

SEL Appendix A

Self-Awareness Activities

- I. **Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Activities: Helping staff to develop reflection questions and activities

Purpose: To help youth explore and develop a sense of self-awareness

Format: Individual reflection; small group or whole group activities, sharing, and discussion

Age range: Middle school and high school, modified for elementary school

The following is for facilitators.

Developing Youth Reflection Questions

Using reflection as a social and emotional learning tool can help youth make the most of their learning experiences by developing a spectrum of skills and a greater understanding of themselves, the world around them, and their thoughts, beliefs, and viewpoints regarding issues in their communities.

Overview of Guided Reflection Process

Objective	Questions
Describe what happened	What happened? What did you see, hear, smell, touch, say...
Interpret personal gut reaction	What range of feelings came up for you during the experience? When were you surprised? Frustrated? Pleased? Affirmed? Disappointed? Angry...?

So what? – Analyze and generalize learning	<p>What are you learning from this?</p> <p>What difference does that make to you, to the community?</p> <p>What do you understand differently now?</p> <p>When have you seen something similar before?</p> <p>How does this relate to larger contexts, theories, ideas?</p> <p>What is important about what you have learned?</p>
Now what? – Apply learning	<p>Now what will you do with what you have learned?</p> <p>How does it inform your work in community?</p> <p>What has our group/class learned?</p> <p>What are the implications of what we have done together?</p>

Types of learning built through critical reflection

Skills	Central Guiding Question	Y.O.U. Social/Emotional Learning Goals	Description
Knowledge	What do I know?	Identify feelings: recognizing and labeling one’s feelings	“Facts” about the activity, any larger social issues, data, the who/what/where/when
Comprehension	What do I understand?	Show empathy: identifying and understanding the thoughts and feelings of others	Why does the community address issues in the way they do? Compare/contrast, summarize, explain
Analysis	How can theory help me understand what I see and experience?	Understand situations: accurately understanding the circumstances one is in	Examining my experience in relation to curricular/co-curricular content. How do my experience and the theory, data, etc. inform each other? How are they contradictory? What patterns am I noticing? What are the root causes of the “need” for this service? What inequities are at play?
Application	How can I use	Solve problems creatively: engaging in a creative,	How does this issue impact my life? How does my life

	this knowledge?	disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans	impact this issue? How will I concretely use what I have learned?
Synthesis	How do the pieces fit together?	Understand situations: accurately understanding the circumstances one is in	Generalizing. Connecting knowledge from several areas. Looking at issues on the individual, relationship, group and societal/institutional levels
Evaluation	How well did I do it? What can I do now?	Solve problems creatively: engaging in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans	Of my own capacity to contribute. What would I do differently next time? If students are asked to identify recommendations for a site, agreement with community partners on this is important. Encourage students to recognize the often limited experience they have had in framing their recommendations
Description	What do I see and hear?	Understand situations: accurately understanding the circumstances one is in	Separating skills in description from skills in analysis and application.
Critical Thinking	How do I question what I think I have learned, and what others say about this issue?	Solve problems creatively: engaging in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans	Building the capacity to look at issues from multiple perspectives, and to question. Moving from dichotomous thinking to more complex thinking.
Naming Feelings	What am I feeling and how does it impact my perspective?	Identify feelings: recognizing and labeling one's feelings	Recognizing, acknowledging, naming feelings as a compass for learning.
Career Development	How does this experience shape my career goals?	Set goals and plans: establishing and working toward achievement of specific short- and long-	Examining the role of community in careers. How do these skills transfer to a profession?

		term outcomes	
Personal Growth	How am I changing as a person?	Identify feelings: recognizing and labeling one's feelings; Build relationships: establishing and maintaining healthy and rewarding connections with individuals and groups	Exploring how I am different after this experience. How are my relationships different?
Identity Development	How am I becoming clearer about who I am?	Act ethically: guiding decisions and actions by a set of principles or standards derived from recognized legal and professional codes or moral or faith-based systems of conduct	How have I become more aware of my values, perspectives, cultural identities...?
Leadership	How can I make a difference?	Act ethically: guiding decisions and actions by a set of principles or standards derived from recognized legal and professional codes or moral or faith-based systems of conduct	What leadership skills have I learned and developed?
Social Change	How can I affect change?	Act ethically: guiding decisions and actions by a set of principles or standards derived from recognized legal and professional codes or moral or faith-based systems of conduct	What knowledge and tools do I now have to contribute to change?

Interactive Group Reflection Activities

The following is for facilitators.

A Rose and a Thorn

Participants are asked to state one “rose,” or good thing that happened for them, and one “thorn,” or challenge that arose.

- Can be used to at the beginning of a new session to reflect on the last.
- Can be used as a closing reflection.

Standing in the Shadow of Our Success

This activity is used to review and reflect on personal and group accomplishments. Individually, participants are asked to consider their roles in their groups’ success. One by one, participants are asked to physically “stand in the shadow” (the place in the room) where they felt they contributed most in moving the group forward. For example, someone who helped facilitate a large group discussion might go stand by the board. Participants are invited to say 1 or 2 sentences about their contribution.

Crossing the Line

All participants are asked to stand on one side of the room. They are told that the facilitator will read a series of statements. Once a statement is read, all participants for whom that statement is true personally walk to the other side of the room. The facilitator might use a reflective prompt such as “Notice who is on one side of the room and notice who is not.” Participants silently acknowledge the configuration of the room’s participants. Participants are asked to rejoin the individuals who did not move. The exercise is often used to bring the group to awareness of minority viewpoints and/or power dynamics that either exist in the room or generally influence training.

Index Cards

Participants are given two different colored index cards. On one card they are asked to write one thing they’ve learned. On the other card they are asked to write one question they (still) have. This can be used as a review of the previous session or as a closing for the current session.

Circle Game

Each participant is given an index card and is asked to write down a question they still have about the session or training. Cards are collected and placed in a pile. Participants are seated in a circle. One person volunteers to be first to draw a card. The volunteer reads aloud the question on the card and answers it. After he or she has given an answer, the question is opened up to others in the group to answer.

Line Up!

A facilitator designates a line that represents a continuum that ranges from “strongly agree” to “strongly disagree,” where the middle of the line is “neutral.” The facilitator then reads several reflective statements about the activity the participants just completed. After each statement, the participants place themselves on the line according to their opinion. The facilitator can ask participants to explain why they are where they are on the line either to everyone in the group or to one other person next to him/her.

Examples of statements after an environmental stewardship activity:

Humans can have a positive impact on the environment.

Humans can have a negative impact on the environment.

I will try to limit my impact on the environment

I have ideas about environmental stewardship activities that I can do at home.

Pair and Share

Have participants thoughtfully consider a question or set of questions individually. Then have them find a partner to share their thoughts. Facilitators can walk amongst groups to supervise.

Small Group Sharing

Have participants thoughtfully consider a question or set of questions individually. Then break into small groups to share and discuss. Facilitators can walk amongst groups to supervise.

Mini Teach Session

Groups of participants, after a group activity, or individuals share with the rest of the group something that they learned during the activity. Other participants are invited to ask questions respectfully.

Individualized Reflection

Journaling

Various journaling techniques can be employed, such as free writing, writing a letter to someone else or to a future or past self, writing in response to a prompt, or writing a poem or creative piece in response to an activity or event. Participants should keep a private journal that they can continue to write in throughout the duration of a program.

Dialogue Journal

Participants journal in dialogue with an identified staff member. Staff members should respond to and engage with the writing of the participant as well as the original prompt or activity.

Visual Representation

Participants are asked to respond to an activity or a specific prompt by creating a visual representation of their feelings, what they did during an activity, what change they wish to see in a situation, etc. A variety of visual mediums can be employed, such as paper, colored pencil, crayons, markers, clay, etc. to create a picture, collage, or other visual representation.

Gathering Youth Feedback Through Reflection

Pluses and Deltas

A facilitator asks participants to write down a number of things that they liked about the activity (the “pluses”) and a number of things that they would change about the activity (the “deltas”). The facilitator then leads a discussion around first the sharing of things that were liked and then the things that could be changed.

Line Up!

A facilitator designates a line that represents a continuum that ranges from “strongly agree” to “strongly disagree,” where the middle of the line is “neutral.” The facilitator then reads several reflective statements about the activity the participants just completed. After each statement, the participants place themselves on the line according to their opinion. The facilitator can ask participants to explain why they are where they are on the line either to everyone in the group or to one other person next to him/her.

Examples of feedback generating statements:

I enjoyed/had fun during this activity.

I learned a lot from participating in this activity.

I would participate in this type of activity again.

I have a good idea for a different activity that we could do.

Pass the Ball

Participants stand or sit in a circle. The facilitator asks a question, and a ball or other soft object is passed to a participant who would like to speak. Once that participant is done speaking, s/he passes the ball to another participant, who also answers the question.

Examples of questions:

What did you like best about this activity?

What did you like least about this activity?

What did you learn by participating in this activity?

What are two or three words you can use to describe how you feel about this activity?

What are some other related activities that you would like to do?

Why was it important that we worked together to complete this activity?

What, if anything, will you do differently at home because of the experiences you had while participating in this service activity?

Would you like to participate in this activity again? Why or why not?

If we did this activity again, what could we do to make it better?

Beach Ball Questions

Before the activity, a facilitator writes a reflection question in each section of a beach ball. During the activity, the facilitator asks participants to sit or stand in a circle. After 3 “bumps” of the beach ball around the circle, the participant who catches it next will answer the question that his/her right thumb lands on.

I. Self-awareness—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Activities: These activities are adapted from The Dove Self Esteem Fund. They are specifically directed towards young women in middle and high school.

Purpose: They align to the CASEL core competency of accurately assessing one’s feelings, interests, values, and strengths and maintaining a well-grounded sense of confidence.

Format: Personal reflection, discussion, and sharing

Age range: Middle and high school

The following is a worksheet for youth.

GETTING STARTED

About me:

My name is _____ . I am _____ years old.

My school is _____ . I am in grade _____ .

About my body:

To me being beautiful
means _____

Questions I have about my face/hair/chest/body
are _____

More about me:

My favorite activities
are _____

When I grow up, I want to
be _____

I think the two most interesting things about me are

1) _____

2) _____

Questions I have about are growing up are. Check all that apply.

- Why am I changing?
- Does everyone change the same way?
- When is it okay to kiss someone?
- Do I have to diet?
- It is okay to be excited about growing up?
- What if I don't like my legs/breasts/lips?
- Others? _____

About my friends:

My best friend's name(s) is/are _____

My best friend/s think/s I
am _____

Something my friends do/say/think that worries me
is _____

Something my friends do/say/think that inspires me
is _____

About my mom/caregiver:

My mom/caregiver's name is _____

Today I would describe my relationship with my mom/caregiver
as _____

Other days I would describe my relationship with my
mom/caregiver _____

One thing I love about my mom/caregiver
is _____

Activity Two: To be completed with your mom/caregiver, if possible.

