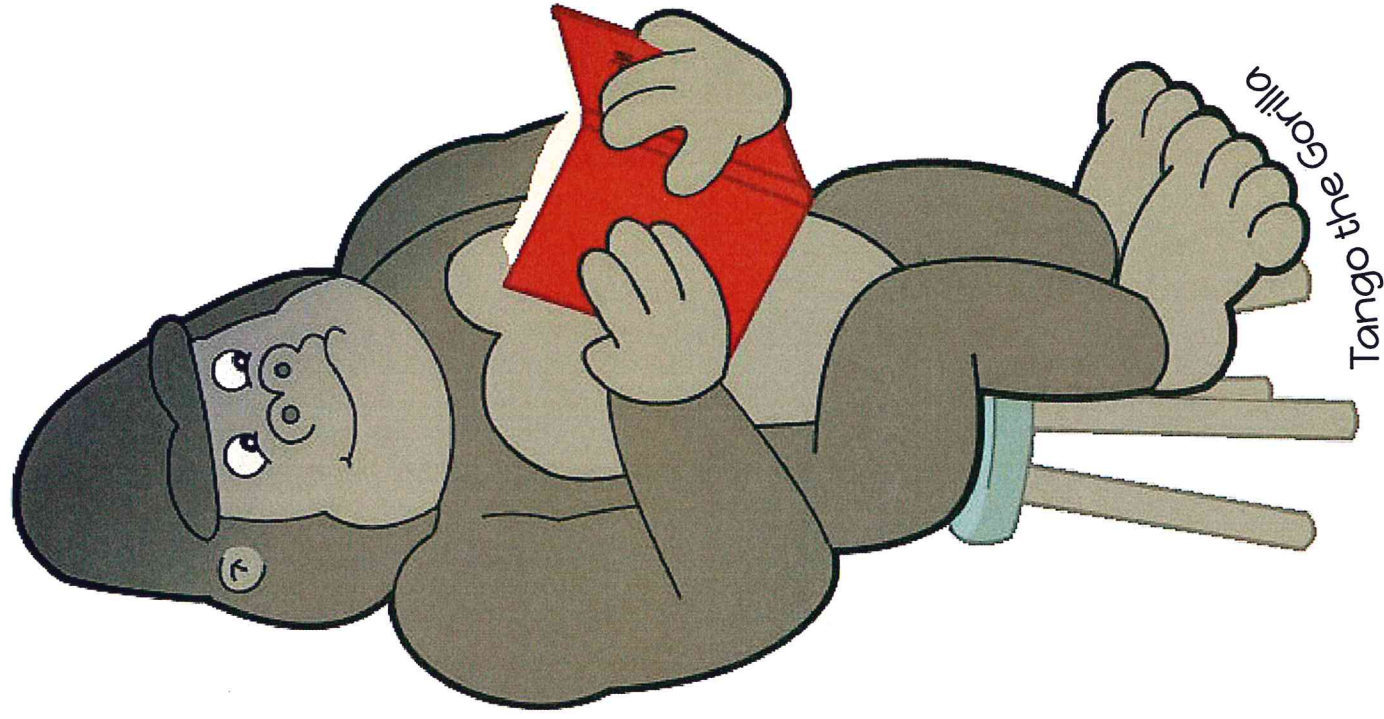
Hang the social initiation poster in your classroom after this lesson for students' future reference.

SOCIAL INITIATION INTRO LESSON: FIND SOMEONE WHO...

