



Project Adventure

# Project Empower Advisory Curriculum



# Newtown High School

## Edition 1

## **Lesson Name: Introduction to Advisory**

During Advisory we will be using a program model called Project Empower. This is a program that addresses social and emotional competencies and promotes healthy relationships for high school students through Project Adventure activities. Project Adventure is an internationally recognized program, which combines challenging and engaging activities with focused reflection to build character, promote teamwork, and develop leadership skills.

Social and emotional learning is the process through which children and adults develop the skills and attitudes necessary to understand and manage life tasks such as cognitive learning, forming relationships, and adapting to the demands of growing up in today's complex society. The activities and reflections you will be doing are designed to promote effective communication, positive engagement with your peers and adults, as well as the development of a positive learning environment. Research shows that students who are actively engaged in learning social-emotional skills and who feel connected to their schools demonstrate improved academic and social outcomes, which are key elements to student success.

The objectives of our Advisory program is to:

- Create a safe and supportive climate for students that develops competencies in self-management, resiliency, collaboration, perspective awareness, and goal setting.
- Create an environment that promotes equity and celebrates diversity.
- Foster self-awareness and social-emotional competencies through the practice of reflection.
- Create a climate of belonging.



## Lesson Name: Bingo Ice breaker (one day)

Description: Get to know other students in your advisory while trying to win a game of Bingo!

CASEL Objective:

-Relationship skills-The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Materials: Bingo boards, pen/pencil

Procedure (step by step):

1. Pass out a Bingo board to each student.
2. Have each student take out a pen or pencil.
3. Explain the rules:
  - You have 10 minute to circulate the room and ask your classmates if they can relate to any of the descriptions on the Bingo board.
  - If a classmate can relate to the description, have them sign their name in that box. You CANNOT use the same person for more than one box.
  - The first person to finish getting a signature for every box should yell "Bingo!" and sit down.
  - Other students can continue playing until they also complete the activity or until 10 minutes is up.

Reflection (Last 5 minutes of advisory):

- What was challenging about this activity? Ex. Were there certain boxes that were harder to get signatures for?
- Were there certain boxes that many students could relate to?
- Did you learn something new about one of your classmates? If so, what did you learn?

**Lesson Name: Bingo Ice breaker (One-day activity)**

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Is left handed	Has an older brother	Has traveled out of the country	Plays a musical instrument	Plays a sport
Has blue eyes	Is wearing jeans	Was born in another state	Got a sunburn this summer	Has a pet that's not a dog or a cat
Speaks a second language	Likes spicy food	FREE SPACE	Favorite subject in school is math	Has an allergy
Wears glasses	Was born in February	Likes to eat sushi	Was born in the same month as you	Has been scuba diving
Favorite color is red	First name starts with the same letter of your first name	Has never broken a bone	Has blonde hair	Doesn't eat meat



**Lesson Name: Pictures of Me (two days)**

**Description:** The effects of social media on social and emotional health.

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well grounded sense of confidence and optimism.

**CASEL Objective:**

- Demonstrate self-awareness through the expression of thoughts and feelings.
- Discuss the skills needed to set healthy personal goals when dealing with your emotions
- Describe a positive future for one's self.
- Examine why they behave the way they do.

**Procedure (step by step):**

1. Pass out reflection sheet
2. Play the attached "Is social media hurting your mental health?" video  
[https://www.youtube.com/watch?v=Czg\\_9C7qw0o](https://www.youtube.com/watch?v=Czg_9C7qw0o)
3. Direct students to take a few minutes to write (during or after watching the video) a few "takeaways"

**Lesson Name: Pictures of Me (two days)**

**Description:**

Exploring what cyber-bullying looks like and feels like and how students can prevent it.

**Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well grounded sense of confidence and optimism.

**CASEL Objective:**

- Demonstrate self-awareness through the expression of thoughts and feelings.
- Discuss the skills needed to set healthy personal goals when dealing with your emotions
- Describe a positive future for one's self.
- Examine why they behave the way they do.

**Procedure (step by step):**

1. Pass out reflection sheets from last week's advisory and give the students a few minutes to share their reflections.
2. Play the attached video "CV High School Student Group: It Takes One"  
<https://vimeo.com/113606937>
3. Write these guiding questions on the board:
  - a. How do you think mean social media posts make the perpetrator and victim feel?
  - b. How can students respond to mean, false, or inappropriate social media posts?
  - c. Would you be interested in being part of a club like this at NHS?
4. Teachers collect names of interested students.



Pictures of Me Advisory Lesson  
Reflection Sheet

Name: \_\_\_\_\_

"Is Social Media Hurting Your Mental Health?"--Bailey Parnell, presenter

Please record your thoughts and ideas about the following key topics during and after the video. We will share some of your thoughts in next week's advisory lesson.

**Topic 1: Top Three Diagnoses on College Campuses: 1) Anxiety 2) Depression 3) Stress**

**Topic 2: The Four Stressors of Social Media**

- 1) Highlight Reel
- 2) Social Currency
- 3) Fear Of Missing Out (F.O.M.O)
- 4) Online Harassment

**Topic 3: The Four Steps to Social Media Wellness**

- 1) Recognize the problem.
- 2) Audit your social media diet.
- 3) Create a better online experience.
- 4) Model good behavior.



