

## Level 2 | Self-Awareness | Unit Introduction

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Week 1 | Day 1

**SEL Competency:** Self-Awareness

**Article:** Introduction to Self-Awareness

**Common Core Standards:**

**Grade 2:** SL.2.1-SL.2.3, SL.2.5, SL.2.6, RL.2.1-RL.2.3, RL.2.7, RL.2.10

**Grade 3:** SL.3.1-SL.3.3, RL.3.1-RL.3.3, RL.3.6, RL.3.10

**In-class Routine:**

1. Display the name of the unit on the board. Share definition of self-awareness with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete the paragraph response handout. Why is self-awareness important?

<b>Vocabulary</b>	
<b>Self-awareness</b>	the ability to understand yourself
<b>Physical</b>	relating to the body
<b>Mental</b>	relating to the mind
<b>Self-confidence</b>	belief or trust in your own abilities
<b>Self-efficacy</b>	confidence in your ability to complete goals

## Level 2 | Self-Awareness | Feelings

Week 1 | Day 2

**SEL Sub-competency:** Identifying Emotions

**Article:** Feelings

### In-class Routine:

1. Complete self-reflection (Feelings) handout.
2. Read weekly article online: *Feelings*
3. Complete “Feelings” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- How do you think you would feel if a classmate lost their pet caterpillar in the classroom?
- What emotions do you think you feel the most?
- What emotions do you think you feel the least?
- What happens in your body when you feel happiness? Or fear? Or anger?

### Vocabulary

<b>Grateful</b>	feeling or showing thanks
<b>Relieved</b>	feeling relaxed and happy because something unpleasant has been stopped, avoided, or made easier
<b>Motivated</b>	having a strong interest in doing something
<b>Regretful</b>	feeling sorry about something
<b>Jealous</b>	feeling an unhappy or angry desire to have what someone else has

## Level 2 | Self-Awareness | Feelings

Week 1 | Days 3-5

**SEL Sub-competency:** Identifying Emotions

**Article:** Feelings

### Extension Activities:

My Emotion Wheel

- My Emotion Wheel - Graphic Organizer: A fillable PDF for students to reflect on their own emotions
- My Emotion Wheel - Design Your Own: A worksheet for students to create their own personalized emotion wheels based on their graphic organizers

An Emotional Moment

- An Emotional Moment - Explore: A fillable PDF for students to invent a classroom scenario, then explore possible emotional responses
- An Emotional Moment - After acting out one of the scenarios students create in the previous activity, students reflect on the experience

### Vocabulary

<b>Grateful</b>	feeling or showing thanks
<b>Relieved</b>	feeling relaxed and happy because something unpleasant has been stopped, avoided, or made easier
<b>Motivated</b>	having a strong interest in doing something
<b>Regretful</b>	feeling sorry about something
<b>Jealous</b>	feeling an unhappy or angry desire to have what someone else has

## Level 2 | Self-Awareness | Who Am I?

Week 2 | Day 1

**SEL Sub-competency:** Accurate Self-Perception

**Article:** Who Am I?

### In-class Routine:

1. Complete self-reflection (Who Am I?) handout.
2. Read weekly article online: *Who Am I?*
3. Complete “Who Am I?” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think Jacob thought he wasn’t brave?
- What did Jacob realize about himself at the end of the story?
- Has anyone ever described you differently than how you perceive yourself? How did it make you feel?
- Has your perception of yourself changed?

### Vocabulary

<b>Character trait</b>	a word that describes your personality
<b>Sprint</b>	to run or go very fast for a short distance
<b>In unison</b>	at the same time
<b>Limit</b>	to stop someone from having or doing more
<b>Internalize</b>	to make something part of who you are

## Level 2 | Self-Awareness | Who Am I?

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Week 2 | Days 2-5

**SEL Sub-competency:** Accurate Self-Perception

**Article:** Who Am I?

### Extension Activities:

Character Traits Worksheet

- The class brainstorms positive character traits. Students write two positive character traits about themselves, and then one character trait about the person sitting next to them. Then they share what they wrote to their partner and why they selected those traits.

“I Am” Poems

- Students write “I Am” poems.

<b>Vocabulary</b>	
<b>Character trait</b>	a word that describes your personality
<b>Sprint</b>	to run or go very fast for a short distance
<b>In unison</b>	at the same time
<b>Limit</b>	to stop someone from having or doing more
<b>Internalize</b>	to make something part of who you are

## Level 2 | Self-Awareness | Recognizing Strengths

Week 3 | Day 1

**SEL Sub-competency:** Recognizing Strengths

**Article:** Recognizing Strengths

### In-class Routine:

1. Complete self-reflection (Recognizing Strengths) handout.
2. Read weekly article online: *Recognizing Strengths*
3. Complete “Recognizing Strengths” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Do you think the main character in this story will achieve her goal?  
What will help her achieve her goal? What could get in her way?
- If you had a month to achieve a goal, what would you choose?
- How could you break this goal down into smaller steps?

### Vocabulary

<b>Achieve</b>	to get or reach something by working hard
<b>Melody</b>	a song or tune
<b>Diligent</b>	putting continued effort and care into your work
<b>Recital</b>	a dance or musical performance
<b>Improve</b>	to become better

## Level 2 | Self-Awareness | Recognizing Strengths

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Week 3 | Days 2-5

**SEL Sub-competency:** Recognizing Strengths

**Article:** Recognizing Strengths

### **Extension Activities:**

#### Recognizing My Strengths

- Recognizing My Strengths - Graphic Organizer: A fillable PDF for students to explore their strengths.
- Recognizing My Strengths - Mood Board: A space for students to represent their strengths through writing, drawing, or collage.

#### My Monthly Goal

- My Monthly Goal - Graphic Organizer: A fillable PDF for students to formulate a goal based on their strengths.
- My Monthly Goal - Peer Review: A fillable PDF for students to reflect on their goals with a peer or small group.

