

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

Prep

- Whiteboard
- Partners

Program Themes

Belonging, Resilience, Starting Right

Lesson Note

If your Grade 6 class is still in an elementary school, most of this lesson can be skipped. However, make sure to show the introductory video for the Second Step program (Warm-Up screens 1–3).



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 our lessons, we'll be reflecting on and discussing how choices we make can help us become the people we 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.

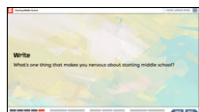
Play the video.



Give students time to think about the questions 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.

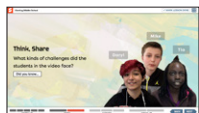
Video (5 min.)



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.

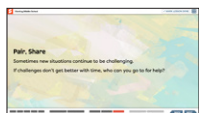
After three minutes, call on students at random to share their responses.

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.



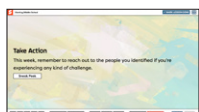
Give students a minute to do a Pair, Share about who they can go to for help if challenges don't get better with time.

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 6 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.



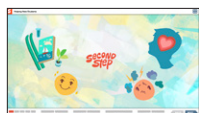
Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (7 min.)

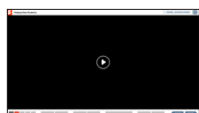


Introduce the Second Step program.

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.

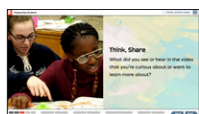
During our lessons, we'll be reflecting on and discussing how choices we make can help us become the people we want to be.



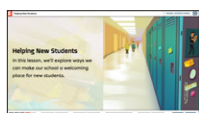
Introduce the video and explain the listening task.

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.

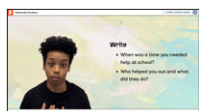
Play the video.



Give students time to think about the questions 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.

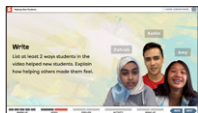
Video (5 min.)



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.



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

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.

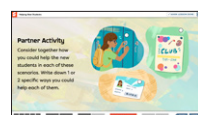


Read the front of Card 1. Give students time to think about the question.

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.)



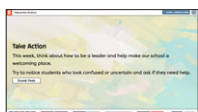
Introduce the partner activity. Select the white dot over each picture to reveal the prompts. Have students work together and write down one or two specific ways to help each of these new students.

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.

Objectives

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

- Describe what happens in their brains when they try something new
- Describe how their brains change with experience and practice

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

Program Themes

Academic Success, Growth Mindset, Resilience

Prep

- Two objects that can be tossed safely, such as erasers, tennis balls, or bean bags
- A timer
- Space for students to stand in a large circle
- Partners

Lesson Note

Have students save their written work or handout to use in Lesson 7. If your students are learning at home, they can practice juggling one or two household objects on their own.



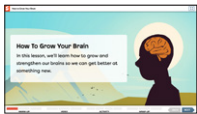
Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Self-Awareness

Warm-Up (4 min.)



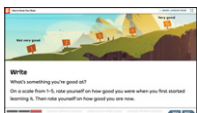
Set the purpose for today's lesson.



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 down their responses to the prompt on the screen. When they're done writing, call on volunteers to share their responses.

Video (4 min.)



Introduce the video and explain the listening task.

We're going to watch a video on our amazing brains. Watch and listen for facts about our brains and how they grow and get stronger.

Play the video.

Video (cont.)



Give students a minute to do a Pair, Share about whether the items on the list are true or false.

Call on a students at random to share their answers. Have other students show if they agree or disagree by putting their thumbs up or down.

Drag the label that represents the opinion of the majority of students.



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

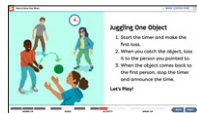
Activity (12 min.)



Hold up the object and explain the goal of the game.

Select the Getting Started button and guide students through the process described.

Students can toss the object across desks.



Make sure students understand the instructions and that everyone has moved from their initial position in the circle. Then start the timer.

Stop the timer when you get the object back and announce the time. **That took us ____ minutes/seconds. Let's try again and see if we can do it faster.**

Repeat two or more times, announcing the time at the end of each round.

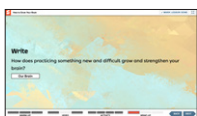


If students are doing well after a few rounds, you can increase the difficulty by adding a third or more objects.



Give students time to think about the question on the screen. Then call on them at random to share their responses. *I got faster. I got more accurate. I figured out a strategy.*

Wrap-Up (5 min.)



Have students write their responses to the Wrap-Up question. When they've finished writing, call on students at random to share their responses.

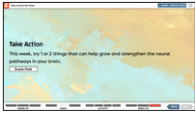
Select the Our Brain button to reveal additional answers.



