

Objectives

By the end of this lesson, students will be able to:

- Describe challenges they might face as they start middle school
- Identify resources where they can get help

Program Themes

Belonging, Resilience, Starting Right

Prep

- Whiteboard
- Partners



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Self-Awareness, Self-Management

Warm-Up (8 min.)



Introduce the Second Step program.

The Second Step program is specifically designed to help you be successful in middle school and beyond.

Let students know how often they'll be doing the lessons.

During these lessons, you'll explore how the choices you make can help you become the person you want to be.



Introduce the video and explain the listening task.

We're going to watch a video that introduces the program to you and explains what you'll learn. As you watch, note anything you see or hear that you're curious about or want to learn more about.

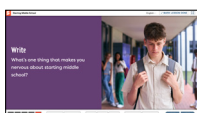
Play the video.



Give students time to think about the question on the screen. Then call on students at random to share their responses.

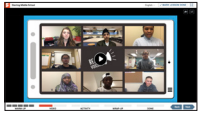


Set the purpose for today's lesson.



Have students write down their responses to the question on the screen.

Video (5 min.)



Introduce the video and explain the listening task.

We're going to watch a video of real students talking about what it was like to start middle school. As you watch, listen for the kinds of challenges these students faced.

Play the video.



Give students time to think about the question on the screen. Then call on students at random to share their responses.

Invite students to give a thumbs-up if they heard something that makes them nervous too.

Select the Did You Know... button to reveal information about things getting better.

Activity (8 min.)

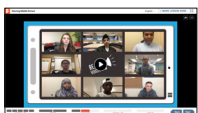


Give students time to reflect individually about what helped them feel better in the past.

Then have students work with a partner and write down two or three ideas for what helps things get better.

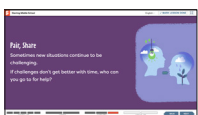
After three minutes, call on students at random to share their responses.

Select the What Helps button for additional ideas.



Introduce the video and the listening task.

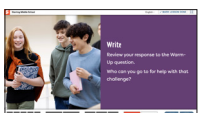
Let's watch another video of the same students talking about how things got better for them. As you listen, put your thumbs up if the students say something that you wrote down helped them.



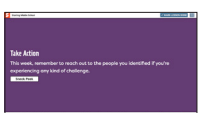
Give students a minute to do a Pair, Share about who they can go to for help if challenges don't get better with time.

Then call on students at random to share their responses. *A teacher. The school counselor. A close friend. An older sibling. A family member.*

Wrap-Up (4 min.)



Have students look at their Warm-Up responses. Then have students write down their responses to the question on the screen.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objectives

By the end of this lesson, students will be able to:

- Use empathy skills to identify why some students feel nervous when they're starting middle school
- Identify ways they can help new students feel welcome and comfortable at school

Prep

- Whiteboard
- Partners

Program Themes

Helping Others, Perspective-Taking

Lesson Note

If your Grade 7 class is still in an elementary school, use this lesson to encourage your students to be leaders and welcome new students across the school community.



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (7 min.)



Introduce the Second Step program.

The Second Step program is designed to help you be successful in middle school and beyond.

Let students know how often they'll be doing the lessons.

During these lessons, you'll explore how the choices you make can help you become the person you want to be.



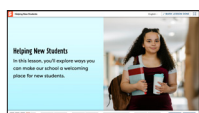
Introduce the video and explain the listening task.

We're going to watch a video that introduces the program and explains what you'll be learning. As you watch, note anything you see or hear that you're curious about or want to learn more about.

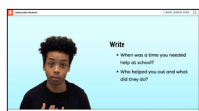
Play the video.



Give students time to think about the question on the screen. Then call on students at random to share their responses.

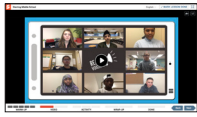


Set the purpose for today's lesson.



Have students write down their responses to the questions on the screen.

Video (5 min.)



Introduce the video and explain the listening task.

We're going to watch a video of real students talking about how they helped new students starting middle school. As you watch, listen for ways these students helped, and how helping others made them feel. After we watch the video, you'll write down what you noticed.

Play the video.



When they're done writing, call on students at random to share their responses. As they do, write their ideas on the whiteboard.

Discuss (5 min.)



Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Clues button on the screen to reveal possible answers.



Read the front of Card 1. Give students time to think about the question.