Name: _____

Find a classmate that fits the description in one of the boxes, and have him or her sign their name in the box.

has a dog	hates bees	has blond hair	plays a sport	loves hot dogs
has gotten stitches	has an older sibling	loves the color orange	reads for fun	has lived in another state
plays soccer	has blue eyes	has been out of the country	has a younger sibling	sings
loves to swim	wears glasses	is new to the school	has a cat	hates spiders
plays an instrument	has been to a zoo	has been camping	is taller than you	loves to draw



Tango the Gorilla

Social Initiation

knowing when
and how to work
or play with others

SEL Lesson

1. Lesson Plan Information

Subject/Course: Social/Emotional Learning

Submitted by: Cindy Whipple

Grade Level: 3-8

Email: cwhipple@csd190.com

Topic: Kindness Rocks

Length of Period: 20-30 minutes

2. Expectation(s)

SEL Objective: Goal 3: Demonstrate Decision-Making Skills & Responsible Behaviors in Personal, School, & Community

Contexts C: Contribute to the well-being of one's school and community.

Expectation: To build self esteem of one another.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

Learners will promote positive community attitudes through the participation in the kindness rocks movement. This participation will foster community involvement for the learner, as well as impress the importance of tolerance and positivity.

Today learners will:

Learners will inspire others through their participation in the kindness rocks movement, encouraging others to join in spreading acts of kindness.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Show a youtube video about the Kindness Project <https://www.youtube.com/watch?v=ik8-xPYLdxI>

Learners will discuss the importance of leaving kindness around their town, and the impact negativity can have on individuals and community. Learners will create their own kindness rock and leave it within the community to encourage kindness. Learners rocks will also be posted on our facebook page to reach a greater number of community members in the hope of spreading kindness further.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Learners will create a rock using markers and paint that will convey a positive message for a stranger who will find it. I will circulate and aid in the creation of the rocks through encouragement and positive reinforcement.

B. Learning Environment

This activity will begin within a space that allows art supplies and activities. Learners will decorate a rock with a positive message. Learners will then move to the outside, and hide their kindness rock within the community. The learning environment will also include the internet community. Learners that find a rock may post it on our facebook page. Learners are encouraged to re-hide the rock for someone else to find.

C. Resources/Materials (where did you get this lesson)

Resources: Video: www.teachersbrain.com

Materials: Spray Paint, Permanent Markers, Positive Messages

6. Group Wrap Up: *Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?*

Learners will reconvene to discuss the emotions they felt while participating in this activity. We will work as a group to come to the conclusion that kindness helps everyone, and that small actions make big ripples...KINDNESS ROCKS!

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social/ Emotional Learning	Submitted by: Kyria Eastman & Corey Tavares
Grade Level: K-8	Email: keastman@bhsroe.org ctavares@bhsroe.org
Topic: Coping Skills	Length of Period: 20 minutes

2. Expectation(s)

Goal 1: Develop Self-Awareness & Self-Management Skills to Achieve School & Life Success

1A: Identify & manage one's emotions & behavior

Goal 2: Use Social-Awareness & Interpersonal Skills to Establish & Maintain Positive Relationships

2A: Recognize the feeling & perspectives of others

2C: Use communication and social skills to interact effectively with others

Goal 3: Demonstrate Decision-Making Skills & Responsible Behaviors in Personal, School, & Community Contexts

3B: Apply decision-making skills to deal responsibly with daily academic & social situations

Expectation(s): Students will learn how to handle their emotions & react to situations healthily

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

Students should know that they need to think about their words and actions before they react to a situation

Today learners will...

learn a variety of different coping strategies

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Students will be shown the Wheel of Coping Skills. Everyone will start the activity together by folding their plates, tracing the lines, & cutting out the triangle "window". Then students will work independently or in small groups to come up with eight different coping strategies that they would like listed on their wheel.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

I will walk around to each student or group & talk with them about the coping strategies they have chosen & I will be available to help students that are struggling or need suggestions.

B. Learning Environment

This activity can take place in a classroom or any other setting.

C. Resources/Materials (where did you get this lesson)

This activity requires each person to have two paper plates, markers, and a brad. This lesson was found on Pinterest.

6. Group Wrap Up: *Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?*

Each person, or a member from each group, will be able to share one/some of the ideas that they came up with for their wheel. Students will be encouraged to use this wheel next time they are in a situation in which they are struggling to handle it well.