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

Remind students to save their written work or handout.

Wrap-Up (cont.)



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 name new strategies they can try when they're having trouble learning something new.



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Academic Success, Growth Mindset, Resilience

Prep

Partners or small groups

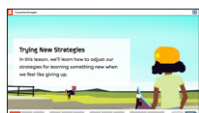
Lesson Note

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

CASEL Core Competencies

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

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 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 questions on the screen. When they're done writing, call on volunteers to share their responses.

It's great to hear about all the things you worked hard to learn.

Discuss (6 min.)



Give students a minute to do a Pair, Share on the first question on the screen. Call on students at random to share their responses. *Grows your brain. You're taking learning seriously. You keep practicing. You're really trying to figure things out.*

Hard work and practice are necessary to learn new things, but they aren't always enough. Now discuss the second question with your partner.

Give students a minute to do a Pair, Share for the second question on the screen. Call on students at random to share their responses. *Get help from a teacher. Change strategies. Ask a friend for help. Get tips from an online video.*

Summarize and acknowledge the ideas the students shared. Reinforce the importance of trying new strategies and getting help.

Select the Learning button to explain the importance of using new strategies to help with learning.

Discuss (cont.)



Introduce the idea of putting it all together to make a formula for learning.

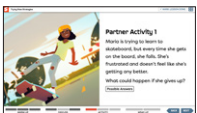
Select the arrow and move the slider to reveal the formula's three important ingredients.

Have students write down the formula.



Have students write down their responses to the questions on the screen. When they're done writing, call on volunteers to share their responses.

Activity (10 min.)



Introduce Partner Activity 1 by reading the scenario aloud.

Give students two minutes to discuss and write down their ideas for the question on the screen. Then call on pairs at random to share.

Select the Possible Answers button for example answers.



Have students continue with Partner Activity 1. Give students two minutes to discuss and write down two or three ideas for the question on the screen. Then call on pairs at random to share.

Select the Possible Answers button for example answers.



Introduce Partner Activity 2.

Have students choose one of the scenarios. Give students three minutes to discuss and write down two or three new strategies the student could try.

Call on pairs at random to share their ideas for Piper. Turn over the card to reveal possible strategies she could try.

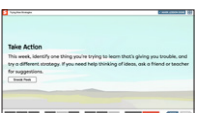
Then call on pairs at random to share their ideas for Ahbed. Turn over the card to reveal possible strategies he could try.

Wrap-Up (4 min.)



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

Remind students to save their written work or handout.



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 write a specific goal.

Prep

Partners

Vocabulary

- **Goal** (n.) something you aim for; a desired result
- **Specific** (adj.) clearly identified or defined
- **Vague** (adj.) broad and not clearly defined

Lesson Note

Have students save their written work or handouts. They'll need them throughout this unit.



Bold—Teacher's script

Italics—Anticipated student responses

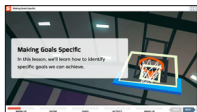
Program Themes

Academic Success, Planning Ahead

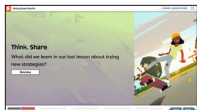
CASEL Core Competencies

Self-Management

Warm-Up (4 min.)



Set the purpose for today's lesson.



Review the previous 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.

Define (2 min.)



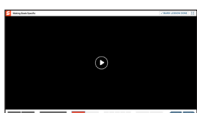
This week, we'll talk about setting goals.

Explain what a goal is.

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

Select the Examples button to reveal some additional goal ideas.

Video (4 min.)

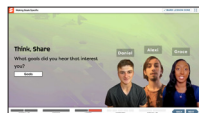


Introduce the video and explain the listening task.

We're going to watch a video of real students who are either in high school or college talking about their goals. As you watch, listen for goals that interest you.

Play the video.

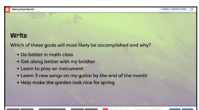
Video (cont.)



Give students time to think about the question on screen. Then call on volunteers to share goals that interest them.

Select the Goals button to reveal goals from the video.

Activity (12 min.)



No matter what goals you set for yourself, it's important to think about the details.

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

Learn 3 new songs on my guitar by the end of the month. It's clear. It tells you how many songs to work on. It's not vague or broad.



Read the explanation on the screen.

This goal states exactly what you want to do, as well as when to do it. You'll know you've reached the goal if you can play 3 new songs on the guitar by the end of the month.

Compare this to a vague version of the goal, like “play more songs on the guitar.” How will you know what you need to do? How will you know when you've met this goal?



Introduce the partner activity.

First, model the goal “Learn to fold 3 origami shapes in 3 weeks” for students by asking them whether they think it's vague or specific, and why. Encourage them to build on one another's ideas. When they agree it's specific, drag it to that column on the screen.

