IT STARTS WITH YOU



SERIES TRAILER / SEASON TWO CONTENT INTRODUCTION

TEACHER TOOLS AND STARTING GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org



SERIES TRAILER SEASON 2 EDUCATOR WELCOME Inside the Resources

DEAR TEACHERS, ADMINISTRATORS, COUNSELORS, & COACHES.

The companies of Varsity Brands have come together to create this series because we *Believe In You*. We believe in the important work that you do. We believe in the amazing talents that you use every day to serve your school. We believe that together, we can change student lives for the better.

We've partnered with Kevin Atlas to bring you inspirational stories from around the United States. Every episode in this series highlights people who embody the social and emotional competencies that your students need to develop in order to live their best lives.

Each video is accompanied by a lesson plan and activity guide that align directly to the CASEL social and emotional learning competencies. We've also included academic language resources and journal pages to help students build and practice a vocabulary of resilience and a growth mindset.

As members of the educational community, we're grateful for the opportunity to serve your students, staff, and administration with *free* resources designed to elevate every student's experience.

On behalf of BSN Sports, Varsity Spirit, Herff Jones, and OPENPhysEd.org, thank you for choosing a life of purpose and inspiration. We Believe In You.



SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "Fight as a soldier of change."
 - Responsible Decision-Making: Make constructive instructional choices that will identify problems, analyze possible solutions, and take action toward positive change.
- Take action to elevate ourselves and others."
 - Relationship Skills: Communicate clearly with others in order to foster respect, kindness, and purposeful collaboration.
- "It starts with you."
 - Self-Awareness: Assess your strengths and limitations in order to take action with a sense of optimism and growth mindset.

TEACHER SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- > Create a Social and Emotional Learning word wall.
- > Post the Academic Language Posters included with each episode on your word wall.
- > Use the posters as SEL discussion starters or as SEL reminders throughout the school year.
- **Ambition** (noun) A strong desire to achieve a goal that requires hard work and focus.
- Creativity (noun) The use of imagination in the production of a work or action.
- **Determination** (noun) A strong feeling of purpose and resolve to work toward that purpose.
- Dreams (noun) An aspiration or goal that is deeply valued by an individual.
- **Friendship** (noun) A bond between individuals characterized by support, trust, and concern for one another.
- **Goal** (noun) The object or focus of a person's ambition or effort.
- **Happiness** (noun) A feeling of contentment, satisfaction, and joy.
- **Health** (noun) An optimal state of being that is free from illness or injury.
- **Love** (noun) An intense feeling of deep affection.
- Perseverance (noun) Determination in doing something despite difficulty.
- **Success** (noun) The accomplishment of a goal or purpose.



Date:	TEACHER SELF-TALK		
	Jump-Start Journal	U	

Great educators plan and prepare in order to build a safe and positive learning environment for every student. Oftentimes, that requires us to be vulnerable, daring, and brutally honest with ourselves. This journal page is designed for you, the educator, to jump-start your students' Believe In You journey by reflecting on your own self-talk, growth mindset, and goals.

#BelieveInYouChallenge Instagram Action Item

- Commit to promoting the #BelievelnYouChallenge with each episode. Every student journal page will include a call to action and prompt students to post specific challenges. Young people spend a lot of time on social media, and much of what they see and consume can deteriorate their determination and perseverance. Use the #BelievelnYouChallenge as a vehicle for adding regular doses of positivity into your students' social media feeds.
- List 3 goals that you have for using this series with your students.
 - 1)
 - 2)
 - 3)
- When Kevin says, "It starts with you," what does that mean to you personally
 as a community member and as an educator?
- Answer this question on the back of this page. How will you demonstrate social and emotional competencies (e.g., determination, kindness, courage) in your teaching so that your students can observe these qualities in you?



AMBITION

(noun)

A strong desire to achieve a goal that requires hard work and focus.

Kevin's **ambition** drove him to build his skills and fitness and to become a great basketball player.



CREATIVITY

(noun)

The use of imagination in the production of a work or action.

The solution to the problem required the team to use **creativity** and try things that had never been tried before.



DETERMINATION

(noun)

A strong feeling of purpose and resolve to work toward that purpose.

Caleb's determination allowed him to continue to practice despite past setbacks and failures. He knows that failure is an ingredient of success.



DREAM

(noun)

An aspiration or goal that is deeply valued by an individual.

Izzi's **dream** of becoming a photographer has been an important part of her life since she was 10 years old.



FRIENDSHIP

(noun)

A bond between individuals characterized by support, trust, and concern for one another.

Friendship can develop when people work together and learn to trust one another.



GOAL (noun)

The object or focus of a person's ambition or effort.

The boys' and girls' basketball teams wanted to support their classmates, so they put effort behind their **goal** of attending a school band concert and a theatre club performance.



HAPPINESS

(noun)

A feeling of contentment, satisfaction, and joy.

Happiness is progress toward purpose. That progress brings contentment, satisfaction, and joy.



HEALTH

(noun)

An optimal state of being that is free from illness or injury.

Lee makes his health a priority because he wants to be at his best for his family and his teammates.



LOVE (noun)

An intense feeling of deep affection.

The students and faculty of Paradise High School feel genuine love for each other and their school community.



PERSEVERANCE

(noun)

Determination in doing something despite difficulty.

Perseverance is a key ingredient of a growth mindset. It allows a person to keep trying even when others might quit.



SUCCESS

(noun)

The accomplishment of a goal or purpose.

The student government had a plan to help every student feel accepted and welcome at all school events, and they would not quit until that plan was a success.

STRONGER TOGETHER



EPISODE ONE / SEASON TWO PARADISE HIGH SCHOOL

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



OPENPhysEd.org





WHAT'S INSIDE?

- **Set the Hook**: This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "We are stronger together."
 - Social Awareness: The ability to recognize family and community support resources.
 - Relationship Skills: The ability to seek and offer help when needed.
- "We will overcome adversity to rise again stronger than ever before."
 - Self-Awareness: The ability to maintain optimism and a growth mindset in the face of adversity.
 - Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions with consideration of the well-being of oneself and others.
- "Leadership is an all-the-time thing."
 - Self-Management: The ability to successfully regulate emotions, thoughts, and behaviors to effectively manage stress, control impulses, and motivate oneself.
 - Relationship Skills: The ability to communicate and cooperate with others.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5–10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3–5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

If you could build a "perfect friend," what 3 character traits would you give them?