Call on students at random to share their responses to the problem on Card 1. Flip the card over to show some additional ways to help.

Repeat the process with Card 2.

Activity (5 min.)



Introduce the partner activity. Have students work together and write down one or two specific ways to help each of these new students.

When they're finished, call on students at random to share their answers.

Wrap-Up (3 min.)



Have students write down their responses to the wrap-up question on the screen.



Conclude the lesson by encouraging students to take action on what they just learned.

Select the Sneak Peek button to introduce the topic for the next lesson.

Objective

By the end of this lesson, students will be able to explain how practicing something difficult helps the brain grow new neural pathways.

Prep

- Timer
- Partners



Bold—Teacher's script

Italics—Anticipated student responses

Vocabulary

- **Neuron** (n.) a cell that sends and receives signals in your brain
- **Neural pathway** (n.) a connection of neurons that forms when you repeat an action or thought
- **Myelin** (n.) a coating that forms neural pathways as we practice that helps signals between neurons travel faster

Lesson Notes

- Have students save their written work. They'll need it to complete the Activity in Lesson 7.
- Rock, paper, scissors activity: if your students are learning at home, they'll need to count and record their own scores.

Program Themes

Academic Success, Growth Mindset

CASEL Core Competencies

Self-Awareness, Self-Management

Warm-Up (3 min.)



Set the purpose for today's lesson.

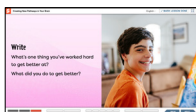


Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.

In this unit, we'll talk about how we can set and work towards our goals.



Have students write down their responses to the questions on the screen.

When they're finished, call on volunteers to share their responses. *Singing. Schoolwork. Video games. Basketball. Practiced. Asked someone for help. Watched a video online.*

Video (6 min.)



Introduce the video.

Let's watch a video that explains how the brain changes as we're learning.

Video (cont.)

As you watch, listen for what happens in your brain as you're learning and what you can do to grow your brain.

Play the video.



Give students one minute to do a Pair, Share on the questions on the screen.

Call on students at random to share their responses to Question 1.

On the screen, select the white dot labeled “In Your Brain” to reveal a summary of the answers.

Then have students share responses to Question 2. Select the white dot labeled “Grow Your Brain” to reveal a summary of the answers.

Activity (11 min.)



Introduce the brain challenge—playing rock, paper, scissors against yourself.

This activity will challenge your brain. You'll have to manage competing movements with each of your hands.

Select the Rock, Paper, Scissors button to explain the rules of the game.



Explain and model how to play the game against yourself. There's no need to count “1-2-3” when playing this way.

If you make a scissors with your right hand, then you must make a rock with your left hand at the same time to beat it. Model this by making a scissors sign with your right hand and a rock sign with your left hand at the same time.

Now, if you do it again and make a paper sign with your right hand, what should your left hand be? *Scissors*



Explain the process for playing.

Start your timer for one minute and have one set of partners begin. When the time's up, have them record their scores. Start your timer again and have the other partners take their turns.

How many of you were able to do it at least twice in a row? Wait for students to raise their hands.



Continue the brain challenge. Have students practice on their own for one minute. Then restart the timer and have students take turns keeping score again.

How many of you were able to do it more times in a row this round? Wait for students to raise their hands.

Comment on how many students raised their hands.

Activity (cont.)



Give students one minute to do a Pair, Share on the question on the screen. Call on students at random to share their responses. *We got faster. It got easier. We knew the rules better. We figured out ways to help.*

Wrap-Up (5 min.)



Have students write down their responses to the question on the screen. If time allows, call on students at random to share their responses. *Neurons are connecting. Neural pathways are forming. Myelin is coating the pathways and they're getting stronger and faster.*

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

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Objective

By the end of this lesson, students will be able to analyze simple and complex scenarios to determine what they can learn from making mistakes.

Vocabulary

- **Mistake** (n.) something done incorrectly
- **Growth mindset** (n.) the belief that your brain can grow and change

Program Themes

Academic Success, Growth Mindset, Resilience

Prep

- A personal example of when you made a mistake while learning something new
- Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 7.



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Self-Awareness, Self-Management, Responsible Decision-Making

Warm-Up (5 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Have students write their response to the question on the screen.

