

## Lesson 1: Identifying Emotions and Needs

**Materials:** Video clip

**Learning Objective:** Students will practice feeling an emotion and sharing what they need to resolve the emotion.

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> Welcome. Today we are going to discuss needs and emotions. Who can share what a need is? What is an emotion?
<b>Teaching (2-4 minutes)</b>	<b>Teacher says:</b> Thank you for answering. Most of the time when we express an emotion it is because we have a need that is not being met. An emotion is an instinctive response to a situation. A need is something that is essential or important. It's safe to say that we all experience emotions and sometimes we experience more than one in a day. Some are greater than others and take on different expressions. Emotions can present themselves in common ways like anger, sadness, happiness, fear, disgust, surprise, and contempt. We've likely experienced some today. Take a moment to think about 2-3 emotions you have felt today.
<b>Active Engagement (6-8 minutes)</b>	<b>Activity:</b> Please show this video on emotions: <a href="https://vimeo.com/129634826">https://vimeo.com/129634826</a>  <b>Questions/Discussion Highlights:</b>  Let's discuss the emotions expressed in the video. Name some of the emotions that you observed. Can you think of a time when you could feel your emotions changing? It doesn't have to be anything major. I encourage you to let it be something small. If the emotion was anger, sadness, or fear, can you also think of what you needed to avoid or eliminate that feeling? If the emotion was happiness, what happened that caused that feeling? We all experience emotions throughout each day and they can vary from happiness to sadness. The goal is to regulate emotions to meet individual goals.
<b>Closure (1-2 minutes)</b>	<b>Teacher says:</b> Whenever you are faced with something that sparks an emotion in you, try to see if you can pinpoint what you need to resolve that feeling or happened to make you feel this?

**Potential Challenges:** Students may reflect on challenging or difficult times that may be overwhelming. If they communicate this we ask them to focus on the parts of the situation that they can control.

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**Lesson 2: Mindfulness (Relaxation breathing)****Materials:** Video link-Hand tracing**Learning Objective:** Students will understand what mindfulness is and how to use breathing to regulate emotions.

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> Think about a time you felt overwhelmed, anxious, or stressed. What are some ways you were able to calm yourself?
<b>Teaching (2-4 minutes)</b>	<b>Teacher says:</b> Last week you learned about emotions. While all emotions serve a purpose, sometimes they interfere with our ability to meet our goal in the moment. Many overwhelming emotions come from dwelling on the past or worrying about the future. Mindfulness is a set of strategies that help us slow down and notice the moment or present that we are in; both in mind and body without judgement. ----Today we will learn a breathing technique through guided hand tracing. As you follow along with the guided video; begin by finding a quiet space. Find a position you are most comfortable, relaxed, and alert. Try to clear your mind of any thoughts of the day. ----Follow along with the video by tracing your hand and taking meaningful breaths. Slowly in through your nose and out through your nose and mouth. Notice your lungs fill as your stomach and chest rise.
<b>Active Engagement (6-8 minutes)</b>	<b>Activity:</b> Relaxation with guided hand tracing strategy <a href="https://www.youtube.com/watch?v=sh79w9pn9Cq">https://www.youtube.com/watch?v=sh79w9pn9Cq</a>  <b>Questions/Discussion Highlights:</b>  1. How did you feel during the hand breathing exercise? Were you able to focus on your hand and your breathing? 2. Reflect on any thoughts or distractions that took you away from the present and focus on your breathing and your hand. Don't judge those thoughts. Just notice. 3. Did you notice changes in your breathing during the activity? Did you feel your body and mind becoming more relaxed as you focused on the moment? 4. How do you feel now? Do you notice any difference from before you began?
<b>Closure (1-2 minutes)</b>	<b>Teacher says:</b> Mindfulness often happens naturally. You may do some mindful strategies already such as taking a deep breath, focusing on an object, drawing, or stretching. Mindfulness can help us develop self-awareness of our emotions and needs in the moment. Making a conscious effort to practice mindfulness strategies daily will make this a powerful tool to help you manage stressful situations.

