**Wayne State University, C2 Pipeline**

**Social & Emotional Learning Activity Guide**

**2020-2021**

**What is Social & Emotional Learning?**

**According to CASEL, Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**



CASEL identified 5 core competencies that are embedded into successful SEL programs. These can be highlighted in a variety of settings, including Out-of-School Time.

**Self-Awareness:** The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

* Identifying emotions
* Accurate self-perception
* Recognizing strengths
* Self-confidence
* Self-efficacy

**Self-Management:** The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

* Impulse control
* Stress management
* Self-discipline
* Self-motivation
* Goal-setting
* Organizational skills

**Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

* Perspective-taking
* Empathy
* Appreciating diversity
* Respect for others

**Relationship Skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

* Communication
* Social engagement
* Relationship-building
* Teamwork

**Responsible Decision-Making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

* Identifying problems
* Analyzing situations
* Solving problems
* Evaluating
* Reflecting
* Ethical responsibility

**Why is SEL Important?**

**Additional Resources**

Additional resources for Social and Emotional Learning:

[CASEL](https://casel.org/)

[APERTURE EDUCATION](https://apertureed.com/)

[STARR COMMONWEALTH](https://starr.org/)

[FORUM FOR YOUTH INVESTMENT](https://forumfyi.org/)

[ACES – ADVERSE CHILDHOOD EXPERIENCES](https://www.cdc.gov/violenceprevention/acestudy/resources.html)

[MICHIGAN VIRUTAL](https://michiganvirtual.org/sel/)

[BRAIN POP](https://www.brainpop.com/health/)

[SANFORD PROGRAMS](https://sanfordprograms.org/)

[EDUTOPIA](https://www.edutopia.org/social-emotional-learning)

The following guide highlights different Social and Emotional Learning themes each month. Within each month, several thematic activities are provided. The activity lessons are either provided via a live link or instructions are included in the “Notes” section. These lessons are intended to be utilized during WSU C2 Pipeline afterschool **General Session**, site staff are still responsible for completing a Planning and Reflection Form for the General Session Activity.

These lessons vary in length, mode (virtual or in-person) and amount of collaboration. Please choose the activities that best fit your site’s needs and interests. You are to utilize a minimum of 12 provided activities each month. You may tailor the activities to accommodate your group

**Summer** activities will be geared towards staff professional development and social and emotional needs.

**How to Use this Guide**

SEL interventions that address CASEL’s five core competencies **increased students’ academic performance** by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed **improved classroom behavior**, an **increased ability to manage stress and depression**, and **better attitudes about themselves, others, and school**. SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.