## **Lesson Name: Visioning Path/Goal-setting (one day)**

Description: Students begin to envision their goals and how they will achieve them.

CASEL Objective: -Self-management-The ability to set and work toward personal and academic goals.

Materials: paper, pen/pencil

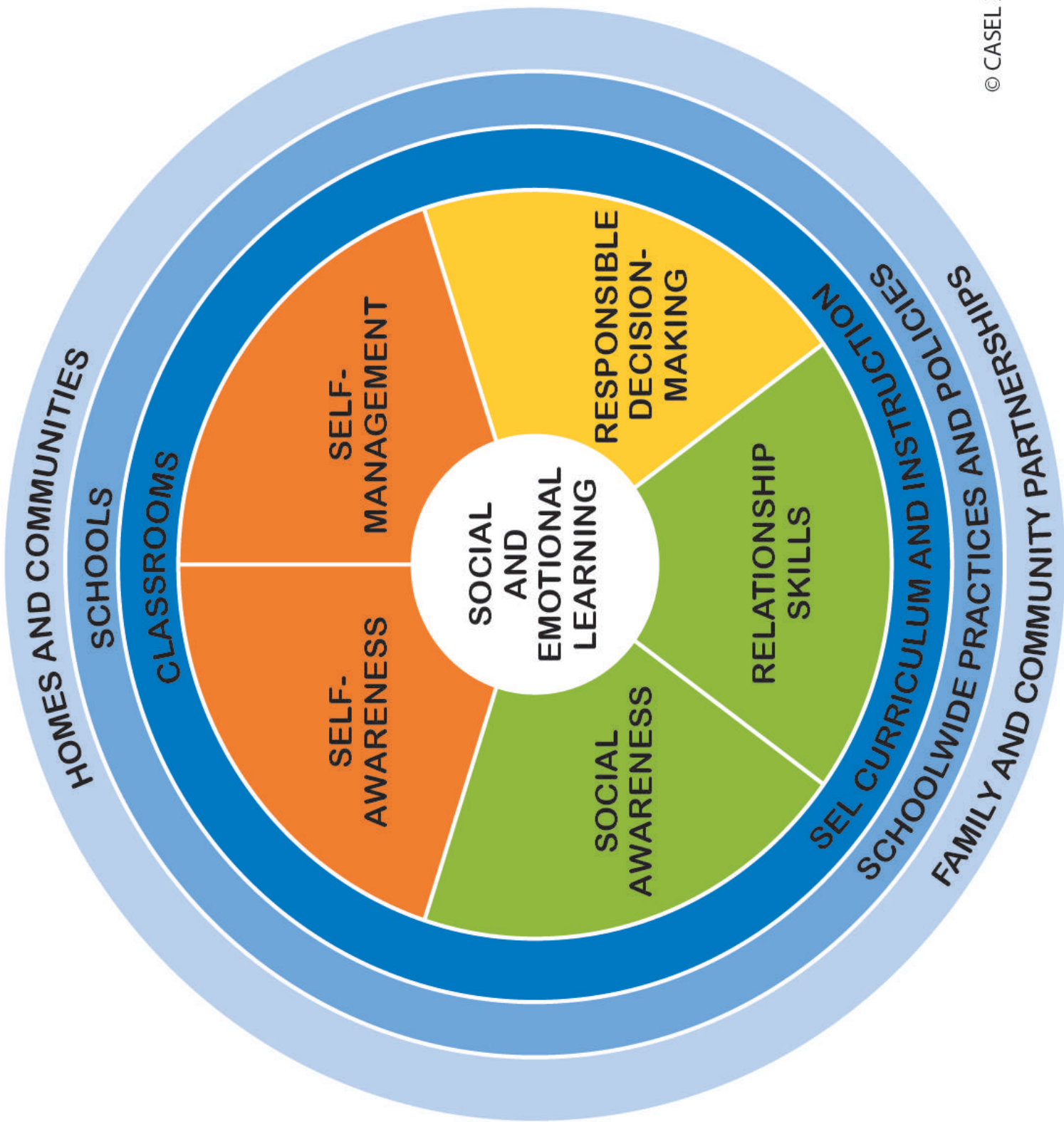
Procedure (step by step): (10 minutes)

1. Have students take out a piece of paper and a pen/pencil and write their names on their paper.
2. Ask students to write and/or draw goals that they would like to achieve by the end of the school year. Please have them write both an academic goal and a personal/extracurricular goal.
3. Underneath where students wrote/drew their goals, have students write behaviors/skills and ideas that could help them achieve their goals.
4. **\*\*Teachers-please collect these papers and hold onto them for a later advisory activity.\*\***

Reflection (whole group for last 5 minutes):

1. Which skills/behaviors can a person and/or group utilize to reach their goals?
2. Identify strategies we can utilize to help each other reach our goals.
3. What are some ways you can remind yourself of your goals daily, weekly, or monthly?
4. Explain why setting goals and managing one's behavior can lead to more independence.





# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

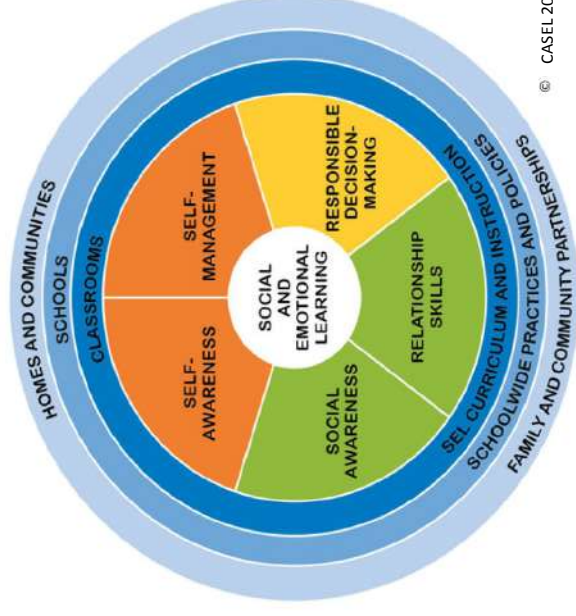
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



## **Lesson Name: Introduction to the CASEL framework (2 days)**

### **Day 1**

Description: Social and emotional learning is the process through which children and adults develop the skills and attitudes necessary to understand and manage life tasks such as cognitive learning, forming relationships, and adapting to the demands of growing up in today's complex society.

The Collaborative for Academic Social and Emotional Learning (CASEL.org) identifies five areas of competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

CASEL Objective: In this lesson, we will explore the meaning of these competencies.

#### **Materials:**

- 5 pieces of chart paper
- markers

#### **Procedure (step by step):**

1. Divide class into 5 groups
2. Give each group a piece of chart paper and a marker/markers
3. Assign each group one of the 5 areas of competencies
4. Students should write their area of competency as the title on their paper
5. Each group should brainstorm the following for their topic:
  - A definition for their competency
  - An example/scenario of how that competency would be useful in each of the following settings:
    - The classroom
    - The school
    - Family or community
6. Collect chart paper and hold onto them for next week

Day 2

Presentation of ideas from last week's brainstorming session

**Lesson Name: Introduction to the CASEL framework (2 days)**

Procedure (step by step):

1. Have students regroup into the same groups as last time.
2. Pass back their brainstorming chart paper.
3. Allow 2-3 minutes for groups to refresh their memories.
4. Have groups present their ideas to the class.
5. Wrap up by explaining that each of the activities that we do together during advisory periods this year will tie into one or more of these social-emotional competencies.





## **Lesson Name: Left Right Tag (one day)**

### **Description:**

In this activity, students reflect on the role of goal-setting in empowerment.

### **CASEL Objective:**

**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

- Demonstrate skills of collaboration as part of a team, including leading and following.
- Analyze the potential consequences of following others.
- Apply decision-making skills that support community norms and pro-social behaviors.

### **Procedure (step by step):**

1. Establish four boundaries for a tag game in the classroom.
2. Ask students to find a partner and stand side by side.
3. Tell students that they are going to play a game of tag with their partners.
4. Ask the students standing on the left-hand side of the partnership to raise their hands to identify themselves. These people can only move straight forward or to the left with a 90-degree angle turn. Model this motion.
5. Ask the students standing on the right-hand side of the partnership to raise their right hands to identify themselves. Explain that they can only move straight ahead or to the right with a 90-degree angle turn. Model this motion.
6. Explain that the turns need to be square, right angles, not arcs. Model what not to do with the arcs and then reaffirm the acceptable 90-degree turns.
7. Ask partners to decide who will be the "tagger" first. Explain that the person who is the "tagger" will chase only their partner. When they tag their partner they now need to get away.
8. The partner who was tagged now do a signature dance move and then chase after their partner.

### **Five Minute Reflection: In Small Groups**

1. Students share strategies they utilized to either tag someone or to not be tagged.
2. Discuss who had control (or was empowered) during the game.
3. Explain how empowerment can influence decision-making that supports both community norms and pro-social behaviors in the chart below.
4. Describe the strategies you utilized to negotiate conflict.
5. List strategies you could utilize in the future to help you (or others) negotiate conflict while building and maintaining healthy relationships.



## **Lesson Name: What would you do? (one day)**

**Description:** It is important for individuals to successfully regulate their own impulses and behavior in different situations in order for the larger group to function effectively, whether that group is society at large or a smaller group, like a school community. In this activity, we will watch a scenario involving littering and analyze the individual and group behaviors involved. We will then reflect on the video and make connections to our school cafeteria.

**CASEL Objective:** Self-management

**Procedure (step by step):**

1. Show the class the following 6 minute YouTube video

<https://www.youtube.com/watch?v=aF68nhLKepU>

**Reflection:** small groups or whole group

1. What do you think motivates people to litter/leave trash behind?
2. What were some of the reactions you noticed in the video to the littering behavior?
3. Have you ever witnessed someone littering on the street? What was your reaction?
4. Have you ever noticed a student leaving trash on the table in the cafe/not cleaning up after him or herself? What was your reaction?
5. How do you feel about the reaction, "Someone will come along and clean it up?"
6. Does seeing this video and making connections to the school cafeterias change your mind about your own messy behavior or witnessing your peers' leaving trash behind in the cafe? How?



## Lesson Name: Fill Me In (one day)

Description: Work as a group to start setting goals together.

