

Objectives

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

- Explain the importance of emotions
- Describe how emotions can affect their thoughts and decisions

Vocabulary

- **Emotion** (n.) a feeling, such as happiness, anger, or fear
- **Sensory input** (n.) information the brain receives from our five senses
- **Amygdala** (n.) the part of the brain that's involved in experiencing emotions
- **Cortex** (n.) the part of the brain that's most involved in making decisions

Program Themes

Thoughts and Emotions

Prep

Partners



Bold—Teacher's script

Italics—Anticipated student responses

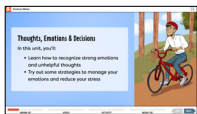
Lesson Notes

- This lesson briefly reviews key concepts from the sixth-grade unit on Thoughts, Emotions, and Decisions.
- Be prepared to share a personal example with students about a time when you felt an intense emotion and acted without thinking. This story should be genuine but appropriate for sharing with your classroom.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.

CASEL Core Competencies

Self-Awareness

Warm-Up (4 min.)



Set the purpose for Unit 3.



Set the purpose for today's lesson.



Have students write their responses to the prompts on the screen. Call on volunteers to share their responses.

When they're finished, share a personal story of a time when you felt an intense emotion and acted without thinking. Describe your own experience or use the following example:

Just this morning, I was rude to one of my neighbors because I was running late to school and feeling stressed.

While our experiences may be different, we all have moments like this that produce strong emotions.

Video (9 min.)



Introduce the video. **We're going to watch a video about what happens in the brain when you feel a strong emotion and why sometimes it's hard to make a good decision when emotions are intense. You may remember some of this vocabulary from a similar lesson in sixth grade. As you watch, notice which parts of the brain become active and in what order.**

Play the video.



Give students time to think about the question on the screen. Then call on volunteers to share their responses. Select the Possible Reasons button to show example answers.

Activity (8 min.)

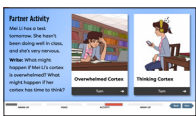


As you saw in the video, you can't control how something or someone makes you feel, but you can control how you react and respond to those feelings.

Let's look at two scenarios that show students experiencing strong emotions.

Read the scenario aloud and give pairs time to write their responses the first question. Call on pairs at random to discuss their ideas. Select the Overwhelmed Cortex on the screen and read the description aloud.

Give pairs time to write their responses to the second question. Call on students at random to discuss their ideas. Select the Thinking Cortex on the screen and read the description aloud.



Let's do the same thing for Mei Li's scenario.

Read the scenario aloud and give students time to write their responses to the questions. Call on students at random to share their responses. Select each card on the screen and read the descriptions aloud.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. Call on volunteers to discuss 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.

Objective

By the end of this lesson, students will be able to explain how thoughts and emotions are connected and can affect their decisions.

Vocabulary

- **Emotion** (n.) a feeling, such as happiness, anger, or fear
- **Thought** (n.) what you say to yourself in your head

Program Themes

Conflicts, Thoughts and Emotions

Prep

Partners



Bold—Teacher's script

Italics—Anticipated student responses

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 19.

CASEL Core Competencies

Self-Awareness

Warm-Up (4 min.)



Set the purpose for today's lesson.



Review the last lesson.

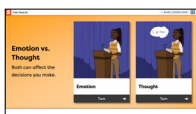
Give students time to think about the question on the screen. Then call on students at random to share their responses.

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



Read the prompt on screen and give students time to write their responses. If desired, call on volunteers to share their responses with the class.

Define (2 min.)



Let's talk about the difference between an emotion and a thought. Select each card on the screen and read the definitions aloud.

Discuss (5 min.)

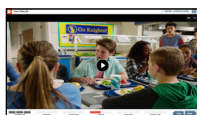


Read the direction line, then give students time to think. Have them write their responses. Then work with students to complete the interactive. Select the Check button to show the correct answers. They are:

1. Thought
2. Emotion
3. Thought
4. Emotion
5. Thought

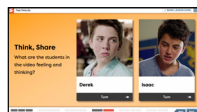
If any answers are marked incorrect, guide students to correct and recheck their answers. **The last one is tricky because it has the words “I feel” in it, but it doesn’t actually name a feeling. We often say “I feel” when we actually mean “I think.”**

Video (5 min.)