You know the basic about your mom/caregiver and (s)he probably knows the basics about you. Let's delve a little deeper into who each of you are. Get out your pen, think like a journalist, and ask these questions to each other to uncover some news. You'll find out some insightful facts about one another. You can also ask your grandmother and aunts the same questions.

Let's Share:

As a warm-up, find something special that both of you can do. For example:

- Rise one eyebrow
- Cross your eyes
- Whistle

Mom, let me tell you about:

- My best friends
- My school work
- How I feel about my siblings/aunts/grandparents/teachers/babysitters

Mom, tell me about

- What school was like for you
- Your best friend from when you were my age
- How you really feel about your family members

Let's talk about

- How do deal with bullies and teasing
- How I feel about my body
- What kissing is like
- How I really feel about getting my period
- How I really feel about getting a bra

Activity 3: Where I'm From

Every family is different. It is the particular ingredients of your family that makes your family unique. Families are made up of different parts with everyone bringing something special to it.

Talk About It

How does where you are from influence who you are? This might include religion, region, ethnicity, how old your parents/caregivers are, what beliefs you share as a family, whether you come from a single or two-family home, whether or not you have siblings.... The list goes on.

Discuss these questions with a caregiver or a friend. Exchange information, if you choose.

Where did your grandma grow up?

How is your family unique?

What makes you unique?

How am I beautiful?

What are some things I admire in my family members?

What are some things I admire in others?

What are some things I admire in myself?

What have I learnt about my family that I didn't previously know?

How—if at all—does that change my relationship with my family?

Activity 4: My Hopes

Sometimes you need a quiet moment to reflect on all the changes and activities in your life. Use this space to consider who you are, or you use your journal. Write down your thoughts about what you've learned so far about yourself and your mother.

Think About It!

What makes me
unique? _____

Who are my role
models? _____

Why? _____

Who are my best
friends? _____

Why? _____

What do I want to be? _____

What skills do I want to develop? _____

Take a moment to look at the things that make you, you. Write down one goal for yourself for this semester or this year or this month (or even just today!) Try to make it as specific as possible. Come up with a plan to achieve that goal.

One thing I would like to explore further or achieve is _____

To do this I could _____

One step I can take now is _____

Subsequent steps might
be _____

- I. **Self-awareness**—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Activities: Instructions for facilitators in leading group activities designed to explore and build a well-grounded self-confidence

Purpose: To help youth explore and develop a well-grounded sense of self-confidence

Format: Hands-on, interactive

Age range: Middle school and high school, grades 6-12

The following is for facilitators.

Advertising Yourself: In this activity, one has to persuade the audience to become his friend. In the process, the person tries to find his qualities and also lets the others know about them. He can make use of words and pictures for persuading the people. Here, the participant is thinking about advertising himself as a friend, so it is natural for him to think positively. If he gets stuck in between, the audience can participate in this activity in order to encourage him. This interaction acts as a boost to build his self-esteem.

Gauntlet: A gauntlet is a kind of a glove which is a part of a medieval armor. In this activity, two rows are formed with people facing each other. Since the passage between these rows is like a tube, the game is known as gauntlet. Every participant is made to walk through these rows. As he proceeds, the members of the row pat him on the back, hug or say kind words to him. The participant is advised to walk slowly so as to pay attention to every gesture. This activity - the gauntlet, reminds us of a cricket game where sportsmen passing through the spectators are cheered and patted on their backs.

Discussion: This activity is conducted in a group. Every person in the group is given a theme on which he needs to write about, after which he participates in a discussion on the theme.

Interview: An interview greatly helps in overcoming low self-esteem. In this activity, members of a group choose a theme and write on it. The person is then interviewed by other members of the group. Here, the person learns to present the topic systematically, which in turn, increases his confidence.

Appendix B
Self-Management Activities

Appendix B: Self-Management Activities

II. Self-management—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

Activities: Worksheets for youth to help them recognize emotions and reflecting on emotional responses

Purpose: They are aligned to the CASEL core competency of regulating one’s emotions to handle stress, control impulses and expressing emotions appropriately.

Format: Individual reflection, group discussion

Age range: elementary school students, in 3rd-5th grade

The following is for youth.

A. Informal Letter

Last week you told a lie to your cousin. Write a letter telling your cousin that you are sorry. Explain why you told the lie and how you felt afterwards.

Warm up questions:

1. Have you ever told a lie that you regretted afterwards? Did you apologize? Did the person you lied to accept your apology?

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2. How would you feel if somebody lied to you? Would you forgive them if they sincerely apologized?

3. Why do you think people sometimes lie?

Dear Jenny,

How are you? _____ I feel terrible about the lie I told you last week. I'd like to _____ why I did it.

When my best friend Tania called to tell me that she was going to have a party for her birthday, I realized that your theatrical performance was on the same day. I thought I'd be able to attend both, as her party was at 7 and your performance didn't start until 9:30. but when I was at Tania's party, I completely lost track of time. At some point I looked at my watch and it was 9:15. I knew I wouldn't manage to get to the theatre on time with all the traffic, so I sent you a text message saying that I was ill.

After that, I felt _____ and I deeply regretted sending you that message. It was stupid and _____. I know I would feel really hurt and it would be difficult for me to forgive you. I'm so sorry and I hope that you can forgive me.

Jenny, I really didn't mean to offend you. _____ nothing like that will happen again!

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Lots of love,

Sarah

Add these sentences to the text.

I'm writing because

I feel guilty

I promise that

apologize and explain

If I were in your shoes

B. Pet Peeves!

Name: _____

Partner's name: _____



1. What's the most annoying catchphrase or cliché you can think of?
2. What is something that your parents do (or a friend does) that annoys you?
3. Does it annoy you when people kiss in public? Why?
4. What annoys you about taking trains? (or a bus, tram, plane)
5. What annoys you about driving a car?
6. Does it annoy you when people snore?
7. What annoys you about yourself?

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Critical thinking: When someone does something that bothers (annoys) you; do you address them right away? Or, do you ignore the behavior? Explain why or why not.

The following activity can be facilitated by a staff member.

C. Recognizing Emotions



afraid



angry



calm



sad



nervous



miserable



frightened/shocked

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confused



scared



in love



Tired



Excited



Fine/Good

Moods and Feelings



Sick



Crazy/goofy



Upset

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- II. Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

Activities: The following lessons and skills have been adapted from a “mindfulness” curriculum based on the principles of DBT, Dialectical Behavioral Therapy.

Purpose: These lessons and skills are aligned to the CASEL core competency of regulating one’s emotions to handle stress and expressing emotions appropriately. A core tenant of DBT is the practice of “mindfulness”—the calm acceptance of one’s thoughts as thoughts, as opposed to statements of fact that have the power to harm. Mindfulness assumes that the participant has the ability to observe his or her thoughts.

Format: Discussion and reflection; independent or group questions and activities

Age range: The following lesson is intended for high school but, with modifications, could be appropriate for middle school.

The following can be discussed and facilitated by a facilitator.

CORE MINDFULNESS SKILLS

OBSERVE

- Be curious about what you feel.
- Just notice how you feel, without trying to make feelings stronger, weaker, disappear, or last longer.
- See how long your feelings last, and if it changes.
- Notice how feelings flow in and out of your body like waves.
- What comes through your sense? Touch, smell, sight, sound, taste.
- Be like a non-stick pan, letting things slide off your body and your emotions.

DESCRIBE

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- Use words to describe your experience.
- Use “fact” words, call a thought “just a thought” and call a feeling “just a feeling.”
- Use words that everyone would agree with.
- Don’t paint a colorful picture with words, or magnify a situation with words.
- Try to avoid emotional words.
- Try to let go of your emotions about being “right” or about someone else being “wrong” while searching for words to describe your feelings.

PARTICIPATE

- Get “lost” in an activity.
- Let go of your sense of time while participating in the activity.
- Be present in the situation, rather than thinking about other things you could or should be doing.
- Practice your skills until they become a part of you.

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CORE MINDFULNESS-HOW TO INCORPORATE THE SKILLS

Practice to Use These All at the Same Time

NON-JUDGMENTAL STANCE

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- **SEE, BUT DON'T EVALUATE.** Take a non-judgmental stance. Just the facts. Focus on the “what,” not the “good” or “bad.”
- **UNGLUE YOUR OPINIONS** from the facts.
- **ACCEPT** each moment non-judgmentally, as a tree accepts both the sun and rain that falls upon its branches.
- **ACKNOWLEDGE** the helpful, but don't judge it. Acknowledge the harmful, but don't judge it.
- When you judge, **DON'T JUDGE YOURSELF FOR JUDGING.**

MINDFULLY IN THE MOMENT

- **DO ONE THING AT A TIME.** When you are eating, eat. When you are walking, walk. When you are working, work. When you are in a conversation with a friend, be present in that conversation with your friend. *Give each activity your whole focus.*
- If other actions, thoughts, or strong feelings distract you, **LET GO OF DISTRACTIONS,** and go back to what you are doing—go back again and again and again.
- **CONCENTRATE YOUR MIND.** If you find you are doing two things at once, stop and go back to one thing at a time.

EFFECTIVELY

- **FOCUS ON WHAT WORKS.** Do what needs to be done in each situation in order to meet your goals. Stay away from evaluative language: “I am stupid because I didn’t get an A” or “My teacher ignores me because she hates me.”
- **INSTEAD, FOCUS ON THE FACTS.** “I didn’t get an A because geometry is very hard for me. I will study harder next time” or “My teacher hasn’t been calling on me lately. I will tell her that this frustrates me.”
- **LET GO** of vengeance, useless anger, and self righteousness that hurts you and doesn’t work in the long run.

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OBSERVING AND DESCRIBING THOUGHTS

Describe a situation in which you felt out of control emotionally. How did you feel? What were the circumstances? Did you use evaluative language to judge yourself or another person during the situation? What thoughts did you have during the situation?

How did you react physically to the situation? Did you yell, hit things, cry? What do you think prompted that physical response?

Can you revisit that situation from a non-judgmental stance? In other words, if you were going to describe what happened using only the facts and removing all evaluative and emotional language, what would you say?

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What is the effect of removing all evaluative language from an emotional situation?

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EXPRESSING EMOTIONS EFFECTIVELY

Practice observing and describing your emotions about the followings situations that you might experience. Remember to focus on the facts and avoid evaluative language. Focus on how the situation makes you feel and how you could best express how you feel.

- 1) You feel ignored by a favorite teacher. She always seems to have time for other students.

- 2) Your best friend was supposed to meet your for dinner. He is an hour late.

- 3) You come home late from the library. Even though you tell your mom where you've been, she grounds you for a week.