As you pull notes from the box, ask the class, "How does this character trait contribute to a person's ability to be a perfect friend?" Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE ONE

PARADISE HIGH SCHOOL (FILM: 14 MINUTES, 41 SECONDS)

- Social / Emotional Learning Focus: "We are stronger together."
 - Social Awareness: The ability to recognize family and community support resources.
 - Relationship Skills: The ability to seek and offer help when needed.

TEAM TALK ACTIVITY

STRENGTH IN NUMBERS (10-15 MIN)

- Materials Needed:
 - Approx. 24 plastic cups (1 plastic cup per student)
 - 1 large lunch tray (or similar sized piece of plywood)
- How It Works:
 - Distribute cups. Students, write your name on the outside of a cup.
 - Below your name, write 1 character trait that you believe makes you a good friend.
 - When a person is feeling stressed or lonely, it can feel like there's a giant weight on their shoulders. That weight can crush a person emotionally. (The teacher then steps on a single cup and crushes it.)
 - However, when good friends work to help a person who needs help with a heavy emotional weight, it can save that friend from feeling crushed and broken.
 - Students, bring all cups up to the front of the class. Place them on the floor, side by side, to make a complete rectangle large enough to support the lunch tray. Place the tray on top.
 - When the cups and tray are in place, the teacher carefully steps up and stands on the tray. It's held up by the collective strength of all the cups.



TEAM TALK TIERED DISCUSSION QUESTIONS

SOCIAL AWARENESS: The ability to recognize family and community support resources. **RELATIONSHIP SKILLS:** The ability to seek and offer help when needed.

- Depth of Knowledge Level 1: Recall
 - ▶ How would you describe a friend or family member who is helpful to you when you need help? What types of things do they do that are helpful?
- Depth of Knowledge Level 2: Skill / Concept Application
 - How does having friends and family who can help you affect the way you face a challenge?
- Depth of Knowledge Level 3: Strategic Thinking
 - What facts and experiences would you use to describe your ability to be helpful to your friends and family? What did you learn from those experiences that can help you better support people you care about?
- Depth of Knowledge Level 4: Extended Thinking
 - Let's list some common challenges we are facing as a school community. Next, let's develop a support plan that will help guide our actions as we look for ways to help our classmates, our teachers, and other students and adults within our school community.

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- Constructive Behavior (noun) Actions that promote development, advancement, and growth.
- Growth Mindset (noun) A personal belief that skill and ability can be developed through dedication and hard work.
- **Leadership** (noun) The art of motivating others to work cooperatively toward a common goal or on behalf of shared values.
- **Motivate** (*verb*) To inspire interest, enthusiasm, and ultimately action.
 - Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	
	Paradise High School	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Grab a friend (or a group of friends) and go to a school event that you wouldn't normally attend. Snap a picture of your squad enjoying the event and post it on Instagram using #BelieveInYouChallenge.
- How does attending a school event demonstrate leadership?

Supporting your classmates at a school event is a constructive behavior that builds a positive learning environment.

- What is one other constructive behavior that you can demonstrate in the next two weeks that will motivate your classmates and make your school a better place to live and learn?
- On the back of this page, provide a list of facts that support your claim that the behavior listed will motivate others and improve your school.



CONSTRUCTIVE BEHAVIOR

(noun)

Actions that promote development, advancement, and growth.

The students of Paradise High focused on constructive behaviors that would help them recover from the destruction of the fire.



GROWTH MINDSET

(noun)

A personal belief that skill and ability can be developed through dedication and hard work.

Developing a growth mindset and a strong work ethic will help you achieve your goals and contribute to your community.



LEADERSHIP

(noun)

The art of motivating others to work cooperatively toward a common goal or on behalf of shared values.

"Leadership is an all-the-time thing, not just when things are going well."

-Kevin Atlas



MOTIVATE

(verb)

To inspire interest, enthusiasm, and ultimately action.

After the disaster that destroyed their community, the students and teachers of Paradise High worked to **motivate** each other. This response has inspired others.

MAKE KINDNESS A HABIT



EPISODE TWO / SEASON TWO HOUSTON KRAFT

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org





WHAT'S INSIDE?

- **Set the Hook**: This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "What gets in the way of my kindness?"
 - Self-Awareness: What are my personal barriers to kindness? Incompetence (Do I know how to be kind?) Insecurity (Am I afraid of being kind?) Inconvenience (Do I feel like being kind?)
- "Let's make kindness normal in this world."
 - Social Awareness: What is the purpose of kindness?
 It allows us to appreciate our classmates' unique qualities. It's a way for us to demonstrate respect for others.
- "Take ownership! You can work on the skills of kindness."
 - Relationship Skills: Practice kindness and build the skill of complimenting others.
 Develop the vocabulary and vulnerability needed to share compliments in ways that are meaningful, specific, and profound.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5-10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3-5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

What was the last kind thing that someone did for you?

As you pull notes from the box, ask the class, "How do you think that act of kindness impacted the reciever in that moment?" Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE TWO

HOUSTON KRAFT (FILM: 11 MINUTES, 46 SECONDS)

- Social / Emotional Learning Focus: "Take ownership of your kindness practice."
 - ▶ Social Awareness: The ability to demonstrate appreciation and respect for our classmates.
 - Relationship Skills: The ability to give a meaningful and specific compliment that will have a profound effect on the person who receives it.

TEAM TALK ACTIVITY

KINDNESS SOLDIERS (10–15 MIN)

- Materials Needed:
 - Fun, up-tempo music (optional)
- How It Works:
 - Arrange students into 2 parallel lines 5 feet apart, facing each other.
 - Students, the person all the way at the right end of your line will step out and face the opposing line of Kindness Soldiers.
 - The object of the game is for your teammate to make it all the way through the opposing line without smiling or laughing.
 - If they succeed, they'll move to the left end of your team's line. If they do smile or laugh, though, they'll move to the left end of the opposing team's line.
 - Kindness Soldiers, each time you are face to face with an opposing player, you are going to give a giant, silly, and sincere smile and try to make that person smile or laugh. You can't reach out and touch anyone, but you can use fun, kind, and silly words to go along with your big smiles.



TEAM TALK TIERED DISCUSSION QUESTIONS

SOCIAL AWARENESS: The ability to demonstrate appreciation and respect for our classmates. **RELATIONSHIP SKILLS:** The ability to give a meaningful and specific compliment that will have a profound effect on the person who receives it.