Introduce the video: **We’re going to watch a video of students interacting in the cafeteria. As you watch, see if you can identify how the students in the video might feel and think about the situation.**

Play the video.



Let’s start with Derek. What do you think he’s thinking and feeling in this situation? Give students time to think about the question. Then call on students at random to share their responses. Select the Derek card on the screen and read the possible answers aloud.

Now, think about Isaac. What do you think he’s thinking and feeling? Give students time to think about the question. Then call on students at random to share their responses. Select the Isaac card on the screen and read the possible answers aloud.

Both Isaac and Derek were feeling strong anger and having thoughts that kept them feeling angry. As we just discussed, these angry emotions and thoughts could lead them to make negative decisions and fuel a conflict.

Activity (7 min.)



Let’s see how different thoughts and emotions are connected.

Read the scenario and question on the screen aloud. Have students write their responses. Then call on students at random to discuss. Select the Possible Answer button to see a sample answer.



Read the question on the screen aloud and have students write their responses. Then call on students at random to discuss. Select the Possible Answer button to see a sample answer.

Activity (cont.)



This situation might have ended differently if Maddox felt guilty instead of angry. Read the scenario and question on the screen aloud. Have students write their responses. Then call on students at random to discuss. Select the Possible Answer button to see a sample answer.



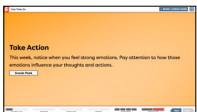
Read the question on the screen aloud and have students write their responses. Then call on students at random to discuss. Select the Possible Answer button to see a sample answer.

Wrap-Up (2 min.)



We just explored how emotions can influence thoughts and how thoughts in turn can affect our decisions. Read the questions on the screen aloud and have students write their responses. 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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Objectives

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

- Distinguish helpful thoughts from unhelpful thoughts
- Analyze how unhelpful thoughts can negatively affect the decisions they make

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 19.

Program Themes

Conflicts, Resilience, Staying Calm, Thoughts and Emotions

Prep

- Partners



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

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.



People feel strong emotions in response to many different situations.

Have students write their responses to the question on the screen. Call on students at random to share their responses. Select the Situations button for examples.

Activity (14 min.)



Let's look at a situation together. Read the situation on the screen aloud.



Read the scenario and questions on the screen aloud. Call on students at random to share their responses. Select the Thoughts button to show possible thoughts.

These are unhelpful thoughts because they made Anthony feel angrier, which made it more likely for him to make a negative decision.

Activity (cont.)

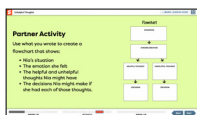


Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Thoughts button to show possible thoughts.

These are helpful thoughts because they helped him feel less angry and made it more likely for him to make a positive decision.



Read the scenario, questions, and instructions on the screen aloud. Give students time to write their responses.



Let's see if we can map out how Nia's thoughts could affect her decisions. Read the instructions on the screen aloud.

Give students time to complete the activity.



Give students time to talk to their partners about the questions on the screen. Call on pairs at random to share their helpful or unhelpful thought and the decision they thought Nia might make. As each pair tells the class the decisions they thought Nia might make, have students give a thumbs-up if they wrote the same decision in their flowchart.

Read the last prompt aloud. **Show me with a Fist to Five how important helpful thoughts are for a positive decision. Five means "really important." Zero or one means "not important at all."** After students respond, reinforce the connection between helpful thoughts and better decisions.

Wrap-Up (8 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.



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 explain how to interrupt unhelpful thoughts and reframe a challenging situation.

Vocabulary

Reframe (v.) to look at a situation from a different point of view



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Resilience, Staying Calm, Thoughts and Emotions

Prep

Partners

Lesson Notes

- If your students are familiar with the concept of a growth mindset, point out the similarities between helpful thoughts and statements that support a growth mindset.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19

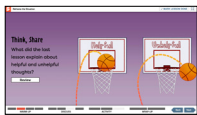
CASEL Core Competencies

Self-Awareness, Self-Management

Warm-Up (7 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.



Let's start by thinking of some examples of helpful and unhelpful thoughts.

Have students write their responses to the questions on the screen. Call on students at random to share their responses. **This is an example of how unhelpful thoughts can lead to negative actions.**



Now, let's explore how to interrupt the cycle of unhelpful thoughts that lead to negative decisions so you have a better chance at making positive decisions.