Give a thumbs-up if you think it's normal to make mistakes when trying something new and difficult. Comment on the number of thumbs. **We all recognize that mistakes are part of learning.**

Give a personal example of a mistake you made while learning something new, or use the following example: *When I was learning to cook, I often overcooked things.*



Introduce the idea of a growth mindset. Give students time to think about the question on the screen. Call on students at random to share their responses.

Select the Growth Mindset button for an explanation.

Video (8 min.)

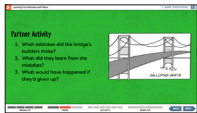


Introduce the video.

Let's watch a video about a big, famous mistake that eventually led to a good outcome. As you watch, think about these questions.

- What mistakes did the bridge's builders make?
- What did they learn from the mistakes?
- What would have happened if they'd given up?

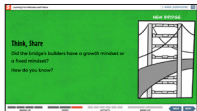
Play the video.



Introduce the partner activity. Give students three minutes to write their responses to the questions on the screen.

When they're finished, call on students at random to share their responses to each question in turn.

- **What mistakes did the bridge builders make?** *They tried to save money by using a less expensive design. They didn't make the bridge strong enough to withstand high winds.*
- **What did they learn from the mistakes?** *They learned more about how bridges can be designed to withstand high winds. The cheaper option isn't always the best option.*
- **What would have happened if they'd given up?** *Engineers still might design unsafe bridges. There still might not be a bridge across the Tacoma Narrows.*



Give students time to think about the question on the screen. Call on students at random to respond. *Growth mindset, because they redesigned the bridge and didn't give up.*

Activity (8 min.)



Most people aren't responsible for mistakes as large as the collapse of a bridge. But you can use the same kinds of questions you might ask after a bridge collapse to learn from everyday mistakes, too.

Read the scenario on the screen aloud.



Continue to read the scenario aloud.



Continue to read the scenario aloud.

Activity (cont.)



Continue to read the scenario aloud.



Continue to read the scenario aloud.



Read the questions on the screen aloud, one at a time. Give students time to think about each question. Then call on students at random to share their responses.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. If time allows, call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

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Objective

By the end of this lesson, students will be able to distinguish between internal and external roadblocks.

Vocabulary

- **Roadblock** (n.) something that gets in the way of achieving a goal
- **Internal roadblock** (n.) a roadblock that's within your control, like unhelpful thoughts or not being prepared
- **External roadblock** (n.) a roadblock that's in your environment, like not having support from others or a way to get where you need to go

Program Themes

Academic Success, Growth Mindset, Resilience

Prep

Partners

Lesson Note

Remind students to save their written work. They'll need this work to complete the Activities in Lessons 5 and 7.



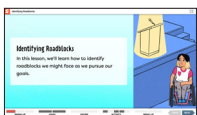
Bold—Teacher's script

Italics—Anticipated student responses

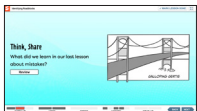
CASEL Core Competencies

Self-Awareness, Responsible Decision-Making

Warm-Up (4 min.)



Set the purpose of today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on two or three students at random to share their responses.

Select the Review button for a summary of what was learned.

Raise your hand if you made a mistake this week and were able to learn from it and keep going. Comment on the number of students who raise their hands and reinforce the idea that anyone can learn from mistakes.



Give students time to think about the question on the screen. Then have students respond in writing to the question and the prompt. When they're finished, call on volunteers to share their responses.

Select the Roadblock button to introduce the term.

Video (4 min.)



Introduce the video and explain the listening task.

We're going to watch a video about a student whose goal is to be elected to her school's Student Council. As you watch, listen for examples of roadblocks she faces in achieving this goal.

Play the video.

Video (cont.)



Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select Sonja's Roadblocks button to reveal the roadblocks Sonja mentioned.

Define (1 min.)

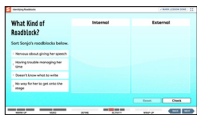


Read the front of each card. Then select it to turn it over, and read the definition on the back.

Activity (12 min.)



Introduce the partner activity. Have pairs write down whether each of Sonja's roadblocks is internal or external.

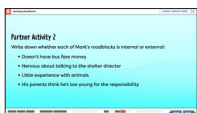


When students are finished sorting, discuss each roadblock as a class. Call on pairs at random to explain which category they sorted each roadblock into and why. As they do so, drag the roadblock to the appropriate column on the screen.

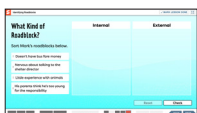
Select the Check button to check the answers when the discussion is finished.



