

## TRIMESTER 2 SEL LESSONS

### ANALYZE AND ASSESS SITUATIONS

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

## PERSPECTIVE-TAKING

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

## SELF-PERCEPTION

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