|  |
| --- |
| **September*****Leadership & Team Building***  |
| **Activity Title** | **Links** | **Notes** |
| **Being a Team Leader** | <https://www.exploring.org/activity/being-a-team-leader/> | Activity 1 of 2 |
| **Being a Team Leader** | <https://www.exploring.org/activity/being-a-team-leader/> | Activity 2 of 2 |
| **Respect** | <https://www.exploring.org/activity/respect/> |  |
| **Overcoming Weakness** | <https://www.exploring.org/activity/overcoming-weaknesses/> | Activity 1 of 2 |
| **Overcoming Weakness** | <https://www.exploring.org/activity/overcoming-weaknesses/> | Activity 2 of 2 |
| **Leaders You Admire** | <https://teensciencecafe.org/resources/leadership-building-exercises-for-youth/> | Essentially this activity involves participants divided into groups and discussing leaders they know or know of and why they admire them. Groups come back together for a larger discussion and communication session at the end. An activity that helps define desirable leadership characteristics and improves team bonding. |
| **Plane Crash** | <https://teensciencecafe.org/resources/leadership-building-exercises-for-youth/> | Participants must pretend they are on a plane that has crashed on a desert island and choose a set amount of items from around the workplace that they think would be most useful to aid in their survival. Each item is ranked in its importance and the entire group has to come to a consensus. An excellent creative problem solving and collaboration activity. |
| **All Aboard** | <https://teensciencecafe.org/resources/leadership-building-exercises-for-youth/> | Participants are required to build a “boat” using pieces of wood, mats, or any other materials available, and then all must stand on the “boat” at once. As pieces of the “boat” are removed the team must endeavor to occupy the ever diminishing space as best they can. This activity helps to encourage communication, problem solving and critical thinking. |
| **Minefield** | <https://teensciencecafe.org/resources/leadership-building-exercises-for-youth/> | The participants are asked to blindfold one team member and then create a ‘minefield’ of obstacles to negotiate around or over. Using only specified communication techniques, for example only being able to use the words left, right, forward, and backwards, the other participants must guide the blindfolded person through the ‘minefield’. This activity can be set in an elaborate outdoors environment or simplified in a regular office space; it is great for enhancing communication skills and building trust. |
| **Decision Making Made Easy** | <https://www.exploring.org/activity/decision-making/> | Activity 1 of 2 |
| **Good Jobs for Me** | <https://www.exploring.org/activity/decision-making/> | Activity 2 of 2 following Decision Making Made Easy |
| **Role Play** | <https://www.exploring.org/activity/challenging-circumstances/> | TLW be able to explain the importance of being able to effectively respond to challenges experienced in the workplace |
| **Gaining Self Discipline** | <https://www.exploring.org/activity/self-discipline/> | Activity 1 of 2 |
| **Finding Motivation** | <https://www.exploring.org/activity/self-discipline/> | Activity 2 of 2 following Gaining Self Discipline |
| **Who Am I**  | <https://www.exploring.org/activity/self-awareness/> | Activity 1 of 2 |
| **Conflicts in Values** | <https://www.exploring.org/activity/self-awareness/> | Activity 2 of 2 following Conflicts in Values |
| **Mission Statement** | <https://www.exploring.org/activity/being-a-team-leader/> | Activity 1 of 2 |
| **Reflections on Leadership** | <https://www.exploring.org/activity/being-a-team-leader/> | Activity 2 of 2 following Mission Statement |

|  |
| --- |
| **October*****Under the Influence***  |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **Mindfulness**  | **20 min** | <https://www.youtube.com/watch?v=inpok4MKVLM><https://www.brainpop.com/health/backtoschool/mindfulness/worksheet/> | Students will learn the importance of meditation and mindfulness. The activity will begin with students learning about meditation, meditating and then doing a mindfulness activity |
| **Peer pressure**  | **60 min** | <https://www.brainpop.com/health/personalhealth/peerpressure/>  | Students will watch video on brainpop about peer pressure and complete the challenge. Then complete improv scenarios on peer pressure (can be found on canvas under improv) where they demonstrate both the right and wrong way to handle a situation. |
| **Write it down, rip it up and throw it away** | **20-60min** |  | Have students write down anything that is stressing, troubling/worrying them. They will then rip it up or ball it up and throw it in the trash. The facilitator can then ask students to share if they wish in a circle discussion. The facilitator will have to remove trash bag with throw away from program space to show students the troubles are removed from them. |
| **Growth or Not (peer pressure)** | **30-60min** |  | Students will share out about a time in which they were pressured to do something. Rather or not they were impacted and how they would handle the situation differently. Other students can chime in to give input. |
| **Who Dun It?** | **20-30min** |  | Students and staff will share (*write on piece of paper or share in private message with facilitator*) one- 1 unique, strange and / or unexpected fact about themselves. The facilitator would then share the individual facts one at a time, and the students and staff have to guess who this fact applies to.  |
| **Family Values**  | **30-60min** |  | Family values play a key role in the decision-making process, and as teens gain more freedom, sticking to those values will help keep them safe from high-risk behaviors. In this project, students create a list of the core values they believe their family instilled in them and write a mission statement for their family. |
| **Cyberbullying** | **1- 2 sessions** |  | 1. Ask students what cyberbullying is and if they feel impacted.
2. Who do you think should be held responsible for cyberbullying? What do you think the consequences should be?
3. This could be a debate, improv or roundtable discussion project.
 |
| **Move if You…**  | **15-20min** | <https://www.youtube.com/watch?v=4K5fbQ1-zps>  | Have all students line up against the wall and ask them a series of questions. Students will step forward or back depending on facilitator instructions. This will show the similarities and differences in students. |
| **Positive or Negative Peer Pressure** | **15-30min** |  | Facilitator puts examples of negative peer pressure scenarios and positive scenarios on a piece of paper, fold it and put it in a jar. Large post-it with Negative peer pressure on one side and positive peer pressure on other side. Students pick scenario out of jar and post on wall where they think it fits. |
| **Positivity Quotes** |  |  | Facilitator will post motivational quotes on sheets of paper around the program space. Students will work around room and read quotes and stand next to the one that resonates most with them. Students will share out why they chose the quote. |
| **PSA Challenge: Under the influence** | **1- 2 sessions** |  | Students will be separated into groups and they will have to agree on a type of peer pressure they feel impacts youth. They will then have to create and record a PSA for younger students warning them of the dangers of negative peer pressure. |
| **Journaling**  | **5-20min** |  | Students will write in journals and respond to the following prompt: If you could change any decision you’ve made in your life, which would you reconsider? (Sharing out is optional) |
| **Journaling**  | **5-10min** |  | Journal Prompt: Who is the best role model you have ever met? Why? |
| **Character Building: Compliments Edition** |  |  | Facilitator will put all present student names in a hat. Students will remove name and share what they like most about the person whose name they pulled. |
| **TED TALK: Getting Comfortable with being uncomfortable** |  |  | Watch ted talk: <https://www.youtube.com/watch?v=QijH4UAqGD8>Have students discuss thoughts of video. |
| **Celebrity Influence** | **15 min** |  | **Icebreaker:** ASk students to share their favorite celebrities. Why is this person your favorite? Do you think they positively or negatively influence their fans? |
| **Journaling** |  |  | **Journal Prompt:** Of all your life’s accomplishments so far, which one are you most proud of? \*Share out is optional\* |
| **Paying it Forward** | **1 hour** |  | Ask students to take time and think about the most useful thing they have ever learned. Have students think of a creative way to teach this to someone younger (skit, drawing, psa, song, etc). |
| **Pass the Ball** | **20 min** |  | Have students answer the question: Of all the words people use to describe you, which one do you like the most?Once they answer the question they toss to someone else in the room to answer the question |
| **Journaling**  | **10-20min** |  | **Journal Prompt:** What would you do if you knew you could not fail? |