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**Lesson 3: Goal Setting (Mobilizing Strengths)****Materials:** Video

Link

**Learning Objective:** Students will understand the importance of goal setting and work through a 4-step goal setting process.

<b>Leading Question</b> (1 minute)	<p><b>Teacher says:</b> You have heard about goal setting throughout school, but I want you to think about what a goal is and why it is important to set goals as we talk today.</p>
<b>Teaching minutes</b> (2-4)	<p><b>Teacher says:</b> Setting goals is an important skill both in and out of school. You can set goals in academics, sports, band, etc. Setting goals allows you to identify areas of self-improvement. There are always things we want to accomplish or improve upon. Setting goals gives you the power to identify what you want and develop a plan that will lead you to achieving your goals. Think about the process below:</p> <p><b>4 Steps to Setting a GOAL:</b></p> <ol style="list-style-type: none"> <li>1.) Choose a goal</li> <li>2.) Understand your motivation</li> <li>3.) Break down the goal into smaller parts</li> <li>4.) Write down your goal</li> </ol> <p>In order to successfully achieve a goal, you must <u>CHOOSE</u> a goal (be specific), understand <u>WHY</u> you want to achieve this goal, break down your goal into <u>SMALLER PARTS</u> (1,2,3 steps), and make sure you <u>WRITE</u> your goal down so you remember what you are working to achieve. Just like you need to practice a sport or a band instrument to improve your skills, you will have to practice setting goals using these steps so you can get comfortable with this process. We are going to watch a video that discusses these steps in more detail and then we will try it out!</p>
<b>Active Engagement</b> (6-8 minutes)	<p><b>Activity:</b> Watch (2:22) <a href="http://www.viewpure.com/E8agsaXfHN4?ref=search">http://www.viewpure.com/E8agsaXfHN4?ref=search</a></p> <p><b>Questions/Discussion Highlights:</b> Let's look at this sample goal: <i>I want to complete all my assignments during the first quarter of virtual learning.</i> With the students, discuss this goal and go through the 4-step process together. <i>(Allow the students to go through the process and refer to the example responses below to help prompt students if needed).</i></p> <p><b>Example responses:</b></p> <ol style="list-style-type: none"> <li>1. I will complete all assignments during the first quarter of virtual learning.</li> <li>1. I had a difficult time in the Spring keeping up with my assignments and I want to complete my assignments so I can bring up my grades.</li> <li>1. Here are some things I need to do: Attend every synchronous class, use my agenda to write down my assignments and due dates, and check-in with my teachers weekly to ensure I am up-to- date on my assignments.</li> <li>1. I am going to write this goal down on sticky notes and put one on my school computer and another on my agenda so I am reminded of my goal daily.</li> </ol>
<b>Closure</b> (1-2 minutes)	<p><b>Teacher says:</b> When you want to achieve something make sure you set a goal. Following the goal setting steps can help you really think through what you want to accomplish and make a positive plan moving forward. This is also a good time to reward yourself for a job well done and let others know what you have</p>

	accomplished! Remember, it's ok if you do not achieve your goal the first time. Keep trying and working hard to get where you want to be!
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**Lesson 4: Resiliency**  
Video

**Materials:**

**Learning Objective:** Students will understand what it means to be resilient, its importance and explore the skills associated with resilience.