- Depth of Knowledge Level 1: Recall
 - What does it sound like when someone is being kind? What does it look like?
- Depth of Knowledge Level 2: Skill / Concept Application
 - In the video, Houston talks about making kindness a habit by practicing compliments. How can you apply what you heard in the video to your own kindness practice?
- Depth of Knowledge Level 3: Strategic Thinking
 - What facts would you select to support the need for a kindness practice in our school? Can you elaborate on why you chose those facts?
- Depth of Knowledge Level 4: Extended Thinking
 - ▶ Houston talked about the personal barriers to kindness being incompetence, insecurity, and inconvenience. Each word begins with the letter I, and he challenges us to take ownership over our kindness practice. Identify which of those three barriers is greatest for you, and then let's discuss how we could build a plan for improving our kindness in a specific and meaningful way.

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- **Barrier** (noun) A circumstance or obstacle that prevents progress or communication.
- **Compliment** (noun) A polite expression of praise, tribute, respect, or admiration.
- **Incompetence** (noun) A lack of skill or ability to do something successfully.
- **Inconvenience** (noun) A difficulty or barrier caused by one's personal comfort or requirements.
- **Insecurity** (noun) A fear or anxiety about oneself; a lack of confidence.
- **Kindness** (noun) The quality of being generous, respectful, and affectionate while demonstrating a genuine concern for the well-being of others.
- Practice (verb) To perform an activity or exercise repeatedly and consistently in order to improve or maintain a specific ability or skill.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	
	Houston Kraft	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Find a classmate who deserves your respect and consideration, but whom you don't normally interact with. Give them a genuine compliment that is meaningful and specific. After you make that person smile, snap a picture with your classmate and post it on Instagram using #BelieveInYouChallenge.
- How does giving someone else a compliment affect your mood in the moment? What do you notice about your mood for the rest of that day?
- How are compliments related to kindness?
- Answer the following question on the back of this page: If you could do one thing (anything) to improve the culture of kindness in our school, what would it be and why?



BARRIER

(noun)

A circumstance or obstacle that prevents progress or communication.

Fear is a **barrier** to my kindness practice. I'm afraid to give someone a compliment because I don't want to say the wrong thing.



COMPLIMENT

(noun)

A polite expression of praise, tribute, respect, or admiration.

Kesha gave me an amazing compliment about my class project, and it made my day so much better!



INCOMPETENCE

(noun)

A lack of skill or ability to do something successfully.

My brother and I never learned how to give someone a compliment, so I have an incompetence when it comes to saying nice things about people. I want to practice and improve.



INCONVENIENCE

(noun)

A difficulty or barrier caused by one's personal comfort or requirements.

Saying nice things about other people makes me feel uncomfortable and awkard and just seems like an inconvenience.



INSECURITY

(noun)

A fear or anxiety about oneself; a lack of confidence.

I have an **insecurity** when it comes to talking with people who are not my close friends, so I avoid conversations. I want to get over my fear.



KINDNESS

(noun)

The quality of being generous, respectful, and affectionate while demonstrating a genuine concern for the well-being of others.

Mr. Atlas always shows his students how much he cares about them. His class is filled with kindness.



PRACTICE

(verb)

To perform an activity or exercise repeatedly and consistently in order to improve or maintain a specific ability or skill.

I'm working on developing a growth mindset. I want to demonstrate kindness more often, and I'm willing to practice in order to improve.

ENTHUSIASM IS CONTAGIOUS



EPISODE THREE / SEASON TWO COLM DILLANE

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org



EPISODE THREESEASON 2 TEACHER NOTES Inside the Resources

WHAT'S INSIDE?

- **Set the Hook:** This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

"Enthusiasm is contagious."

Self-Awareness: Make the best out of every situation. Use it to grow and prosper.
Find the self-confidence to believe that anything is possible. Make every moment your moment — you're never too young or too old to start something.

"Inspiration in collaboration."

Relationship Skills: Elevate the people around you through social engagement.
Build relationships to help foster and motivate success for others.

"Make the best out every situation. Use it to grow and prosper."

Self-Management: Find the self-motivation to get started. The time is now.
Failure is not always a bad thing. Set big goals, try as hard as you can, and learn from failure as well as success. Trying hard is the new cool.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5-10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3-5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

What is one thing you can do to elevate the people around you?

As you pull notes from the box, ask the class, "Will this action help to elevate our entire school community?" Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE ONE

COLM DILLANE (FILM: 11 MINUTES, 14 SECONDS)

- Social / Emotional Learning Focus: "Take ownership of your kindness practice."
 - Self-Awareness: Make the best out of every situation. Use it to grow and prosper.
 - Relationship Skills: Build relationships to help foster and motivate success for others.
 - Self-Management: Find the self-motivation to get started. The time is now.

TEAM TALK ACTIVITY

CONTAGIOUS LAUGHTER (10-15 MIN)

- Materials Needed:
 - Fun, up-tempo music (optional)
- How It Works:
 - All students put their heads down on their desks and close their eyes. The teacher moves throughout the room and secretly taps a single student on the shoulder. This student is the "laugh-maker."
 - Students, when the music starts, stand up, walk throughout the classroom, mingle, and shake hands with your classmates. As you shake hands, you must look each person in the eye.
 - If the laugh-maker winks an eye at you, silently count to 10-Mississippi, and then break out into laughter. Keep laughing as the laugh-maker continues to "infect" more classmates.
 - After 3 people have been infected with laughter, the remaining students can begin guessing who the laugh-maker is. Continue to play until someone guesses, or until all but 1 person is infected. Then, choose a new laugh-maker and start again.



TEAM TALK TIERED DISCUSSION QUESTIONS

SELF-AWARENESS: Make the best out of every situation. Use it to grow and prosper.

RELATIONSHIP SKILLS: Build relationships to help foster and motivate success for others.

SELF-MANAGEMENT: Find the self-motivation to get started. The time is now.

- Depth of Knowledge Level 1: Recall
 - Can you describe how it feels to be motivated?
- Depth of Knowledge Level 2: Skill / Concept Application
 - How does your motivation affect your friends and family members?
- Depth of Knowledge Level 3: Strategic Thinking
 - How can you use your excitement and motivation to motivate others?
- Depth of Knowledge Level 4: Extended Thinking
 - Think back to a time when you tried something but failed. Looking at your experience, what lessons did you learn from your failure? How can you use those lessons to stay motivated? How can you use what you learned the next time you set a challenging goal?

