

50

Social Emotional Learning Lessons



Vol. II



DAVID PARIS

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50 Social Emotional Learning Lessons. Vol. II

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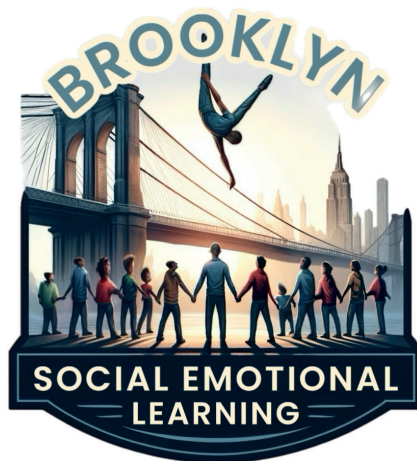
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5 STEPS FOR SOCIAL EMOTIONAL MASTERY

- Step 1.** Read this book!
- Step 2.** Supplement this book with the SELAcademy and more at *BrooklynSEL.com*.
- Step 3.** Schedule a free 15 minute consultation by emailing me at *info@BrooklynSEL.com*.
- Step 4.** Join the BrooklynSEL Facebook group.
- Step 5.** Bring BrooklynSEL to your school! We do in-person and virtual professional development for teachers, lead tier I restorative practices and offer an SEL show for kids with acrobats from America's Got Talent finalists.

For more information, go to
BrooklynSEL.com



INTRODUCTION

50 Social Emotional Learning Lessons, Volume 2, is a standards-based curriculum that covers new SEL terrain.

- The first unit builds community, self-awareness, and belonging through exploring identity.
- The second unit provides a foundation for a culturally responsive classroom.
- The third unit is a personal storytelling extravaganza inspired by The Moth.
- The fourth unit nurtures self-awareness through an exploration of the “Feelings, Thoughts, and Action” triangle.
- The fifth unit reclaims curiosity as an essential component of mindful exploration and engagement with the world.
- The sixth unit studies the decision-making process.
- The seventh unit is a detailed approach to practicing teamwork, social awareness, and relationship skills.
- The eighth unit is a comprehensive toolkit for resolving conflict, improving communication, and re-establishing connection between students.
- The ninth unit introduces interactive options for studying with other students.
- The tenth unit concludes with appreciation, wisdom, and commemoration.

These units are a blueprint to achieve all five SEL standards. Students will be able to identify and manage their inner experience, build positive social relationships, and become responsible members of their community. Thank you for leading this crucial work. The SEL journey is a special adventure that will transform your classroom experience immediately and will impact your students for a lifetime.



UNIT 1: Identity

- ▶ Considers who one is and how we are connected
- ▶ Explores wanted and unwanted identifications
- ▶ Evaluates personality traits and their relationship to identity
- ▶ Contemplates future identities



LESSON 1: Me and My Life

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Introduces identity
<i>Similarities and Differences</i>	Uses metaphors to describe ourselves
<i>Life Maps</i>	Creates a timeline of important life experiences

SEL Standards:

Self-Awareness

SEL Objectives:

Self-Perception/Understanding Past Experiences

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, “What is one word that partially describes who you are?”
(It can be a small or large part of who you are)

ACTIVITY 2: Similarities and Differences

Time:

15 mins

Preparation:

1. Choose 25 miscellaneous items that have no points or sharp edges on them.

Instructions:

2. Divide the items into five different bags.
3. Divide the class into five groups.
4. Give one bag to each group.
5. Ask one student at a time to take out an item and explain to their group how the item is either similar to or different from themselves.
6. Invite students to find responses that are not obvious. For example, if a student chooses a patch, saying, “A patch is inanimate and I am alive,” is too obvious. A deeper answer might be, “A patch solves problems, just like I do.”

Variations:

- Allow other students to offer suggestions.
- Have students take out all of the items from the bag and choose the item that is either similar or different from themselves.
- When each group is finished, rotate the bags clockwise and repeat.

Reflections:

- In what creative ways were you able to describe yourself?
- What did you learn about your classmates?

ACTIVITY 3: Life Maps

Time:

25 mins

Instructions:

1. Ask, “What is the purpose of a map?”
2. Ask, “If you were to create a life map, what would it look like?”
3. Share with students seven important events in your life and make a timeline showing when the events happened. Share how these events have influenced your identity.