CASEL Objective: Self Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- Demonstrate cooperation
- Distinguish between safe and risky or harmful behaviors.
- The students will explain how setting goals builds their ability to self-manage their behavior and lead to independence.

Procedure (step by step):

1. Ask students to line up in a circle, making sure there is plenty of room between people.
2. Begin the action by stepping into the circle.
3. Explain the rules:
  - It is the group's responsibility to help people out of the center of the circle.
  - To "help" someone a person in the circle says their name, gives them a high-five and takes their place in the center.
  - The person who is helped thanks the person switching with them and takes their place in the center.
  - It is helpful to establish eye contact with the person you named to get them started.
  - No one in the group can help twice. The teacher will be the last person to help and end in the center.
  - Remember the person you helped out of the middle of the circle.
4. After you have made it through all the students once, tell them you are going to repeat the pattern. Now you are trying to do it as quickly as possible.
5. Before each attempt, have the group set a time goal.
6. Attempt this activity numerous times until the end of the period.

Reflection:

1. Have the students think about their actions as well as the groups actions.
2. What made this activity challenging?
3. What did you/your group do to improve your finishing time?
4. Did you notice any risky behaviors from yourself or the group?
5. What did the group do to keep this activity safe?
6. When does safety take precedence over the objective?
7. What strategies did you use to keep the class safe?
8. Did setting a goal help the activity?
9. Why is setting goals important?



## **Lesson Name: Decision-making wheel (two days)**

### **Day 1**

**Description:** In this activity students begin to learn a decision making strategy that will help them improve the quality of the choices they make.

**CASEL Objective:** Students will learn to think about options and the consequences of those options in making responsible decisions

### **Procedure (step by step):**

1. Open a discussion on decision-making strategies. Have you ever made a choice that resulted in a consequence that you did not want? Invite the students to share. How do we decide whether we should do something or not? How do you make a choice or a decision? If we want to improve our consequences, we have to improve our decision-making strategies.
2. Explain that today we are going to learn how to improve consequences by improving how we go about choosing what to do when making decisions.
3. Hand out the Activity Sheet: "Decision Making Wheels" to each student.
4. Starting in the center and following the steps around the wheel, read through the process of clarifying a problem and moving through the steps of thinking to come to a decision.
5. Read the following scenario: You are eating lunch in the old cafe during 1st lunch wave, and it's very crowded. You notice one of your friends at the next table reach into another student's backpack without their knowledge and take something out of it. You later hear that a student had \$20 taken from their backpack during lunch. What do you do?
6. Using the Decision Wheel as a guide, discuss the following questions with your students and scribe their answers on the board. Ask the students to use one of their Decision Wheels to record the answers to each question.
  1. What is the problem?
  2. What are the choices you have?
  3. What do you think the consequences of these choices will be for yourself and others who are involved?
  4. What values do you need to consider?
  5. How do you feel about the situation?
  6. Is there anything else you need to learn about it?
  7. Do you need to ask for help? Who will you ask?
  8. What is your decision?
  9. Do you think you made the right decision? Why?



## **Lesson Name: Decision-making wheel (2-day activity)**

### **Day 2**

#### **Procedure (step by step):**

1. Explain that we will be returning to the decision-making wheel from last week and practice using this skill in small groups with a new scenario.
2. Divide the class into groups of 3-4 students.
3. Give each group a copy of the decision-making wheel.
4. Read the following scenario: Once again the upper B-wing boys' bathroom is locked due to vandalism. At lunch that day, you see a bunch of your friends crowded around someone's cell phone. One of your friends calls you over and shows you a Snapchat video of the vandalism happening. It turns out to be someone you know. What do you do?
5. Ask the students to work in small groups to fill out their decision wheel, filling in the hub of the wheel first and then filling in their answers to each of the areas of the pie.
6. Close with a full room share. Ask students to share their process and the results they came up with.