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- **Collaborate** (*verb*) To work cooperatively with others to produce or create something.
- **Elevate** (*verb*) To lift something (or someone) to a higher level. To help someone improve.
- **Motivate** (verb) To inspire someone's interest and enthusiasm for doing something.
- **Prosper** (*verb*) To grow successful, strong, and healthy.
- **Self-Confidence** (noun) A feeling of trust in your abilities and decision-making skills.
- Social Engagement (noun) A person's involvement in a community or group of peers.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	4
	Colm Dillane	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Let's spread some enthusiasm! In the next two weeks, use your phone to capture the enthusiasm of a friend, teacher, or classmate. Get their permission, and then post it on Instagram using #BelieveInYouChallenge.
- How do you recognize enthusiasm? What does it look like? What does it sound like?
- How can you apply enthusiasm to your school work? How might that enthusiasm affect your performance on assignments?
- How is enthusiasm related to your ability to learn from failure?
- On the back of this page, create a list of enthusiastic and encouraging statements that you can refer to when a plan has failed and you (or a friend) need to try again.



COLLABORATE

(verb)

To work cooperatively with others to produce or create something.

Colm loves to collaborate with artists who bring enthusiasm and joy to a creative project.



ELEVATE

(verb)

To lift something (or someone) to a higher level. To help someone improve.

Kendra has been working to **elevate** her friends as they try to get their amazing creative project off the ground.



MOTIVATE

(verb)

To inspire someone's interest and enthusiasm for doing something.

Ms. Brown uses stories of successful students whom she's taught in the past to **motivate** her current students.



PROSPER

(verb)

To grow successful, strong, and healthy.

Our entire class will prosper if we collaborate with enthusiasm and encourage each other with positive language.



SELF-CONFIDENCE

(noun)

A feeling of trust in your abilities and decision-making skills.

Colm works with
self-confidence because
he knows that he can
learn and grow,
even if he fails.



SOCIAL ENGAGEMENT

(noun)

A person's involvement in a community or group of peers.

Every member of our class focuses on social engagement and how well they're contributing to a positive learning environment.

OVERCOMING ADVERSITY



EPISODE FOUR / SEASON TWO SAMANTHA PESZECK

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org



EPISODE FOURSEASON 2 TEACHER NOTES Inside the Resources

WHAT'S INSIDE?

- **Set the Hook:** This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "Overcoming adversity."
 - Self-Management: We will all face disappointments. Control your reaction to those disappointments. Focus on your goals and use your focus to stay disciplined and motivated.
- "Fight negative voices and change the narrative."
 - Self-Awareness: Identify your emotions, fight the negative voices, and maintain an accurate self-perception when a challenge arises. Create a positive narrative. Replace negative self-talk with mantras of positive thinking. Choose to bet on yourself.
- "When life knocks you down get up, stand strong, and fight for your dreams."
 - Responsible Decision-Making: When you face obstacles in life, it's important to make constructive choices that will help you build and grow. Analyze the obstacle, evaluate your options, and then focus on a positive solution. Getting stuck and paralyzed by fear and disappointment is not a responsible choice.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5–10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3–5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

Can you write 1 positive sentence or statement that you can say in order to remind yourself and others to get back up and keep trying when life knocks you down?

As you pull notes from the box, ask the class, "Is this statement a positive reminder that could be used to keep us on track toward our goals?" Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE FOUR

SAMANTHA PESZECK (FILM: 12 MINUTES, 40 SECONDS)

- Social / Emotional Learning Focus: "Overcome adversity."
 - Self-Management: Control your reaction to disappointments. Stay focused on your goals.
 - Self-Awareness: Fight negative voices and create a positive narrative.
 - Responsible Decision-Making: When life knocks you down, get up and fight for your dreams.

TEAM TALK ACTIVITY

FLIP THE NARRATIVE (10–15 MIN)

- Materials Needed:
 - Large plastic tarp. Use a black marker to write a series of common obstacles on one side (e.g., failure, disappointment, injury, self-doubt, etc.).
 - Several red markers.
- How It Works:
 - Take 5 minutes for students to use the red markers to write their goals on the blank side of the tarp. Then, flip the tarp and have each student stand on an obstacle.
 - The object of this activity is to flip the tarp so the students can stand on their goals. However, students cannot step off the tarp at any time.
 - Students, when the music starts, you and your classmates will work to flip the narrative on this situation. Work together to safely step off of the obstacles, flip the tarp, and step onto your goals.



TEAM TALK TIERED DISCUSSION QUESTIONS

SELF-MANAGEMENT: Control your reaction to disappointments. Stay focused on your goals.

SELF-AWARENESS: Fight negative voices and create a positive narrative.

RESPONSIBLE DECISION-MAKING: When life knocks you down, fight for your dreams.

- Depth of Knowledge Level 1: Recall
 - How can you recognize negative self-talk?
- Depth of Knowledge Level 2: Skill / Concept Application
 - Do you have certain times when you repeat a pattern of negative self-talk?
 - What words or statements could you use to replace the negative self-talk?
- Depth of Knowledge Level 3: Strategic Thinking
 - ▶ What are some ways that you could help others fight their own patterns of negative self-talk?
- Depth of Knowledge Level 4: Extended Thinking
 - Self-talk patterns are habits that can be hard to break without purposeful practice. Let's develop a proactive practice plan to help us replace negative self-talk patterns with positive ones. What would that plan look like?

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- **Behavior Pattern** (noun) A repetitive way of acting or reacting toward a given object or in a given situation.
- **Dream** (noun) An aspiration or goal that is deeply valued by an individual.
- Habit (noun) An automatic and repetitive behavior triggered by a specific situation.
- Narrative (noun) A representation of a situation, process, or event that reflects a person's experience or point of view.
- Practice (verb) To perform an activity or exercise repeatedly and consistently in order to improve or maintain a specific ability or skill.
- Self-Talk (noun) Thoughts and dialog a person has with themself, either aloud or silently.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name: Date:	SELF-TALK Workout Journal	
	Samantha Peszeck	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Social media can sometimes negatively influence our self-talk. Let's add some positivity into our Instagram feed. In the next two weeks, work with a friend to create a text image or meme that is positive and inspirational for those who see it. Then, post it on Instagram using #BelieveInYouChallenge.
- Think of an area, activity, or social setting in your life in which positive self-talk is a habit. What does your positive self-talk sound like?
- Think of an area of life in which negative self-talk is a habit. How can you apply what you know about the positive self-talk described above in this more difficult situation?
- How is positive self-talk related to your ability to overcome obstacles and setbacks?
- On the back of this page, write a very short story about you facing and overcoming a great challenge, using positive self-talk to fuel your success.



