

TRIMESTER 2 SEL LESSONS

ANALYZE AND ASSESS SITUATIONS

Objective	I can identify the elements of a complex idea or situation, and consider options based on the information.
Materials	<p>"A Little Spot of Responsibility" by Diane Alber</p> <p>Good Choices, Bad Choices worksheets</p> <p>Decision Chart</p>
Agenda	<p>Circle Question</p> <ul style="list-style-type: none"> Name and how you are feeling <p>Topic Introduction</p> <ul style="list-style-type: none"> What makes a good/bad decision? What steps do you follow to make a decision? What questions do you ask yourself? What are the outcomes to good/bad decisions? <p>Book</p> <ul style="list-style-type: none"> "A Little Spot of Responsibility" by Diane Alber <p>Activity</p> <ul style="list-style-type: none"> Decision Chart practice <ul style="list-style-type: none"> Students will solve scenarios by using the steps from the decision chart <ul style="list-style-type: none"> 1. Identify the problem/decision. 2. Gather information. Consider the negative and positive consequences. 3. Make a choice. 4. Reflect on the outcome. Good Choices, Bad Choices worksheets (can do one or both) <ul style="list-style-type: none"> Worksheet #1: Students will cut and paste good and bad choices under their respective classification Worksheet #2: Students will color good choices green and bad choices red

PERSPECTIVE-TAKING

Objective	I can consider another's experience and validate differences in vantage point, experiences, and culture.
Materials	"A Little Spot of Empathy" by Diane Alber Feelings Flashcards Cup + Charade Suggestions
Agenda	<p>Circle Question</p> <ul style="list-style-type: none"> Name and how you are feeling <p>Topic Introduction</p> <ul style="list-style-type: none"> What is perspective-taking? What can make it hard to perspective-take? Why is it important to practice perspective-taking? <p>Book</p> <ul style="list-style-type: none"> "A Little Spot of Empathy" by Diane Alber <p>Activity</p> <ul style="list-style-type: none"> TK-2 <ul style="list-style-type: none"> Perspective-taking with emotion flashcards <ul style="list-style-type: none"> Student actor(s) will be shown an emotion card to act out; audience will guess what emotion they're feeling. Students must give 3-5 different reasons why someone may feel this emotion. 3-5 <ul style="list-style-type: none"> Telephone Charades <ul style="list-style-type: none"> Students will play telephone charades to learn that it can be hard to figure out what someone may be feeling or experiencing just by their facial expressions and body language. We all interpret information differently! Be careful with assumptions.

SELF-PERCEPTION

Objective	I can recognize how culture, experiences, emotions, thoughts, and values influence self-confidence and behavior and contribute to identity.
Materials	"A Little Spot of Confidence" by Diane Alber "I am" worksheets
Agenda	<p>Circle Question</p> <ul style="list-style-type: none"> Name and how you are feeling <p>Topic Introduction</p> <ul style="list-style-type: none"> What is self-perception/confidence? What makes us feel confident? When do we feel less confident? <p>Book</p> <ul style="list-style-type: none"> "A Little Spot of Confidence" by Diane Alber <p>Activity</p> <ul style="list-style-type: none"> "I am..." worksheet <ul style="list-style-type: none"> Students will write four affirmations about themselves and then color and draw a self-portrait.