<b>Vocabulary</b>	
<b>Achieve</b>	to get or reach something by working hard
<b>Melody</b>	a song or tune
<b>Diligent</b>	putting continued effort and care into your work
<b>Recital</b>	a dance or musical performance
<b>Improve</b>	to become better

## Level 2 | Self-Awareness | Self-Confidence

Week 4 | Day 1

**SEL Sub-competency:** Self-Confidence

**Article:** Self-Confidence

### In-class Routine:

1. Complete self-reflection (Self-Confidence) handout.
2. Read weekly article online: *Self-Confidence*
3. Complete “Self-Confidence” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think the coach’s feedback helped the main character improve their speeches?
- Why do you think Speech Club helped the main character talk to people, even when they weren’t giving speeches?
- If you could join a club to gain any new skill, what would it be?

### Vocabulary

<b>Passionate</b>	having or showing strong emotions or beliefs
<b>Engaging</b>	very pleasing in a way that holds your attention
<b>Constructive</b>	helping to develop or improve something
<b>Discourage</b>	to make someone less determined or hopeful
<b>Identify</b>	to find out who someone is or what something is



## Level 2 | Self-Awareness | Self-Confidence

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Week 4 | Days 2-5

**SEL Sub-competency:** Self-Confidence

**Article:** Self-Confidence

### Extension Activities:

#### I Was Afraid, But Then...

- An activity for students to reflect on past fears that became strengths, and current fears that could become strengths.

#### Confidence Boosters

- An activity for students to reflect on their strengths, set active goals, and consider their support system.

<b>Vocabulary</b>	
<b>Passionate</b>	having or showing strong emotions or beliefs
<b>Engaging</b>	very pleasing in a way that holds your attention
<b>Constructive</b>	helping to develop or improve something
<b>Discourage</b>	to make someone less determined or hopeful
<b>Identify</b>	to find out who someone is or what something is

## Level 2 | Self-Awareness | Self-Efficacy

Week 5 | Day 1

**SEL Sub-competency:** Self-Efficacy

**Article:** Self-Efficacy

### In-class Routine:

1. Complete self-reflection (Self-Efficacy) handout.
2. Read weekly article online: *Self-Efficacy*
3. Complete “Self-Efficacy” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- It took the main character five tries to get the cake right! Based on the story, how do you think she feels about her mistakes?
- Do you think that making mistakes helps you learn? Why or why not?
- What’s something you really want to learn how to do, but haven’t tried yet?

### Vocabulary

<b>Overflow</b>	to flow over the edge or top of something
<b>Delicious</b>	very pleasant to taste
<b>Expand</b>	to become bigger
<b>Edible</b>	safe to eat
<b>Dense</b>	having parts that are close together

## Level 2 | Self-Awareness | Self-Efficacy

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Week 5 | Days 2-5

**SEL Sub-competency:** Self-Efficacy

**Article:** Self-Efficacy

### Extension Activities:

#### I Want To Try

- A handout for students to set a goal, visualize the outcome, and anticipate mistakes that may occur along the way.

#### Learning From My Mistakes

- A fillable chart so students can reflect on past and future mistakes as they work toward a personal goal.

<b>Vocabulary</b>	
<b>Overflow</b>	to flow over the edge or top of something
<b>Delicious</b>	very pleasant to taste
<b>Expand</b>	to become bigger
<b>Edible</b>	safe to eat
<b>Dense</b>	having parts that are close together

## Level 2 | Self-Management | Unit Introduction

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Week 6 | Day 1

**SEL Competency:** Self-Management

**Article:** Introduction to Self-Management

### Common Core Standards:

**Grade 2:** SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.7, RL.2.10

**Grade 3:** SL.3.1-SL.3.3, RL.3.1-RL.3.3, RL.3.6, RL.3.10

### In-class Routine:

1. Display the name of the unit on the board. Share definition of self-management with students.
2. Provide students with a self-evaluation.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete the paragraph response handout. Why do you think self-management is important?

### Vocabulary

<b>Self-management</b>	the ability to handle yourself and your responsibilities
<b>Motivated</b>	having a strong interest in doing something
<b>Overwhelmed</b>	having too many things to deal with
<b>Technique</b>	a way of doing something

## Level 2 | Self-Management | Impulse Control

Week 6 | Day 2

**SEL Sub-competency:** Impulse Control

**Article:** Impulse Control

### In-class Routine:

1. Complete self-reflection (Impulse Control) handout.
2. Read weekly article online: *Impulse Control*
3. Complete “Impulse Control” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think escaping into a tent helps Mason calm down?
- What do you do to feel calm?
- Do you have any impulses that you want to react to differently?

### Vocabulary

<b>React</b>	to behave or change in a particular way when something happens
<b>Inhale</b>	to breathe in
<b>Exhale</b>	to breathe out
<b>Exercise</b>	an activity done to become stronger and healthier
<b>Design</b>	to plan something that is being built or created

## Level 2 | Self-Management | Impulse Control

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Week 6 | Days 3-5

**SEL Sub-competency:** Impulse Control

**Article:** Impulse Control

### Extension Activities:

#### Breathing Square

- A printable square for students to practice a calm breathing technique.

#### Our Class Impulses

- After students discuss their impulses with their peers, they can use this chart to brainstorm ways to alter their behaviors and the classroom environment to support more mindful and constructive reactions to impulses.

