

Objective

By the end of this lesson, students will be able to describe how the Second Step program can help them navigate physical, social, and emotional changes in adolescence.

Vocabulary

Norms (n.) guidelines for how people are expected to behave in a particular setting

Prep

- Large sheet of paper for writing and displaying norms
- Whiteboard
- Partners or small groups



Bold—Teacher's script

Italics—Anticipated student responses

Lesson Note

- To help everyone remember the class norms, write them on a large sheet of paper and display them in the classroom during Second Step lessons.
- If you already have class norms, use the Activity time to discuss whether they provide enough safety for the types of personal discussions that might happen during Second Step lessons, such as discussions about bullying and harassment. Add additional class norms if necessary.

Program Themes

Belonging, Starting Right

CASEL Core Competencies

Self-Awareness, Social Awareness,
Responsible Decision-Making

Warm-Up (4 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, we'll discuss 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.

Acknowledge that your students may have seen this video before.

As you watch, ask yourself: What interests you about the Second Step program? What are you curious about?

Play the video.



Set the purpose for today's lesson.

Warm-Up (cont.)



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

Select the Skills button to show Second Step skills.

Activity (15 min.)



Explain why it's important to decide on class norms for Second Step lessons.

Select the Class Norms button to show a definition.



Let's decide on some class norms to use during our Second Step lessons.

Introduce the Partner Activity.

Give students two minutes to write their responses to the prompt on the screen.

Select the Ideas button to show examples of class norms.

Call on each pair to say a norm they wrote. Write students' suggestions on the whiteboard. Have students give a thumbs-up if they have the same norm on their list.



Give students time to think about the prompt on the screen and have them write the three norms they think will help the class the most.



Read the norms listed on the whiteboard aloud and have students raise their hands to vote for the norms they chose. Have a student help count the number of hands raised.

Circle the five class norms with the most votes on the whiteboard list. Write these on the large sheet of paper to display for future lessons.

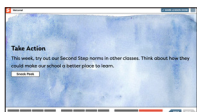
Wrap-Up (6 min.)



Give students four minutes to do a Pair, Share about how one of the Second Step skills can help them in eighth grade and beyond.

Select the Skills button to show Second Step skills.

Call on students at random to share their responses. *Get along with other students. Focus and feel calm during a test. Be a good friend.*



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.

Remind students to save their written work.

Objective

By the end of this lesson, students will be able to name unique and important aspects of their identities.

Vocabulary

- **Aspect** (n.) a particular part of something
- **Identity** (n.) the special character or personality of an individual



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Belonging, Relationships, Values

Prep

- Whiteboard
- Art supplies (optional)

Lesson Note

- Make sure to ask students' permission before displaying their identity maps.
- An identity map template is included with the student handout.
- Have students save their written work. They'll need to refer to their identity maps throughout the unit.

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.



Give students time to think about the question on the screen. Call on students at random to share their responses. Write students' ideas on the whiteboard.

Select the Examples button to show sample aspects.



Select the Alex's Map button to show his identity map. Give students time to write what they think the map tells them about Alex's identity.

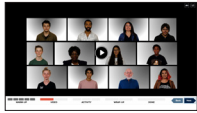
Then call on students at random to share their observations with the class.



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

Drag the arrows on the screen to the right to reveal the answers.

Video (2 min.)



Introduce the video and explain the listening task. **We're going to watch a video that shows different people expressing aspects of their identities.**

As you watch, listen to the different ways that people describe themselves.

Play the video.



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

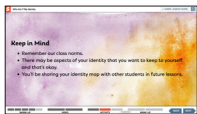
Activity (15 min.)



The people in the video had many different ways of describing themselves—and so do we.

Introduce the activity. The student handouts include blank maps. If your students don't have handouts, select the Template button to show a blank map they can copy.

Give students time to write their names and think about the aspects of their identities.



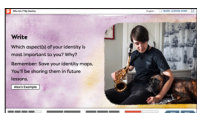
It's important to keep a few things in mind as you fill in your identity map.

Remind students of their class norms. Have volunteers read the reminders on the screen aloud.