This goal is specific because it says what to do (“fold three origami shapes”), when to do it by (“in two weeks”) and when you'll know you've achieve it (when you learned to fold three origami shapes).

Then have students work with a partner and write down whether each of the other 3 goals is specific or vague. Remind them to identify their reasons.

When they're finished, call on students at random to share their answers and explain their reasoning. Drag the goal on the screen to the column they've chosen.

Select the Check button to review the answers.

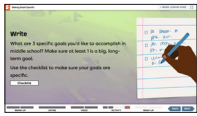
Add further explanation of why each answer is correct, if necessary.

Activity (cont.)



Continue the partner activity with these examples of goals from the students in the Real Voices video.

How could we make Riley's goal to be more outgoing more specific? *Say how many friends she wants to make. Say when she wants to reach her goal by.*



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

Select the Checklist button and review the characteristics of specific goals before they begin writing.

Wrap-Up (3 min.)



Have students write down their responses to the questions on the screen. If time allows, call on volunteers to share their goal and why it's important to them.

Invite students to record their goal on their computer or in their binder, so they will see it often.

Remind students to save their written work, or handout.



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 break a big, long-term goal down into smaller, short-term goals.

Lesson Note

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

Program Themes

Academic Success, Planning Ahead

Prep

- Completed written work or handouts from Lesson 4
- Partners or small groups



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

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.



Have students write their responses to the question on screen. Call on students at random to share their responses. *It's hard to imagine getting there. You don't know how to take the first step. It's hard to measure your progress.*



Read the slide.

Video (4 min.)



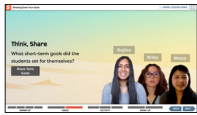
Introduce the video and the listening task.

We're going to watch a video with the same students from the last lesson who were talking about their goals. This time, they'll talk about how breaking down their big goals into smaller, short-term goals helped them overcome challenges and make their goals more manageable.

As you watch, listen for what short-term goals they set for themselves.

Play the video.

Video (cont.)



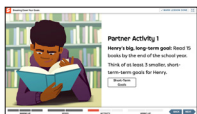
Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Short-term Goals button to show answers.

As we heard from these students, breaking a big, long-term goal into short-term goals helps you achieve it.

You can make your short-term goals as small as you need to, as long as they help you move forward.

Activity (12 min.)



Introduce Partner Activity 1.

Let's practice breaking down a big, long-term goal into smaller, shorter term goals by helping Henry break down his goal.

Give students three minutes to write 3 smaller, short-term goals for Henry. When they are finished, call on students at random to share their responses.

Select the Short-Term Goals button to reveal possible smaller goals for students to compare their answers.



Introduce Partner Activity 2.

Give students three minutes to write smaller, short-term goals for making the birthday video in time. When they're finished, call on students at random to share their responses.

Select the Possible Answers button to reveal smaller goals for students to compare their answers against.

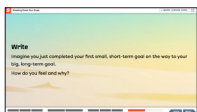


Have students look at the goals they wrote down for Lesson 4.

Then have students write their responses to the prompt on the screen.

Select the Checklist button to show the checklist for short-term goals.

Wrap-Up (4 min.)



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

If time allows, call on volunteers to share their responses.

Remind students to save their written work or handout.



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:

- Set progress markers for their goal
- Determine when their goal has been achieved
- Determine if they need to try a new strategy to reach their goal

Vocabulary

- **Progress marker** (n.) a sign that you're getting closer to achieving your goal
- **Roadblock** (n.) something that gets in the way of you achieving a goal

Program Themes

Academic Success, Planning Ahead, Resilience

Prep

- Completed student handouts from Lesson 4
- Partners

Lesson Note

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



Bold—Teacher's script

Italics—Anticipated student responses

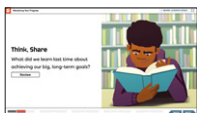
CASEL Core Competencies

Self-Management, 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.

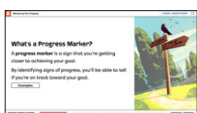


Have students write their responses to the questions on the screen.

If students struggle to think of when they were successful, select the Successes button to show possible areas of success to consider.

Call on volunteers at random to share their responses.

Define (1 min.)



Paying attention to the progress you're making toward a goal helps you be successful.

Introduce and define progress markers.

Select the Examples button and read the sample progress markers aloud.

Video (4 min.)

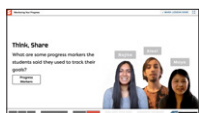


Introduce the video.

Let's watch a video with the same students we met in our last lesson who've talked about their goals. This time, they'll discuss progress markers they used to track whether they were achieving a goal.