<b>Vocabulary</b>	
<b>React</b>	to behave or change in a particular way when something happens
<b>Inhale</b>	to breathe in
<b>Exhale</b>	to breathe out
<b>Exercise</b>	an activity done to become stronger and healthier
<b>Design</b>	to plan something that is being built or created

## Level 2 | Self-Management | Stress Management

Week 7 | Day 1

**SEL Sub-competency:** Stress Management

**Article:** Stress Management

### In-class Routine:

1. Complete self-reflection (Stress Management) handout.
2. Read weekly article online: *Stress Management*
3. Complete “Stress Management” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- What do you think happened after this story?
- What are some things that make you feel stressed?
- When you’re stressed, what are some things you do to feel better?

<b>Vocabulary</b>	
<b>Development</b>	the process of growing or causing something to grow
<b>Toxic</b>	harmful or harsh
<b>Procrastinate</b>	to be slow or late about doing something that should be done
<b>Avoid</b>	to stay away from someone or something
<b>Cope</b>	to deal with problems and try to come up with solutions

## Level 2 | Self-Management | Stress Management

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Week 7 | Days 2-5

**SEL Sub-competency:** Stress Management

**Article:** Stress Management

### Extension Activities:

#### When I'm Stressed

- When I'm Stressed - Causes: An activity for students to explore the factors in their life that have caused or are currently causing stress.
- When I'm Stressed - Effects: A chart students can use to discuss stress with their peers, and compare their physical, mental, and emotional reactions to stress.

#### My Healthy Coping Toolkit

- My Healthy Coping Toolkit: An activity for students to explore the various healthy ways they currently cope with stress.

<b>Vocabulary</b>	
<b>Development</b>	the process of growing or causing something to grow
<b>Toxic</b>	harmful or harsh
<b>Procrastinate</b>	to be slow or late about doing something that should be done
<b>Avoid</b>	to stay away from someone or something
<b>Cope</b>	to deal with problems and try to come up with solutions



## Level 2 | Self-Management | Self-Discipline

Week 8 | Day 1

**SEL Sub-competency:** Self-Discipline

**Article:** Self-Discipline

### In-class Routine:

1. Complete self-reflection (Self-Discipline) handout.
2. Read weekly article online: *Self-Discipline*
3. Complete “Self-Discipline” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- What 5 minute activity would you do if you were taking a brain break?
- Did any of the strategies in the story sound like something you want to try?
- What other strategies do you think would help the main character stay focused?

### Vocabulary

<b>Distracted</b>	unable to think about or pay attention to something
<b>Research</b>	to collect information about something
<b>Overwhelmed</b>	having too many things to deal with
<b>Visual</b>	relating to seeing or the eyes
<b>Strategy</b>	a careful plan for achieving a goal

## Level 2 | Self-Management | Self-Discipline

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Week 8 | Days 2-5

**SEL Sub-competency:** Self-Discipline

**Article:** Self-Discipline

### Extension Activities:

#### Brain Breaks: Personal Deck

- A blank deck for students to reflect on their favorite brain breaks, then create their own personal collection of reenergizing activities to choose from next time they need a brain break.

#### Visual Schedules

- Visual Schedules - My Day: A chart for students to practice making visual schedules by drawing what they plan to do in a day.
- Visual Schedules - My Week: A chart for students to practice making visual schedules by drawing what they plan to do the following week.

<b>Vocabulary</b>	
<b>Distracted</b>	unable to think about or pay attention to something
<b>Research</b>	to collect information about something
<b>Overwhelmed</b>	having too many things to deal with
<b>Visual</b>	relating to seeing or the eyes
<b>Strategy</b>	a careful plan for achieving a goal

## Level 2 | Self-Management | Goal Setting and Motivation

Week 9 | Day 1

**SEL Sub-competency:** Goal Setting and Self-Motivation

**Article:** Goal Setting and Motivation

### In-class Routine:

1. Complete self-reflection (Goal Setting and Motivation) handout.
2. Read weekly article online: *Goal Setting and Motivation*
3. Complete “Goal Setting and Motivation” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- What’s something you’d like to see represented more in books, games, movies, or TV shows?
- What skills and hobbies do you have that would be useful for a community project?
- What’s a fun goal you want to achieve next week? What’s something you can do every day to work toward that goal?

### Vocabulary

<b>Activist</b>	a person who takes action to help make changes in politics or society
<b>Represent</b>	to show someone or something in a picture or other work of art
<b>Campaign</b>	to take part in a series of activities to support or achieve something
<b>Overwhelming</b>	so confusing or difficult that you feel unable to do something
<b>Administrator</b>	a person whose job it is to manage a company, school, or other organization

## Level 2 | Self-Management | Goal Setting and Motivation

Week 9 | Days 2-5

**SEL Sub-competency:** Goal Setting and Self-Motivation

**Article:** Goal Setting and Motivation

### Extension Activities:

#### Steps To My Goal

- A tracker for breaking goals down into manageable, achievable steps.

#### Serving My Community

- A graphic organizer for students to identify and reflect on the passions, skills, and hobbies they can contribute to various community projects.

### Vocabulary

<b>Activist</b>	a person who takes action to help make changes in politics or society
<b>Represent</b>	to show someone or something in a picture or other work of art
<b>Campaign</b>	to take part in a series of activities to support or achieve something
<b>Overwhelming</b>	so confusing or difficult that you feel unable to do something
<b>Administrator</b>	a person whose job it is to manage a company, school, or other organization

## Level 2 | Self-Management | All About Organization

Week 10 | Day 1

**SEL Sub-competency:** All About Organization

**Article:** All About Organization

### In-class Routine:

1. Complete self-reflection (All About Organization) handout.
2. Read weekly article online: *All About Organization*
3. Complete “All About Organization” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- What’s something in your life that’s organized really well?
- What’s something you don’t like to organize? What would make it easier?
- In the story, Noah organized his time. He organized his week by making a schedule and drawing reminders. How could you organize your time?