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> How can we become more resilient?
<b>Teaching (2-4 minutes)</b>	<b>Teacher says:</b> Resiliency can be summed up as your ability to bounce back after something goes wrong. We all know that life is full of ups and downs, failures and successes. When we are resilient, we are able to face those challenges head on and successfully move past them.  It may appear that some people just have the natural ability to always land on their feet no matter what happens. The truth is, there are certain skills and mindsets that help us to move past a difficult time. These skills can be developed and strengthened by anyone.
<b>Active Engagement (6-8 minutes)</b>	Watch to Disney Pixar Short Movie <u>Piper</u> (3:20): <a href="https://youtu.be/WIPV1iwzrzg">https://youtu.be/WIPV1iwzrzg</a>  <b>Questions/Discussion Highlights:</b> What challenge is our bird, Piper, facing at the start of the clip? What do you think he was feeling after his initial encounter with the wave? Would you describe Piper as resilient? What skills did he demonstrate that enabled him to be successful?  <b>Discuss the resiliency skills demonstrated:</b> <ol style="list-style-type: none"><li>1. <b>Willingness to take action (mindset).</b></li><li>2. <b>Ability to control emotions.</b> Piper could have easily gotten stuck in the fear that he experienced from his encounter with that first big wave. If he did, the fear associated with the waves would have actually grown.</li><li>3. <b>Focused on what he could control rather than things out of his control.</b></li><li>4. <b>Problem solving.</b></li></ol> <p>In the end, the waves didn't stop coming. Piper was able to change his approach to them and how they affected him.</p>
<b>Closure (1-2 minutes)</b>	<b>Teacher says:</b> Whenever you are faced with a challenge, think about the resiliency skills that you have to tackle that problem head on. Even when you are hit with a wave that knocks you off your feet and takes your breath away, you can take a step back, regain your footing and overcome the challenge!

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## Lesson 5: Self-Care

**Materials:** Video link/handout (optional)

**Learning Objective:** Students will learn what self care means and why it is important to practice self care to maintain a healthy physical, mental and emotional well being.

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> Last week we talked about resiliency and what that means. This week we are going to talk about using <b>self care</b> to help increase and strengthen our resiliency zone. Let's start with defining what self care means to you. Think about why it is important to practice self care.
<b>Teaching (2-4 minutes)</b>	<b>Teacher says:</b> Self care is exactly what it sounds like. It means identifying those positive things in life that help you take care of yourself. Self care is important because life can become very stressful at times. We deal with difficult situations such as stress from school, difficulty with our peers or other relationships, stress from home etc. We all have experienced stress through this pandemic and self care is especially important now as we think about ways to take care of ourselves and work through this difficult time. Practicing self care helps each of us to maintain a physically, mentally, spiritually and emotionally healthy lifestyle.
<b>Active Engagement (6-8 minutes)</b>	<b>Activity:</b> Watch <a href="https://www.youtube.com/watch?v=bzxDYwTarzw">https://www.youtube.com/watch?v=bzxDYwTarzw</a>  <b>Questions/Discussion Highlights:</b> What are some of the stressful situations you are currently experiencing or have experienced? How have these things affected you in your daily life? What are some of the things you have used to take care of yourself to help balance those difficult things? What are things you do for yourself that have helped you maintain healthy physical, mental and emotional well being? Are there people you can reach out to for help if you are struggling with identifying positive self care techniques?  Extra resource: List of self care techniques <a href="#">here.</a>
<b>Closure (1-2 minutes)</b>	<b>Teacher says:</b> I challenge you to come up with your own personal list of self care techniques and try at least one of those this week. Some things may work for one person that may not work for another and that is okay. Remember, if you are having a hard time identifying what those things may be, please do not hesitate to reach out to a trusted adult including your parent/caretaker or school staff as well as those positive friends in your life.

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# Lesson # 6: Topic Perseverance/Goal Setting