Have students write aspects of their identity in the bubbles of the map. Select the Possible Aspects button to see examples of aspects.

Wrap-Up (4 min.)



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

Select the Alex's Example button to show an example of an identity map.

When students are finished, call on volunteers to share the aspects they chose and why they've focused on those aspects.

Remind students to save their 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.

Remind students to save their written work.

Objective

By the end of this lesson, students will be able to describe how they used their personal strengths to develop an interest, skill, or ability.

Vocabulary

- **Aspect** (n.) a particular part of something
- **Identity** (n.) the special character or personality of an individual
- **Strength** (n.) an aspect of someone's character or personality that's helpful and positive
- **Roadblock** (n.) something that gets in the way of achieving a goal



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Belonging, Growth Mindset, Resilience

Prep

- Completed written work from Lesson 2
- Partners

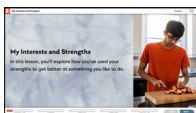
Lesson Notes

- Make sure students understand they'll need to exchange handouts with their partners before the interview. They'll fill out the interview section and then return the handouts when they're done. If your students aren't using handouts, they can exchange their written work with each other.
- Have students save their written work. They'll need to refer to their interviews throughout the unit.

CASEL Core Competencies

Self-Awareness, Self-Management

Warm-Up (4 min.)



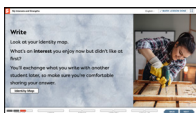
Set the purpose for today's lesson.



Review the last lesson.

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

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



Have students take out their identity maps. **Sometimes people know very quickly what their interests are, and sometimes they need time to discover them.**

Have students write their responses to the question on the screen. Tell them that later in the lesson, another student will read their answers.

Select the Identity Map button to reveal the sample map.



Give students time to think about the questions on the screen. Call on volunteers to share their responses.

Select the Roadblocks button to show examples of roadblocks.

Video (4 min.)

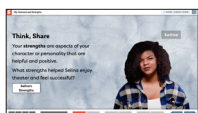


Introduce the video and explain the listening task.

We're going to watch a video of a real student talking about the path she took to develop an interest and how she overcame roadblocks in her way. As you watch, think about what she did that helped her enjoy theater and feel successful.

Play the video.

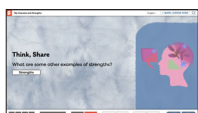
Define (4 min.)



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

Select the Selina's Strength button to show her strengths.

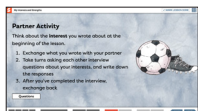
These strengths are aspects of Selina's character that are helpful and positive.
Read Selina's strengths.



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

Select the Strengths button to show examples of strengths.

Activity (10 min.)



Introduce the partner activity. **Take turns interviewing each other about an interest you have and the strengths that help you with it.**

Remember to listen carefully, write clearly, and record information correctly.

Have students complete the partner activity.

Select the Questions button for interview questions.



Give students time to think about the question on the screen. Call on students at random to share their responses. *Helps start conversations. Shows us things we have in common. Helps us learn new things.*

Have students give a thumbs-up if they learned something new about their partner.

Wrap-Up (3 min.)



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

If time allows, have students continue their conversations with their interview partners or others, asking about other strengths and interests.

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 to use their strengths to get better at something new.

Vocabulary

- **Harness** (v.) to use something for a particular purpose
- **Roadblock** (n.) something that gets in the way of achieving a goal
- **Overcome** (v.) to deal with, gain control of, or get past something

Program Themes

Academic Success, Growth Mindset

Prep

- Completed written work from Lesson 3
- Partners

Lesson Notes

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



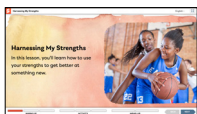
Bold—Teacher's script

Italics—Anticipated student responses

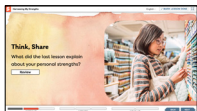
CASEL Core Competencies

Self-Awareness, Self-Management

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.



Let's start by thinking about the strengths that other people have.

Give students four minutes to do a Pair, Share about the questions on the screen.

Select the Examples button to show sample answers to the questions: people, their strengths, and how they use their strengths.

Call on volunteers to share their responses.

Activity (15 min.)