### Vocabulary

<b>Organized</b>	having things arranged in a neat way
<b>Crumple</b>	to crush something so that it is no longer flat or smooth
<b>Avoid</b>	to keep yourself from doing something
<b>Assignment</b>	a job or task someone has to do
<b>Prioritize</b>	to treat something as more important than others

## Level 2 | Self-Management | All About Organization

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Week 10 | Days 2-5

**SEL Sub-competency:** All About Organization

**Article:** All About Organization

### Extension Activities:

#### Let's Get Organized

- My Real Space: An art activity for students to develop an organization plan for an aspect of their space (a backpack, a desk, a room, a shelf, etc.)
- My Dream Space: An art activity for students to develop an organizational plan for an ideal space in the future (a future home, an office, a studio, a locker, etc.)

#### Next Week's Schedule

- Reality: A calendar for students to recall their upcoming events and activities, and then organize them into a calendar.
- Imaginary: A calendar for students to brainstorm a perfect week, and then organize their imaginary events into a calendar.

<b>Vocabulary</b>	
<b>Organized</b>	having things arranged in a neat way
<b>Crumple</b>	to crush something so that it is no longer flat or smooth
<b>Avoid</b>	to keep yourself from doing something
<b>Assignment</b>	a job or task someone has to do
<b>Prioritize</b>	to treat something as more important than others

## Level 2 | Social Awareness | Unit Introduction

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Week 11 | Day 1

**SEL Competency:** Social Awareness

**Article:** Introduction to Social Awareness

### Common Core Standards:

**Grade 2:** SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.6, RL.2.7, RL.2.10

**Grade 3:** SL.3.1-SL.3.4, RL.3.1-RL.3.3, RL.3.6, RL.3.10

### In-class Routine:

1. Display the name of the unit on the board. Share definition of social awareness with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete paragraph response handout. In your own words, why is social awareness important?

<b>Vocabulary</b>	
<b>Social awareness</b>	the ability to understand and relate to other people
<b>Identity</b>	the qualities that make a person who they are
<b>Preference</b>	a feeling of liking one thing more than another
<b>Diversity</b>	a variety of differences in a group of people
<b>Chaos</b>	complete confusion and disorder



## Level 2 | Social Awareness | More Than One Perspective

Week 11 | Day 2

**SEL Sub-competency:** Perspective Taking

**Article:** More Than One Perspective

### In-class Routine:

1. Complete self-reflection (More Than One Perspective) handout.
2. Read weekly article: *More Than One Perspective*
3. Complete “More Than One Perspective” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

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

<b>Vocabulary</b>	
<b>Shrug</b>	to raise and lower your shoulders to show that you do not know or care about something
<b>Occasionally</b>	sometimes but not often
<b>Observe</b>	to watch something carefully
<b>Hasty</b>	done or made very quickly
<b>Scoff</b>	to laugh at and talk about something in a way that shows a lack of respect



## Level 2 | Social Awareness | More Than One Perspective

Week 11 | Days 3-5

**SEL Sub-competency:** Perspective Taking

**Article:** More Than One Perspective

### Extension Activities:

#### Class Activity: Read Aloud

- The teacher reads a story to the entire class that includes multiple perspectives. Different table groups are assigned different characters from the story. The group must present their character's perspective.

#### Individual Activity: Journal Assignment

- Think of a time when you were new and didn't know anyone. Describe the experience. How did you feel?

<b>Vocabulary</b>	
<b>Shrug</b>	to raise and lower your shoulders to show that you do not know or care about something
<b>Occasionally</b>	sometimes but not often
<b>Observe</b>	to watch something carefully
<b>Hasty</b>	done or made very quickly
<b>Scoff</b>	to laugh at and talk about something in a way that shows a lack of respect

## Level 2 | Social Awareness | Empathy

Week 12 | Day 1

**SEL Sub-competency:** Empathy

**Article:** Empathy

### In-class Routine:

1. Complete self-reflection (Empathy) handout.
2. Read weekly article online: *Empathy*
3. Complete “Empathy” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think Kim was unable to tell Zara why she was upset at the beginning of the story?
- Why did Zara think about what Kim said before she responded to her?
- What makes someone a good listener?

### Vocabulary

<b>Passion</b>	something that you love doing very much
<b>Possession</b>	control of the ball in a game
<b>Agitated</b>	feeling upset, nervous, or angry
<b>Bleachers</b>	a set of benches for people to sit on while they are watching a sports game or performance
<b>Astonished</b>	feeling great surprise

## Level 2 | Social Awareness | Empathy

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Week 12 | Days 2-5

**SEL Sub-competency:** Empathy

**Article:** Empathy

### Extension Activities:

#### Class Activity

- Have students role-play different conflict scenarios using “I Statements.” Then discuss them as a class.

#### Individual Activity

- Provide students with a feelings chart. Have them practice writing “I Statements” for specific situations.

<b>Vocabulary</b>	
<b>Passion</b>	something that you love doing very much
<b>Possession</b>	control of the ball in a game
<b>Agitated</b>	feeling upset, nervous, or angry
<b>Bleachers</b>	a set of benches for people to sit on while they are watching a sports game or performance
<b>Astonished</b>	feeling great surprise

## Level 2 | Social Awareness | What Makes a Family?

Week 13 | Day 1

**SEL Sub-competency:** Appreciating Diversity

**Article:** What Makes a Family?

### In-class Routine:

1. Complete self-reflection (What Makes a Family?) handout.
2. Read weekly article online: *What Makes a Family?*
3. Complete “What Makes a Family?” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- What do you think a family is?
- Who would you invite to Family Day?
- What are some ways your family takes care of you?
- What kind of family do you want to have someday?