- 4) Your own example—any time when you needed to express your emotions to another person.

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Extra Skills for Solving Conflicts With Others

The following are some helpful tips for solving conflict with other people, including friends, caregivers, and teachers.

The goal of these skills is not to win an argument, but to figure out how to discuss conflict in an appropriate way so, in the future, the situation can look different.

- 1) Describe: Clearly state what the problem is.
 - a. Phrase the problem in terms of behaviors that are currently occurring or not occurring.
 - b. Break large problems into smaller, concrete problems and deal with them one at a time.
 - c. Make certain that the other person is ready to discuss the problem.
- 2) Express: Clarify why the issue is important to you.
 - a. Clarify why the issue is important to you and provide your understanding of the issues involved.
 - b. Explain what your desires are, but do not offer solutions.
- 3) Assert: Discuss possible interviews.
 - a. Stay solution-oriented; your goal is not to defend yourself, decide who is right or wrong, or establish the truth regarding what happened in the past.
 - b. Your goal is to decide how to do things differently in the future.
 - c. If you tend to get focused on a single or limited number of alternatives, consider brainstorming (creating a list of many different kinds of solutions to the conflict).
- 4) Negotiate: Decide on a solution that is agreeable to both of you.
 - a. If you cannot find a solution which greatly pleases both partners, suggest a compromise solution.
 - b. State your solution in clear and specific terms.
 - c. After agreeing on a solution, have your partner restate the solution.
 - d. Do not accept a solution which you do not intend to follow through.
 - e. Do not accept a solution which you believe will make you angry or resentful.
- 5) Decide on a trial period to implement the solution
 - a. Allow for several attempts of the new solution.
 - b. Review the solution at the end of the trial period.

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WHY LEARN EMOTIONAL REGULATION SKILLS?

1. To quiet the body—high emotion leads to high stress (racing heart, fast breathing, muscle tension, etc...)
2. To quite behavior—intense emotions lead to intense choices (which we may regret).
3. To be more effective in meeting goals, be they personal, academic, or professional. If you are not emotionally regulated, these goals can be much harder to obtain.
4. To improve self-respect—making calm choices leads to better feelings about ourselves.

HEALTHY PERSPECTIVES ON EMOTIONS

- Emotions are neither good nor bad, right or wrong. Feelings just ARE. They exist. It is not helpful to judge your emotions.
- There is a difference between having an emotion and doing something or acting on that emotion.
- Emotions don't last forever. No matter what you are feeling, another emotion will eventually take its place.
- When a strong emotion comes, you do not have to act on your feeling. All you need to do is recognize the emotion and feel it. Do not judge yourself for having that strong emotion.
- Emotions are not facts. No matter how "true" an emotion feels, it is not an objective truth.
- You cannot—nor should you—try to get rid of emotions because they serve important survival functions.
- Be willing to accept your emotions as they arise.

ABOUT EMOTIONS

There are 8 primary emotions. You are born with these emotions wired into your brain. That wiring causes your body to react in certain ways. That wiring also causes your body to have certain urges when these emotions arise.

Here is a list of *primary* emotions:

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Anger

Sorrow

Joy

Fear

Disgust

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Guilt/Shame

Interest

Surprise

All other emotions are made up by combining these basic 8 emotions. Sometimes we have *secondary* emotions, an emotional reaction to an emotion. We learn these emotions. Unlike primary emotions, we are not born with them. Some examples of secondary emotions are:

Feeling shame when you get angry.

Feeling angry when you have shame (hurt feelings)

Feeling fear when you get angry (maybe you think you'll be punished for expressing anger)

There are many more. These are not wired into our bodies and brains, but are learned from our families, friends, and culture.

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When you have a secondary emotion, the key is to figure out what primary emotion you are experiencing in order to solve the problem. In other words, try to figure out what the root of your reaction is, so that you can work towards a solution.

For example, if you figure out that your primary emotion is sorrow, rather than anger, your response to your reaction will look very different.

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The following should be facilitated in discussion.

HOW (ALL) EMOTIONS HELP US: Emotions have 3 “jobs”

1. Communication

- Emotions are communicated most powerfully by our faces, our voice tone and volume, our posture and our gestures. Often, other people can tell what we are feeling, even when we try to hide it.
- Non-verbal communication of this type happens very quickly. You might not even be aware that it is happening!

2. Motivation

- Emotions tell us “ACT NOW!” and “STAY FOCUSED!” They give us motivation to change a situation.
- Emotions save us time in important situations. We don’t have to think everything through (for example, if a rabid dog is running after you, fear compels you to run—you don’t think through that reaction!)
- Strong emotions help us overcome obstacles—in our mind and in the environment

3) Validation

- Emotions can provide information about a situation. Think of a time when you had a “gut reaction” in a situation. Emotions can be SIGNALS or ALARMS.
- When these emotional reactions are carried to extremes, emotions are treated as facts (“I feel angry, so I know this person is wrong” or “I have hurt feelings, so I know this other person does not care about me.”)

Our Unique Responses

- Research shows that the 8 primary emotions cause a common reaction in all human beings, and in monkeys too! In some ways, all human beings and primates are the same in the way they feel and show these basic emotions.
- However, every person is also unique. When you feel an emotion, say, anger, you have tension in part of your body. Have you ever noticed that? Where you feel the most tension and how you express that tension is unique to you. Some people feel anger in their chest, others in their stomach.
- Urges to DO SOMETHING are a natural part of having any emotion. For instance, if you are bored (which is similar to being anxious), you may restlessly seek out something to interest you (for example, you are in class and begin to fidget and doodle).
- Your urges when you have a particular emotion may or may not be the same as someone else’s urges. For instance, one person may want to avoid people when he or she experiences shame, another person may have an impulse to attack).

Appendix B: Self-Management Activities

Naming Emotions

There are many different ways to describe our 8 basic emotions. Each word has a little bit different flavor or feel for the emotion. The more words for emotion you know, the better you can describe your emotions. Naming emotions is the first step to emotional regulation.

Read the list of words on the left of the page below. To the right, write in the primary emotion word that matches it best. If you aren't sure, see if you can guess, based on the feel of the word, or ask a teacher or peer.

Primary Emotions: Joy Disgust Surprise Fear Anger Interest Shame Sorrow

- 1) Nervous _____
- 2) Alarmed _____
- 3) Depressed _____
- 4) Ecstatic _____
- 5) Hot Headed _____
- 6) Repulsed _____
- 7) Up-Tight _____
- 8) Down in the Dumps _____
- 9) Joyous _____
- 10) Groggied-Out _____
- 11) Infuriated _____
- 12) Annoyed _____
- 13) Livid _____
- 14) Grief _____
- 15) Melancholy _____
- 16) Mournful _____
- 17) Restless _____
- 18) Afraid _____
- 19) Despair _____
- 20) Giddy _____

Appendix B: Self-Management Activities

- 21) Blissful _____
- 22) Afraid _____
- 23) Terrified _____
- 24) Jubilant _____
- 25) Miserable _____

All content adapted from Dialectical Behavior Therapy Skills Handbook. Fulton State Hospital, 2004

WAYS TO DESCRIBE EMOTIONS

ANGER WORDS

Anger	Disgust	Grumpiness	Rage
Aggravation	Dislike	Hate	Resentment
Agitation	Envy	Hostility	Revulsion
Annoyance	Exasperation	Irritation	Scorn
Bitterness	Ferocity	Jealousy	Spite
Contempt	Frustration	Loathing	Torment
Cruelty	Fury	Mean-Spiritedness	
Destructiveness	Grouchiness	Outrage	Wrath

Others? _____

ACTIONS THAT MIGHT CAUSE ANGER

Losing power.

Losing status.

Being insulted.

Not having things turn out the way you expected.

Experiencing physical pain.

Experiencing emotional pain.

Being threatened with physical or emotional pain by someone or something.

Having an important or pleasurable activity interrupted, postponed, or stopped.

Not obtaining something you want.

Others? _____

Interpretations and Thoughts That Might Cause Anger

Expecting pain.

Feeling that you have been treated unfairly.

Appendix B: Self-Management Activities

Believing that things should be different.

Thinking “I am right and everyone else is wrong.”

Judging that a situation is incorrect or unfair.

Fixating on a past event that made you anger.

Others? _____

FEAR WORDS

Fear	Fright	Panic
Apprehension	Horror	Shock
Anxiety	Hysteria	Tension
Distress	Jumpiness	Terror
Dread	Nervousness	Uneasiness
Edginess	Overwhelmed	Worry

Others? _____

ACTIONS THAT MIGHT CAUSE FEAR

Being in a new or unfamiliar situation.

Being alone.

Being in a situation where you have been hurt or threatened in the past.

Being in a situation where you have seen other people being hurt or threatened in the past.

Others? _____

Interpretations and Thoughts That Might Cause Fear

Believing that someone might reject you, criticize you, dislike you, or disapprove of you.

Believing that you will fail and expecting to fail.

Believing that you may not get help when you need it.

Believing that you might lose someone or something you want.

Losing a sense of control; feeling helpless.

Losing a sense of mastery or competence.

Believing that you might be hurt or harmed.

Believing that you will lose something valuable.

Appendix B: Self-Management Activities

Others? _____

JOY WORDS

Joy	Enjoyment	Hope	Satisfaction
Amusement	Enthrallment	Jolliness	Thrill
Bliss	Enthusiasm	Joviality	Triumph
Cheerfulness	Euphoria	Jubilation	Zaniness
Contentment	Excitement	Optimism	Zest
Delight	Gaiety	Pleasure	Zeal
Eagerness	Gladness	Pride	
Ecstasy	Glee	Rapture	
Elation	Happiness	Relief	

ACTIONS THAT MIGHT CAUSE JOY

Being successful in school.

Achieving a desirable outcome.

Getting what you want.

Receiving praise or respect from someone you admire.

Appendix B: Self-Management Activities

Getting something you have worked hard for.

Things turning out better than you thought they would.

Reality exceeding your expectations.

Having pleasurable sensations.

Doing things that create or bring to mind pleasurable sensations.

Being accepted by others.

Belonging to a group

Receiving love, liking, or affection.

.All content adapted from Dialectical Behavior Therapy Skills Handbook. Fulton State Hospital, 2004

Others? _____

Interpretations and Thoughts That Might Cause Joy

Feeling excited about an event.

Feeling loved.

Feeling satisfied with an outcome.

Feeling admired by your peers.

Appendix B: Self-Management Activities

Others? _____

SADNESS WORDS

Sadness	Despair	Grief	Misery
Agony	Disappointment	Homesickness	Neglect
Alienation	Discontentment	Hopelessness	Pity
Anguish	Dismay	Hurt	Rejection
Crushed	Displeasure	Insecure	Sorrow
Defeated	Distraught	Isolation	Suffering
Dejected	Gloom	Loneliness	Unhappiness
Depressing	Glumness	Melancholy	Woe

Others? _____

ACTIONS THAT MIGHT CAUSE SADNESS

Things turning out badly.