|  |
| --- |
| **November*****Gratitude*** |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **What is Gratitude?** | **30-45min** | <https://heartmindonline.org/resources/lesson-plan-what-is-gratitude> |  |
| **Discover My Great-Full Self** | **45-60min** | <https://ggsc.berkeley.edu/images/uploads/GGSC_Gratitude_Curriculum_MS_HS.pdf> |  |
| **See the Good Challenge** | **45-60min** | <https://ggsc.berkeley.edu/images/uploads/GGSC_Gratitude_Curriculum_MS_HS.pdf> |  |
| **Seeing the Good in Others** | **45-60min** | <https://ggsc.berkeley.edu/images/uploads/GGSC_Gratitude_Curriculum_MS_HS.pdf> |  |
| **Go Out and Fill Buckets** | **30 min** | <https://ggsc.berkeley.edu/images/uploads/GGSC_Gratitude_Curriculum_MS_HS.pdf>  | Supplies needed - 1 jar/container per student. Paper/pens. Ribbon & Stickers (to decorate jar). |
| **Thank You For Believing in Me** | **45-60min** | <https://ggsc.berkeley.edu/images/uploads/GGSC_Gratitude_Curriculum_MS_HS.pdf> |  |
| **Gratitude Rocks** | **30 min** |  |  |
| **C2 Gratitude Tree** | **30-45min** |  | Construct a Tree Using Cardboard and Paper/Paint. Roots = Personal Strengths, Trunk = People Who Shaped/Impacted You,Leaves = Things You are grateful for |
| **Personal Strengths** | **45-30min** | <https://www.exploring.org/wp-content/uploads/2016/05/6445-102939-Personal-Strengths-Activity_final-1.pdf> |  |
| **C2 Friendsgiving Prep** | **60 min** | <https://www.cbc.ca/parents/play/view/give-thanks-with-these-printable-thankful-placemats> | Thankful PlacematsThankful BucketsGratitide TreeGratitude Rock Display |
| **C2 Friendsgiving** | **60 min** |  |  |
| **Thanksgiving Quiz** | **20 min** | <https://www.factmonster.com/take-quiz/thanksgiving1> |  |
| **Black Friday - Financial Responsibility** | **2 sessions** | <https://www.scribd.com/doc/42670959/Black-Friday-Lesson> |  |
| **Pat on the Back** | **30-45min** |  | Students trace their hand and place it on their back. Other peers will take a small piece of paper and write what they like/why they appreciate that person and secure it to the hand with tape |
| **Gratitude Journal** |  |  | Have students keep their own gratitude journal. Challenge them to write down three things that they are grateful for each day. You can do this as an icebreaker. If you want to make it a little more challenging, ask them why they are grateful. Allow students to share their thoughts. |