## Check-in

**Materials Needed:** Script, Youtube Video, Web of Perseverance Example (below script), PPT

**Time:** 20 minutes

<p>Opening 1-2 Minutes</p>	<p><b>Teacher says:</b> A few weeks ago we learned a quick and simple method to goal setting using the SMART acronym. Specific, Measurable, Attainable, Relevant, Time Specific.</p> <p>Today we are going to build upon what we learned about goal setting for our personal goals and learn about perseverance in relation to our personal goals.</p> <p>What is perseverance?</p> <p>Perseverance is the ability to keep doing something despite the obstacles or setbacks.</p>
<p>Active Engagement (15-20 minutes)</p>	<p><b>Teacher says:</b> We are going to watch a video on Steph Curry called <i>Longshot</i> (Start Video @ 3:45-6:34) <a href="https://www.youtube.com/watch?v=U69E64byTDo">https://www.youtube.com/watch?v=U69E64byTDo</a></p> <p>As you watch the video, look for examples of perseverance and Steph's viewpoints on perseverance.</p> <p>&lt;video ends&gt;</p> <p><b>Teacher says:</b> Think about how Steph persevered. What was his goal? Did you see moments when he could have given up? Did he? Describe his outlook.</p> <p>What are some examples of his perseverance?</p> <p><b>Teachers says:</b> Now let's create your own Web of Perseverance. What you're going to do first is to take a few minutes to think about a time in your life when you worked especially hard to accomplish a goal. Think about</p>



	<p>the following things:</p> <ul style="list-style-type: none"> <li>• Why was it important for you to keep working toward this goal?</li> <li>• Describe the times when you felt like giving up.</li> <li>• What motivated you to keep going?</li> <li>• Which people or events helped you?</li> <li>• What made it difficult for you to continue?</li> <li>• How did it feel to continue your work when it was difficult to do so?</li> <li>• How did you feel when you had accomplished your task?</li> </ul> <p><b>Teacher says:</b> Next we are going to create our own Web of Perseverance. Here's what it will look like (see image below). Take a few moments to reflect and fill in the bubbles in the web for yourself.</p>
Closure (1 minute)	<p>There are going to be times in your life when you are faced with setbacks and difficult moments. Our outlook can impact our ability to persevere through these challenges. If we have a negative outlook, we may feel discouraged in our attempts to reach our goals. If we have a positive outlook and know that setbacks are going to happen that can help us power through some difficult circumstances.</p>
Format Options:	Synchronous, asynchronous, pre-recorded

### Potential Challenges and Actions to Address

Students may reflect on challenging times that may be overwhelming.	Remind students to focus on the parts we can control and reframe the situation to have a positive outlook.
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### Reminder

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## Lesson 7: Empathy

**Materials:** Video Link

**Learning Objective:** Students will understand what empathy is and how to be empathetic toward others.

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> Can someone share what crosses their mind when they hear the word empathy?
<b>Teaching minutes) (2-4</b>	<b>Teacher says:</b> Empathy is the ability to share and understand the feelings of another person.  Here are some of examples of what empathy can look like: -Being able to see the world as other people see it -Being non-judgmental -Understanding someone else's feelings and communicating those feelings.  Can anyone think of another example of what empathy looks like?  People often get empathy and sympathy confused. Empathy is putting yourself in someone else's shoes. Sympathy is saying "oh man, that's awful." Here is a quick video to help you see empathy in real life situations.
<b>Active Engagement (6-8 minutes)</b>	<b>Activity:</b> Watch this quick video on empathy and its impact: <a href="https://www.youtube.com/watch?v=aU3QfyqvHk8">https://www.youtube.com/watch?v=aU3QfyqvHk8</a>  <b>Questions/Discussion Highlights:</b> After watching this video, think about a recent challenge and someone who showed you empathy. Think about the last time you showed someone empathy. What skills are required ?  Discussion: <ol style="list-style-type: none"><li>1. What are some skills required to show empathy?</li><li>2. How can you practice showing empathy in your daily interactions with family and friends?</li></ol> Can we pause for a minute to think about how we view situations and then place ourselves in the shoes of someone else?
<b>Closure minutes) (1-2</b>	<b>Teacher says:</b> When you place yourself in the shoes of someone else, you're seeing the situation or world from their perspective. I'd encourage you to begin practicing that thought process when someone shares their perspective with you. It will help to shape your worldview.