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social/Emotional Learning

Submitted by: Cindy Ehnle

Grade Level: 3rd -8th

Email: cehnle@bhsroe.org

Topic: Building Blind

Length of Period: 20 -30 minutes

2. Expectation(s)

SEL Objective: Goal 2 - Use social awareness and interpersonal skills to establish and maintain positive relationships

Goal C: Use communication and social skills to interact effectively with others.

Expectation(s): Students will build their listening and communication skills.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

The students should know how to communicate well with each other to rebuild a structure.

Today learners will...

Build on their listening and communication skills.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice What will you do as a whole group? Intro activity or set parameters/limitations etc

In groups, one student will be blindfolded while the others will study a structure the teacher built. It will be disassembled and the pieces given to the blindfolded student. The other students will use their communication skills to describe the block to be used and how and where to place them to rebuild the structure.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Students will be encouraged to use their communication skills to guide the blindfolded student to recreate the structure. Non blindfolded students may guide the blindfolded member using only words to replicate the original structure.

B. Learning Environment

Classroom or cafeteria

C. Resources/Materials (where did you get this lesson)

Instructures Building Blocks, or any type of building block and blindfolds. This activity came from Mindworks Resources TLC.

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?

Group discussion regarding the activity. Was it hard to communicate to the blindfolded student? Was it hard for the blindfolded student to understand the directions given? How did it feel to work as a team to try to recreate the structure?

SEL LESSON

1. Lesson Plan Information	
Subject/Course: Social Emotional Learning	Submitted by: Adam Weidner
Grade Level: Upper Elementary/JH/HS	Email: aweidner@bhsroe.org
Topic: Giving Genuine Compliments	Length of Period: 15 -30 minutes

2. Expectation(s)
SEL Objective: Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. 2B.1b: Describe positive qualities in others.
Expectation(s): Students will learn how to give truthful and kind compliments about someone's actions, not their personal appearance.

3. Content <i>What do I want the learners to know and/or be able to do?</i>
What do I want the learners to know and/or be able to do? The students should be able to think about others in a positive light and be specific and original in providing a compliment about how someone is or about positive things they do, outside of physical characteristics.
Today learners will... Write down one compliment in each box for each student. They will be creative and specific describing someone's actions in a positive way.

4. INTRODUCTION
How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)
Guided Practice <i>What will you do as a whole group? Intro activity or set parameters/limitations etc</i>
Students will be given a sheet of paper with students names listed. They will then be given instructions and examples on genuine compliments, i.e. you are a hard worker, you are kind to everyone you meet, etc. Students will then have time to fill in compliments. Once completed, students will share answers with the class for each student.

5. Independent Practice <i>What will you do with the students as they work individually or in a group?</i>
Students will be encouraged to write different, original compliments in each student box. They will be reminded to be creative and think about others' true actions.
B. Learning Environment Students can perform the activity in a classroom or other setting.
C. Resources/Materials (where did you get this lesson) Paper with names and pencils/pens. This activity was acquired from the Ohio Schools guidance counselor.

6. Group Wrap Up: <i>Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?</i>
Students will hear in a group setting all of the positive compliments said to them while the teacher/leader goes through each student and lists the compliments.

How to Give a Genuine Compliment

- Write down one compliment in each box.
- Must be truthful and kind describing someone's actions.
- May NOT be about someone's physical appearance.
- Let someone know you like something they DO.
- Be creative, specific, and original.

JOHNNY	HALEY
TOM	JASON
AMY	DIANE
NATHAN	SOPHIE
JAKE	LUCAS

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social Emotional Learning

Submitted by: Janis Mahan

Grade Level: 4th - 8th

Email: jmahan@bhsroe.org

Topic: Kid's Daily Dilemmas

Length of Period: 15-45 minutes

2. Expectation(s)

SEL Objective: Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. A: Consider ethical, safety, and societal factors in making decisions. 3A.2b: Demonstrate knowledge of how social norms affect decision making and behavior.