|  |
| --- |
| **December*****Gift of Giving***  |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **Random Acts of Kindness Calendar** | **30 min** |  | As a group or individually, schedule something nice to do for others each program day until break. |
| **Make Blankets for Homeless** | **2-3 sessions** | <https://www.youtube.com/watch?v=hTL6bEz8y5c> | Talk about causes, effects of homelessness in our community. Make blankets. |
| **Make Mats for Homeless** | **2-3 sessions** | <https://www.youtube.com/watch?v=5JNe-hce0sY> | Talk about causes, effects of homelessness in our community. Make Mats. |
| **Make Pillowcase Dresses** | **2-3 sessions** | <https://www.youtube.com/watch?v=HE0a_12V7dA> | Pillowcase dresses for disadvantaged  |
| **Map Your Heartbreak - Change the World** | **30 min** | <https://www.learningtogive.org/resources/map-your-heartbreak-change-world> |  |
| **Identifying themes in Spiderman and Seven Motivations for Giving** | **30 min** | <https://www.learningtogive.org/units/superheroes-philanthropists/identifying-themes-spider-man-and-seven-motivations-giving> |  |
| **Preparation and Presentation of Superhero Philanthropist** | **30 min** | <https://www.learningtogive.org/units/superheroes-philanthropists/preparation-and-presentation-superhero-philanthropists> |  |
| **Superhero Roles and our Culture and How Americans View Philanthropy** | **45-60min** | <https://www.learningtogive.org/units/superheroes-philanthropists/discussion-superheroes-roles-our-culture-and-how-americans-view> |  |
| **Philanthropy Webrequest - Aunt Tilly’s Gift** | **45 min** | <https://www.learningtogive.org/resources/philanthropy-webquest-aunt-tillys-gift> |  |
| **Your Place in the Community** | **45 min** | <https://www.learningtogive.org/units/your-place-community> | 4 part lesson plan |
| **American Philanthropists** | **45 min** | <https://www.learningtogive.org/units/student-voluntarism-symposium/american-philanthropists#lesson-handouts> |  |
| **Heroism in Literature** | **45 min** | <https://www.learningtogive.org/units/heroism-literature> | 4 part lesson plan.  |
| **Empathy Bingo** | **30 min** | <http://thetransformer.us/08-3.pdf> | Page 15-16 |
| **Amazing Empathy Race** | **30-45min** | <https://www.oakland.edu/Assets/Oakland/galileo/files-and-documents/Empathy%20in%20Your%20Classroom%20Teachers%20Guild.pdf> | Page 3 |
| **Sculpting Stories** | **45 min** | <https://www.oakland.edu/Assets/Oakland/galileo/files-and-documents/Empathy%20in%20Your%20Classroom%20Teachers%20Guild.pdf> | Page 4 |
| **Walk the Line** | **30 min** | <https://www.oakland.edu/Assets/Oakland/galileo/files-and-documents/Empathy%20in%20Your%20Classroom%20Teachers%20Guild.pdf> | Page 9 |
| **5-Minute Film Festival: 10 Videos About Generosity and Giving Back** | **45-60min** | <https://www.edutopia.org/blog/film-festival-generosity-lesson-ideas> |  |
| **Helping Hands** | **30 min** |  | Students tell you about good deeds they have done and you write or help them record the deed onto a cardboard hand which they then cut out and add to a collage of brightly colored hands. |
| **Bouncing Ball Budget** | **20-30min** | <https://files.consumerfinance.gov/f/documents/cfpb_building_block_activities_bouncing-ball-budgets_guide.pdf> |  |
| **What’s important to You?** |  | <https://www.exploring.org/activity/setting-priorities-whats-important-to-you/> | Give time and space to yourself! |