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**Lesson 8:** Resilient Zone (hand-brain model)  
ability to share the screen

**Materials:** Computer and the

**Learning Objective:** Understand how our brain manages stressors

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> Resilient Zone! What in the world is that? The resilient zone is where we function as the most optimal version of ourselves.
<b>Teaching minutes) (2-4</b>	<b>Teacher says:</b> Today we are going to discuss the hand/brain model, how we end up “off line”, but most importantly how we get back on-line aka the resilient zone. Off-line is a term we use to describe things that cause stress. On-line or the resilient zone is when we do not feel stress and can make thoughtful and rational decisions. We are going through a variety of challenging times that may include, changes to our traditional school schedules, loss of family members or pets, and/or social distancing as suggested by COVID 19 protocol. We’d like to help you understand how your brain functions in both situations. When we are experiencing hard things, we are not typically functioning as the best version of ourselves.
<b>Active Engagement (6-8 minutes)</b>	<b>Activity: Hand brain model video:</b> <a href="https://www.youtube.com/watch?v=FTnCMxEnnv8">https://www.youtube.com/watch?v=FTnCMxEnnv8</a> (3:08)  <b>Questions/Discussion Highlights:</b> The breathing technique used in this video is something called a rapid reset. In a few weeks you will learn more about those and how to use them when you’re off-line and need to get back on- line.  We are faced with hard things often, and maybe you’ve experienced something today that has caused you to be off-line. I encourage you to try the breathing exercise you observed to help you get to your resilient zone.
<b>Closure minutes) (1-2</b>	<b>Teacher says:</b> As a reminder, your resilient zone is when our brain doesn’t have any stressors and can operate at it’s best. We want to be in this zone the majority of the time. If we get off-line, we will want to learn how to get back in the zone.

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# Lesson # 9 : Respect For Others

**Materials Needed:** Script, video link, smart tv      **Time:** 10

## Respect for Others

<p>Opening (1-3 minutes)</p>	<p>Welcome Back Students. We hope you have been having a great week. We appreciate your participation in our Wellness activities. Today's Topic is about Respect.</p> <p>What is Respect? Respect is a positive feeling or action shown towards someone or something considered important. It can mean to be held in high esteem or regard. It conveys a sense of admiration for good or valuable qualities.</p> <p>What does Respect look like to you? Is it the way people treat you or talk to you? Who do you respect? Is it your parents, teachers, coaches, friends. Do you feel respected? Do you show respect for yourself? Respect is such a major thing for so many people and it does start with respect for yourself and of course showing respect for others.</p>
<p>[ACTIVITY] (3 minutes)</p>	<p>Here's a quick video</p> <p><a href="#">What Does Respect mean to you?</a></p>
<p>Active Engagement: (1-2 minutes)</p>	<p>How Do We Show Respect For Others?</p> <ol style="list-style-type: none"> <li>1. Listen. Listening to what another person has to say is a basic way to respect them.</li> <li>2. Affirm. When we affirm someone, we're giving evidence that they matter. ...</li> <li>3. Serve. Be generous and do things for others</li> <li>4. Be Kind. ...</li> <li>5. Be Polite. ...</li> <li>6. Be Thankful.</li> </ol>
<p>Closing (1 minute)</p>	<p>Respect is simply treating others the way you want to be treated.</p>
	<p><a href="#">Respect song - Aretha Franklin</a>- Just for fun :)</p>

### Potential Challenges and Actions to Address

#### Reminder

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**Lesson 10: Values**  
clip