Introduce the activity. **Now we'll do a two-part activity about how you can use your own strengths.** Have students write their answers to the questions.

Activity (cont.)



Your strengths can help you in the future, too. Have students write their answers to the questions.



It's helpful to hear about each of your strengths and how you can use them to get better at something you're interested in. We can all learn from one another.

Give students three minutes to do a Pair, Share about the prompt and question on the screen.

Call on volunteers to share their responses.

Wrap-Up (5 min.)



Give students time to think about the questions on the screen. Then 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.

Objective

By the end of this lesson, students will be able to describe ways to make the most of positive factors and decrease the effects of negative factors while pursuing an interest or goal.

Vocabulary

- **Positive factors** (n.) things (such as thoughts, beliefs, events, situations, or people) that contribute to a good outcome or increase your chances of success
- **Negative factors** (n.) things (such as thoughts, beliefs, events, situations, or people) that contribute to a bad outcome or decrease your chances of success

Program Themes

Growth Mindset, Planning Ahead, Resilience

Prep

- Completed written work from Lesson 2
- Partners

Lesson Note

- For the Activity, if a student doesn't have their identity map, have them remember an interest they wrote on the map, or just write down an interest.
- 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

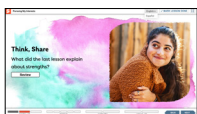
CASEL Core Competencies

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

Warm-Up (6 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.



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

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

Select the Examples button to show some things that could help Christina and some roadblocks that might get in her way.

Define (8 min.)



Both positive and negative factors can influence you when you're trying to reach a goal.

Select the Examples button to show sample positive factors.

Define (cont.)



Select the Examples button to show sample negative factors.



Introduce how to work with positive and negative factors.



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

Select the Examples button to show how Alex could make the most of the positive factor.



Give students time to think about the question on the screen. Call on students and random to share their responses.

Select the Examples button to show how Alex could decrease the effects of the negative factor.

Activity (8 min.)



Give students three minutes to write their responses to the prompts on the screen.



Introduce the partner activity. Give students three minutes to discuss and respond to the questions on the screen.

When they're finished, call on volunteers to share their responses with the class.

Wrap-Up (3 min.)



Have students write their responses to the prompt 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 describe important aspects of their future identities.

Lesson Note

- Students can personalize their identity maps with drawings and designs. If teaching this lesson remotely, encourage students to print their maps or use an application of their choice to personalize their maps.
- Have students save their written work. They'll need it to complete the Activity in Lesson 7.

Prep

- Completed written work from Lesson 2
- Art supplies (optional)



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Growth Mindset, Planning Ahead, Values

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.



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

When they're finished, call on volunteers to share their responses with the class.

Activity (16 min.)



Most of us are curious about who we'll be in the future. Today's activity will help you reflect on how and why your identity might change over time. In this activity, you'll use what you've learned in this unit to create an identity map of your future self. Introduce the activity.

Select the Example button on the screen to show students a sample future map. Point out the aspects on the map that changed and the aspects that stayed the same. **Some aspects of your identity can change but others will stay the same. That's okay.**

Activity (cont.)



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

When they're finished, call on volunteers to share their responses with the class.

If time allows, or at another time, have students imagine their future selves 20 years from now and create another future identity map.

Wrap-Up (5 min.)



Give students three minutes to do a Pair, Share about the question on the screen.

Call on students at random to share their responses. *Say encouraging things. Help them pursue their interests. Ask them more about their future identity map. Remind them of who they want to become.*

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 identify strengths and skills they already have and explain how they can use them to develop their interests.

Lesson Note

Students can personalize their paths with drawings and designs.

Program Themes

Academic Success, Growth Mindset, Planning Ahead

Prep

- Completed written work from Lesson 6
- Art supplies (optional)



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

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

Warm-Up (2 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 1.



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

When they're finished, call on volunteers to share their responses with the class.

Activity (18 min.)



Introduce the performance task.

Have students create paths to their future selves using the template shown on their handouts. If your students aren't using handouts, select the Future Alex button to show a template they can copy. **If you have extra time, you can add decorations to your path.**

When they're finished, have students check that they answered each question shown on the path.