|  |
| --- |
| **January** ***Second Chances*** |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **Dealing With Difficult Co-Workers** | **30 min** | <https://www.exploring.org/activity/dealing-difficult-co-workers/> | Activity 1 |
| **Dealing With Difficult Co-Workers** | **30 min** | <https://www.exploring.org/activity/dealing-difficult-co-workers/> | Activity 2 |
| **Can Procrastination Be a**  | **25 min** | [https://www.pbs.org/vi](https://www.pbs.org/video/can-procrastination-be-a-good-thing-kwbfvy/) | PBS 5 minute video class discussion |
| **Self Discipline** | **40 min** | <https://www.exploring.org/activity/self-discipline/> | Part 1 |
| **Self Discipline** | **25 min** | <https://www.exploring.org/activity/self-discipline/> | Part 2 |
| **Self Control** | **60 min** | <https://www.exploring.org/activity/self-control/> |  |
| **Overcoming Weakness****Weakness to Strength** | **30 min** | <https://www.exploring.org/activity/overcoming-weaknesses/> | Part 1 |
| **Overcoming Weakness****Analyzing My Weaknesses** | **30 min** | <https://www.exploring.org/activity/overcoming-weaknesses/> | Part 2 |
| **Interest and Aptitudes****Zeroing in on My Interest** | **30-45min** | <https://www.exploring.org/activity/interests-and-aptitudes/> | Part 1 |
| **Interest and Aptitudes****Zeroing in on My Aptitude** | **30-45min** | <https://www.exploring.org/activity/interests-and-aptitudes/> | Part 2 |
| **Communication****Express Yourself** | **30 min** | <https://www.exploring.org/activity/express-yourself/> |  |
| **Learning Styles****Auditory** | **60 min** | <https://www.exploring.org/activity/learning-styles-auditory/> | Part 1 |
| **Learning Styles****Tactile** | **60 min**  | <https://www.exploring.org/activity/learning-styles-tactile/> | Part 2 |
| **Learning Styles****Visual** | **60 min** | <https://www.exploring.org/activity/learning-styles-visual/> | Part 3 |
| **Twenty Questions****Icebreaker** | **30 min** | <https://www.exploring.org/activity/twenty-questions/> |  |
| **Character****Perseverence 1** | **45 min** | <https://www.exploring.org/activity/perseverance-part-1/> | Part 1 |
| **Character****Perseverence 2** | **45 min** | <https://www.exploring.org/activity/perseverance-part-2/> | Part 2 |

|  |
| --- |
| **February*****Healthy Heart*** |
| **Activity Title** | **Time** | **Link** | **Notes** |
| **Self Awareness****Who Am I?** | **30 min** | <https://www.exploring.org/activity/self-awareness/> | Part 1 |
| **Self Awareness****Conflicts in Values** | **30 min** | <https://www.exploring.org/activity/self-awareness/> | Part 2 |
| **Positive Self Concept****Courage /essay reading** | **60 min** | <https://www.exploring.org/activity/courage-part-1/> | Part 1 |
| **Positive Self Concept****Courage/ overcoming fear** | **60 min** | <https://www.exploring.org/activity/courage-part-2/> | Part 2 |
| **Communication****Express Yourself****Introduction** | **45 min** | <https://www.exploring.org/activity/express-yourself/> |  |
| **Build Heart /Community** | **60 min** | <https://www.dia.org/education/resources/dia-home-family-art-project-neighborhood-collage> | Part 1Should be done in two sessions to allow creativity and sharing out.  |
| **Build Heart /Community** | **60 min** | <https://www.dia.org/education/resources/dia-home-family-art-project-neighborhood-collage> | Part 2 |
| **Build Heart/Community**  | **30 min** | <https://www.espn.com/nfl/story/_/id/24996279/story-former-nfl-player-spencer-paysinger-tv-show-all-american-2018> | Video and class discussion |
| **Build Heart/ Community** **Student homelessness** | **30 min** | <https://dptv.pbslearningmedia.org/resource/homeless-students-kqed/how-widespread-is-student-homelessness-above-the-noise/> | Video and class discussion |