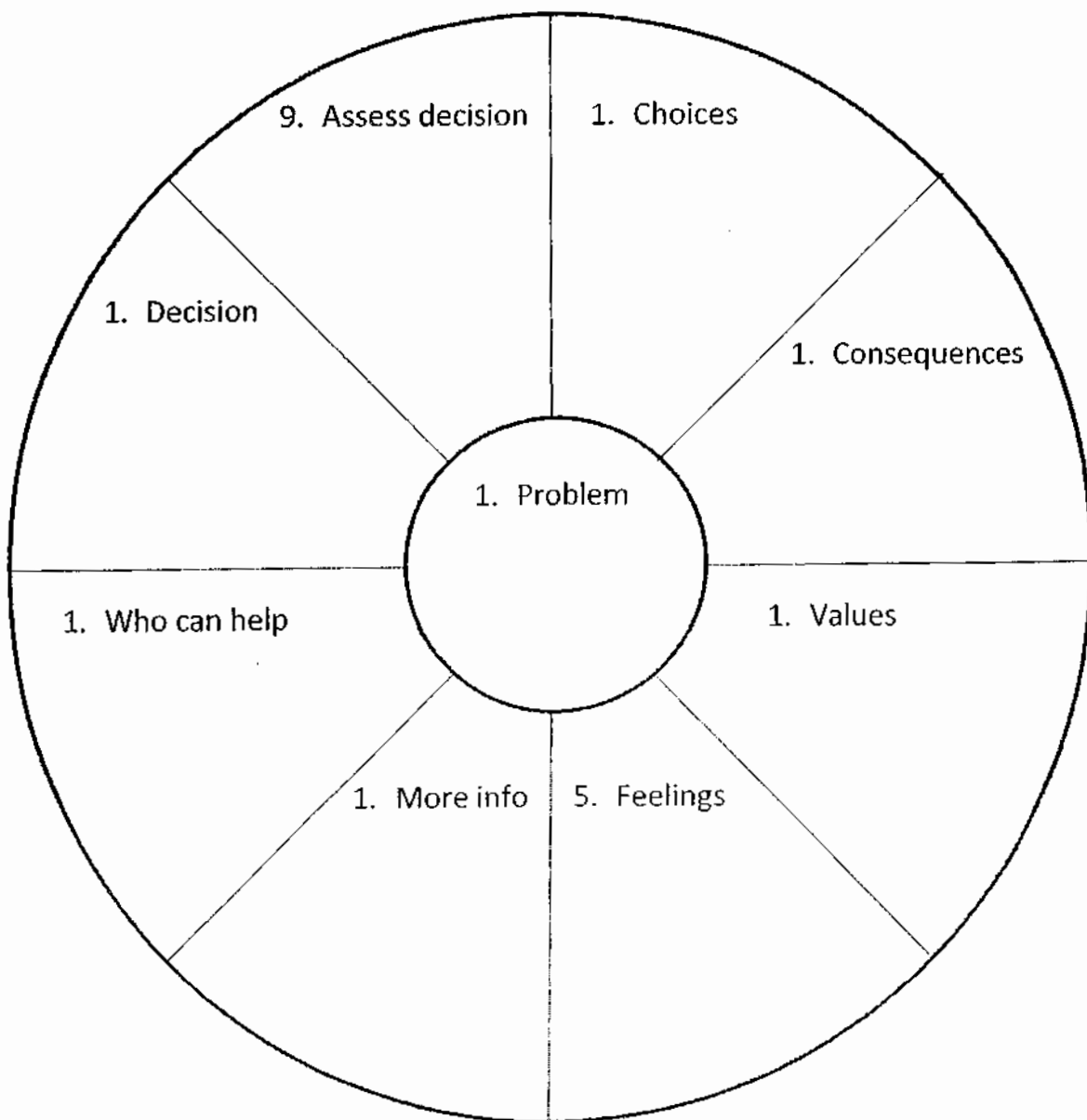
#### **Reflection**

1. Which of these steps do you think would be the most useful in making decisions? Why?
2. What other kinds of decisions can you think of that you could apply the decision-making wheel to?

## Activity Sheet

### Decision Making Wheel

This wheel is a framework to aid in thoughtful decision-making. When you have an important decision to make, start by stating the problem in the center of the wheel. Next, move through the 9 steps, one by one, writing notes in each category to help outline the important points to consider.





## **Lesson Name: Snowflake (one day)**

Description: Effective communication means being a good listener as well as a good speaker. However, our perspective greatly influences how we listen and speak. In this activity, students will reflect on how individuals might understand the world differently and how that influences how we interact with each other.

### **CASEL Objective:**

- Students will identify effective communication/listening skills.
- Students will demonstrate an awareness of other people's emotions and perspectives

### **Procedure (step by step):**

1. Give a sheet of paper to each student.
2. Explain to the students that in a moment you are going to give some directions that they should follow as carefully as possible.
3. Tell the students they are free to ask questions at any time during the activity.
4. Before giving any instructions, ask the students to close their eyes.
5. Tell the students they are going to fold the paper 3 times and tear the paper 3 times and that they should also listen carefully for any other instructions.
6. Ask the students to do the following sequentially:
  - Fold the paper in half lengthwise (along the longest axis) and tear off a one inch square from the bottom right-hand corner. Discard the piece you tore off.
  - With the crease at the top of the page now, fold the paper in half again and tear off a one-inch triangle from the upper right-hand corner. Discard the piece you tore off.
  - Finally, fold the paper in half again and tear a one-inch semi-circle from the lower right-hand corner. You might want to say, "Since the paper is thick, you may need to use your teeth to complete the tear. This is OK." Discard the piece you tore off.
7. When you have finished with all of the commands, ask students to unfold the paper to its original shape and position. Remind them to keep their eyes closed until you tell them to open them.
8. Before having them open their eyes, ask them to vote thumbs up or down on whether or not each person feels he or she successfully followed the directions.
9. With their thumbs visible and holding the paper in front of them, ask people to open their eyes and look around at what was produced.

## Lesson Name: Snowflake

Reflection: Think/pair/share

1. Explain what you thought caused the differences or similarities in the papers/snowflakes.
2. Describe the impact listening and communication skills had on this activity.
3. Explain what we should remember from this lesson in terms of how we want to communicate and value each other's perspectives.
4. Discuss what you learned today that will help you be more successful and understand each other better.
5. Describe how different perspectives can be seen as a strength or resource for people living or working together.
6. Share a summary of thoughts with the large group.