Take a look at the cycle on the screen. Have a student volunteer follow the arrows on the image and read the elements of the cycle aloud, starting at the top with Strong Emotions.

Read the prompt on the screen aloud and give students time to respond. Read the question on the screen aloud, then call on students at random to discuss their ideas. Select the Possible Ideas button to show example responses.

Discuss (10 min.)



We can do two key things to interrupt the cycle. Read the strategies on the screen aloud.



First, let's talk about emotion-management strategies. In an earlier lesson, you learned that when you manage strong emotions, your amygdala turns down your "feelings alarm" and your cortex has time to catch up and think.

Read the first question on the screen aloud.

Give students time to think about the second question on the screen. Call on students at random to share their responses. Select the Second Step Strategies button to show emotion-management strategies from the Second Step program.



You may have heard of rethinking a situation to feel better about it. Reframing is another word for rethinking. Once you've used an emotion-management strategy to feel calm, reframing can help you feel better about the situation. Read the definition on the screen aloud.

A frame is the way you look at something. If you look at something through a negative frame, you're more likely to have unhelpful thoughts. If you look at things through a positive frame, you're more likely to have helpful thoughts.

Let's look at a few examples. Read the question on the screen and the first flip card aloud. Call on students to discuss ways to reframe the situation. Select the card to show possible answers. Repeat the activity for the second card.



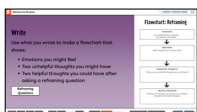
To help reframe a situation, you can ask yourself these questions. Read the questions on the screen aloud.

When you're having unhelpful thoughts, it's easy to exaggerate or believe things are worse than they actually are. Asking yourself these questions can help you see things clearly.

Activity (5 min.)



Read the text on the screen aloud. If needed, point out the examples of unhelpful thoughts in the image.



Read the instructions on the screen aloud. If needed, point out the questions in each box of the flowchart. **Remember to use the reframing questions we learned.** Select the Reframing Questions button to show questions students can use to reframe the situation. Give students time to complete the activity.

Have students discuss their flowcharts with a partner. When they're finished, call on pairs at random to share what they wrote.



Let's look at the helpful thoughts this student came up with. Read the unhelpful thoughts on the image aloud. Drag the arrows on the screen to the right and read aloud the examples of helpful thoughts students might have.

Wrap-Up (3 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses. Select the Reframing Questions button to see the questions students can use to reframe a situation.

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 practice using positive self-talk to reframe a challenging situation.



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Resilience, Staying Calm, Thoughts and Emotions

Prep

- 60-second timer
- Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 19.

CASEL Core Competencies

Self-Awareness, Self-Management

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.



Give students 60 seconds to write their responses to the prompt on the screen.



Give students 60 seconds to write their responses to the prompt on the screen. **Now look at your lists and add up how many things went right, and how many things went wrong.** Give students time to count.



Read the prompt on the screen aloud. Comment on how many students put their thumbs up. Read the definition on the screen aloud.

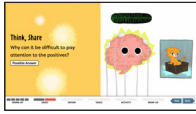
Video (4 min.)



Introduce the video. **We're going to watch a video about why it's easier for us to focus on the negatives.** Play the video.

Now that you know it's natural to focus more on the negatives than on the positives, you can push yourself to learn and practice focusing more on the positives.

Video (cont.)



Give students time to think about the question on the screen. Then call on students at random to share their responses. Select the Possible Answer button to show a sample answer.

Define (1 min.)



Positive self-talk is another strategy you can use to manage your emotions. Read the definition and description on the screen aloud.

It sounds simple, but it takes practice and time to build a habit.

Video (5 min.)



Introduce the video. **We're going to watch a video of students describing how they used positive frames and positive self-talk during stressful situations. As you watch, notice how using these strategies made a big difference in their stressful situations.**

Play the video.



Give students time to discuss the question on the screen. Then call on students at random to share their responses. Select the Possible Answer button to show an example answer.

Activity (5 min.)



Now you'll practice using a positive frame to notice good things in your life. Have students write their responses to the prompts on the screen.



Read the prompt and instructions on the screen aloud and give students time to complete the activity.

Wrap-Up (5 min.)



Have students write their responses to the prompts on the screen. 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.