|  |
| --- |
| **March*****Mental Wellness*** |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **Dealing with depression** | **20 min** | <https://www.brainpop.com/health/mentalhealth/depression/>  |  |
| **Name that Emotion** | **25 min** |  | Students will name the emotion that is negatively affecting their life. Students then describe how that emotion feels to them and what they are doing or what they think they can do to alleviate that negative emotion. |
| **Starting Positive** | **20 min** |  | Have each student tape a piece of paper to their back and then students walk around writing positive qualities about each other on their back. |
| **Make Fast Friends** | **40 min** | <https://www.cfchildren.org/blog/2019/01/class-challenge-make-fast-friends/> | Students sit in rows across from each other. Designate one row to listen first and one row to talk first. Students have 30 seconds to describe themselves in any way they please while the person opposite of them listens. After both sides have gone have one side move to their right to switch partners. |
| **The Gift of You** | **40 min** | <https://www.cfchildren.org/blog/2018/12/mindfulness-activity-gift-of-you/> | Group mindfulness activity which promotes self confidence and peace of mind. |
| **The Raisin Exercise** | **60 min** |  | In this exercise, the facilitator provides participants with a few raisins and asks that they pretend they have never seen a raisin before. The facilitator then asks them to pay careful attention to:* The way the raisin looks;
* How it feels;
* How their skin responds to its manipulation;
* Its smell;
* Its taste.

Focusing on the single object of the raisin is meant to bring the participant’s mind to the present, to what is right in front of them. We may be used to raisins, and not used to taking time to actually *notice* them. |
| **Toss the Bad Thoughts** | **15 min** |  | Students write down negative thoughts that have been bothering them on a piece of paper and take turns destroying that paper and throwing it away while giving positive thoughts to combat whats bothering them. |
| **Celebrity Selfie** | **30 min** | <https://classroommentalhealth.org/exercises/view/?eid=806> | Search online for the story of a well known person who shared their experience with mental illness and write a one paragraph summary of their story. Read the paragraph to the class and lead a discussion about it.  |
| **The Worry Tree** | **35 min** | <https://www.getselfhelp.co.uk/worrytree.htm> | Students draw a tree with room to fill in words inside. At the top of the tree student writes down whats worrying them. Students them begin to break down the worry like a flow chart.  |
| **Coping Skills Inventory** | **30 min** | <https://classroommentalhealth.org/exercises/view/?eid=805> | Students make a lost of coping skills that they know. Teacher jots some down on the board. In a class discussion students identify which ones are healthy and which can be viewed as unhealthy or can lead to unhealthy habits.  |
| **The Reset Button** | **30 min** |  <https://classroommentalhealth.org/exercises/view/?eid=802> | At a random point stop class and announce that we are going to hit the reset button. Try to use an illustration or another type of prop as a reset button. Ask students to think about something that is bothering them. They do not have to share and have them rate it on a scale of 1 to 10 with ten being totally freaked out. Engage students in a mini relaxation exercise. |
| **Breaking Down the Situation** | **45 min** | <https://classroommentalhealth.org/exercises/view/?eid=799> | Begin by clarifying with students the difference between thoughts, feelings and behaviors. Ask students to think about situations that happened to them recently in which they felt sad, stressed, anxious etc. Have students reflect on the situation and talk about their thoughts, feelings and behaviors.  |
| **Fast Forward** | **30 min** | <https://classroommentalhealth.org/exercises/view/?eid=809> | Students picture that its the last day of the school year. Ask yourself how will I feel on this day. Ask yourself how are things different from today. Make a list of these you would like to be different on that day and start listing goals that can lead you to the positive change you want to see. |
| **Get Active** | **30 min** | <https://classroommentalhealth.org/exercises/view/?eid=800> | Review with students the cycle in which activity can worsen your mood. Ask students to think about activities they like to do that are active. Check students list and cross out any that are inappropriate. Students can then pick 1-2 activities to focus on during the next upcoming week.  |