Expectation(s): Students will be able to think through their responses to situations they may find themselves involved in.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

The students will think about their available responses and choose the most appropriate one for the situation.

Today learners will: Students will be able to discuss possible responses to a variety of situations and make a determination about which response is the best one.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Students will choose a card from the Dilemma Jar and read it aloud to the group. They will then respond with how they would handle that situation. Example: In the local convenience store you hand the clerk a \$10 bill for a \$4.35 order. The cashier gives you too much change. You notice but she doesn't. How do you handle this? Group discussion will follow after the student provides a response.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Students will be encouraged to think about the ten character traits they learned about and how one or more may apply to this exercise.

B. Learning Environment

Classroom

C. Resources/Materials (where did you get this lesson)

Free Spirit Publishing Need the Jar - Kid's Daily Dilemmas

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?

Students will be prompted to discuss any situations they may be working through that cause them dilemmas. Students will discuss what they learned by working through the situations discussed.

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social Emotional Learning

Submitted by: Janis Mahan

Grade Level: 1-6

Email: jmahan@bhsroe.org

Topic: What Do You Stand For?

Length of Period: 30-45 minutes

2. Expectation(s)

SEL Objective: Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community context.

SEL Expectation(s): Students will gain self-confidence in their relationships with others. Students will learn positive character traits to get along with others and feel good about themselves.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

Students will begin to think about the various character traits and how they apply to themselves and each other.

Today Learners will: Build on the top ten character traits: Caring, Citizenship, Cooperation, Fairness, Forgiveness, Honesty, Relationships, Respect, Responsibility and Safety.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Students will pick a card from the deck. The card will have one of the character traits printed on it with a scenario at the bottom such as: Caring- Name someone who cares for people, animals, or the earth. How does this person show caring? The student will share the response with the group. This can be played as a card game also with cards dealt to the students. Students have to collect cards with all ten traits listed to win. We find it works better to have the student choose a card and answer the question.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Student discussion about the trait follows each student's response to a question.

B. Learning Environment

Classroom

C. Resources/Materials (where did you get this lesson)

Free Spirit Publishing - www.freespirit.com Deck of Trait Cards

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?

Students will discuss what they learned about the ten character traits and how they apply to themselves and others.

SEL LESSON

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social Emotional Learning

Submitted by: Janis Mahan

Grade Level: 3-6

Email: jmahan@bhsroe.org

Topic: Feeling Stones

Length of Period: 30-45 minutes

2. Expectation(s)

SEL Objective: Goal 1: Develop self-awareness and self-management skills to achieve school and life success. 1A.2b: Describe and demonstrate ways to express emotions in a socially acceptable manner. 1B.1a: Identify one's likes and dislikes, needs and wants, strengths and challenges.

Expectation(s): Students will be prompted to identify some of their likes and dislikes. Students will learn acceptance of self and others.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

The students will begin to look at themselves and their fellow students in an accepting manner even though they are all different.

Today learners will: Identify feelings about people, places and things and accept them as they are.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Students will be prompted to think about themselves, things they like, wishes they have, things they would like to do etc. The activity will be explained and students will be told to answer honestly and accept all statements made during this activity.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

The students will choose a glass stone from the box and read the question printed on the bottom. Some of the questions are: Favorite thing about me; If I was the President I would; I wish I could; A super power I wish I had is: Five things that make me happy are. Students go around the room and one at a time read the question on their stone and then answer it.

B. Learning Environment

Classroom

C. Resources/Materials (where did you get this lesson) School Staff.

Glass stones with questions on the bottom; paper and pencils if students want them.

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?

Group discussion will be held after each student has answered the identified number of stones for that session.