### Vocabulary

<b>Adopt</b>	to legally take someone else’s child as your own
<b>Demonstrate</b>	to show something clearly to other people
<b>Divorce</b>	to legally end a marriage
<b>Planetarium</b>	a room where stars and planets are shown on a high, curved ceiling
<b>Community</b>	a group of people who depend on one another

## Level 2 | Social Awareness | What Makes a Family?

Week 13 | Days 2-5

**SEL Sub-competency:** Appreciating Diversity

**Article:** What Makes a Family?

### Extension Activities:

#### Family Day

- A writing/art activity for students to depict and describe who would be invited to a hypothetical Family Day.

#### A Gift For You

- A writing/art activity for students to write a letter or draw a picture to one of the people they described in their “Family Day” activity.

<b>Vocabulary</b>	
<b>Adopt</b>	to legally take someone else’s child as your own
<b>Demonstrate</b>	to show something clearly to other people
<b>Divorce</b>	to legally end a marriage
<b>Planetarium</b>	a room where stars and planets are shown on a high, curved ceiling
<b>Community</b>	a group of people who depend on one another

## Level 2 | Social Awareness | Our Classroom

Week 14 | Day 1

**SEL Sub-competency:** Appreciating Diversity

**Article:** Our Classroom

### In-class Routine:

1. Complete self-reflection (Our Classroom) handout.
2. Read weekly article online: *Our Classroom*
3. Complete “Our Classroom” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think Kennedy’s class used slideshow presentations as a way for students to introduce themselves?
- If you were in Kennedy’s class, what is a follow-up question you would ask about any of these slideshow presentations?
- Kennedy learned that her new class is full of students with lots of different backgrounds. What’s one of the benefits of being in a class like Kennedy’s?

### Vocabulary

<b>Introduce</b>	to make someone known to someone else by name
<b>Presentation</b>	an activity in which someone shows something to a group of people
<b>Ceremony</b>	a social or religious formal event
<b>Autism</b>	a condition that begins in childhood and affects the development of the brain
<b>Anxiety</b>	fear or nervousness about what might happen

## Level 2 | Social Awareness | Our Classroom

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Week 14 | Days 2-5

**SEL Sub-competency:** Appreciating Diversity

**Article:** Our Classroom

### Extension Activities:

#### All About Me

- Introducing Myself: A template for students to fill out to introduce themselves to their classmates.
- What I Learned: A template for students to record what they learn about each other during conversations from the “Introducing Myself” section.

#### A Day in the Life

- An art activity for students to storyboard an imaginary documentary made about a part of their daily life that they’re comfortable sharing.

<b>Vocabulary</b>	
<b>Introduce</b>	to make someone known to someone else by name
<b>Presentation</b>	an activity in which someone shows something to a group of people
<b>Ceremony</b>	a social or religious formal event
<b>Autism</b>	a condition that begins in childhood and affects the development of the brain
<b>Anxiety</b>	fear or nervousness about what might happen

## Level 2 | Social Awareness | Respecting Others

Week 15 | Day 1

**SEL Sub-competency:** Respect for Others

**Article:** Respecting Others

### In-class Routine:

1. Complete self-reflection (Respecting Others) handout.
2. Read weekly article online: *Respecting Others*
3. Complete “Respecting Others” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below)

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

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

### Vocabulary

<b>Lebanon</b>	a country in southwest Asia
<b>Arabic</b>	the language of the Arab people
<b>Platter</b>	a large plate that is used for serving food
<b>Heaping</b>	holding as much as can be held
<b>Dismiss</b>	to decide not to consider something



## Level 2 | Social Awareness | Respecting Others

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Week 15 | Days 2-5

**SEL Sub-competency:** Respect for Others

**Article:** Respecting Others

### Extension Activities:

#### Class Activity

- Students bring something or a picture of something from their culture and share it with the class.

#### Individual Activity

- Assign students to different countries. Students research the countries and create a presentation about them. The presentation must include information about the country's language, location, food, and traditions.

<b>Vocabulary</b>	
<b>Lebanon</b>	a country in southwest Asia
<b>Arabic</b>	the language of the Arab people
<b>Platter</b>	a large plate that is used for serving food
<b>Heaping</b>	holding as much as can be held
<b>Dismiss</b>	to decide not to consider something

## Level 2 | Relationship Skills | Unit Introduction

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Week 16 | Day 1

**SEL Competency:** Relationship Skills

**Article:** Introduction to Relationship Skills

**Common Core Standards:**

**Grade 2:** SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.7, RL.2.10

**Grade 3:** SL.3.1-SL.3.3, RL.3.1-RL.3.3, RL.3.6, RL.3.10

**In-class Routine:**

1. Display the name of the unit on the board. Share definition of relationship skills with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete paragraph response handout. In your own words, why are relationship skills important?

<b>Vocabulary</b>	
<b>Relationship skills</b>	skills needed to form healthy relationships with other people
<b>Misunderstanding</b>	a small argument or disagreement
<b>Collaborate</b>	to work with another person or group to achieve something

## Level 2 | Relationship Skills | Communication

Week 16 | Day 2

**SEL Sub-competency:** Communication

**Article:** Communication

**In-class Routine:**

1. Complete self-reflection (Communication) handout.
2. Read weekly article online: *Communication*
3. Complete “Communication” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

**Activity Types:**

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

**Questions:**

- Why do you think a shaky video or loud music would make a video hard to understand?
- We know the main character’s video included information about kitten food and litter boxes. What else do you think the main character included in their video?
- What is something you’d like to learn more about by watching a video?

<b>Vocabulary</b>	
<b>Instructive</b>	providing knowledge or information
<b>Segment</b>	one of the parts into which something can be divided
<b>Tripod</b>	a stand for a camera that has three legs
<b>Attentive</b>	thinking about or watching something carefully
<b>Effective</b>	producing a result that is wanted

## Level 2 | Relationship Skills | Communication

Week 16 | Days 3-5

**SEL Sub-competency:** Communication

**Article:** Communication

### Extension Activities:

#### Let Me Teach You Something

- Brainstorm: An organizer for students to select a topic they're knowledgeable about and brainstorm the information they'd like to share.
- Comic: An art activity for students to create an educational comic to teach their classmates about their chosen topic.