## **Lesson Name: Deserted Island (one day)**

**Description:** Students will use decision-making skills to determine which items would be most useful if they were stranded on a deserted island.

**CASEL Objective:**

-Responsible decision-making-The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

**Procedure (step by step):**

1. Divide the class into small groups of 3 or 4.
2. Have one student from each group take out a piece of paper and a pen/pencil and scribe for the group.
3. Explain the rules:
  - o As a group, you need to decide which 3 items you would take with you if you were stranded on a deserted island.
  - o The scribe will write down your group's 3 items.
  - o You have 10 minutes to agree on these 3 items.

**Reflection (Whole group for the last 5 minutes of advisory):**

1. Did you disagree with the other members of your group? If so, how did you come to an agreement or compromise?
2. How did you determine which items you would take with you on a deserted island? (ex. Safety, survival, etc.)





## **Lesson Name: Circle of Strength (one day)**

**Description:** In this activity, you and your students will create an environment where they feel safe.

### **CASEL Objective:**

- Demonstrate being honest during the activity.
- Identify what it means to be honest.
- Explain what our responsibility is toward others when mistakes are made.

### **Procedure (step by step):**

1. Have students stand or sit in a large circle.
2. Have each student think about what the word "honesty" means. Go around the circle and have each student give a synonym for "honesty".
3. Now have the students think about a time when they were honest. How did they feel afterwards? Have a few students share responses.
4. Now have the students think about a time when they were dishonest. How did they feel afterwards? Have a few (different) students share responses.
5. What factors determine whether you are honest or dishonest? Punishment? How someone feels? Right vs wrong?
6. What did you notice about how students feel after being honest vs being dishonest?
7. If someone was dishonest with you, how long does it take to forgive them?
8. If someone is being honest with you, how long does it take to fully trust them?



## **Lesson Name: Welded Ankles (one day)**

Description: Students will experience balancing the need to take care of themselves while taking care of others.

CASEL Objective:

Relationship Skills - The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- Communication and listening skills
- Applying the skills/behaviors necessary to achieve a common goal or task.
- Identify and demonstrate ways of caring for and helping self and others.
- Explain why it is important to express one's feelings verbally.
- Demonstrate an ability to express one's needs and emotions appropriately.

Procedure (step by step):

1. Have the students stand in a straight line, shoulder to shoulder. If the group is too large, make 2 lines at opposite ends of the room facing each other.
2. Each person in the line must remain in physical contact with the person next to them. Safest approach is that each student stay in contact by their footwear (shoes/sneakers).
3. The group in line must move from the starting line to the finish line (create one).
4. If students lose contact with someone else's footwear, the team will have to start over.
5. To make it more challenging, have every other person face the opposite direction.

Reflection:

1. What made this activity challenging?
2. How did you balance taking care of your actions while trying to help the team?
3. Did you find yourself communicating more? Or listening more?
4. Explain why effective communication and listening skills are so important in any relationship you have through your life.
5. Describe how you will increase the effectiveness of your communication and listening skills.



## Lesson Name: Add It Up (one day)

Description: This activity will find strength in a diverse group.

CASEL Objective: (Social Awareness) The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- Express an appreciation for one another.
- Demonstrate an ability to accept, acknowledge and appreciate differences.
- Students will identify their strengths and how they can impact themselves or groups.

Procedure (step by step):

1. Break the large group up to form teams of four to five players.
2. Have each team take out a sheet of paper to write their answers on.
3. This game is similar to "Scattergories". Please write the following questions on the board for the entire class to see:
  - What city were you born in?
  - What is your shoe size?
  - How many siblings do you have?
  - Where did you go on vacation this past summer?
  - What month were you born in?
  - Can you speak a different language?
  - Do you have any pets?
  - Who is your favorite actor/actress?
  - How many states have you visited?
4. Give the students 5 minutes to answer all of these questions on their piece of paper.
5. At the end of the activity, have the groups do as the title suggests and do as the title suggests and Add It Up.

### 1 point awarded

If nobody shared your birth state  
If nobody shared your shoe size  
If nobody shared your sibling amount  
If nobody shared your vacation location  
If nobody shared your month  
For every language you speak  
For each different pet you have  
If nobody shared your actor/actress  
If nobody shared your state number

### 5 points awarded

For anyone born outside of US  
For sizes over 12 or under 5  
Only child or having 5+ siblings  
(no extra points awarded)  
Born on a holiday  
If you speak 3+ languages  
If you have 0 of 3+ different pets  
If your person is in a movie + on TV  
If number is over 15 states visited

6. Have each group tally their scores and report the findings to each other.

## Lesson Name: Add It Up

### Reflection:

1. Go around the room and ask each team to report their highest number.
2. Point out that each team may have different numbers, the overall numbers of the class are not that different. Why is that so?
3. Describe how differences within a group (different points of view) can impact the group.
4. Why is being different important? (Think about different roles and seeing things through different lenses)
5. What makes a better team?
  - Everyone with the same strengths?
  - A diverse group with different strengths?



## **Lesson Name: Find Your People (one day)**

### **Description:**

This is an activity that explores assumptions.

**Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

### **CASEL Objectives:**

- The students will identify strategies to demonstrate respect and understanding towards others.
- The students will evaluate and implement strategies for being respectful of others
- The students will identify why it is important to notice others.