SEL LESSON

1. Lesson Plan Information	
Subject/Course: Social/Emotional Learning	Submitted by: Darla Ball
Grade Level: K-5	Email: dball@bhsroe.org
Topic: Icebreaker/Feelings Activity	Length of Period: 10-20 minutes

2. Expectation(s)
SEL Objective: Goal 1: Develop Self-Awareness & Self-Management Skills to Achieve School & Life Success 1A: Identify & manage one's emotions & behavior Goal 2: Use Social-Awareness & Interpersonal Skills to Establish & Maintain Positive Relationships 2A: Recognize the feeling & perspectives of others 2C: Use communication and social skills to interact effectively with others Expectation(s): Students will build their listening and communication skills.

3. Content <i>What do I want the learners to know and/or be able to do?</i>
What do I want the learners to know and/or be able to do? Today learners will: Learn to identify different emotional feelings and things that can influence those feelings. This could also be modified to be an icebreaker where students learn facts about each other in small groups then share information about their peers in a large group.

4. INTRODUCTION
How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem) Guided Practice <i>What will you do as a whole group? Intro activity or set parameters/limitations etc</i>
Students will be gathered and organized in a circle facing each other. They will start by introducing themselves. Depending on the size of the whole group this can be done all together or split into smaller groups. Each student will be given a small cup or bag of m&m's with a red, brown, green, yellow, blue, and orange candy in it. The group leader will instruct the students to pull out a specific color of m&m and to think of the topic corresponding to it. For example, "pull out your red m&m and think of something that makes you happy." or "pull out your red m&m and think of something that makes you angry." Then students are welcome to share what they have thought of.

5. Independent Practice <i>What will you do with the students as they work individually or in a group?</i>
Participate by sharing the topics that correspond to the colors of candy and encourage students to share if they are willing. If there is more than one group there will be other adults available to lead each group. I would circulate between groups encouraging students to share or helping them understand what the topics mean.

B. Learning Environment
This activity can take place in an open space that is large enough to arrange students in a circle. If necessary it could also be done by sitting in desks or around a table.
C. Resources/Materials (where did you get this lesson) http://radathome.blogspot.com/2013/11/m-feelings-activity.html http://www.group-games.com/ice-breakers/mm-game.html https://www.teacherspayteachers.com/Product/The-MM-Game-301256 Materials: small cups, m&m's or other multi colored candies, topic sheet

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?
Students can be asked: Were there any feelings you had difficulty identifying? Were there any favorite topics that were difficult to think of answers for? Will it be easier to identify feelings now after playing this game? Do you feel like you know your peers better following this game? Could you relate to any of the feelings your peers felt?

The ANGER Game

For every  say one thing that makes you angry.

For every  show us how to breathe when you are angry.


For every  show us one calm down corner activity.

For every  say one thing that makes you excited.

For every  say one poor choice you made when angry and what you could have done different.

For every  say good choice you made when you were angry

The Feeling Game

For every  say one thing that makes you happy.

For every  say one thing that makes you sad.

For every  say one thing that makes you angry.

For every  say one thing that makes you excited.

For every  say one poor choice you made today and what you could have done different.

For every  say good choice you made today.

SEL LESSON

1. Lesson Plan Information	
Subject/Course: Social Emotional Learning	Submitted by: Bernadette Melow
Grade Level: 6-8	Email: melowb@alwood.net
Topic: Positive Peer Interaction	Length of Period: 20-30 minutes

2. Expectation(s)

SEL Objective: Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. **Learning Standard A:** Recognize the feelings and perspectives of others.
2A.3b. Analyze how one's behavior may affect others.

Expectation(s): Students will learn to differentiate between appropriate and inappropriate interactions with peers.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do? Students will learn to think about their words and their affect on others before they say them.

Today learners will: Decide which comments are appropriate to say to other students and which should be kept to themselves.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Students will write phrases often said/heard throughout the school day on slips of paper. The visual aid is then used to decide - What should I say? What should I keep to myself? You could also use the strips to write/find alternatives for the "what I should keep to myself" strips.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Students will work together to find alternatives for the phrases that were deemed "Keep to Myself".