Introduce Mark's Big Goal, the scenario for Partner Activity 2.



Introduce the partner activity. Have pairs write down whether each of Mark's roadblocks is internal or external.



When students are finished sorting, discuss each roadblock as a class. Call on pairs at random to explain which category they sorted each roadblock into and why. As they do so, drag the roadblock to the appropriate column on the screen.

Select the Check button to check the answers when the discussion is finished.

Wrap-Up (4 min.)



Have students write down their responses to the question and the prompt on the screen.

Remind students to save their written work.

Wrap-Up (cont.)



Conclude the lesson by encouraging students to take action on what they learned in this lesson.

Select the Sneak Peek button to introduce the next lesson's topic.

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Objective

By the end of this lesson, students will be able to think of and select appropriate strategies as part of If-Then Plans for overcoming roadblocks.

Vocabulary

- **Reactive** (adj.) responding to a situation that has already happened
- **Proactive** (adj.) planning for potential problems before they happen

Program Themes

Academic Success, Planning Ahead, Resilience

Prep

- Completed written work from Lesson 4
- Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 7.



Bold—Teacher's script

Italics—Anticipated student responses

CASEL competencies

Self-Management, Responsible Decision-Making

Warm-Up (5 min.)



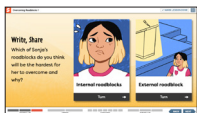
Set the purpose of today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on two or three students at random to share their responses.

Select the Review button for a summary of what was learned.



Select each card on the screen to turn it over. Then read Sonja's internal and external roadblocks aloud.

Have students write down their responses to the prompt on the screen. When they're finished, call on students at random to share their responses.

Video (5 min.)

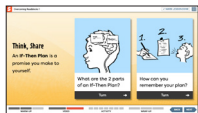


Introduce the video and the listening task.

Roadblocks can make it hard to achieve goals. Having a plan for how you'll address them can help you be successful. We're going to watch a video that will introduce you to If-Then Plans. As you watch, listen for the two parts of an If-Then Plan and for ways to remember your plan.

Play the video.

Video (cont.)



Give students time to think about the questions on the two cards.

Then call on students at random to share their responses to the question on the first card. Turn over the card to reveal the answers.

Repeat this process with the second card.

Activity (12 min.)



Review Sonja's goal from the previous lesson and introduce the activity.



Explain that there's not one right If-Then Plan and that every plan has pros and cons.



Give students time to think about the pros and cons of Option A. Then call on them at random to share their responses.

Select the Pros/Cons button and compare the displayed pros and cons to the students' responses.



Explain why the Option A plan is reactive.



Give students time to think about the pros and cons of Option B. Then call on them at random to share their responses.

Select the Pros/Cons button and compare these pros and cons to the students' responses.



Explain why the Option B plan is proactive.



Introduce the partner activity. Select the Reminder button and read the statement aloud.

Give students five minutes to complete the activity. Then call on pairs at random to share their If-Then Plans and the pros and cons they identified.

Wrap-Up (3 min.)



Reveal what happens to Sonja as she uses her If-Then Plans for overcoming her roadblocks.



Have students write an If-Then Plan for one of the roadblocks they identified in the Warm-Up from Lesson 4.

If time allows, call on volunteers to share their If-Then Plans.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned in this lesson.

Select the Sneak Peek button to introduce the next lesson's topic.

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Objective

By the end of this lesson, students will be able to create an If-Then Plan to anticipate and get past a roadblock that could prevent them from achieving a goal.



Bold—Teacher’s script

Italics—Anticipated student responses

Program Themes

Academic Success, Planning Ahead, Resilience

Prep

Partners

Lesson Note

Have students save their written work. They’ll need it to complete the Activity in Lesson 7.

CASEL Core Competencies

Self-Management, Responsible Decision-Making

Warm-Up (5 min.)



Set the purpose of today’s lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on two or three students at random to share their responses.

Select the Review button for a summary of what was learned.



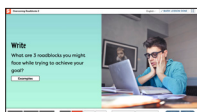
Have students write down their responses to the prompt on the screen.

Activity (16 min.)



Review the two parts of an If-Then plan.

Select the Remember button and read the reminder aloud.



Have students write down their responses to the the question on the screen.

Select the Examples button for “If” roadblock examples.



Have students work with a partner and write down their responses to the prompts on the screen.