#### How-To Challenge

- A game where students describe how to complete a task through writing or images, and another student must complete the task without any additional information.

<b>Vocabulary</b>	
<b>Instructive</b>	providing knowledge or information
<b>Segment</b>	one of the parts into which something can be divided
<b>Tripod</b>	a stand for a camera that has three legs
<b>Attentive</b>	thinking about or watching something carefully
<b>Effective</b>	producing a result that is wanted

## Level 2 | Relationship Skills | Community Organizing

Week 17 | Day 1

**SEL Sub-competency:** Social Engagement

**Article:** Community Organizing

### In-class Routine:

1. Complete self-reflection (Community Organizing) handout.
2. Read weekly article online: *Community Organizing*
3. Complete “Community Organizing” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Do you think the kids who voted for the bike rack or a new statue enjoyed working on the garden anyway? Why or why not?
- What do you think are the benefits of having a garden at your school?
- What’s an example of a community project that you would enjoy helping with?

### Vocabulary

<b>Budget</b>	a plan to decide how much money can be spent and how it will be spent
<b>Mascot</b>	a person, animal, or object used as a symbol to represent a group (such as a sports team) and to bring good luck
<b>Partial</b>	not complete or total
<b>Harvest</b>	to gather a crop
<b>Disturb</b>	to change the position or order of something

## Level 2 | Relationship Skills | Community Organizing

Week 17 | Days 2-5

**SEL Sub-competency:** Social Engagement

**Article:** Community Organizing

### Extension Activities:

#### My Dream Garden

- An art project for students to reflect on their favorite fruits, vegetables, and botanicals, and a space to take notes about how to care for their garden.

#### In My Community

- Graphic Organizer: A graphic organizer for students to develop an idea for a month-long community project to pitch to their teacher and classmates.
- Pitch Notes: A note sheet for students to reflect on their peers' pitches.

### Vocabulary

<b>Budget</b>	a plan to decide how much money can be spent and how it will be spent
<b>Mascot</b>	a person, animal, or object used as a symbol to represent a group (such as a sports team) and to bring good luck
<b>Partial</b>	not complete or total
<b>Harvest</b>	to gather a crop
<b>Disturb</b>	to change the position or order of something

## Level 2 | Relationship Skills | Letter-Writing Activism

Week 18 | Day 1

**SEL Sub-competency:** Social Engagement

**Article:** Letter-Writing Activism

### In-class Routine:

1. Complete self-reflection (Letter-Writing Activism) handout.
2. Read weekly article online: *Letter-Writing Activism*
3. Complete “Letter-Writing Activism” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think some members of the school board might vote to defund the Activism Program?
- What do you think will happen when the school board reads Hannah’s letter?
- If you received a letter of support someday, what would it be about?

### Vocabulary

<b>Renovate</b>	to make changes and repairs to an old house or building
<b>Official</b>	a person who holds an office
<b>Represent</b>	to speak or act for a group of people as a government official
<b>Funding</b>	an amount of money that is used for a special purpose
<b>Valuable</b>	very useful or helpful

## Level 2 | Relationship Skills | Letter-Writing Activism

Week 18 | Days 2-5

**SEL Sub-competency:** Social Engagement

**Article:** Letter-Writing Activism

### Extension Activities:

#### Letter of Support

- Graphic Organizer: An organizer for students to select a public official, organization, or a publication they support, and to articulate why they support them.
- Formal Letter: A template for students to write and potentially send their letters of support.

#### Letter to the Editor

- Graphic Organizer: An organizer for students to reflect on a published piece and whether or not they agree with it.
- Formal Letter: A template for students to write and potentially send their letters to the editor.

### Vocabulary

<b>Renovate</b>	to make changes and repairs to an old house or building
<b>Official</b>	a person who holds an office
<b>Represent</b>	to speak or act for a group of people as a government official
<b>Funding</b>	an amount of money that is used for a special purpose
<b>Valuable</b>	very useful or helpful



## Level 2 | Relationship Skills | Making Friends

Week 19 | Day 1

**SEL Sub-competency:** Relationship Building

**Article:** Making Friends

### In-class Routine:

1. Complete self-reflection (Making Friends) handout.
2. Read weekly article online: *Making Friends*
3. Complete “Making Friends” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why was the narrator nervous to go to school?
- How did the narrator know that she would be good friends with Michael?
- How can someone be a good friend?

<b>Vocabulary</b>	
<b>Churn</b>	to have a lot of confused activity
<b>Pupil</b>	a child or young person who is being taught
<b>Hesitant</b>	slow to act or speak because you are nervous or unsure about what to do
<b>Astonished</b>	feeling great surprise
<b>Grin</b>	a wide smile

## Level 2 | Relationship Skills | Making Friends

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Week 19 | Days 2-5

**SEL Sub-competency:** Relationship Building

**Article:** Making Friends

### Extension Activities:

#### Class Activity

- Make a list as a class of what makes someone a good friend. Students play the get to know you activity from the story.

#### Individual Activity

- Write “friendship” in the middle of a bubble map. Then write adjectives that describe a good friend.

<b>Vocabulary</b>	
<b>Churn</b>	to have a lot of confused activity
<b>Pupil</b>	a child or young person who is being taught
<b>Hesitant</b>	slow to act or speak because you are nervous or unsure about what to do
<b>Astonished</b>	feeling great surprise
<b>Grin</b>	a wide smile

## Level 2 | Relationship Skills | Teamwork

Week 20 | Day 1

**SEL Sub-competency:** Teamwork

**Article:** Teamwork

### In-class Routine:

1. Complete self-reflection (Teamwork) handout.
2. Read weekly article online: *Teamwork*
3. Complete “Teamwork” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why does Ms. Garcia compare being part of a class to being part of a sports team?
- What role have you played in a team or group?
- Does your class have class jobs? If so, which job do you like the best and why?