|  |
| --- |
| **April*****Service and Citizenship***  |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **Plant Flowers** | **60 min** |  | As many sessions as you need |
| **Bake Sale** | **60 min** |  | Raise Money for Charity |
| **Birthday Cards for Retirement Home** | **60 min** |  | As many sessions as you need |
| **Clean Up Day** | **60 min** |  | As many sessions as you need |
| **Red Cross Donation Drive** | **60 min** |  | As many sessions as you need |
| **Car Wash for Charity** | **60 min** |  | As many sessions as you need |
| **Donation Drive/Clothes/Food/Books/etc.** | **60 min** |  | As many sessions as you need |
| **Making Dog/Cat Toys/Treats for Animal Shelter** | **60 min** | <https://www.doinggoodtogether.org/bhf/create-pet-toys> | As many sessions as you need/Field Trip |
| **Knit Baby Blankets for Hospital/Homeless Shelter** | **60 min** | <https://blog.nobleknits.com/blog/easy-knit-baby-blankets> | As many sessions as you need/Field Trip |
| **Play Games at Nursing Home** | **60 min** |  | Field Trip |
| **Plant Trees for Arbor Day** | **60 min** |  | As many sessions as you need |
| **Make Bird Feeders** | **60 min** | <https://happyhooligans.ca/32-homemade-bird-feeders/> | As many sessions as you need |
| **Making Care Kits to Donate** | **60 min** |  | Shampoo/toothbrush/comb/etc. |
| **Clip Coupons to Donate to Food Bank** | **60 min** |  | As many sessions as you need/Field Trip |
| **Create PSA Video against drugs/alcohol use** | **60 min** |  | As many sessions as you need |
| **Make First Aid Kits for Homeless Shelter** | **60 min** |  | As many sessions as you need |
| **Build Flower Boxes for Habitat for Humanity** | **60 min** | <https://www.habitat.org/stories/how-video-diy-unique-flower-planter-habitat-restore-materials> | As many sessions as you need |
| **School Clean Up/Organization** | **60 min** |  | As many sessions as you need |
| **Make C2 Pipeline Signs** | **60 min** |  | As many sessions as you need |
| **Deep Clean Classroom** | **60 min** |  | As many sessions as you need |

|  |
| --- |
| **May*****Self-Efficacy*** |
| **Activity Title** | **Time** | **Links** | **Notes** |
| **Setting SMART Goals** | **60 min** | <https://www.exploring.org/activity/setting-smart-goals-activity/> |  |
| **Brain Pop** | **60 min** | <https://www.brainpop.com/health/settinggoals/settinggoals/> |  |
| **Time Management** | **60 min** | <https://www.exploring.org/activity/time-management/> |  |
| **Time Tips** | **60 min** | <https://www.exploring.org/activity/time-tips/> |  |
| **Time Takers** | **60 min** | <https://www.exploring.org/activity/time-takers/> |  |
| **Setting Priorities: What is Important to You?** | **60** | <https://www.exploring.org/activity/setting-priorities-whats-important-to-you/> |  |
| **Self-Discipline** | **60** | <https://www.exploring.org/activity/self-discipline/> |  |
| **Self-Control** | **60** | <https://www.exploring.org/activity/self-control/> |  |
| **I Am** | **60** | <https://teach.com/blog/6-self-esteem-building-activities-for-middle-school-students/> |  |
| **We Are** | **60** | <https://teach.com/blog/6-self-esteem-building-activities-for-middle-school-students/> |  |
| **Listening Traits** | **60** | <https://teach.com/blog/6-self-esteem-building-activities-for-middle-school-students/> |  |
| **Flip** | **60** | <https://teach.com/blog/6-self-esteem-building-activities-for-middle-school-students/> |  |
| **The Interview** | **60** | <https://teach.com/blog/6-self-esteem-building-activities-for-middle-school-students/> |  |
| **A Letter to Yourself** | **60** | <https://teach.com/blog/6-self-esteem-building-activities-for-middle-school-students/> |  |
| **Psychology Body Map** | **60** | <https://drive.google.com/drive/folders/1ugYKNbDkgiou6hqb-d83xkHC98S8MA0w> |  |
| **Good News Share Out** | **60** |  | Students share out their accomplishments |
| **Reflection** | **60** |  | Think about where you were last year compared to today social emotionally/ academically/etc. using journal entries. Share with a small group. |
| **Positive Rephrasing Activity** | **60** | <https://www.goguardian.com/resources/counselors/self-esteem-in-elementary-middle-and-high-school-students/> |  |
| **What's the Worst and Best that Could Happen?” Activity** | **60** | <https://www.goguardian.com/resources/counselors/self-esteem-in-elementary-middle-and-high-school-students/> |  |
| **Three Things Others Like About You** | **60** | <https://www.goguardian.com/resources/counselors/self-esteem-in-elementary-middle-and-high-school-students/> |  |