Appendix B: Self-Management Activities

Not getting what you want.

Not getting what you want and believe you need to be successful in life.

Thinking about what you have not gotten that you wanted or needed.

Not getting what you worked for.

Things being worse than you expected.

The death of someone you love.

Thinking about the deaths of people you love.

Losing a relationship.

Thinking about loss.

Being apart from someone you love or value; thinking about how much you miss them.

Being rejected or excluded.

Being disapproved of or disliked; not being valued by people you care about.

Being with someone else who is sad, hurt, or in pain.

Reading about other peoples' problems or troubles in the world.

Others? _____

Interpretations and Thoughts That Might Cause Sadness

Believing that a separation from someone will last for a long time or will never end.

Believing that you are worthless or do not have value.

Believing that you will not get what you want or need in life.

Believing that others do not love you or respect you.

Believing that things are hopeless and will never improve.

Others? _____

SHAME WORDS

Shame Discomposure Humiliation Mortification

Contrition Embarrassment Insult Regret

Culpability Guilt Invalidation Remorse

Others? _____

ACTIONS THAT MIGHT CAUSE SHAME

Doing (feeling or thinking) something you (or people you admire) believe is wrong or immoral

Being reminded of something wrong, immoral, or 'shameful' you did in the past

Exposure of a private aspect of your life or yourself

Having others find out that you did something wrong

Being laughed at or mocked

Others attacking your integrity

Being criticized in public; remembering past incidences of public criticism

Being betrayed a person you love

Being rejected by a person you care about

Failing at something you feel you are (or should be) competent to do

Being rejected or criticized for something you expected praise for.

Having your emotions invalidated

Others? _____

Interpretations and Thoughts That Might Cause Shame

Believing your body (or body part) is too big, too small, or otherwise not 'right.'

Appendix B: Self-Management Activities

Thinking that you are bad, immoral, or wrong.

Thinking that you have not lived up to your expectations of yourself.

Thinking that you have not lived up to others' expectations of you.

Thinking that your thoughts, behaviors, and feelings are stupid.

Judging yourself to be inferior, not "good enough," or not as good as others.

Comparing yourself to others and deeming yourself a "loser."

Believing you are unworthy of love.

Others? _____

OTHER IMPORTANT EMOTION WORDS

Interest, excitement, curiosity, pique, intrigue.

Weariness, dissatisfaction, disinclination.

Shyness, fragility, reserve, bashfulness, coyness, reticence.

Cautiousness, reluctance, suspiciousness, caginess, wariness.

Surprise, amazement, astonishment, awe, startle, wonder.

Boldness, bravery, courage, determination.

Powerfulness, competence, capability, mastery.

Appendix B: Self-Management Activities

Dubiousness, skepticism, doubtfulness.

Apathy, boredom, dullness, ennui, fidgetiness, impatience, indifference, listlessness.

Others? _____

Appendix B: Self-Management Activities

- II. Self-management**—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.

Activity: Goal setting activity (“Short or Long, Make them STRONG”) that can be facilitated by staff

Purpose: Guiding youth in setting personal and academic goals; Students will learn to: Choose a goal, monitor a goal, learn the STRONG strategy, assess goal for completion and success, and develop group and individual goals

Format: Guided individual worksheet; one-on-one or small group discussion

Age range: Middle and high school

The following should be facilitated by a staff member.

Materials Needed:

- STRONG Goal, Attachment A
- STRONG Goal Plan, Attachment B
- STRONG assessment, Attachment C
- pencil/pen
- chart paper/overhead/STRONG Board/Mimeo

Time Frame: (2) 30-minute lessons separated by at least a week with 5-minute goal assessments each class period between the lessons

Lesson Procedure:

1. Using a piece of chart paper, white board or STRONG Board put the acronym STRONG going down vertically. Tell the students that STRONG will help them to set goals and then review the meaning of each letter.
2. In a group have students provide you with something the class would like to work toward. Examples of class goals could include; being on time, turning in homework, having materials, and providing positive comments to peers.
3. Once they decide on a topic to address then use the STRONG strategy to develop a goal plan. Post the goal for the class in a prominent place where each student can easily see it.

Appendix B: Self-Management Activities

4. Have each student brainstorm problems or issues they have coming up in the next week on a piece of paper. The teacher may want to set up parameters for the problems (only school or academic related or open ended), but it is not necessary for the success of the lesson.
5. Once students have identified a problem have them complete the STRONG Goal Plan (Attachment B). This can be completed individually or in small groups with teacher support.
6. During a 5-minute daily opener review the class goal with students to monitor for success. Have students review and assess individual goals during the same time period.
7. Once the class reaches the end of the time period for the group goal discuss if the goal was attained. If not, why? If so, what worked?
8. Use the STRONG assessment (Attachment C).
9. Have students present their goal and their journey toward goal attainment. What worked and what did not work for them?
10. Continue having students review and assess individual goals until the goal is attained.
11. Repeat often for success!

Specific Options for Differentiating this Lesson by:

- **Content** – Break down the lesson and introduce each letter individually in small group, provide students with a list of goals
- **Process** – Goal set with students individually
- **Product** – Students can use a scribe or present goals orally, use of a picture system to describe the goal

Evaluation:

- Students complete the STRONG strategy assessment (Attachment C).
- Students complete their next weekly goal using the STRONG Goal Plan.

Extending Understanding:

- Students use the STRONG strategy to develop weekly goals.
- As part of an RtI plan or preplanning for an IEP have the students identify and develop a goal.
- Have students present goals orally to the class.
- Have students teach goal-setting to younger students or mentees.

STRONG Goals

- **S** – State it clearly.
- **T** – Time period. How long before you accomplish this goal?

Appendix B: Self-Management Activities

- **R** – Requirements. What steps do you need to take to accomplish your goal?
- **O** – Overcoming Obstacles. Plan for obstacles in your path.
- **N** – Needs review. Review and assess the progress toward your goal
- **G** – GOAL ACCOMPLISHED

STRONG GOAL PLAN

S – State your goal clearly. What do you want to accomplish? Finish the next sentence. I want to... _____

**T – Time period. How long will it take you to accomplish this goal? Finish the next statement. By _____ / _____ / _____
 _____ I will have accomplished what I wrote in the sentence above.**

R – Requirements. What are the steps I need to take to make my goal happen? Indicate below which steps you will take.

	What I will do	Who could help me	Things to change
1.			
2.			

O – Obstacles. What could get in my way? Indicate obstacles that could hinder your progress. What will you do if that happens to help keep you on track toward your goal?

	What could happen	Who could help me if it happens	What could I do to prevent or fix the issue
1.			
2.			

Appendix B: Self-Management Activities

N – Needs review. How often will you check to make sure you doing what you need to do? Make a calendar below of when you will check and what you will assess to make sure you are on track toward your goal.

	Date	I checked on this	Is this happening?
1.			
2.			

G – GOAL Accomplished!! Tell how you will celebrate accomplishing your goal. _____

STRONG GOAL ASSESSMENT

- **In the sections next to each letter indicate what the letter stands for in regard to the STRONG Goal-setting strategy.**

- **S** - _____

- **T** - _____

- **R** - _____

- **O** - _____

- **N** - _____

- **G** - _____

Appendix C
Social Awareness Activities

Appendix C: Social Awareness Activities

III. Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Activity: Instructions for facilitators to conduct hands-on diversity activity, discussion, and reflection

Purpose: The goal of this lesson is for students to recognize the similarities and differences between one another and to develop a working definition of diversity.¹ This activity is aligned to the CASEL emotional core competency of establishing and maintaining healthy rewarding relationships based on cooperation. Note: This lesson is particularly useful in the beginning of the school year to help students become acquainted with students they may not know.²

Format: Hands-on portion is individual; discussion and reflection can be whole group or small group

Age range: Middle and high school

Materials: Blank, five-pointed stars with space in the middle for students to write their names or draw/paste a picture; markers; chart paper

The following are instructions for staff in facilitating activities.

- 1) Give each student a star to personalize. Have students either write their names and/or paste/draw a picture of themselves in the middle of the star.
- 2) Tell students that each point of the star represents a category. Tell students to write their answers for each category at the points of their star. **Note: The categories should be the same for all students and should be decided upon in advance of**

¹ For more information about diversity curriculums for middle school students and high school students see Building Community and Combating Hate: Lessons for the Middle School Classroom. A publication of Partners Against Hate

² Adapted from Opening the Door to Diversity: Voices From the Middle School (Resource Guide). 1999. Westerville, OH: National Middle School Association.

the activity. They should be on a sheet of paper handed out to each student or written on the board. Suggested categories include: state or country where I was born, a hobby I enjoy, my strongest quality, my favorite school subject, my least favorite school subject, my intended career, my favorite sport, and so on...

- 3) After students have completed their stars, have them move around the room and find as many matches as they can with other students. Have students make a list of all the classmates with whom they have something in common.
- 4) List the five categories on a piece of chart paper and elicit students' responses for each category. (Students could also be divided into groups and answer the following questions amongst themselves.) The questions could include:
 - A) Are you surprised at the number of similarities that exist among the people in this class? Why or why not?
 - B) How is recognizing these similarities important to how we work together?
 - C) Could any of these similarities cause problems?
 - D) What kinds of differences exist among people in this class?
 - E) How is recognizing these differences important to how we work together?
 - F) Could any of these differences cause problems? Explain your thinking.
 - G) Why is it important to recognize the differences and similarities that exist among people?
- 5) Ask students to think about the meaning of the word diversity. Either as a whole group or in small cooperative groups, have students prepare a 'web' using the word "diversity." Have them include both their own general understanding of the word and as many examples as possible (for example, different races, religion, languages, family structure, etc...)
- 6) Have the students work together to develop a working definition of diversity that takes into account all of their thinking. Write the class's definition on a piece of chart paper.
- 7) End the lesson by asking students to reflect on why they think you have asked them to participate in this assignment and how having a class definition of diversity may be useful.
- 8) Post student stars, the compilation of student responses, and the class definition of diversity in the classroom.

III. Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Activity: Instructions for facilitators to conduct hands-on activity, reflection, and discussion on diversity and society

Purpose: To prompt reflection and discussion on youth opinions on social issues

Format: Hands-on activity, reflection, and discussion

Age range: Middle and high school

Materials: Three large pieces of construction paper with the following words written in very large letters, one on each sheet of paper: “Agree,” “Disagree,” and “Unsure.”