B. Learning Environment

Classroom

C. Resources/Materials (where did you get this lesson)

This lesson was found on Pinterest. It came from psrideaweb.com, the Idaho Community Based Rehabilitation Services

6. Group Wrap Up: *Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?*

Discuss what statements were selected to say out loud and their positive affect. Discuss the alternatives found for negative speech. Wrap up with discussion on how words can affect feelings and self-esteem.

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social Emotional Learning

Submitted by: Dayton Ince

Grade Level: K-8 or HS

Email: dince@bhsroe.org

Topic: Bullying

Length of Period: 15-20 minutes

2. Expectation(s)

SEL Objective: Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. A: Recognize the feelings and perspectives of others.

Expectation(s): Students will help build confidence and self-esteem of their peers.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

The students will realize the impact of their words - whether positive or negative - once spoken they truly can not be taken back.

Today learners will: Realize how the negative comments that are said to people stick with them for a lifetime

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice *What will you do as a whole group? Intro activity or set parameters/limitations etc*

Give each student a piece of paper and have them write down a handful of hurtful things that they have said to someone, that someone has said to them, or something negative that they have heard a student say to another student.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Each student will crumple the piece of paper into the smallest ball they can possibly make, step on it, squeeze it, do whatever they can to make it as small as possible.

B. Learning Environment

Classroom or Library

C. Resources/Materials (where did you get this lesson)

Piece of paper and pencil/pen

6. Group Wrap Up: *Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?*

After the students make a small ball bring them back together and have them try to unwrap the paper and to try and make the paper as flat as possible with no wrinkles left in it.

Moral of the activity is that no matter what you do to try and fix the issue there is no way to take away the things that were said or done, it will stick with that person for a lifetime.

SEL LESSON

1. Lesson Plan Information

Subject/Course: Social/Emotional Learning

Submitted by: Terrie Landwehr

Grade Level: 3rd -12th

Email: tlandwehr@bhsroe.org

Topic: Different but Similar

Length of Period: 20 -30 minutes

2. Expectation(s)

SEL Objective: Goal 1 - Develop Self-Awareness & Self-Management Skills to Achieve School & Life Success

Goal A: Identify and manage one's emotions and behavior.

Expectation(s): Students will build their listening and communication skills.

3. Content *What do I want the learners to know and/or be able to do?*

What do I want the learners to know and/or be able to do?

The students should know how to introduce themselves to new people and learn how to start conversations and build relationships

Today learners will...

Build on their listening and communication skills.

4. INTRODUCTION

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Guided Practice What will you do as a whole group? Intro activity or set parameters/limitations etc

Students will be divided into diverse, small groups. They will then have to find 3 similarities that all people in their group share.

5. Independent Practice *What will you do with the students as they work individually or in a group?*

Students will be encouraged to share their likes and dislikes and what some of their favorite things, places, food, music, etc. are to engage their group.

B. Learning Environment

Classroom or library

C. Resources/Materials (where did you get this lesson)

Students, one piece of paper per group, writing utensil per group. This lesson was presented in previous meeting.

6. Group Wrap Up: *Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?*

Small groups now come back to whole group and start sharing what each group found that they have in common. Was it hard to find 3 similarities?

SEL LESSON

1. Lesson Plan Information	
Subject/Course: Social/Emotional Learning	Submitted by: Briana Jungnickel
Grade Level: 3-12	Email: bjungnickel@bhsroe.org
Topic: Icebreaker/Getting to Know You	Length of Period: 10-20 minutes

2. Expectation(s)
<p>SEL Objective:</p> <p>Goal 1: Develop Self-Awareness & Self-Management Skills to Achieve School & Life Success 1A: Identify & manage one's emotions & behavior</p> <p>Goal 2: Use Social-Awareness & Interpersonal Skills to Establish & Maintain Positive Relationships 2A: Recognize the feeling & perspectives of others 2C: Use communication and social skills to interact effectively with others</p> <p>Expectation(s): Students will build their listening and communication skills.</p>