### **Materials:**

Packets of four different kinds of colored stickers

### **Procedure (step by step): No Talking During This Activity**

1. Have students close or avert their eyes, making sure they can't see the sticker.
2. Place one sticker on each student's forehead.
  - a. Make sure participants are OK with being lightly touched on their foreheads. "I will be going around the room and gently placing a sticker on your foreheads."
3. Make sure to vary each color as you go around.
4. Place, on one person, a colored sticker that no one else has (be thoughtful in your selection).
5. After you place the sticker on their foreheads, have the participants open their eyes and state the rules of the activity: **NO TALKING**, find your group.
6. When everyone has found their group they can raise their hands to indicate to you.

### **Reflection-Turn and Talk**

1. Describe what you noticed during this activity.
2. Discuss what it was like to be part of a group or not part of a group.
3. Compare how this relates to identities, groups within a school and/or society.
4. Explain how this activity relates to the assumptions people make
5. Share how you will use this information in the future.

### **Whole Group Discussion**

1. Share what you discovered or observed to be the easy part or the challenging part of demonstrating respect and understanding towards others.
2. Explain why it is important to know how to demonstrate respect and understanding towards others.
3. Share the strategies you will implement in the future to be respectful and understanding towards others.





## **Lesson Name: Lost at Sea (two days)**

### Day 1

**Description:** The ability to collaborate effectively is dependent on communicating clearly, listening actively, cooperating, negotiating conflict successfully, and compromising when necessary. In this lesson, you are shipwrecked on a desert island and your very survival depends on your ability to work together to prioritize a list of survival items.

**CASEL Objective:** Relationship skills: collaborating and teamwork

**Procedure (step by step):**

1. Read the following to students:

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew.

Unfortunately in mid Atlantic a fierce fire breaks out in the ships galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking.

Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four man rubber life craft and a box of matches.

Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.

2. Provide a 'lost at sea ranking chart' for every member of your group.
3. Ask each person to take 10 minutes to decide their own rankings, and record the choices in the left-hand Step 1 column.
4. Hold onto the charts for next week.

## Lesson Name: Lost at Sea (two days)

### Day 2

1. Divide class into groups of 3/4. Encourage the group to discuss their individual choices and work together to agree on a collaborative list. Allow 10 minutes for this section. Record the group rankings in the second column (team rankings). Remember your time is limited and you must get through the whole list.
2. The correct answers were suggested by the US Coastguard. Display the 'expert' rankings on a PowerPoint presentation, whiteboard or photocopy. Compare your individual and group answers with the correct answers and determine a score.
3. For each item, mark the number of points that your score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

### Reflection

1. How well did your group work together to come to a consensus about the list?
2. What strategies did your group use to get the list completed in the time allowed? For example, did you choose a leader, did everyone participate?
3. Can you list 3 benefits of collaboration that you could determine from this activity, compared to working through the list on your own?

**Lesson Name: Lost at Sea (two days)**

**Lost at Sea Ranking Chart**

Items	Step 1 Your individual ranking	Step 2 Your team ranking	Step 3 Coast Guard ranking	Step 3 Difference between step 2 and step 3
A sextant				
A shaving mirror				
A quantity of mosquito netting				
A 25 liter container of water				
A case of army rations				
Maps of the Atlantic Ocean				
A floating seat cushion				
A 10 liter can of oil/petrol				
A small transistor radio				
20 square feet of opaque plastic sheeting				
A can of shark repellent				
One bottle of 160 proof rum				
15 feet of nylon rope				
2 boxes of chocolate bars				
An ocean fishing kit & pole				

**Lesson Name: Lost at Sea (two days)**

## Coastguard expert analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

**Lesson Name: Lost at Sea (two days)**

Item	Coast Guard Ranking	Coastguard Reasoning
A sextant	15	Useless without the relevant tables and a chronometer
A shaving mirror	1	Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate 5-7 million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
A quantity of mosquito netting	14	There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.
A 25 liter container of water	3	Vital to restore fluids lost through perspiration. 25 liters will supply water tations for your group for several days.
A case of army rations	4	This is your basic food intake.
Maps of the Atlantic Ocean	13	Worthless without navigation equipment.
A floating seat cushion	9	Useful as a life preserver if someone fell overboard.
A 10 liter can of oil/petrol	2	The second most critical item for signaling. The mixture will float on water and can be ignited using the matches.
A small transistor radio	12	You would be out of range of any radio stations.
20 square feet of opaque plastic sheeting	5	Can be used to collect rain water and shelter from the wind and waves.
A can of shark repellent	10	To repel sharks, of course!
One bottle of 160 proof rum	11	Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive.
15 feet of nylon rope	8	Could be used to lash people or equipment together to prevent being washed overboard. Here ae a variety of other uses, but none high on the list for survival.
2 boxes of chocolate bars	6	Your reserve food supply.
An ocean fishing kit & pole	7	Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole.



## **Lesson Name: Thinker/Feeler Transformation (one day)**

### **Description:**

In this activity students will have the chance to think about how they respond.

**Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

### **CASEL Objective:**

- Compare the advantages and/or disadvantages of using thoughts versus feeling/emotions when making decisions.
- Identify skills that support responsible decision-making.
- The students will identify their strengths and how they can impact themselves or groups.