Objectives

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

- Demonstrate how strong emotions can prompt unhelpful thoughts
- Model strategies for managing their emotions



Bold—Teacher's script

Italics—Anticipated student responses

Prep

- Completed written work from Lessons 14–18
- Partners or small groups
- Colored pencils or pens (optional)

Lesson Notes

- Students can use a separate piece of paper to create their comic strips if they want. If teaching remotely, have students create and collaborate on their plans in a separate online document.
- Because the task involves drawing a comic strip, it may require more than one lesson to complete this activity.

Program Themes

Resilience, Staying Calm, Thoughts and Emotions

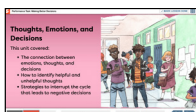
CASEL Core Competencies

Self-Awareness, Self-Management

Warm-Up (3 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 3.



Give students time to think about the question on the screen. Call on students at random to discuss their ideas.

We've learned many things in this unit and it's clear you've all picked up at least one new idea or strategy that can help you in the future.

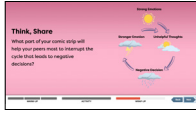
Activity (18 min.)



Read the instructions on the screen aloud. Select the Example button to show an example of a comic strip that meets all of the criteria. Make sure to point out each of the criteria in the example comic strip.

Give students time to complete the activity. When they're finished, have them evaluate their comic strips using the list on the screen.

Wrap-Up (4 min.)



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



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 draw a comic strip demonstrating how to interrupt the cycle that leads to negative decisions by using emotion-management strategies and reframing unhelpful thoughts.

Instructions to Teachers

This performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 3: Thoughts, Emotions & Decisions**. 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	
Identify the underlying emotions that influence unhelpful thoughts	Recognizing situations that cause strong emotions	The comic strip depicts a typical middle school situation, but it provides minimal context for the situation.	The comic strip depicts a typical middle school situation and provides clear context for the situation.	Lessons L14: Emotions Matter L15: Feel, Think, Do Advisory Class Meetings: • It's Frustrating • Our Emotions Class Challenge: • Emotions Sketch-o-Rama
	Noticing and identifying strong emotions	The comic strip contains thought bubbles that identify a strong emotion, but the emotion is weakly linked to the situation.	The comic strip contains thought bubbles that clearly identify a strong emotion that is explicitly linked to the situation.	
Recognize unhelpful thoughts	Knowing that strong emotions can fuel unhelpful thoughts Recognizing unhelpful thoughts	The comic strip contains thought bubbles, but they either do not depict thoughts that are clearly linked to the emotion or are obviously unhelpful.	The comic strip contains thought bubbles that depict thoughts that are clearly linked to the emotion and are obviously unhelpful.	Lesson L16: Unhelpful Thoughts Advisory Class Meeting: • Strong Emotions, Strong Thoughts Class Challenge: • Gray Skies



Performance Task: Making Better Decisions

Performance Task Rubric
GRADE 7 | Unit 3 | Lesson 19

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Use strategies for emotion management and for reframing unhelpful thoughts to make better decisions	Knowing that emotion-management strategies can help you regulate your emotions and think helpful thoughts	The comic strip is missing one of the steps for interrupting the cycle (using an emotion-management strategy and reframing unhelpful thoughts).	The comic strip correctly and clearly illustrates the two steps for interrupting the cycle (using an emotion-management strategy and reframing unhelpful thoughts).	Lessons L17: Reframe the Situation L18: Practicing Positive Self-Talk Advisory Class Meetings: <ul style="list-style-type: none">• Happy Thoughts• Choosing How to React• Deciding with Emotions Class Challenges: <ul style="list-style-type: none">• A Wind Blows• On a Positive Note
	Using positive self-talk and reframing to challenge unhelpful thoughts and make better decisions	OR One of the steps is not clearly illustrated.		
	Identifying helpful thoughts	The comic strip contains thought bubbles, but they do not depict thoughts that are obviously helpful in the situation.	The comic strip contains thought bubbles that depict thoughts that are obviously helpful in the situation.	
	Demonstrating how helpful thoughts lead to more positive decisions	The comic strip shows a decision the character makes, but it is not clearly a positive decision that is related to the situation.	The comic strip shows a decision the character makes that is clearly both a positive decision and related to the situation.	

Additional Observation Notes