BEHAVIOR PATTERN

(noun)

A repetitive way of acting or reacting toward a given object or in a given situation.

Constance has developed a positive behavior pattern that she uses the night before taking a test. She goes for a short jog before she reviews her study guide, gets a good night's sleep, and then wakes up refreshed and focused.



DREAM

(noun)

An aspiration or goal that is deeply valued by an individual.

Josh's **dream** is to become a college basketball coach.



HABIT

(noun)

An automatic and repetitive behavior triggered by a specific situation.

Benji wanted to break the **habit** of biting his fingernails when he was nervous.



NARRATIVE

(noun)

A representation of a situation, process, or event that reflects a person's experience or point of view.

Mr. Hart created the narrative that his class was the hardest working, most respectful class on campus. His students responded to his expectations with effort and enthusiasm.



PRACTICE

(verb)

To perform an activity or exercise repeatedly and consistently in order to improve or maintain a specific ability or skill.

In order to be a world-champion gymnast, Samantha dedicated herself to **practicing** the skills and developing the fitness she would need to compete in the Olympic Games.



SELF-TALK

(noun)

Thoughts and dialog a person has with themself, either aloud or silently.

During the math final,
Cai kept her self-talk positive
and her attitude optimistic.
This way of thinking helped
her relax and focus on
doing her very best.

LEARNING FROM HISTORY



EPISODE FIVE / SEASON TWO NICK FERRONI

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



OPENPhysEd.org





WHAT'S INSIDE?

- **Set the Hook:** This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "People who aren't aware of history are like trees without roots."
 - Social Awareness: Look at every situation from more than one perspective. Show empathy and respect for others.
- "Great teachers teach from the heart."
 - Relationship Skills: Teachers have chosen their profession in order to help students. Seek help from your teachers when you need it, and remember to demonstrate daily gratitude.
- "When you give your all to something, you go through emotional journeys."
 - Self-Management: Be self-disciplined and motivated to push through the challenges that you'll face. Set goals, organize your work, and regulate your emotions in order to maintain your focus.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5–10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3-5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

Your teachers are dedicating their time and talent in order to help you succeed. What is 1 thing that you did in the past week that demonstrated a dedication to learning?

As you pull notes from the box, ask the class, "Does this action demonstrate dedication?"

Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE FIVE

NICK FERRONI (FILM: 10 MINUTES, 23 SECONDS)

- Social / Emotional Learning Focus: "Overcome adversity."
 - Social Awareness: Take a new perspective. Show empathy and respect for others.
 - Relationship Skills: Seek help from teachers when you need it, and demonstrate gratitude.
 - Self-Management: Be self-disciplined and motivated to push through challenges.

TEAM TALK ACTIVITY

GOAL-GETTERS (10-15 MIN)

- Materials Needed:
 - Along one side of the classroom, create 1 Goal Spot (floor mark) for every 3 students. Each spot represents a student's goal.
- How It Works:
 - Create groups of 3 students. Each group should include a "teacher," a "coach," and a "Goal-Getter." Groups stand in lines along 1 side of the classroom (opposite the Goal Spots). Assign each "Goal-Getter" a Goal Spot across the room (add obstacles as a challenge).
 - The object of this activity is for the "Goal-Getters" to march from a starting point to their Goal Spot. However, they can only march in a straight line. One at a time, coaches and teachers take turns tapping "Goal-Getters" on the shoulder, causing them to turn 90 degrees in the direction they are tapped (e.g., turn right when tapped on right shoulder).
 - Coaches and teachers cannot follow the "Goal-Getter." As soon as a tap is made, teacher or coach must return to the starting spot, high-5 their teammate, and take turns quickly walking to make another turning tap.
 - If a "Goal-Getter" is faced with an obstacle, do not crash. Instead, march in place until a teacher or coach comes to help. Switch roles when a "Goal-Getter" reaches their goal.



TEAM TALK TIERED DISCUSSION QUESTIONS

SOCIAL AWARENESS: Take a new perspective. Show empathy and respect for others. **RELATIONSHIP SKILLS:** Seek help when you need it, and demonstrate gratitude. **SELF-MANAGEMENT:** Be self-disciplined and motivated to push through challenges.

- Depth of Knowledge Level 1: Recall
 - How can you recognize when it's time to ask for help? (It's okay to use examples from your life to help you explain your ideas.)
- Depth of Knowledge Level 2: Skill / Concept Application
 - How does your personal motivation affect your willingness to ask for help?
- Depth of Knowledge Level 3: Strategic Thinking
 - In the Goal-Getters activity, students who faced an obstacle had to march in place until a teacher or coach came and tapped their shoulder. What is your interpretation of this game? How does it relate to your relationship skills and self-management?
- Depth of Knowledge Level 4: Extended Thinking
 - It's not easy to ask for help when you need it. Sometimes it takes courage to admit you need help. In order to make it easier to ask for help, think of a goal you are currently trying to reach. Create a list of people who could help you work toward that goal if you ever felt stuck.

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- **Empathy** (noun) The ability to understand and share the feelings of another.
- Gratitude (noun) Readiness to show appreciation for and to return kindness.
- **Motivation** (noun) The reason(s) a person has for behaving in a particular way.
- Perspective (noun) A particular way of regarding something. A point of view.
- **Self-Discipline** (noun) The ability to work toward a goal despite temptations to quit.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	
	Nick Ferroni	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Gratitude is an attitude. Find a teacher who helped you overcome an obstacle and then take 5 minutes to tell them "THANK YOU!" Quick, snap a selfie with that teacher and post it on Instagram using #BelievelnYouChallenge.
- What would you include on a list about self-discipline? What does it look like in your life?
- How would you summarize the importance of staying self-disciplined in your schoolwork?
- ▶ How is motivation related to self-discipline?
- Self-discipline is all about overcoming temptations to quit before you reach a goal. Think of one area of your life in which you have trouble staying self-disciplined. On the back of this page, create a list of possible temptations that you'll face with a self-discipline strategy next to each temptation.