### **Procedure (step by step):**

1. Instruct the students to consider whether they are primarily a thinker or a feeler. If you make most decisions with your head, you will place your hand on top of your head. If you make most decisions from your heart or instincts, you will place one hand on your belly. (Demonstrate this)
2. Break the students up into small groups of 4.
3. Have students create a bubble map with Decision-Making written in the middle bubble. Draw three bubbles extending off the center bubble and fill in for each of the statements below:
  - a. List the advantages of using your rational thoughts (thinker) to make decisions.
  - b. List the advantages of using your feelings or emotions to make decisions.
  - c. List how using only thinking, or feeling/emotions could get you in trouble.
4. Explain why you should draw on both your thoughts and your feelings
5. Identify strategies you can use in the future to help you make responsible decisions using both your thoughts and feelings/emotions.

### **Five minute reflection:**

1. Identify your strengths and how they impact either yourself or those you interact with.
2. Explain why it's important to know the impact your strengths have on yourself or those you interact with.
3. Describe the steps you might take to continue building strengths which have a positive impact on yourself or a group.





## **Lesson Name: 7, 11, 21 (one day)**

### **Description:**

This is a rock, Paper, Scissors type of activity to introduce and delve into managing emotions.

**Self-Management:** the ability to regulate one's emotions, thoughts and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivation oneself and setting and working toward achieving personal and academic goals.

### **CASEL Objective:**

- Discuss strategies utilized when compromising
- Demonstrate an understanding of and describe how they control their behavior and manage their emotions.

### **Procedure (step by step):**

1. Ask each student to find a partner.
2. Explain that this activity is very much like Rock, Paper, Scissors. Someone will count to three and each member of the group will display their fingers, but instead of rock, paper or scissors, they will be trying to come up with the sum of a predetermined number.
3. The partners should turn back to back and on your count of three (or ready, set, go), they should turn around holding up their fingers in a way that together they think they will have seven fingers. The pair shouldn't discuss what numbers they will show on their fingers beforehand.
4. Give the partnerships one minute to see how many times they can come up with the number seven between them. For example, one student displays three fingers and the other student displays four.
5. Ask how many pairs got seven fingers.
6. Have students get into teams of three. Same rules apply, now the goal is 11.
7. Ask the students to get into teams of five. Same rules apply except now the goal is 21.
8. Finally, ask the students to get into teams of seven. Each team is now going for the same number 30.

### **5 Minute Reflection**

1. How hard was it to figure out what others in your group were doing? Was it frustrating not to be able to talk and strategize?
2. Explain what was challenging about throwing the number 7? 11? 21? 30?
3. What CASEL qualities did your group utilize during the activity?
4. As you were solving this problem, what did you discover about yourself and your ability to work in pairs and small groups?



## **Lesson Name: Switch Sides (one day)**

**Description:** Two lines of people pass a designated spot as part of their process to switch places as fast as possible.

**CASEL Objective:** group problem-solving, teamwork, continuous improvement, quality control

### **Materials:**

-You will need to move the desks in your classroom so that you have an open space for this activity. Teachers, please move the desks ahead of time and/or have students help you as they arrive.

-Timer (cell phone, clock, etc.)

-Circle placed in the middle of the room

### **Procedure (step by step): 10 minutes**

1. Split your class into two equal teams and delineate two lines where members of each team will stand. The two lines should face each other from across the classroom.
2. Mark a circle about the size of a car tire directly between the two lines of people in the middle of the classroom.
3. Explain to the students that the two teams are working together to achieve the fastest possible time to switch sides. In the process, however, each person must touch some part of their body inside the middle circle as they pass through. There can be absolutely no physical contact between team members at any point in the switching process.
4. Teachers-start your timer and have your students make their first attempt at switching sides. Record their time.
5. Allow students to take a couple minutes to discuss and rehearse an improved strategy before recording a second attempt.
6. If time allows, grant a third and final attempt.
7. Have students help move the desks back to their original locations.

### **Reflection (whole group-5 minutes)**

1. How were decisions made to complete this task?
2. How did you manage the balance between planning and action?
3. What "risks" did people take in an effort to complete the task with a faster time? Were they helpful or not and why?



**Lesson Name: Goal-setting, end of the year (one day)**

**Description:** Students will revisit the goals that they set at the beginning of the school year.

**CASEL Objective:** -Self-management-The ability to set and work toward personal and academic goals.

**Materials:**

- Goal-setting sheets from the beginning of the school year (advisory teachers collected these)
- pen/pencil

**Procedure (step by step):**

1. Teachers-please pass out the goal-setting sheets (that you collected at the beginning of the year) to each student.
2. Give students a minute to look over their goals and the steps/strategies they had outlined to achieve these goals.
3. Ask students to take out a pen or pencil.

**Reflection:**

1. Ask students to write the answers to the following questions on the back of their goal-setting sheets: Did you achieve both of your goals? One of your goals? Part of a goal?
  - a. Which skills/behaviors were helpful when working towards your goals this year?
  - b. Which skills/behaviors could help you ultimately achieve the goal(s) that you did not meet this year?
2. Please offer students the opportunity to share their answers with the class or a partner if they feel comfortable.