As you listen, make a note of the markers they used.

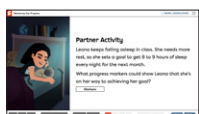
Play the video.



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

Select the Progress Markers button to show answers.

Activity (13 min.)



Introduce the partner activity. **Let's look at the scenario involving a student who needs some help marking her progress towards a goal.**

Read the scenario aloud. Give students three minutes to write their responses to the question on the screen. When they're finished, call on students at random to share their responses.

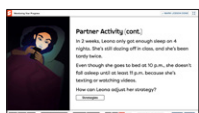
Select the Markers button and read possible progress markers aloud.



Continue the partner activity. **Now let's help Leona set a target so that she'll know when her goal has been achieved.**

Give students three minutes to write their responses to the question on the screen. When they're finished, call on students at random to share their responses.

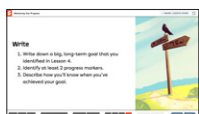
Select the Target button and read the example target aloud.



Continue the partner activity. **Leona is still struggling with sleep and needs help adjusting her strategy.**

Read the scenario aloud. Give students three minutes to write their responses to the question on the screen. When they're finished call on students at random to share their responses.

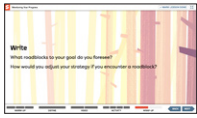
Select the Strategies button and read possible strategies aloud.



Now it's your turn to identify progress markers for one of your big, long-term goals.

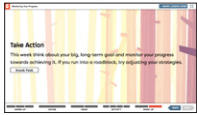
Have students write their responses to the prompts on the screen. If time allows, call on volunteers to share their responses.

Wrap-Up (10 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 or handout.



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 create an action plan for achieving a goal.



Bold—Teacher's script

Italics—Anticipated student responses

Program Themes

Academic Success, Growth Mindset,
Planning Ahead, Resilience

Prep

- Written work or handouts from Lessons 4–6
- Partners

CASEL Core Competencies

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

Warm-Up (5 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 1.



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

Call on volunteers at random to share their responses.

Activity (17 min.)

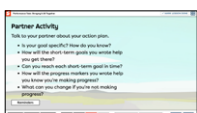


Introduce the activity.



Give students 10 minutes to answer the questions on the screen.

Select the Example Plan button to show a sample action plan.



Introduce the partner activity. Give students five minutes to discuss the questions on the screen.

Select the Reminders button to show the discussion guidelines.



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

Select the Ideas button to show how students might be able to strengthen their plans.

Wrap-Up (3 min.)



Give students time to think about the question on the screen. Then call on students at random to share their responses. *They might have ideas about how you can strengthen your plan.*

Remind students to save their written work or handout.



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 create an individual action plan to help them accomplish one of the goals they chose at the beginning of the unit.

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**. It focuses primarily on the skills and knowledge needed for setting personal 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	
Set personal goals	Identifying a specific goal	The goal is vague, difficult to measure, and/or unrealistic.	The goal is specific, measurable, and realistic	Lesson L4: Making Goals Specific Advisory Class Meeting: • Grade 6 Goals
Create plans to achieve goals	Breaking a goal down into smaller goals or steps	The goal is only broken down into one step.	The goal is broken down into smaller goals and steps.	Lesson L5: Breaking Down Your Goals Advisory Class Meeting: • Grade 6 Goals
		OR The steps are either too big or not clearly related to the goal.	AND The steps are clearly related to the goal.	
	Estimating the time needed to complete each step	The time estimates are too large or too small for each step.	Student's time estimates are reasonable for the step described.	Lesson L4: Making Goals Specific
	Identifying two or three progress markers	Only one progress marker is identified. OR The progress marker(s) do not make sense in relation to their goal.	At least two progress markers are identified. AND The progress markers make sense in relation to their goal.	Lesson L6: Monitoring Your Progress
Monitor progress toward achieving a goal and determine if they need to try a new strategy				



Performance Task: Bringing It All Together

Performance Task Rubric
GRADE 6 | Unit 1 | Lesson 7

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Monitor progress toward achieving a goal and determine if they need to try a new strategy	Describing what achieving a goal looks like, including how it would be measured	There is no clear description of how the student will know when the goal has been achieved. OR There is no identified way to measure when the goal is achieved.	There is a clear description of how the student will know when the goal has been achieved. AND There are identified clear way(s) to measure when the goal is achieved.	Lessons L4: Making Goals Specific L6: Monitoring Your Progress
		No strategy is identified to use if progress is stalled. OR The strategies identified are not appropriate or realistic.	At least one strategy is identified to use if progress is stalled. AND The strategies identified are appropriate and realistic.	

Additional Observation Notes