Process

- 1) At one end of the room post (or have students post) a large sign labeled “Agree” and at the other end post a large sign labeled “Disagree.” In the center of the room post a sign labeled “Unsure.”
- 2) Explain to the students that you are going to read several statements, none of which have a “right” or “wrong” answer. As each statement is read, tell them they are to take a position in the room based on whether they agree, disagree, or are unsure about the accuracy of the statement.
- 3) Read some or all of the following statements and allow time for students to take a position following each one. Ask them to observe how people change positions from one topic to the next.
 - A) Students should be required to recite the Pledge of Allegiance in school.
 - B) Public schools should require all students to wear uniforms
 - C) Parents should carefully monitor how their children use the internet.
 - D) Video games make teens violent.
 - E) Prejudiced people cannot be changed.
 - F) Most young people do not respect adults.
 - G) Most adults do not respect teenagers.

Appendix C: Social Awareness Activities

- H) Rap music makes teens violent.
 - I) Rap music glamorizes drug use.
 - J) Jokes that focus on race, ethnicity, or sexual orientation reinforce prejudice.
 - K) The media unfairly portrays certain groups of people.
 - L) There is too much focus on diversity and multiculturalism in the school curriculum.
 - M) If the United States government sends you to prison, you definitely deserve to be there.
 - N) Terrorists are evil.
 - O) Anyone who wants to come to the United States should be allowed to enter
 - P) Since the World Trade Center and the Pentagon attacks, the world is no longer safe.
 - Q) Bullying is a normal part of life at school.
 - R) School violence is a major problem in this country.
- 4) Ask students to make general observations about the lesson and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discuss using the following questions. (Or have students self-divide into small groups and ask a student leader to ask the following questions):
- A) How did it feel to take a position on some of the topics?
 - B) If there was a particular topic about which you were unsure about, what information would you need to in order to form an opinion?
 - C) How did you feel when you saw others taking a completely different position from yours on a topic?
 - D) Were any of your classmates' choices surprising to you? Explain.
 - E) Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
 - F) What was the purpose of this lesson?
 - G) How does the variety of beliefs and opinions people hold present challenges when people work and live together? How can different opinions be beneficial?
 - H) Do you think people sometimes pretend to agree with another person in order to avoid conflict?
 - I) Do you think people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?

Appendix C: Social Awareness Activities

- 5) In the same small groups or in different small groups, have the students discuss the lesson. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a piece of paper. After the groups have completed the discussion, prepare a composite list of their responses on a chart paper or the board.
- 6) As an additional or extension activity, encourage students to ask their caregivers or other family members the same questions and compare those responses with their own. **Note: Have the list of statements duplicated for students to take home for the extension activity.**

III. Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Activity: Instructions for facilitators to conduct hands-on activity, reflection, and discussion on diversity and society

Purpose: To prompt reflection and discussion on youth opinions on social issues

Format: Hands-on activity, reflection, and discussion

Age range: Middle and high school

Materials: Three large pieces of construction paper with the following words written in very large letters, one on each sheet of paper: “Agree,” “Disagree,” and “Unsure.”

The following are instructions for facilitators.

Process

- 7) At one end of the room post (or have students post) a large sign labeled “Agree” and at the other end post a large sign labeled “Disagree.” In the center of the room post a sign labeled “Unsure.”
- 8) Explain to the students that you are going to read several statements, none of which have a “right” or “wrong” answer. As each statement is read, tell them they are to take a position in the room based on whether they agree, disagree, or are unsure about the accuracy of the statement.
- 9) Read some or all of the following statements and allow time for students to take a position following each one. Ask them to observe how people change positions from one topic to the next.
 - S) Students should be required to recite the Pledge of Allegiance in school.
 - T) Public schools should require all students to wear uniforms

Appendix C: Social Awareness Activities

- U) Parents should carefully monitor how their children use the internet.
 - V) Video games make teens violent.
 - W) Prejudiced people cannot be changed.
 - X) Most young people do not respect adults.
 - Y) Most adults do not respect teenagers.
 - Z) Rap music makes teens violent.
 - AA) Rap music glamorizes drug use.
 - BB) Jokes that focus on race, ethnicity, or sexual orientation reinforce prejudice.
 - CC) The media unfairly portrays certain groups of people.
 - DD) There is too much focus on diversity and multiculturalism in the school curriculum.
 - EE) If the United States government sends you to prison, you definitely deserve to be there.
 - FF) Terrorists are evil.
 - GG) Anyone who wants to come to the United States should be allowed to enter
 - HH) Since the World Trade Center and the Pentagon attacks, the world is no longer safe.
 - II) Bullying is a normal part of life at school.
 - JJ) School violence is a major problem in this country.
- 10) Ask students to make general observations about the lesson and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discuss using the following questions. (Or have students self-divide into small groups and ask a student leader to ask the following questions):
- J) How did it feel to take a position on some of the topics?
 - K) If there was a particular topic about which you were unsure about, what information would you need to in order to form an opinion?
 - L) How did you feel when you saw others taking a completely different position from yours on a topic?
 - M) Were any of your classmates' choices surprising to you? Explain.
 - N) Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
 - O) What was the purpose of this lesson?
 - P) How does the variety of beliefs and opinions people hold present challenges when people work and live together? How can different opinions be beneficial?

Appendix C: Social Awareness Activities

Q) Do you think people sometimes pretend to agree with another person in order to avoid conflict?

R) Do you think people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?

- 11) In the same small groups or in different small groups, have the students discuss the lesson. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a piece of paper. After the groups have completed the discussion, prepare a composite list of their responses on a chart paper or the board.
- 12) As an additional or extension activity, encourage students to ask their caregivers or other family members the same questions and compare those responses with their own. **Note: Have the list of statements duplicated for students to take home for the extension activity.**

Appendix C: Social Awareness Activities

III. Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Activity: Instructions for staff to facilitate short stories followed by discussion and reflection questions

Purpose: To encourage youth to discuss feelings and develop empathy for others.

Format: Individually and small groups

Age range: Elementary school, grades 3-5

Materials: Copies of “Shy Girl” and “The Coward” short stories (both are provided above their respective discussion questions), pencils/pens

The following is for facilitators.

Process:

- 1) Discuss needs and feelings with students. Encourage them to share their own feelings in a variety of situations. You might ask, for example,
 - A) How do you feel when you are about to get on a rollercoaster?
 - B) How do you feel before you take a test?
 - C) How do you feel during a bad snowstorm?
 - D) How do you feel when you eat ice cream?
 - E) How do you feel when you fight with a friend, or see two friends fighting?

Appendix C: Social Awareness Activities

And so on...

- 2) Arrange students in small groups, and provide each group with a copy of either “The Shy Girl” or “The Coward.” (This can also be done individually).
- 3) Have each group of students read the story together, discuss it, and complete the worksheet.
- 4) Bring the entire class together, and ask a volunteer from each group to read his or her group’s ending to the story. (This part can be optional if the students have completed the story individually and do not wish to read aloud).
- 5) Have students vote on the best ending for each story and talk about why they chose those endings.

“The Shy Girl”

Name _____

Martina could hardly wait for the end of class because she hoped she would see her friend Steve in the hallway. When Martina peeked out of the classroom, she saw Steve with a group of boys and girls from his own class. Nevertheless, Martina bravely went into the hallway and started walking toward the group. Suddenly, everyone turned to look at her. Someone in Steve's group said something that Martina couldn't hear, and all the kids started to giggle and point in the direction of Martina's feet. Martina turned red and looked down at her feet, but she couldn't see anything unusual.

Martina's needs:

Martina's feelings:

Write an ending for the story.

Appendix C: Social Awareness Activities

“The Coward”

Name _____

Every day, when classes were over, Mark played basketball with the boys in his class. Usually, everyone enjoyed the game very much. One day, Luke suggested something else. Knowing that his parents weren't home, he said, "Let's go to my house instead." When everybody was sitting in his bedroom, Luke said, "See that window leading onto the roof? Let's see who can climb down from the window the fastest. Whoever reaches the ground first is the winner." Some boys thought it was a great idea, but Mark didn't think so. He said very loudly, "That's a stupid idea. I'm going home." Luke started to laugh at him and call him a coward. Soon the other boys joined in too. Mark was scared. He knew that he climbing out on the roof was dangerous. Besides, he was afraid of heights and he didn't want to do it. He just wanted to play basketball.

Mark's needs:

Mark's feelings:

Appendix C: Social Awareness Activities

Luke's needs:

Luke's feelings:

Write an ending for the story.

Appendix C: Social Awareness Activities

III. **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Activity: Instructions for facilitators to conduct activities helping students create portraits that explore stereotypes

Purpose: It is aligned to the CASEL core competency of recognizing and appreciating individual and group similarities and differences. It was created by Linda Starr of Education World.³

Format: Hands-on individual and/or group activity and discussion

Age range: Elementary school (grades 3-5) and middle school (grades 6-8)

Materials: 2 large sheets of butcher paper, construction paper of various colors, crayons/markers

The following is for facilitators.

Process:

- 1) Explain to the students that they are going to create “portraits” of two “average” students in their class. Brainstorm with students a list of characteristics they might want to include in such a portrait, such as eye color, hair color, hair style, favorite food, favorite color, favorite activity, favorite sports team, etc... Once students have decided what questions they want to ask, help them create a questionnaire, one for boys and one for girls, based on the questions they just asked. (If you do not want to create the questionnaire, it is possible to just record answers on the blackboard or a large piece of paper.)
- 2) Arrange students into small groups—one for each characteristic created by the survey—and have each group create a bar graph showing the prevalence of one characteristic. Display all the bar graphs (again, this can be done more informally, simply by counting the number of times students vote on a characteristic.)

³ For more information about elementary school curricula about bullying and appreciating diversity see Education World at http://www.educationworld.com/a_lesson/00-2/lp2062.shtml

Appendix C: Social Awareness Activities

- 3) Arrange students into two groups, by gender, and provide each group with a large sheet of butcher paper, pencils, crayons or markers, and construction paper. Have each group use the information in the graphs (or on the board), and any other information they collect as they complete the project, to create a life size portrait of the average student. The boys should create a portrait of the average boy; the girls can create a portrait of the average girl.
- 4) Gather the groups together, display the portraits, and ask the students to discuss the similarities and differences they discovered while completing the project.

III. Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Activity: Group exercise on stereotypes

Purpose: This lesson is aligned to the CASEL core competency of being able to take the perspective of and empathize with others and appreciating individual and group similarities and differences. While designed for middle school students, it is appropriate for high school students. It was adapted from *Building Community and Combating Hate: Lessons for the Middle School Classroom*.⁴

Age range: Middle and high school, grades 6-12

Materials: paper, pencils, chalkboard, chart paper

The following is for facilitators.