EMPATHY

(noun)

The ability to understand and share the feelings of another.

Michael was able to feel empathy for Joel when Joel didn't make the soccer team because Michael had been cut during school musical auditions.



GRATITUDE

(noun)

Readiness to show appreciation for and to return kindness.

The class showed **gratitude** to Mr. Ferroni by surprising him with a giant cupcake on his birthday.



MOTIVATION

(noun)

The reason(s) a person has for behaving in a particular way.

Lizzy used her dream of becoming an engineer as her **motivation** for studying hard for every math and science test.



PERSPECTIVE

(noun)

A particular way of regarding something. A point of view.

Jameel's grandfather had an interesting perspective on Jameel's art assignment because he had once worked at the Zeugma Mosaic Museum in Turkey.



SELF-DISCIPLINE

(noun)

The ability to work toward a goal despite temptations to quit.

Sofia had to demonstrate incredible self-discipline while she studied for the social studies test as her brother played video games in the other room.

LIVE YOUR TRUTH



EPISODE SIX / SEASON TWO KEN NWADIKE JR

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org





WHAT'S INSIDE?

- **Set the Hook**: This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video**: Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "What is your truth and how are you living it?"
 - Self-Awareness: What are your talents? How are you sharing your talents with the world? Don't wait to take action. Make the world a better place today.
- "Keep moving forward. Take baby steps."
 - Self-Management: Obstacles don't have to be your finish line. Find your truth and then set goals for action and improvement. Don't live with excuses, live with motivation and intention.
- "I see you and I care about you."
 - Social Awareness: See others without judgment. Demonstrate empathy and respect. Embrace the chance to become a resource for support for your friends and family members.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5-10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3-5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

There are hundreds of ways that we can tell people that we see them and care about them.

Write 1 way that you could tell a classmate that you see them and you care about them.

As you pull notes from the box, ask the class, "Does this communicate the message that we're trying to send?" Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE SIX

KEN NWADIKE JR (FILM: 15 MINUTES, 42 SECONDS)

- Social / Emotional Learning Focus: "Live your truth."
 - Self-Awareness: What are your talents? Take action and make the world a better place today.
 - Self-Management: Don't live with excuses, live with motivation and intention.
 - Social Awareness: See others without judgment. Demonstrate empathy and respect.

TEAM TALK ACTIVITY

SILENT SPELLING BEE (10-15 MIN)

- Materials Needed:
 - None.
- ▶ How It Works:
 - Create groups of 4-6 students. Assign each group a different SEL vocabulary word.
 - This activity is called Silent Spelling Bee. In the same way that a hug can communicate important emotions without words, you and your team will communicate important vocabulary words to your classmates without speaking.
 - The object of this activity is for your team to pass the Silent Spelling Bee by working cooperatively, using your bodies to spell out your vocabulary word for the rest of the class.
 - Your team passes the Bee if someone from the class can correctly guess your word. Guesses are made after all letters are demonstrated.
 - Take a minute or two after each word to discuss its meaning and how it applies to the #BelievelnYouChallenge.



TEAM TALK TIERED DISCUSSION QUESTIONS

SELF-AWARENESS: What are your talents? Take action and make the world a better place today.

SELF-MANAGEMENT: Don't live with excuses, live with motivation and intention.

SOCIAL AWARENESS: See others without judgment. Demonstrate empathy and respect.

- Depth of Knowledge Level 1: Recall
 - Let's create a list of all of the talents that we have in this classroom. Does anyone have any hidden talents that they're willing to share?
- Depth of Knowledge Level 2: Skill / Concept Application
 - As we look at this list of talents, how can we apply them to make our classroom, school, and world a better place?
- Depth of Knowledge Level 3: Strategic Thinking
 - What is your interpretation of this quote from Ken Nwadike Jr's video episode: "What is your truth and how are you living in it?"
- Depth of Knowledge Level 4: Extended Thinking
 - Using our list of talents and the ideas we've discussed, let's analyze the potential positive consequences of "living our truth."

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- Action (noun) The process of doing something in order to achieve an objective.
- **Hug** (*verb*) To express affection by squeezing someone or something with your arms.
- **Intention** (noun) An aim, goal, or plan.
- **Motivation** (noun) The reason(s) a person has for behaving in a particular way.
- Talent (noun) A natural aptitude or skill.
- Truth (noun) A statement, thought, or ideal that can be proven with fact or reality.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	
	Ken Nwadike Jr	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Be intentional with your social media posts. Think, "will this image or posted statement build people up or tear people down?" Give that some serious thought and then snap a picture intentionally to build your classmates up. Then, post it on Instagram using #BelievelnYouChallenge.
- What does living with intention look like? What does it sound like?
- How might living with intention affect the way you interact with your friends and family? How might it affect the way you interact with people you don't know very well?
- How is motivation related to an intentional life?
- Do you know any people who live intentionally? On the back of this page, list and analyze the positive influences that this person has had on you and the people around you.



ACTION

(noun)

The process of doing something in order to achieve an objective.

Ken's **action** after the bombing of the Boston Marathon helped people heal and find strength when they needed it most.



HUG (verb)

To express affection by squeezing someone or something with your arms.

Ken wanted to **hug** each of the Boston Marathon runners in order to express how much their courage meant to him.



INTENTION

(noun)

An aim, goal, or plan.

When you live with intention, you wake up each day ready to take action toward your goals.



MOTIVATION

(noun)

The reason(s) a person has for behaving in a particular way.

Kevin has met inspiring people whose motivation comes from a desire to help students everywhere be the best that they can be.



TALENT

(noun)

A natural aptitude or skill.

Jessica's ability to sing is a **talent** that she appreciates and works hard to develop.



TRUTH

(noun)

A statement, thought, or ideal that can be proven with fact or reality.

Aarav knew that he loved to draw and paint, and so he lived his **truth** by working hard and getting accepted into art school.

CREATING YOURSELF



EPISODE SEVEN / SEASON TWO ELISE SWOPES

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org



EPISODE SEVENSEASON 2 TEACHER NOTES Inside the Resources

WHAT'S INSIDE?