### Vocabulary

<b>Annoyance</b>	slight anger; the feeling of being annoyed
<b>Community</b>	a group of people who depend on one another
<b>Skeptical</b>	having doubt about something
<b>Rebound</b>	a ball that bounces back after hitting something
<b>Vital</b>	extremely important

## Level 2 | Relationship Skills | Teamwork

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Week 20 | Days 2-5

**SEL Sub-competency:** Teamwork

**Article:** Teamwork

### Extension Activities:

#### Class Activity

- Have a class job fair in your class. Discuss the importance of jobs, and show students the responsibilities of those jobs. Students will have time to practice different jobs.

#### Individual Activity

- Provide students with a class jobs sign-up sheet. They rank their top three jobs and why they think they would be good at those jobs.

### Vocabulary

<b>Annoyance</b>	slight anger; the feeling of being annoyed
<b>Community</b>	a group of people who depend on one another
<b>Skeptical</b>	having doubt about something
<b>Rebound</b>	a ball that bounces back after hitting something
<b>Vital</b>	extremely important

## Level 2 | Responsible Decision Making | Unit Introduction

Week 21 | Day 1

**SEL Competency:** Responsible Decision Making

**Article:** Introduction to Responsible Decision Making

**Common Core Standards:**

**Grade 2:** SL.2.1-SL.2.3, SL.2.5, RL.2.1-RL.2.3, RL.2.7, RL.2.10

**Grade 3:** SL.3.1-SL.3.3, RL.3.1-RL.3.3, RL.3.6, RL.3.10

**In-class Routine:**

1. Display the name of the unit on the board. Share definition of responsible decision making with students.
2. Provide students with the self-evaluation handout.
3. Invite students to share their self-evaluation with a group or to the class.
4. Read the online unit introduction article as a class.
5. Have students complete paragraph response handout. In your own words, why is responsible decision making important?

### Vocabulary

<b>Responsible decision making</b>	the ability to make thoughtful choices that affect you and others in a positive way
<b>Identify</b>	to find out who someone is or what something is
<b>Disrupt</b>	to make something unable to continue in the normal way
<b>Evaluate</b>	to carefully judge the value or condition of something
<b>Reflect</b>	to think carefully about something

## Level 2 | Responsible Decision Making | Grocery Store Meltdown

Week 21 | Day 2

**SEL Sub-competency:** Identifying, analyzing, and solving problems (individual)

**Article:** Grocery Store Meltdown

### In-class Routine:

1. Complete self-reflection (Grocery Store Meltdown) handout.
2. Read weekly article online: *Grocery Store Meltdown*
3. Complete “Grocery Store Meltdown” section of graphic organizer.
4. Complete the week’s online lessons.
6. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Why do you think the main character’s mom let them go to another aisle?
- Have you ever seen anyone have a meltdown? What did it look like?
- What activities do you do to relax? How often do you do them?

### Vocabulary

<b>Stress</b>	mental tension and worry caused by problems in your life
<b>Overwhelming</b>	so confusing or difficult that you feel unable to do something
<b>Embarrassed</b>	feeling awkward or ashamed
<b>Reduce</b>	to make less
<b>Apologize</b>	to say sorry for doing something wrong

## Level 2 | Responsible Decision Making | Grocery Store Meltdown

Week 21 | Days 3-5

**SEL Sub-competency:** Identifying, analyzing, and solving problems (individual)

**Article:** Grocery Store Meltdown

### Extension Activities:

#### Meltdown Meter

- An activity for students to reflect on various meltdown triggers and how their mind and body react to them. Contains an additional space to reflect on relaxation and coping strategies.

#### Meltdown Practice

- Graphic Organizer: An organizer for students to think of a potential meltdown scenario and think of socially acceptable and unacceptable reactions to prepare for a group role-play activity.
- Reflection: After roleplaying their meltdown scenarios, students can use this to reflect on their own experience and their reactions to their peers' scenarios.

<b>Vocabulary</b>	
<b>Stress</b>	mental tension and worry caused by problems in your life
<b>Overwhelming</b>	so confusing or difficult that you feel unable to do something
<b>Embarrassed</b>	feeling awkward or ashamed
<b>Reduce</b>	to make less
<b>Apologize</b>	to say sorry for doing something wrong

## Level 2 | Responsible Decision Making | Classroom Chaos

Week 22 | Day 1

**SEL Sub-competency:** Identifying, analyzing, and solving problems (community)

**Article:** Classroom Chaos

### In-class Routine:

1. Complete self-reflection (Classroom Chaos) handout.
2. Read weekly article online: *Classroom Chaos*
3. Complete “Classroom Chaos” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

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

### Vocabulary

<b>Interception</b>	the act of catching or receiving a pass made by an opponent
<b>Contract</b>	a written agreement between people
<b>Expectation</b>	the belief that someone will do something
<b>Align</b>	to agree with or match something else
<b>React</b>	to behave or change in a particular way when something happens



## Level 2 | Responsible Decision Making | Classroom Chaos

Week 22 | Days 2-5

**SEL Sub-competency:** Identifying, analyzing, and solving problems (community)

**Article:** Classroom Chaos

### Extension Activities:

#### Class Activity

- Four Corners activity: Provide scenarios one at a time on the board with four possible options (A, B, C, or D). Read the scenario as a class and then provide time for students to go to the corner of their choosing. Allow students to discuss in their groups why they chose that corner. Have one person from each corner share.

#### Individual Activity

- Students are given a worksheet with different scenarios and have to decide how they would react in those situations. This activity is similar to the class activity but allows students to think through their responses privately.