3. Content <i>What do I want the learners to know and/or be able to do?</i>
What do I want the learners to know and/or be able to do? Listen to their fellow students answer questions about themselves.
Today learners will: learn their classmates' names while also getting to know one another

4. INTRODUCTION
How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)
Guided Practice <i>What will you do as a whole group? Intro activity or set parameters/limitations etc</i>
Students will be gathered and organized in a circle facing each other. They will start by introducing themselves. One student will start with the beach ball, toss it to another student while saying their name. The student catching the ball will read the question under their right thumb and then answer this question. Depending on the size of the whole group this can be done all together or split into smaller groups of 10.

5. Independent Practice <i>What will you do with the students as they work individually or in a group?</i>
Participate by standing in the circle but encouraging the students to throw the ball to someone but me. If there are multiple groups I would walk around and encourage the students to answer the questions the best they can and use each others' names!
B. Learning Environment
This activity can take place in an open space that is large enough to arrange students in a circle. Probably best to have the circle open so no one is running into desks/tables.
C. Resources/Materials (where did you get this lesson)
http://www.moash.org/wp-content/uploads/2013/02/Beach-Ball-Questions.pdf Materials: beach ball, permanent marker

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?
Students can be asked: What was difficult about this for you? Did you learn a lot about your fellow classmates?

SEL LESSON

1. Lesson Plan Information	
Subject/Course: Social Emotional Learning	Submitted by: Monico Nunez
Grade Level: K-8 or HS	Email: mnunez@lamoilleschools.org
Topic: Self-Esteem Builder	Length of Period: 20-30 minutes

2. Expectation(s)
<p>SEL Objective: To build self esteem of one another</p> <p>SEL Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community context.</p> <p>Expectation(s): Students will help build confidence and self-esteem of their peers.</p>

3. Content <i>What do I want the learners to know and/or be able to do?</i>
<p>What do I want the learners to know and/or be able to do? Students will write positive words/compliments to all the participants.</p> <p>Today learners will: Practice "Polite is Right" skills. Work on positive interactions with one another.</p>

4. INTRODUCTION
<p>How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)</p> <p>Guided Practice <i>What will you do as a whole group? Intro activity or set parameters/limitations etc</i></p>
<p>Students will be introduced to the good feeling of compliments and positive feedback. Students will all have a paper plate taped to their back, and each will have a marker. Students will go around the room and write a compliment or positive words on each participants paper plate. In the end the students will remove the plate and read all of the positive words that were written specifically to them.</p>

5. Independent Practice <i>What will you do with the students as they work individually or in a group?</i>
<p>Encourage students to try to make their way around the room to each participant, and remind them that they are writing positive words to one another.</p>
B. Learning Environment
<p>Students will be conducting this activity in the school cafeteria.</p>
C. Resources/Materials (where did you get this lesson)
<p>This lesson was learned from an Afterschool Program that was sponsored by YSB and U of I Extension over 12 years ago.</p>

6. Group Wrap Up: <i>Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?</i>
<p>Students will read the compliments and positive words that were written to them.</p>

SEL LESSON

1. Lesson Plan Information	
Subject/Course: Social/Emotional Learning	Submitted by: Pat Corwin
Grade Level: 3-8	Email: pcorwin@bhsroe.org
Topic: Consequences	Length of Period: 25-30 minutes

2. Expectation(s)
<p>SEL Objective: Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. B: Apply decision making skills to deal responsibly with daily academic and social situations. 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> <p>Expectation(s): For every decision students make in their choices, there is a positive and negative consequence</p>

3. Content <i>What do I want the learners to know and/or be able to do?</i>
<p>What do I want the learners to know and/or be able to do? The students should be able to think ahead to positive and negative consequences of their choices in a given situation.</p> <p>Today learners will: The students will be able to write positive and negative consequences to a given situation based upon the choices that they make as a solution to that situation.</p>