- **Set the Hook:** This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

- "Create yourself."
 - Self-Awareness: Authenticity first. Bring your best self. Go be great. Learn what inspires you to be your best.
- "Always try to improve your life and your work. Stay true to yourself."
 - Self-Management: Work to be self-motivated through goal setting and doing what feels right. You can create yourself. Decide that no matter what happens, you will succeed.
- "Stay positive and be healthy mentally and physically."
 - Responsible Decision-Making: Take full responsibility for your life. That means you're free to change if something is not working. Replace negative habits with habits that will make you stronger, healthier, and the best version of you.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5–10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3–5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

Self-awareness is about recognizing how thoughts and emotions influence your behavior.

Elise Swopes practices daily affirmations. She reminds herself to *Go Be Great*.

Write an affirmation that anyone could use to encourage them to embrace their authenticity and *Go Be Great*.

As you pull notes from the box, ask the class, "Does this affirmation encourage you to Go Be Great?" Then, collect notes discussed and display on a poster or bulletin board.

S2: EPISODE SEVEN

ELISE SWOPES (FILM: 8 MINUTES, 50 SECONDS)

- Social / Emotional Learning Focus: "Create yourself."
 - Self-Awareness: Authenticity first. Bring your best self. Go be great. Learn what inspires you.
 - ▶ Self-Management: Be self-motivated. Create yourself. No matter what, you will succeed.
 - Responsible Decision-Making: Take full responsibility for your life. You're free to change.

TEAM TALK ACTIVITY

AUTHENTIC CREATION (10-15 MIN)

- Materials Needed:
 - 1 paint color sample card for every student. Each sample card must be different and contain only 1 color. If the color name is listed on the card, cut or cross it off so students cannot see the name.
- ▶ How It Works:
 - ▶ Each student has a color sample card as well as a piece of paper and a pencil or pen.
 - Students, have you ever been in a paint or hardware store and noticed all of the interesting names of different paint colors?
 - Today I handed you a random paint sample card. Look at it for a few minutes and then create a new name for this color. Here's the catch: The color must illustrate one of your authentic characteristics or connect directly to something that you authentically identify with.
 - For example, my color swatch is orange. I named this color Pepper Heat because I love to cook with hot sauce and hot peppers.
 - After you write down your color name, share your creation with a partner and explain why you created this authentic color name.



TEAM TALK TIERED DISCUSSION QUESTIONS

SELF-AWARENESS: Authenticity first. Bring your best self. Go be great. Learn what inspires you. **SELF-MANAGEMENT:** Be self-motivated. Create yourself. No matter what, you will succeed. **RESPONSIBLE DECISION-MAKING:** Take full responsibility for your life. You're free to change.

- Depth of Knowledge Level 1: Recall
 - Nauthentic" means "of undisputed origin." Something that is authentically you, is something that demonstrates your beliefs and dreams. What would you include on a list of things that are currently in your life that are authentically you? These things could be activities, examples of personal style, or things that you've created or helped to create.
- Depth of Knowledge Level 2: Skill / Concept Application
 - How do your beliefs and dreams affect your authentic style (e.g., clothes, music, art, etc.)?
- Depth of Knowledge Level 3: Strategic Thinking
 - Choose any subject in school. How could you adapt the concepts that you learn in that subject to make them authentically you?
- Depth of Knowledge Level 4: Extended Thinking
 - Can we identify areas in our lives that we don't feel are truly authentic to our beliefs and dreams? Can we create a plan for choosing how we interact and approach these areas in order to make them more closely aligned with our authentic selves?

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- **Authentic** (adjective) Of undisputed origin; genuine.
- Habit (noun) An automatic and repetitive behavior triggered by a specific situation.
- Inspire (verb) To give someone the feeling, urge, and / or ability to do or feel something, especially something creative.
- Motivation (noun) The reason(s) a person has for behaving in a particular way.
- **Responsibility** (noun) A specific duty to deal with something or someone. The state of being accountable for a job, role, or function.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	
	Elise Swopes	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Let's celebrate the authentic talents and passions of our friends and classmates. Get a group of friends together and attend a school event or performance that you wouldn't normally attend. Snap an inspiring photo of your classmates being authentically amazing. Then, ask their permission and post it on Instagram using #BelieveInYouChallenge.
- List 3 things that inspire you to be the best version of yourself.
- What do you notice about your attitude and motivation when you're feeling inspired?
- Is it possible to create habits that make feeling inspired more likely to happen on a regular basis? What would a habit like that look like?
- Let's make a plan for helping our classmates feel inspired and supported as they work toward their goals and dreams. On the back of this page, list 5 things any of us could do to support our classmates.



AUTHENTIC

(adjective)

Of undisputed origin; genuine.

Kevin's authentic passion for helping students was born from the challenges he has faced throughout his life.



HABIT

(noun)

An automatic and repetitive behavior triggered by a specific situation.

Elise's **habit** of daily affirmations has helped her stay positive and mentally healthy.



INSPIRE

(verb)

To give someone the feeling, urge, and / or ability to do or feel something, especially something creative.

Elise hopes that her work will inspire other young creatives to follow their dreams and work in their passion.



MOTIVATION

(noun)

The reason(s) a person has for behaving in a particular way.

There are friends and teachers in your school who can help you find the **motivation** you need to make positive changes and work toward better physical and mental health.



RESPONSIBILITY

(noun)

A specific duty to deal with something or someone. The state of being accountable for a job, role, or function.

It is every person's responsibility to find their passion and use their talents to make the world a better place.

STAY HUMBLE



EPISODE EIGHT / SEASON TWO VIN BAKER

LESSON PLAN AND ACTIVITY GUIDE

CREATED IN COLLABORATION WITH





— AND —

OPENPhysEd.org



EPISODE SEVENSEASON 2 TEACHER NOTES Inside the Resources

WHAT'S INSIDE?

- **Set the Hook:** This short activity introduces one of the episode's major concepts and is meant to stimulate students' thinking as they prepare to watch the video.
- **Episode Video:** Your class will join Kevin as he works with inspirational leaders from around the United States.
- Team Talk Activity: This class activity is an interactive way to illustrate the social and emotional learning competencies embedded in the video.
- Team Talk Tiered Discussion Questions: This set of questions is developmentally appropriate and based on Webb's Depth of Knowledge rigor framework. By asking students the questions in a sequence of tiered complexity, teachers can assess the level of complexity with which students understand the focus concept. Continue asking the questions until students can no longer generate correct answers.
- Self-Talk Workout Guide: This journaling exercise can be used as a class discussion prompt or as an individual journaling exercise. Students examine social and emotional learning vocabulary and write to demonstrate deep processing of each concept.