<b>Vocabulary</b>	
<b>Interception</b>	the act of catching or receiving a pass made by an opponent
<b>Contract</b>	a written agreement between people
<b>Expectation</b>	the belief that someone will do something
<b>Align</b>	to agree with or match something else
<b>React</b>	to behave or change in a particular way when something happens

## Level 2 | Responsible Decision Making | At the Playground

Week 23 | Day 1

**SEL Sub-competency:** Identifying, analyzing, and solving problems (small group)

**Article:** At the Playground

### In-class Routine:

1. Complete self-reflection (At the Playground) handout.
2. Read weekly article online: *At the Playground*
3. Complete “At the Playground” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- The four friends came up with the idea to take turns and use a timer. Do you think this solution works?
- Can you think of another solution for the four friends in the story?
- What do you think will happen if other students want to go on the tire swing?

<b>Vocabulary</b>	
<b>Eager</b>	very excited and interested
<b>Disaster</b>	a complete or terrible failure
<b>Yank</b>	to suddenly pull something in a quick, forceful way
<b>Identify</b>	to find out who someone is or what something is
<b>Solution</b>	something that solves a problem

## Level 2 | Responsible Decision Making | At the Playground

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Week 23 | Days 2-5

**SEL Sub-competency:** Identifying, analyzing, and solving problems (small group)

**Article:** At the Playground

### Extension Activities:

#### This is a Problem!

- A brainstorming exercise students can use to reflect on a specific problem/incident and explore possible solutions themselves and with a peer or staff member.

#### Solution Role-playing

- Graphic Organizer: An organizer for students to invent a scenario and then explore solutions with widely varying degrees of effectiveness in order to prepare for a group activity.
- Reflection: A space for students to reflect on their experiences after completing the Solution Role-play.

<b>Vocabulary</b>	
<b>Eager</b>	very excited and interested
<b>Disaster</b>	a complete or terrible failure
<b>Yank</b>	to suddenly pull something in a quick, forceful way
<b>Identify</b>	to find out who someone is or what something is
<b>Solution</b>	something that solves a problem

## Level 2 | Responsible Decision Making | Self-Reflection

Week 24 | Day 1

**SEL Sub-competency:** Evaluating and Reflecting

**Article:** Self-Reflection

### In-class Routine:

1. Complete self-reflection (Self-Reflection) handout.
2. Read weekly article online: *Self-Reflection*
3. Complete “Self-Reflection” section of graphic organizer.
4. Complete the week’s online lessons.
6. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Do you think Vanessa made the right decision? Which option would you have chosen?
- What’s an option you think Vanessa could have added to her list?
- How do you usually make decisions? Do you ever journal about them like Vanessa?

### Vocabulary

<b>Panic</b>	to feel sudden fear or anxiety that causes you to act without thinking properly
<b>Option</b>	something that can be chosen
<b>Tempt</b>	to make someone want to do something even though it may be wrong or unwise
<b>Guilty</b>	feeling bad because you have done something bad or wrong
<b>Impress</b>	to cause someone to feel admiration or interest

## Level 2 | Responsible Decision Making | Self-Reflection

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Week 24 | Days 2-5

**SEL Sub-competency:** Evaluating and Reflecting

**Article:** Self-Reflection

### Extension Activities:

#### What Would You Do?

- A peer activity in which students develop short ethical scenarios, and then respond honestly to their partner's ethical scenarios.

#### Decision Journal

- A sample journal spread students can use to define a decision in their lives and reflect on optional paths and results.

<b>Vocabulary</b>	
<b>Panic</b>	to feel sudden fear or anxiety that causes you to act without thinking properly
<b>Option</b>	something that can be chosen
<b>Tempt</b>	to make someone want to do something even though it may be wrong or unwise
<b>Guilty</b>	feeling bad because you have done something bad or wrong
<b>Impress</b>	to cause someone to feel admiration or interest

## Level 2 | Responsible Decision Making | Being an Upstander

Week 25 | Day 1

**SEL Sub-competency:** Ethical Responsibility

**Article:** Being an Upstander

### In-class Routine:

1. Complete self-reflection (Being an Upstander) handout.
2. Read weekly article online: *Being an Upstander*
3. Complete “Being an Upstander” section of graphic organizer.
4. Complete the week’s online lessons.
5. Offline discussion activity (choose 1 discussion activity and 1 question below).

### Activity Types:

- Around the Room
- White Board Response
- Group Response
- Think-Pair-Share
- Roll & Discuss

### Questions:

- Do you think the main character made the right choice in this story?  
What would you have done?
- Have you ever seen anyone being bullied?
- Can you think of a situation where you were a bystander? Or an upstander?

### Vocabulary

<b>Cheap</b>	not worth a lot of money
<b>Victim</b>	a person who has been harmed by something or someone else
<b>Embarrassed</b>	feeling awkward or ashamed
<b>Interrupt</b>	to cause something to stop happening for a time
<b>Threaten</b>	to be something that is likely to harm someone

## Level 2 | Responsible Decision Making | Being an Upstander

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Week 25 | Days 2-5

**SEL Sub-competency:** Ethical Responsibility

**Article:** Being an Upstander

### Extension Activities:

#### Upstander Training

- A group activity where students develop bullying scenarios, respond in various bystander ways and upstander ways in a group role-play, and then record their results.

#### Bystander Revision

- Students reflect on a bullying situation they witnessed and come up with a way they could've intervened as an upstander.

<b>Vocabulary</b>	
<b>Cheap</b>	not worth a lot of money
<b>Victim</b>	a person who has been harmed by something or someone else
<b>Embarrassed</b>	feeling awkward or ashamed
<b>Interrupt</b>	to cause something to stop happening for a time
<b>Threaten</b>	to be something that is likely to harm someone