Process:

- 1) Tell students you will be writing a series of words. Instruct students to write each word on a sheet of notebook paper, followed by the first thought that comes to mind when they think of a person in that role. Encourage students not to censor their responses.
- 2) Read the following words aloud, one by one, allowing students enough time after reading each word for students to write their first thoughts:

Cheerleader

Grandmother

Teacher

Gang Member

Honor Roll Student

Dancer

Construction Worker

⁴ For more information about middle school and high school curricula about bullying and diversity see Partners Against Hate, a Division of the Anti Defamation League at www.partnersagainsthate.org

Musician

Doctor

Librarian

Athlete

Nurse

Blonde

- 3) After students have completed this lesson, have them turn the paper face down on their desk until it is time to review their responses.
- 4) Have the class select two words from the original list, such as construction worker and cheerleader. Divide students into small groups of three or four students per group. Assign half of the groups the first selected word and the remaining groups the second selected word. Give the groups four or five minutes to list as many characteristics as possible of their assigned word. When they have completed the task, generate a list of all responses on the chalkboard or chart paper.
- 5) Discuss the accuracy of the characteristics; have students consider whether all cheerleaders, for example, are blond or if all construction workers are men. Have students consider which of the characteristics listed under each name could be considered assumptions—ideas we believe are true without verification or evidence.
- 6) Provide the following definition of a stereotype:
A stereotype is an oversimplified generalization about a person or a group of people without regard for individual differences. Even seemingly positive stereotypes that link a person a person or group to a specific positive trait can have negative consequences.
- 7) Based on the definition of stereotype, have students consider whether the assumptions that they made about cheerleaders and construction workers can cause people to develop stereotypes about these two groups.

Have them also consider how even the positive characteristics can have negative consequences (for example, if people hold the assumption that all students of Asian heritage are honor roll students, a student of Asian heritage may feel insecure if he or she is not on the honor roll).

- 8) Instruct students to turn over their papers containing their initial impressions of the categories listed on the board. Have them review their lists and consider the following questions:
 - a. Based on the discussion about assumptions and stereotypes, are you reconsidering any of your responses? Do any of your responses appear to be a result of unconscious stereotypes that you have formed about particular groups?

Appendix C: Social Awareness Activities

- b. Do you think if we tallied the responses to each of the items listed, the answers would be similar? Why or why not?
 - c. How do people learn stereotypes?
 - d. What were some stereotypes that people responded to after the terrorist attacks on 9/11?
 - e. What are some ways that people can verify whether or not an assumption that they have about a group of people is accurate? What would be the value of doing so?
- 9) Close the lesson by having students think about a stereotype that is held about a group to which they belong. Ask their students to share their ideas on this topic in small group discussion. Alternately, ask students to prepare a short reflective writing piece on this topic. Encourage students to consider the following in their discussion/writing:
- a) The stereotype that is commonly held about their group
 - b) Their feelings upon hearing this stereotype
 - c) Ways that the stereotype limits or hurts them or others who belong to the group.
 - d) Ways that people might learn new information so as not to ignore individual differences that might exist among members of the group.

Appendix D
Relationship Skills Activities

Appendix D: Relationship Skills Activities

IV. Relationship skills—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

Activity: Worksheets for youth on managing Interpersonal Conflict Reflection and Discussion Questions

Purpose: To develop understanding of the relationship skills, specifically through managing interpersonal conflict and seeking help when needed.⁵

Format: Written or verbal; Discussion with whole group or small group; or individual reflection

Age range: Elementary, middle, or high school

The following is a worksheet for youth to complete.

⁵ For more ideas about building interpersonal skills with younger students see Teacher Vision at <http://www.teachervision.fen.com/classroom-management/activity/2922.html>

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'Time to Think'

Name_____ Grade_____ Date_____

What did you do? Please be specific. Start with "I." Tell me later about what the other student did?

What was wrong with my choice? Who did you hurt? How did you hurt them?

Appendix D: Relationship Skills Activities

What problems were you trying to solve or what goal were you trying to reach? (Did you want attention or want to impress someone? Did you want to be left alone? Were you trying to have fun? Did you want your own way? Did you want someone to listen to you? Were you already angry about something else?)

What are other ways that you could have solved this problem or reached the goal you were trying to accomplish? Please list three ways you could have done this.

IV. Relationship skills—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

Activities: Instructions for facilitators for activities on managing Interpersonal Conflict Hands-on Activities

Purpose: To develop understanding of the relationship skills, specifically through managing interpersonal conflict and seeking help when needed.⁶

Format: Hands-on; whole group, small group, or individual

Age range: Elementary or middle school

The following is for facilitators.

Anger Ball Toss

Find a soft ball or any relatively soft bouncy ball. Have the group stand in a circle. Begin by completing the sentence, “I feel angry when...” Ask for a volunteer (you may want to prep a kid before the activity starts) who is willing to restate what you just said. Toss the student the ball. The student restates what you just said and then completes the sentence for her/himself. S/he then tosses the ball to someone else, who repeats what s/he said and then completes the sentence for his/herself, and so on...

Feelings Check In

Pass out markers and 5X8 index cards. Ask each student to write on the card in large letters one word that describes how he or she is feeling right now. Then ask students to hold up their cards and look at the variety of responses. Point out how rare it is for different people to bring the same feelings to an experience or situation. Invite students to share with the class (or with a partner) why they wrote down the words they did. Have the students ask one another how they felt when they learned how their peer was feeling. For example, if a peer is feeling sad, does their partner feel the desire to cheer them up? If so, why do they feel that way?

⁶ For more ideas about building interpersonal skills with younger students see Teacher Vision at <http://www.teachervision.fen.com/classroom-management/activity/2922.html>

I Represent Conflict

Place yourself (or a mature student with whom you've previously conferred) in the middle of the room and say, "Imagine that I represent conflict." Then ask the students to think about how they usually react when they experience conflict personally, or see a conflict happening somewhere nearby. Ask the students to position themselves in the room in the way that indicates their first reaction to conflict. Ask them to think about their body position, their proximity or distance from the "conflict," and the direction in which they are facing.

Once the students are positioned, ask individuals to explain why they positioned themselves where they did. If there is time, ask them if their position would change if they had to think about what their second or third reaction to conflict might be.

Putting Up a Fight

Find a softball (or another round, soft ball) and gather the students in a circle. Either you or a mature student can start. Have the leader ask the question: "What would you put up a fight for—even risk your life—if someone tried to take it away?" (this can be a tangible or intangible thing). Throw the ball to a student and s/he answers. Then the leader asks, "Why is it so important to you?" The student responds and then throws the ball to someone else, and then they ask the question and the student who catches the ball must respond.

What Color is Conflict?

Cut up (or ask students to cut up) a large amount of 4X4 construction-paper squares in a wide variety of colors. Be sure to have plenty of red, black, brown, and gray. Ask each student to choose a color or group of colors that s/he thinks represents conflict. Either in a larger group (of 5 or 6) or in pairs, ask the students to share what colors they chose and why. At the end, if time permits, come back together as a whole group and ask for volunteers to share their stories.

What Would You Do?

Either on a sheet of paper or aloud, ask students to complete the phrase "what would you do?" The options are endless, but examples could include: ...If you saw two people fighting on the street? ...If you saw your best friend cheat on a test? ...If you saw someone being bullied?

IV. Relationship skills—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

Activity: Discussion questions and scenarios around healthy relationships

Purpose: This activity is aligned with the CASEL core competency of establishing and maintaining healthy and rewarding relationships based on cooperation. Though designed for young women (8-12), young men can also benefit from this information.⁷

Format: Written or verbal; whole group or small group discussion

Age range: Middle or high school

Healthy Relationships

Healthy relationships are fun and make you feel good about yourself. You can have healthy relationships with anyone in your life, including your family, friends, and dating partners. Healthy relationships take time, energy, and care. The relationships that you make in your teen years will teach you some of the most important lessons about who you are.

The following information and questions will help you understand about different kinds of relationships, what makes each kind of relationship special, and how to communicate positively in relationships. It includes common stories and fun ways to work on many different kinds of relationships.⁸

PRE-READING ACTIVITY

- 1) Name three different relationships in which you are a participant right now. (Romantic relationship, son/daughter, friendship)**

⁷ For more information about healthy relationships and young women see Center for Young Women’s Health: Health Information for teen girls around the world at http://www.youngwomenshealth.org/healthy_rel.html

⁸ All information is adapted from YoungWomensHealth.org.

2) **How do you feel about these three relationships? Do you think they are healthy relationships? Why or why not?**

What Makes a Relationship Healthy?

Communication and Sharing: The most important part of any healthy relationship between two people is being able to talk and listen to one another. You and the other person can figure out what your common interests are. You can share your feelings with the other person and trust that they will be there to listen and support you. You will not feel judged for the information you share. People are honest in healthy relationships. Communication is based on honesty and trust.

Respect and Trust: In healthy relationships, you learn to respect and trust important people in your life. Disagreements may happen, but you learn to stay calm and talk about how you feel. Talking calmly helps you to understand the real reason why you and your partner/friend/parent may not be getting along. In healthy relationships, disagreements can actually be a good thing—because they help you figure out conflict resolution in a healthy way.

What Does a Healthy Relationship Look Like?

Write down the three qualities that you need to have to feel like you are in a healthy relationship. Why are these most important to you?

How Do I Know That I Am In a Healthy Relationship?

1) You Feel Good!

A healthy relationship will make you feel good about yourself—your intelligence, your looks, your personality—when you are around that person. In an unhealthy relationship, you might feel sad, angry, or stressed.

2) You Give...and Take

Healthy romantic relationships and healthy peer relationships involve an equal amount of give and take. In unhealthy relationships, the balance will feel uneven. You may feel as though you give all your energy, patience, and support and you are not getting much of anything back.

3) You Feel Safe

In a healthy relationship, you like spending time with the other person. You feel as though you can trust him/her with your secrets. They will not divulge them, nor will they make you feel guilty or strange for sharing them. These feelings of trust and respect make you feel safe.

Can you think of any of your current or past relationships that did contain these qualities? What about the ones that did not? Describe them. How did they make you feel?

Real Life: Family

“My sister is so annoying! She is driving me crazy!”

Jenny and her sister Sarah fight all the time. Jenny is angry with Sarah because she barges into her room and takes her things without asking. Sarah complains that Jenny yells too much and spends all her time on the phone.

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Does this scenario sound familiar? Can you think of a similar scenario from your own life? What happened? With whom in your family did you have a conflict? How did it make you feel? How was it resolved?

Here are some tips to handle an argument and avoid arguing with family members:

- 1) **Go for a walk or go to separate rooms in the house...**before you lose your temper and the fight grows worse.
- 2) **Talk a trusted adult about what is bothering you...**a parent, guardian, aunt, grandmother, teacher, or counselor may be able to help you process your anger.
- 3) **Set up your own personal space...**whether it is your bedroom, a shared bedroom, or a space outside your house.
- 4) **Respect personal space...**If a family member is angry or having a hard time, leave them alone if they need to be left alone.
- 5) **Pick your battles...**try to determine—perhaps through a third party—if this is really a fight worth having, or if it makes more sense to just walk away.