**Materials:** Video

**Learning Objective:** Students will understand the concept of values and begin to identify their own personal values.

<p><b>Leading Question (1 minute)</b></p>	<p><b>Teacher says:</b> What are values? Can you name three personal values that guide you in your life?</p>
<p><b>Teaching minutes) (2-4</b></p>	<p><b>Teacher says:</b> Values can encompass many aspects of your life and can be based on your personal beliefs, familial beliefs, religion, culture, etc. Our values are things that we are taught and come to believe based on our life experiences. Some examples of values include: responsibility, respect, honesty, service, work ethic, kindness, trust, and humility. These are just a few examples. Can you think of values that are important to you? As unique individuals we all have our own sets of values that guide our thinking and decision making and these values are a part of everything we do. Your core values (those values that are at the core of what you believe) have a direct effect on how you interact with peers, teachers, friends, and family members and guide you in the decisions you make every day. Think of your values as a roadmap for where you go and what you do each day.</p> <p>Developing your own set of values is something that may be a work in progress. You may have values passed down from your family that you will always carry with you and there may also be values that you add as you grow and experience different life events. At this point, it is important that you begin to reflect and understand what your values are and where they come from so you have a clear understanding of why you believe what you do, respond the way that you do to situations, and where you stand when making difficult decisions. At some point, your values will be tested, and you will have to make decisions that align with your beliefs. If you are strong in your values and beliefs, you will have a clear understanding of what you should do and why you are making that decision.</p>
<p><b>Active Engagement (6-8 minutes)</b></p>	<p><b>Activity:</b> Watch (4:52) As you watch this video think about our discussion on values and what values you see in Stephen Curry. <a href="https://www.youtube.com/watch?v=RbsmMnAKeOI">https://www.youtube.com/watch?v=RbsmMnAKeOI</a></p> <p><b>Questions/Discussion Highlights:</b></p> <ol style="list-style-type: none"> <li>1. What values do you think Stephen Curry lives by?</li> <li>1. What are some things he does that demonstrate his values?</li> <li>1. Do you think he would be as successful in basketball without a strong set of core values?</li> </ol>
<p><b>Closure (1-2 minutes)</b></p>	<p><b>Teacher says:</b> Understanding our values is so important because these values guide us in what we do every day. Think about a recent difficult decision you made. Your values are usually that voice in the back of your head guiding your decision and telling you what you should or should not do. Sometimes we like the answer and sometimes do not. Take some time this week to jot down some of your values and reflect on why these values are important to you.</p>

**Learning Objective:** Students will understand the concept of personal power and how their personal power can positively affect their own decision making.

<p><b>Leading Question (1 minute)</b></p>	<p><b>Teacher says:</b> What is personal power and who has it?</p>
<p><b>Teaching minutes) (2-4</b></p>	<p><b>Teacher says:</b> Personal power is just like it sounds...it's the power YOU have within yourself. This power helps you take control in all types of situations. Personal power drives your decision making, interactions and reactions, and gives you a sense of control. When we think of power we usually think of the power some have over others. When we think of personal power it is the power we have over ourselves. This is directly impacted by our self-confidence, self-esteem, and self-worth. When we feel good about ourselves, we have more personal power to make positive decisions and changes in our life. This is because we recognize that we have positive power in our lives, and we are responsible for our thoughts, feelings, and behaviors – we control ourselves!</p> <p>You may feel like there are times when you do not have any power and this is when personal power kicks in! Even when we feel powerless our personal power is always there. Sometimes we must take a step back and ask ourselves “what can I control in this situation?” This is a very important question to consider because it helps us identify what we can control instead of worrying or trying to change things we cannot.</p> <p>Think about this example: <i>You studied for a test in science, but you did not earn the grade you hoped for and you are upset. You can choose to remain upset and blame the test or the teacher for your grade <u>OR</u> you can use your personal power to own your feelings (this grades is upsetting), own your thoughts (think about what happened and what could be changed in your studying habits) and own your behaviors (decide to learn from this experience, talk with you teacher about different ways to study, and make a positive plan moving forward for the next test). You have the power to choose your reactions and how you will move forward. No one else has the power to make this decision for you!</i></p>
<p><b>Active Engagement (6-8 minutes)</b></p>	<p><b>Activity:</b> Watch (4:05) <a href="https://www.youtube.com/watch?v=07d2dXHYb94">https://www.youtube.com/watch?v=07d2dXHYb94</a></p> <p><b>Questions/Discussion Highlights:</b></p> <p>Personal power can look different depending on the person and the situation. After watching this video clip, think about how Pip used his personal power and discuss:</p> <ol style="list-style-type: none"> <li>1. How did Pip demonstrate resilience and perseverance?</li> <li>1. Why was personal power so important for Pip and the decision he made to help the lady in need?</li> <li>1. Reflect on your own personal power. Can you think of a time when you used personal power to overcome a challenge or help someone in need?</li> </ol>
<p><b>Closure minutes) (1-2</b></p>	<p><b>Teacher says:</b> You are the only person who can own your personal power. You have power over your thoughts, feelings, and behaviors every day. Never give</p>