4. INTRODUCTION
<p>How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)</p> <p>Guided Practice <i>What will you do as a whole group? Intro activity or set parameters/limitations etc</i></p> <p>Students will be given a situation with multiple choice solutions to the situation. Once the students choose their solution, then they will need to brainstorm and write possible positive and negative consequences to that solution. Students will share their answers with the class.</p>

5. Independent Practice <i>What will you do with the students as they work individually or in a group?</i>
<p>The students will choose a choice card from the pile of choice cards and then the students will write 2 or three positive or good consequences and 2-3 negative or bad consequences of that choice. They will write them on their worksheet.(see attached) Students will then share and discuss their answers and students can also offer up any other consequences.Students can continue to choose choice cards until all 9 are completed or until time is up.</p>
B. Learning Environment Classroom, cafeteria, or any place for students to sit and write and discuss comfortably.
C. Resources/Materials (where did you get this lesson) worksheets, pens or pencils, https://www.centervention.com/think-ahead-activity-positive-negative-consequences/

6. Group Wrap Up: Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will this affect your future writing?
<p>Students can reconvene the following week and discuss any situations that they encountered where they had to make choices and the evaluated those choices.</p>

THINK AHEAD

POSITIVE AND NEGATIVE CONSEQUENCES



You are playing a game with a friend and you see your friend cheat. What do you do? Circle one of these options:

- A. Tell your friend to stop cheating.
- B. Pretend you didn't see your friend cheat and keep playing.
- C. You cheat, too.
- D. Get up and leave the game.
- E. Another idea: _____

What would happen if you made that choice? Write some good things that could happen under "positive" and some bad things that could happen under "negative."

POSITIVE

1.

2.

3.

4.

5.

NEGATIVE

1.

2.

3.

4.

5.

Based on the consequences, would that be a good choice? Yes No

Why or why not? _____



STOP & THINK ACTIVITY: POSITIVE AND NEGATIVE CONSEQUENCES

There are usually both positive (good) and negative (bad) consequences to every choice we make.

For example, what would happen if your parents told you not to eat any cookies before dinner, but you grabbed a couple while they weren't looking? A positive consequence would be that you got to eat yummy cookies. Some negative consequences would be getting in trouble for disobeying your parents, and ruining your appetite for dinner.

Directions: Read one of the **Choice** cards. Write the possible **positive, or good**, consequences of that choice in the "POSITIVE" box. Write the possible **negative, or bad**, consequences of that choice in the "NEGATIVE" box.

POSITIVE

NEGATIVE



STOP & THINK ACTIVITY: POSITIVE AND NEGATIVE CONSEQUENCES

Choice Card

A classmate dares you to trip another student. What would happen if you do it?

Choice Card

You have a test tomorrow, but you get invited to play video games at a friend's house. What would happen if you choose to study?

Choice Card

A classmate wants to copy your homework. What would happen if you let him?

Choice Card

You and a friend walk into the cafeteria together, and there is only one seat left at the table where you want to sit. What would happen if you choose to sit there?

Choice Card

The teacher has a bowl of candy on her desk, and she leaves the room for a minute. What would happen if you took some?

Choice Card

Your best friend tells you that you shouldn't hang out with another friend anymore. What would happen if you choose to still hang out with that other friend anyway?

Choice Card

Your parent sends you to school with money for milk. What would happen if you choose to spend it on ice cream instead?

Choice Card

Your friends want to watch a TV show, but you know that you're not allowed to watch it because it's inappropriate. What would happen if you told your friends you didn't want to watch it?

Choice Card

You go to a sleepover at your friend's house, and you feel like you want to go home in the middle of the night. What would happen if you asked to go home?



STOP & THINK ACTIVITY: POSITIVE AND NEGATIVE CONSEQUENCES

Choice Card	Choice Card	Choice Card
Choice Card	Choice Card	Choice Card
Choice Card	Choice Card	Choice Card