Wrap-Up (5 min.)



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

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

Remind students to save their written work or handouts.

Wrap-Up (cont.)



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

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

In this performance task, students choose an interest from their future identity map and create a path toward their future self based on that interest.

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**.

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 important aspects of their identity, including interests	Identifying aspects of their identity, including their interests	<p>Future Interest: The response describes an interest in a vague way.</p> <p>OR</p> <p>What is described may perhaps be a future goal (e.g. "own a house"), but is not an interest.</p>	<p>Future Interest: The response describes an interest in a clear and specific way.</p> <p>What is described is an interest and not another kind of future goal.</p>	<p>Lessons L2: Who Am I? My Identity L3: My Interests and Strengths</p> <p>Advisory Class Meetings: <ul style="list-style-type: none"> Who We Are Full Circle Our Strengths What I Want Class Challenge: <ul style="list-style-type: none"> Strengths and Interests Inventory </p>
Identify and apply personal strengths to develop an interest or to get better at something new	Identifying their personal strengths Explaining how to use their personal strengths to develop an interest	<p>Personal Strengths: The response identifies one or more personal strengths but does not explain how they can be used to develop an interest.</p> <p>OR</p> <p>The response identifies personal attributes, like height or financial resources, that are not personal strengths.</p>	<p>Personal Strengths: The response identifies one or more personal strengths and clearly explains how they can be used to develop an interest.</p> <p>AND</p> <p>The strengths identified are true personal strengths, rather than other personal attributes.</p>	<p>Lessons L4: Harnessing My Strengths L5: Pursuing My Interests</p> <p>Advisory Class Meetings: <ul style="list-style-type: none"> Goals Large and Small Just Be Yourself Try Something New! Class Challenges: <ul style="list-style-type: none"> I Am/I Will Be Goal Boards </p>

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Anticipate roadblocks to success and plan strategies for how to overcome them	Identifying potential roadblocks to developing their interests	<p>Roadblocks: The response describes a roadblock in a vague way that is unlikely to be helpful. The roadblock(s) is not obviously appropriate for the identified future interest.</p>	<p>Roadblocks: The response describes a roadblock in a clear and specific way that is likely to be helpful. The roadblock(s) is appropriate for the identified future interest.</p>	<p>Lessons L5: Pursuing My Interests L6: My Future Self Advisory Class Meeting: • Mistake Planning Class Challenge: • I Am/I Will Be Service-Learning Project: • Staff Assistance Team</p>
	Identifying strategies to overcome roadblocks	<p>Strategies: The response describes strategies that are likely to be ineffective in overcoming the identified roadblocks.</p>	<p>Strategies: The response describes strategies that are likely to be effective in overcoming the identified roadblocks.</p>	
	Identifying people and other resources that can support them in overcoming roadblocks	<p>Support: The response only lists a support resource in one category (people, organizations, programs).</p>	<p>Support: The response lists a support resource in at least two categories (people, organizations, programs).</p>	
				<p>Lessons L4: Harnessing My Strengths L5: Pursuing My Interests L6: My Future Self Advisory Class Meeting: • Mistake Planning Class Challenge: • I Am/I Will Be Service-Learning Project: • Staff Assistance Team</p>

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Identify important aspects of their identity, including interests	Identifying aspects of their identity, including their interests.	<p>Future self: The response lacks details about the future self.</p> <p>OR</p> <p>The response does not include any reference to the future interest, or how it has led to an aspect of their future self.</p>	<p>Future self: The response contains several details about the future self.</p> <p>AND</p> <p>The response includes reference to the future interest and how it has led to an aspect of their future self.</p>	<p>Lessons L4: Harnessing My Strengths L5: Pursuing My Interests L6: My Future Self</p> <p>Advisory Class Meetings:</p> <ul style="list-style-type: none"> • Mistake Planning • Goals Large and Small • Try Something New! • What I Want <p>Class Challenge:</p> <ul style="list-style-type: none"> • I Am/I Will Be <p>Service-Learning Project:</p> <ul style="list-style-type: none"> • Staff Assistance Team

Additional Observation Notes

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