	your personal power away to anyone – own who you are and the power you have to make positive decisions and changes in your life and the lives of others!
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## Lesson 12: Effective Communication

Materials: video link

**Learning Objective:** Students will understand what communication is, the roles we play in communication, and the differences our communication styles can make for ourselves and others.

<b>Leading Question (1 minute)</b>	<b>Teacher says:</b> What is communication? Think about what communication means to you...Do you think everyone communicates in the same way?
<b>Teaching minutes) (2-4</b>	<p><b>Teacher says:</b> Communication is defined as “the act of transferring information from one person, place or group to another.” Communication can be verbal, non-verbal, and/or written. Take a minute to think about how you communicate throughout the day. Has this communication changed since the start of the pandemic? Over the last few months, we have learned to communicate differently than we ever had before. We did not stop communicating while at home, but instead, learned new ways to communicate and connect with others. When communicating with another person or group of people you take on one of two roles: the speaker or the listener. This means that communication is a two-way street. Have you ever heard the saying “you have two ears and one mouth so you can listen twice as much as you speak.” This saying highlights the importance of not just speaking to communicate your own thoughts/needs but also actively listening when others are communicating with you. Active listening means you are active in the communication exchange--not just listening to hear but listening to understand. Think about the difference in listening to hear and listening to understand. When we listen to understand a message, we are more likely to appreciate the perspectives and experiences of others and, in turn, those around us are more likely to listen to understand when we are speaking.</p> <p>Effective communication means that the message being sent by the speaker is received clearly by the listener. Communicating with others effectively helps us develop positive relationships, build strong friendships, self-advocate, learn, and so much more. Effectively communicating is a skill that is important in all aspects of your life including at home, at school, and when you have a job one day.</p>
<b>Active Engagement (6-8 minutes)</b>	<p><b>Activity:</b> Watch (1:44) <a href="https://www.youtube.com/watch?v=t685WM5R6aM">https://www.youtube.com/watch?v=t685WM5R6aM</a></p> <p><b>Discussion/Reflection Questions:</b></p> <ol style="list-style-type: none"><li>1. What was different about how Joy and Sadness communicated with Bing Bong (elephant)?</li><li>2. Was Joy just listening to hear Bing Bong or was she listening to understand what he was saying?</li><li>3. What helped Bing Bong gain courage to keep going and take Joy and Sadness to the train station?</li></ol> <p>This video clip provides a lot of insight on how we communicate with others and the difference our communication makes in delivering and receiving messages. How we listen and how we speak to others is so important and truly sets the tone for how effective our communication really is. Joy did not communicate with Bing Bong effectively and did not speak or listen to</p>



	<p>understand. In contrast, Sadness took the time to listen and understand Bing Bong's perspective and how he was feeling which made all the difference.</p>
<p><b>Closure minutes)</b></p>	<p><b>(1-2 Teacher says:</b> Effective communication can be done verbally (with words), non-verbally (with body language), or through written text (letters, emails, messages, etc.). It is important to reflect on how you communicate with others and how others communicate with you. Listening and speaking to understand takes our communication much further and provides a level of support that you and/or others may need to take the next step in your day. Take some time today to actively listen and effectively communicate and notice the difference in your communication!</p>

**Potential Challenges:** Students may reflect on challenging or difficult times that may be overwhelming. If they communicate this we ask them to focus on the parts of the situation that they can control. **Reminder:** Students who experience high levels of distress should be referred to your school counselor, psychologist, or social worker.