SOCIAL AND EMOTIONAL LEARNING COMPETENCY CONNECTION (REFERENCE: CASEL,ORG)

"Stay humble."

Self-Awareness: Self-confidence is important. However, we must be able to look at our strengths and limitations accurately in order to continue to improve with optimism.

The best thing you can do is ask for help."

• Relationship Skills: As you identify and evaluate challenges and setbacks, the ability to seek help will be the key to bouncing back and jumping ahead. Learn to communicate your need for help. Practice with small challenges so you're ready for the big challenges that will come.

"There's always a way to get back up."

Responsible Decision-Making: Staying humble and asking for help are important steps along the path to personal growth. The next step is making constructive choices about your personal behavior with a realistic evaluation of the consequences — both positive and negative.



SET THE HOOK

ANONYMOUS POST-IT JOURNAL (5–10 MINUTES)

Students, write answers to the "Post-It Question" on a post-it note. When you're done, place your note in a box at the front of the class. After 3–5 minutes, we will pull notes from the box and discuss as a class.

Post-It Question:

Relationship skills are based on trust and clear communication.

Let's watch a video with Vin Baker. As an NBA all-star, he fell into trouble, but he knew if he was able to find help, he could get back to being the person he was meant to be. If a friend were to come and ask for help, what are two things that you could do to be helpful?

Write those things on the sticky note.

As you pull notes from the box, ask the class, "Does this suggestion help build trust and encourage clear communication?" Then, collect notes to be discussed and display on a poster or bulletin board.

S2: EPISODE EIGHT

VIN BAKER (FILM: 11 MINUTES, 55 SECONDS)

- Social / Emotional Learning Focus: "Stay humble."
 - Self-Awareness: Look at strengths and limitations accurately, and continue to improve.
 - Relationship Skills: The ability to seek help is key to bouncing back and jumping ahead.
 - Responsible Decision-Making: Making constructive choices about personal behavior.

TEAM TALK ACTIVITY

BUILDING BRIDGES (10–15 MIN)

- Materials Needed:
 - 3-5 boxes of toothpicks.
 - 2-4 bags of mini-marshmallows.
 - 2-4 boxes of paper clips.
- How It Works:
 - Create 3-5 teams of students each team with a box of toothpicks and a pile of marshmallows. Each team is working at 2 desks spaced about 12 inches apart.
 - Students, the object of this activity is for your team to use the toothpicks and marshmallows to build a bridge from one desk to the other. You have 5 minutes to complete the activity.
 - Once the bridges are built, test their strength by placing paper clips (1 by 1) onto the bridges. Continue until the bridges collapse. Which bridge held the most paper clips?
 - Now, the bridge that held the most paper clips must be rebuilt in a way that will hold 2 even more clips. It's okay for the team working to ask anyone in the room for help.



TEAM TALK TIERED DISCUSSION QUESTIONS

SELF-AWARENESS: Look at strengths and limitations accurately, and continue to improve. **RELATIONSHIP SKILLS:** The ability to seek help is key to bouncing back and jumping ahead. **RESPONSIBLE DECISION-MAKING:** Making constructive choices about personal behavior.

- Depth of Knowledge Level 1: Recall
 - Asking for help is a constructive behavior. What would you include on a list of things that you might do right before you ask someone for help?
- Depth of Knowledge Level 2: Skill / Concept Application
 - How is staying humble related to asking for help?
- Depth of Knowledge Level 3: Strategic Thinking
 - Thinking about our Building Bridges activity, what facts or experiences would you use to describe the importance of clear communication when asking for help?
- Depth of Knowledge Level 4: Extended Thinking
 - Let's identify limitations that our class has (as a group) that may hurt our ability to clearly communicate with one another? Now, let's create a plan that outlines how we can help one another communicate more effectively.

SELF-TALK WORKOUT GUIDE

SOCIAL AND EMOTIONAL LEARNING ACADEMIC LANGUAGE

- Constructive Behavior (noun) An action that promotes development, advancement, and growth.
- **Help** (noun) Assistance or support with a task or trouble.
- **Humble** (adjective) Modest, respectful, and unpretentious.
- **Limitation** (noun) A restriction or weakness.
- **Seek** (*verb*) To search for something, someone, or someplace.
- **Strength** (noun) A good or beneficial quality of a person or thing.
 - > Print and copy the Self-Talk Workout Journal for students to complete in class or at home.
 - > Post the Academic Language Posters on your Believe In You SEL word wall.



Name:	SELF-TALK	
Date:	Workout Journal	X
	Vin Baker	

How we talk to ourselves matters. Self-talk impacts how we feel about ourselves, how we feel about what we can achieve, and even how the world views us. Using positive language in our self-talk can help build our self-esteem, confidence, and self-image. Focus on positive self-talk as you write on the journal page.

#BelieveInYouChallenge Instagram Action Item

- Let's celebrate the incredible people who have helped us overcome a personal challenge. Snap a photo with a teacher, coach, family member, or friend. Then, ask their permission and post it on Instagram with a few words of gratitude. Don't forget to tag it with #BelievelnYouChallenge.
- List 3 things that you can do to stay humble.
- How does staying humble affect your willingness and ability to ask for help?
- What is a constructive behavior that is related to asking for help? Give an example of what that behavior looks like in the life of a student.
- Let's make a plan for using positive and supportive language when a friend or family member asks us for help. On the back of this page, write 3 statements that you could use the next time someone asks you for help.



CONSTRUCTIVE BEHAVIOR

(noun)

An action that promotes development, advancement, and growth.

Vin Baker learned that asking for help is a constructive behavior that can help you reach your potential.



HELP (noun)

Assistance or support with a task or trouble.

It is important to know how to give and receive **help**.



HUMBLE

(adjective)

Modest, respectful, and unpretentious.

Working to serve others helped Vin Baker stay humble as he worked to overcome setbacks and reach his potential.



LIMITATION

(noun)

A restriction or weakness.

Kendra's writing skills were a limitation that was affecting her dream of becoming a teacher, so she asked Ms. Jackson for help and is working hard toward improving her skills.



SEEK (verb)

To search for something, someone, or someplace.

It is important to seek out people who can help you build toward your goals.



STRENGTH

(noun)

A good or beneficial quality of a person or thing.

Math was always a strength for Lizzy, and she enjoys helping others in her class who are having difficulty with their assignments.