Select the Examples button for sample “Then” actions. Remind students that the “Then” part of the plan is an action to take in response to the roadblock—not a description of what might happen if they don’t take action when encountering that roadblock.

Activity (cont.)



Have students write down their responses to the prompt on the screen.

Select the Example button for a sample If-Then plan.

When they're finished, call on volunteers to read one of their If-Then Plans to the class.

If there's still time, have students write an If-Then plan for their third roadblock.

Wrap-Up (4 min.)



Have students write down their responses to the questions on the screen.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek Button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to give advice to a sixth-grade student who's trying to learn something new and feels like giving up.



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Growth Mindset, Helping Others, Resilience

Prep

- Completed written work from Lessons 1–6
- Partners

CASEL Core Competencies

Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (2 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 1.

Activity (16 min.)



Let's use what you learned in this unit to help a sixth grader who's facing a roadblock.

Give students one minute to choose a name, skill, and roadblock for their imaginary student.

Select the Examples button to show example skills and roadblocks that students can use.



Have students complete the scenario description on the screen.

Select the Example button to show a filled-in scenario description.

Video (5 min.)



Introduce the video.



Play the video.

Activity (cont.)



Give students ten minutes to complete the activity.

Select the Ideas button to show how students might format their advice.

When students are finished, call on volunteers to share their advice with the class.

Wrap-Up (2 min.)



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next unit's topic.

In this performance task, students work in pairs to create a scenario about a sixth-grade student who is dealing with a roadblock to achieving a goal. The paired students then write a letter of advice to the sixth-grader to help them not give up.

Instructions to Teachers

This performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 1: Mindsets and Goals**. This task focuses on trying new and difficult things and how to persist and use appropriate strategies to respond to roadblocks.

The rubric below can be used as a tool to guide you as you observe and listen to your students during the performance task. If you're uncertain that students are meeting criteria, you can check their understanding by asking questions that encourage further elaboration or clarification. If students are struggling with criteria, you can provide support as needed. In addition, there are suggested resources for ways to reinforce or continue to practice the skills and knowledge.

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Try new things and take on difficult tasks	Knowing that the brain grows and gets stronger by trying new or difficult things; this builds neural pathways that get stronger with practice	The advice letter does not include an accurate description of how the brain grows and gets stronger.	The advice letter includes an accurate description of how the brain grows and gets stronger	Lesson L2: Creating New Pathways in Your Brain Advisory Class Meetings: • Asking for Help • Excellence Is a Habit • Facing Challenges Together
Determine how to adjust, persist, or change course after making a mistake	Identifying mistakes as opportunities for learning Knowing the importance of persistence	The letter does not include an example of what a student could say to themselves that encourages a growth mindset. OR The example included does not encourage a growth mindset.	The letter includes an example of what a student could say to themselves that encourages a growth mindset. AND The example included clearly encourages a growth mindset.	Lesson L3: Learning from Mistakes and Failure Advisory Class Meetings: • Asking for Help • Comfort with Mistakes • Making Mistakes Class Challenges: • Failure Bow • Hail the Mistake Service-Learning Projects: • Academic Support • Outside Assistance

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Identify roadblocks to achieving goals and generate an If-Then Plan that includes appropriate strategies for responding to them	Distinguishing between external (out of your control) and internal (within your control) roadblocks Knowing that sometimes roadblocks are both external and internal	The letter does not contain any advice on how to identify the chosen roadblock as internal, external, or both.	The letter contains helpful and correct advice on how to identify the chosen roadblock as internal, external, or both.	Lesson L3: Identifying Roadblocks
	Generating an If-Then Plan that includes appropriate strategies to help anticipate and overcome roadblocks to achieving goals	The If-Then Plan in the letter is missing one part of the plan – the description of either the IF or the THEN. OR The strategies described in the THEN part of the plan are not appropriate for the chosen skill and/or roadblock.	The If-Then Plan in the letter includes both parts of the plan – the description of both the IF and the THEN. AND The strategies described in the THEN part of the plan are appropriate for the chosen skill and/or roadblock.	Lessons L5: Overcoming Roadblocks 1 L6: Overcoming Roadblocks 2 Advisory Class Meeting: <ul style="list-style-type: none"> Overcoming Challenges Class Challenges: <ul style="list-style-type: none"> If-Then Notebook Small Habits

Additional Observation Notes