Real Life: Friends

“Why Do You Always Choose Him Over Me?”

Abby and Maria have been friends for a long time. Lately, Abby is growing upset with Maria. Maria has broken three dates with her friend, so that she can hang out with her boyfriend. Abby thinks Maria is lying to her. She does not know what to do, but she isn’t sure she wants to be friends with Maria any longer.

Does this scenario sound familiar? Can you think of a similar scenario from your own life? What happened? Why did you and your friend have a conflict? How did it make you feel? How was it resolved?

Here are some tips to help you handle a disagreement with a friend

- 1) **You always have the right to say “no” to a friend whenever you want to...** You should be able to say no to your friend without fear of losing the friendship, and your friend should feel the same kind of confidence in you.
- 2) **If you and a friend disagree or have an argument, it does not mean that you have an unhealthy relationship...** It is normal to feel upset when you argue with a friend. The most important thing to remember is how to communicate your disagreement. Though you might not always agree with what your friend has to say, you have an obligation to listen to them. Though they may not always agree with what you say, they have an obligation to listen to you.
- 3) **The friends you make and the relationships you develop will help you learn a lot about yourself...** even if it sometimes feels uncomfortable or hard to learn certain things.

Real Life: Dating

“A boy that I liked kissed me at the dance...What do I do now?”

Anna and Jamal like each other. They met a few weeks ago at a dance. A week later, they went on another date to the movies. Now Jamal won’t answer Anna’s phone calls, and she thinks he may like another girl. She feels upset and disappointed.

Does this scenario sound familiar? Can you think of a similar scenario from your own life? What happened? What was the nature of the conflict in your relationship? How did it make you feel? How was it resolved?

Here are some tips to for starting a healthy dating relationship and ways to stay safe, emotionally and physically

- 1) **Get to know the person...**by talking on the phone or hanging out at school before you go out with them alone for the first time.
- 2) **Go out with a group of friends to a public place...**the first few times you hang out.
- 3) **Only go as far as you feel comfortable...**you should never feel pressured to do something you do not want to do. Your partner should always respect your right to say no/slow down/not this time.
- 4) **Be clear...**with your partner about your values and limits.
- 5) **When you are ready...**to move forward with your relationship, talk to a trusted adult about how to proceed safely and healthily.

Real Life: Caregivers

“I hate these stupid rules!”

Kim is furious with her parents. Even though she has explained to them that none of her friends have to be home by 9 PM, they insist on giving her a curfew. When she tries to argue with them, they tell her she needs to obey and listen to them.

Does this scenario sound familiar? Can you think of a similar scenario from your own life? What happened? What was the nature of the conflict with your caregiver(s)? How did it make you feel? How was it resolved?

Here are some tips to for how to avoid and handle arguments with your parents

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- 1) **Discuss the rules ahead of time, and not at the last minute...**This way you will be able to tell what they will say yes or no to before you make plans. Your caregiver(s) can also explain to you the purpose of certain rules, why they are in place, and why they are important for your wellbeing.
- 2) **Try to remain calm...**and do not lose your temper when your parents say no to something. You will show your parents that you are responsible and mature by talking instead of yelling.
- 3) **Follow each rule they set....**If they tell you to be home by a certain time, do it. Following their rules repeatedly may allow for the future possibility of those rules changing in your favor.
- 4) **Pick your battles...**Try to figure out what's really bothering you. This will help you to know if it worth arguing about. Some issues may be more important than others.
- 5) **Spend time with your whole family...**even if they drive you crazy. That is a normal feeling for a teenager. Try to remember that many people your age are experiencing similar frustrations. Try to deal with those feelings productively and communicate honestly with your family and friends.

Appendix E
Responsible Decision-Making Activities

Appendix D: Relationship Skills Activities

- V. **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

Activity: Facilitator instructions for Ball Toss Race

Purpose: This activity helps students learn the social norm of knowing the names of their peers,⁹ to enhance physical and verbal awareness and learn everyone’s name

Format: Group activity, 10 – 30 participants; 10+ minute activity

Age range: Elementary and middle school

Skills Practiced: Passing, catching, memory, and verbal communication

Equipment Needed: One or more balls

Before you Start: Have the group get into a circle and have one or more balls ready

The following is for facilitators.

How to Play:

- 1) The leader will begin by throwing, rolling, or bouncing a ball (depending on the age and skill level) to another player while saying the person’s name loudly. Explain that it is very important to remember who you have passed the ball to.
- 2) Keep passing the ball around the circle so that everyone has received the ball one time. You can have students sit down once they have received the ball, so nobody gets it twice.
- 3) When the last person gets the ball, have them pass it back to you.
- 4) Now without the ball, see if you can go around the circle and say in order the names of the people you will pass to.
- 5) Once students have that concept, try it with the ball and see how fast they can go.

⁹ For more game ideas see Playworks Education Energized: The 2010-2011 Playbook

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Mid Point Questions:

- 1) Who has an idea for how to get the ball to everyone more quickly?
- 2) What do you think about adding a second ball?
- 3) Shall we time ourselves and try to beat our time?

Closing Questions

- 1) What do you think this game teaches?
- 2) Can you think of anything that would make this game better?

Variations

- 1) To make the game more interesting you can add more balls and balls of different sizes.
- 2) Catch and Throw Style: Have the students form a circle around the leader. The leader can then pass the ball to each player in the circle. When the student catches the ball, everyone in the class yells out the student's name. Go around in a circle until everyone has a turn, then randomly pass the ball and see how fast they can go.

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V. Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community


Activity: The following are instructions for facilitators for discussion questions; role playing; writing


Purpose: This lesson focuses on responsibility.¹⁰ The purpose of the lesson is to help students become more familiar with and more excited about the five core groups of social and emotional competencies as outlined by CASEL.


Format: Individual or small group


Age range: Elementary school


The following is for facilitators.

 **When you agree to do something, do it.** If you let people down, they'll stop believing you. When you follow through on your commitments, people take you seriously.

 **Answer for your own actions.** Don't make excuses or blame others for what you do. When you take responsibility for your actions you are saying "I am the one who's in charge of my life."

 **Take care of your own matters.** Don't rely on adults to remind you when you're supposed to be somewhere or what you're supposed to bring. You take the responsibility.

 **Be trustworthy.** If somebody trusts you to borrow or take care of something, take care of it. If somebody tells you something in confidence, keep it to yourself. It's important for people to know they can count on you.

 **Always use your head.** Think things through and use good judgment. When you use your head you make better choices. That shows your parents they can trust you.

¹⁰ For more information about this lesson and other lessons modeled on the 6 Pillars of Character, see SASO Middle School Character Education Guide at <http://www.greatschools.org/maine/saco/263-Saco-Middle-School/>

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- ✔ **Don't put things off.** When you have a job to do, do it. Doing things on time helps you take control of your life and shows that you can manage your own affairs.

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DISCUSSION QUESTIONS

Dear Teacher or Discussion Leader: In discussing responsibility with your kids, we suggest that you try to steer the conversation away from the issue of "chores." While chores may be important (to parents, anyway), they are rather trivial compared with higher order aspects of responsibility that have to do with character and integrity. We urge you to frame the conversation in this broader light.

1. What does it mean when someone is described as a "responsible" person?
2. What are some of the responsibilities kids your age have?
3. Are there some reasons why you might want to be considered a "responsible" person?
4. What are your responsibilities? Are they different from the responsibilities of your friends and family?
5. Think of a time you acted responsibly. How did it feel?
6. What are the rewards for being a responsible person?
7. In what ways can being responsible or irresponsible affect a

STUDENT ACTIVITIES

1. Write the six responsible behaviors (see "How To Be A Responsible Person" at the top of this sheey) on the board, or make copies and hand them out. Have the children think of a few examples for each behavior. Then, for each example, have them brainstorm ways of handling irresponsible people. List the best ideas on the board.
2. Take the examples from activity #1, above, and turn them into role-playing situations using two kids at a time. First, have them role-play the irresponsible behavior, and then, the responsible behavior. Have the group critique each of the role-plays.

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WRITING ASSIGNMENTS

1. How responsible are you? For each of the six responsible behaviors listed at the top of this column, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either responsible or irresponsible, and what you could do to improve.
2. Write about a time when you did something really responsible. Describe it. What was the outcome? How did it make you feel about yourself? Describe a time you did something really irresponsible. What was the outcome? How did it make you feel about yourself?
3. This assignment will encourage young people to play a responsible role in society. Have everybody in the class write a letter to the President or to your senator or congressman about an environmental issue that is currently in the news. Let the kids know that you are going to put all their letters into a large envelope and mail it. Then, do it. Share any response with the kids.
4. Write about the kinds of responsibilities you feel for (or to):
 - a) yourself
 - b) your family
 - c) your friends
 - d) your community

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- e) the whole country
- f) all people throughout the world
- g) our planet and our environment

5. Write about the differences between adult responsibilities and children's responsibilities. What does responsibility have to do with growing up? What responsibilities do you look forward to?

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VI. Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

Activity: Instructions for facilitators for discussion questions; scenarios; writing and speaking

Purpose: This lesson focuses on responsibility. ¹¹ The purpose of the lesson is to help students become more familiar with and more excited about the five core groups of social and emotional competencies as outlined by CASEL.

Format:

- Small groups or individually.
- Either broken up into individual sections or completed all at once.

Age range: Middle school and high school; modified for elementary school.

The following is for facilitators.

Discussion Questions: Written and verbal

What is courage?

- 1) Who do you know who is courageous and why?
- 2) What is responsibility?
- 3) Who do you know who is a responsible and why?
- 4) Are you a courageous person? Why? Give an example of a time you were courageous.
- 5) Are you a responsible person? Why? Give an example of a time you were responsible.
- 6) Are heroes responsible and courageous people? Give an example of why this is true.
- 7) Who are your heroes? Describe them.
- 8) What types of jobs attract people who are courageous and responsible?

¹¹ For more information about this lesson and other lessons modeled on the 6 Pillars of Character, see SASO Middle School Character Education Guide at <http://www.greatschools.org/maine/saco/263-Saco-Middle-School/>

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- 9) What courageous and responsible things can you do to make your school a better place?
- 10) What courageous or responsible thing can you do to make your home life better?
- 11) What courageous and responsible thing can you do to make your community a better place?

Scenarios: Individually, pairs, small groups; written or verbal

Responsibility Scenarios: How would Y.O.U. respond?

- 1) There is a new student in your class at school. This student just moved to the area and does not know anyone. Your friends do not like this new student and refuse to speak to him/her and will not include him/her in their activities. What would you do?
- 2) As you are walking down the hallway in your school, you see another student accidentally drop a 100 dollar bill. You know this student comes from a wealthy family, and he does not really “need” the money. What do you do?
- 3) One of your friends is a very popular student who is academically lazy. He wants you to write a book report for him. He says he will pay you 40 dollars if you write the paper. What do you do?
- 4) Everyone in your class will be divided into two basketball teams. You are the captain of one of the teams. One student in the class has some physical problems and cannot move as quickly as the other students. You and the other captain take turns choosing the players on your teams. What would you do about the student with the physical problems?
- 5) Your best friend has been skipping class and staying out late, defying his curfew. One day, before school, he comes to your house and asks you to spend the day with him instead of attending class. You really like this kid and want to impress him, but you do not want to skip class. What do you do?

Writing and Speaking Assignments: Individually or in pairs/small groups; can be presented to the class after completion.

- 1) Define courage in your words and give examples to explain your definition.
- 2) Define responsibility in your own words and give examples to explain your definition.
- 3) Describe someone you know or know of who is or was courageous.
- 4) Describe someone you know or know of who is responsible.

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- 5) Interview a friend in the classroom. Ask him or her to define courage and/or responsibility and ask them to tell you about a time when they acted in a courageous/or responsible manner.
- 6) Interview a friend in the classroom and ask them if they can recall a time when you acted in a courageous/or responsible manner.
- 7) Describe a time in your life when you were courageous or responsible and how your actions made you feel.
- 8) Describe a time in your life when you did not act in a courageous or responsible way. How did your actions make you feel?
- 9) Who was Rosa Parks? How did she demonstrate courage or responsibility?
- 10) Are courage and responsibility important in today's society? Why or why not?
- 11) Write a fiction or nonfiction story about courage or responsibility.
- 12) Write a poem or song about courage or responsibility.
- 13) Select one of the quotes about courage and explain what it means. Or, find your own quote about courage and explain what it means.
- 14) Select one of the quotes about responsibility and explain what it means. Or, find your own quote about responsibility and explain what it means.

Quotations about Courage

- 1) "You must do the thing you think you cannot do." (Eleanor Roosevelt)
- 2) "A life spent making mistakes is not only more honorable, but more useful, than a life spent doing nothing at all." (George Bernard Shaw)
- 3) "Cowards die many times before their deaths. The valiant never taste of death but once." (William Shakespeare)
- 4) Fear defeats more people than any other one thing in this world." (Ralph Waldo Emerson)
- 5) To know what is right and not do it is the worst kind of cowardice." (Confucius)

Quotations about Responsibility

- 1) We all have dreams. But in order to make dreams into a reality, it takes an awful lot of determination, dedication, self-discipline, and effort." (Jesse Owens)
- 2) "We are not here merely to make a living. We are here to enrich the world." (Woodrow Wilson)
- 3) "Within each of us lies the power of our consent to health and sickness, to riches and poverty, to freedom and slavery. It is we who control these, and not another." (Richard Bach)

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- 4) “You cannot escape the responsibility of tomorrow by evading it today.” (Abraham Lincoln)
- 5) “Don’t spend your time asking, ‘Why isn’t the world a better place?’ It will only be time wasted. The question to ask is, ‘How can I make it better?’ To that question there is an answer.
- 6) “The price of greatness is responsibility.” (Winston Churchill)
- 7) “Be the change you want to see in the world.” (Mahatma Gandhi)
- 8) “You are not responsible for what you say, but also for what you do not say.” (Martin Luther King)

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VII. Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

Activity: A youth survey and/or reflection and discussion questions to be facilitated by staff

Purpose: Prompt youth to reflect on bullying that might be taking place around them

Format:

- Individually on paper
- Reflected on in small groups or in the whole group

Age range: Elementary and middle school

The following is a survey for youth that can be facilitated by staff members.

DIRECTIONS: Please circle or underline the best answers to the following questions. You may have more than one best answer for some questions. You do not have to put your name on the paper.

Name (optional)_____

1. Have you ever been bullied?

Yes No

- If you answered yes, how often did someone bully you?
Occasionally Often Every day

- Where did it happen?
School Park Home Neighborhood Somewhere else

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- If it happened at school, where?
Hallway Classroom Playground Cafeteria Bathroom Somewhere else

2. Have you seen other students being bullied at school?

Yes No

- If you answered yes, how often did it happen?
Occasionally Often Every day

- Where have you seen other students bullied?
Hallway Classroom Playground Cafeteria Bathroom

Somewhere else

3. What kinds of things have bullies done to you or to someone you know?

Called Names Threatened Stole or Damaged Personal Property Shoved Kicked Hit Ignored

4. How much of a problem is bullying for you?

Very Much Not Much None

5. On the back of this paper, list some of the actions you think parents, teachers, and other adults could perform to stop bullying.

V. Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

Activity: Interview with an early African American activist and discussion questions

Purpose: This lesson focuses on responsibility. ¹² The purpose of the lesson is to help students become more familiar with and more excited about the five core groups of social and emotional competencies as outlined by CASEL.

Format: Small groups or individually.

Age range: High school

Mary McLeod Bethune is a woman who demonstrated a great capacity for responsible decision making. Her ethical choices had profound social implications. ¹³

A black woman working for African American equality decades before the modern civil right movement, Bethune founded the Daytona National and Industrial School for Negro Girls (now Bethune-Cookman College), in 1904. Despite facing significant obstacles, Bethune felt a deep sense of responsibility towards herself and her community. Her ethical decision making created new opportunities for generations of African American people.

Read the following interview with Mary McLeod Bethune and learn about the ways in which personal responsibility guided her decision making process.

The document is a transcript of an interview apparently conducted in about 1939 or 1940 by Dr. Charles Spurgeon Johnson, an authority on race relations who chaired the Sociology Department and was later the first black president at traditionally-black Fisk University.

¹² For more information about this lesson and other lessons modeled on the 6 Pillars of Character, see SASO Middle School Character Education Guide at <http://www.greatschools.org/maine/saco/263-Saco-Middle-School/>

¹³ To learn more about Mary McLeod Bethune and other civil rights pioneers go to Teaching Tolerance: A Project of the Southern Poverty Law Center at <http://www.tolerance.org/?source=redirect&url=teaching>

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I think that possibly the first and real wound that I could feel in my soul and my mind was the realization of the dense darkness and ignorance that I found in myself—when I did find myself—with the seeming absence of a remedy. What I mean by that was the recognition of the lack of opportunity. I could see little white boys and girls going to school every day, learning to read and write; living in comfortable homes with all types of opportunities for growth and service and to be surrounded as I was with no opportunity for school life, no chance to grow—I found myself very often yearning all along for the things that were being provided for the white children with whom I had to chop cotton every day, or pick corn, or whatever my task happened to be.

I think that, actually, the first hurt that came to me in my childhood was the contrast of what was being done for the white children and the lack of what we got.

Johnson: At what age did this occur?

Bethune: Around nine or ten years.

Johnson: Sometimes we may be feeling that thing under the surface for a long time, and a little incident touches it off. Do you remember any such?

Bethune: My mother kept in rather close contact with the people she served as a slave. She continued to cook for her master until she owned five acres of land. He deeded her five acres. The cabin, my brothers and father built. It was the cabin in which I was born. She kept us these relations. Very often I was taken along after I was old enough, and on one occasion I remember my mother went over to do some special work for this family...and I was with her. I went out into what they called their play house in the yard where they did their studying. They had pencils, slates, magazines, and books.

I picked up one of the books...and one of the girls said to me—"You can't read that. Put that down. I will show you some pictures," and when she said to me, "you can't read that. Put that down," it just did something to my pride and to my heart that made me feel that some day I would read just as she was reading.

I did put it down, and I followed her lead and looked at the picture book she had. But I went away from there determined to learn how to read, and that some day I would master for myself just what they were getting, and it was that aim that I followed...

The first morning on my way to school I kept the thought uppermost "Put that down. You can't read," and I felt that I was on my way to read and it was one of the incentives that fired me in my determination to read. And I think that because of that I grasped my lessons and my words better than the average child, and it was not long before I was able to read and write...

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Johnson: Were there any other colored children around your age? What was their outlook?

Bethune: There was nothing for them to aspire to—it was an incentive to me and, of course, many followers after that. Many boys and girls of the community. A new life came into the district.

Sunday afternoons I would take the farm children for miles around—I would give them whatever I has learned during the week...Poetry, reading, songs, etc...I would give to them as often as I got. As I got I gave. They gave me a broader capacity for taking in, and I feel that up to today. I feel it in all things, I feel that as I give, I get.

I think the very first thrill I got from being able to transfer a desire for learning and the buckling down to getting something was from my own brother who was older than I was.

When he saw what it was doing for me and that I was able to help him master his letters and words so that I could open his eyes, and he could see and he began to realize what it meant to get some learning and to, himself, be awakened to such extent as to go ten miles at night to the Maysville village and to attend night school until he could read, write, and apply himself.

Things got and remembered was what he {her brother} got, what my immediate family got and the awakening came to my mother and father when able to sit down and read the magazines and the Bible to them—that they had in their home somebody who could do that—that was the greatest thrill.

Johnson: I am very much interested in seeing just how a kind of family setting—however impoverished it may be, may have something that would set a person off...How did this radiate in the community?

Bethune: In this way—that a new standard for living was set up in many of the homes and different little school centers were set up and workers who did not have much money, but more than they had before; and the little Sunday School, and the little chorus, and things of that kind. It brought about a growth—a desire for learning. It gave the masses there an understanding that they just did not have to continue in darkness—that there was a chance.

As I studied the situation I saw the importance of someone going down doing something—So I selected Daytona Beach, a town where very conservative people lived and where James N. Gamble (Proctor and Gamble Company of Cincinnati); Thomas White (of the White Sewing Machine Company of Cleveland; and other fine people. A fine club of white women in that section formed a philanthropic group of...Palmetto Club through whom I thought approaches could be made. The colored people had little to offer. A splendid man of the Baptist church, Rev. A.L. James; another fine man of the little Methodist church...had conferences with these

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people and a little woman named Mrs. Warn, had some daughters who felt the importance of someone doing something in that section and gave their cooperation with my idea of starting a school. I made up my mind that I would do it and started out.

Source: The original transcript is available at the Department of State or the State Library and Archives of Florida at www.floridamemory.com/onlineclassroom/marybethune/documents/interview/?transcript=33

Discussion Questions: These can be completed in pairs/small groups or individually. The answers can be written down and shared or discussed.

What incident from her childhood does Mary McLeod Bethune describe?

How does she say she felt when the incident happened?

In what conditions did Mary and other black children live?

How did going to school affect Mary and the children she knew?

How did it affect her family?

How did Mary's experience affect her choices in the future?

How does responsibility play an important role in Mary's life?

In what ways does she demonstrate ethical decision making?

How did Mary help other people in her community assume greater responsibility for themselves?