4. Ask students to turn and talk with each other about some important events in their lives, when they happened, and how the events may have influenced their lives.
5. Tell students to draw and decorate a map of these life events.
6. After 15 minutes, have each student write their name at the top of a blank sheet of paper and place it next to their life map. Then tell the students to do a gallery walk and write questions for each student on the blank paper next to each life map.
7. After the gallery walk, ask students to share a question that was asked of them and their answer.

Reflections:

- What interested you about your classmates' life maps?
- What are some similarities you share, and some differences?
- What themes did you notice?

Homework:

Notice how random items reflect or don't reflect who you are.



LESSON 2: What You See and What You Don't

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Encourages perspective-taking
<i>Icebergs</i>	Considers our inner and outer personas
<i>Who I Am and Who I Am Not</i>	Claims identities and refutes incorrect labels

SEL Standards: Self-Awareness

SEL Objectives: Self-Perception

ACTIVITY 1: Opening Questions

Time: 5 mins

- Instructions:
1. Ask, "What do people see when they see you?"
 2. Ask, "What don't people see when they see you?"

ACTIVITY 2: Icebergs

Time: 20 mins

Instructions:

1. Draw the outline of an iceberg in water and explain how much of the iceberg cannot be seen on the surface.
2. On the part of the iceberg above water, share with students how people see you on the outside.
3. On the part of the iceberg under the water, share the part of you that people don't get to see.
4. Give a blank sheet of paper to each student and have them create their own iceberg.
5. After 10 mins, do a gallery walk.

Reflections:

- Why do people only show parts of themselves?
- How do you show different parts of yourself in different situations?

ACTIVITY 3: Who I Am and Who I Am Not

Time:

20 mins

Instructions:

1. Share with students a story about how you identify and why your identities are significant to you.
2. Ask, "What does the word *identity* mean to you?"
3. Ask, "Is it important for you? Why or why not?"
4. Say, "Let's use the following definition for identity: 'Identity is a sense of self in connection to a group.'"
5. Ask, "What are some examples of identities?"
6. List the identities on chart paper. Add unconventional identities to the list.

For example:

- a. Gamer
- b. Pizza-eater
- c. Skater

7. Say, “Turn and talk to share some identities you each connect with.”
8. Share with students some assumptions people have about you that are not accurate.
9. Ask, “What are some assumptions people make about you that are not accurate?”
10. Make a two-column table with the headers, “Who I Am” and “Who I Am Not.”
11. Model filling out the chart with your own responses.
12. Give students 10 minutes to create their own charts.
13. When students are done, have them do a gallery walk.

Teacher Note:

- If students struggle with connecting to a particular identity, ask them to share what is often on their mind. Then, have the students consider what other people think the same way. Those other people could be a group they can identify with.

Reflection:

- How did your responses compare to those of your classmates?

Homework:

Notice how often people do or don't see you as you see yourself.



LESSON 3: Our Personality

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Considers personality
<i>Personality Test</i>	Initiates self-reflection

SEL Standards:

Self-Awareness

SEL Objectives:

Self-Perception

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, “How would you describe your personality?”

ACTIVITY 2: Personality Test

Time:

40 mins

Supplies:

- Online access to the 16 Personalities Test

Instructions:

1. Ask, “What traits define our personality?”

2. Say, “Today we are going to be taking a personality test called the *16 Personalities Test*. This test is based on the MBTI, created by Myers and Briggs, who believed that all people can be generally categorized into 16 personality types.”
3. Have students review the different personalities:
<https://16personalities.com/personality-types>
4. Students turn and talk to discuss, “Which personality type(s) do you particularly resonate with and which don’t you resonate with?”
5. Have students take the test.
6. Have students turn and talk and answer the following questions:
 - a. How accurate were the results?
 - b. What are your strengths and weaknesses?
 - c. How might your personality test results explain your past actions?
 - d. How might your personality test help you think about future actions?
7. Ask students to share their results and reflections with the class.

Reflections:

- Did your test results reaffirm something you already know about yourself?
- Did the results teach you something new about yourself?
- Do you disagree with any of the results?

Teacher Note:

- Students love taking personality tests. However, it can be helpful to remind students that while these tests can be fun, they are not truth. We should take from them what is useful and discard what isn’t.

Homework:

Notice how your personality test results may give you insight into how you interact with the world.



LESSON 4: Our Personality in Action

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Connects personality to action
<i>Floor is Lava</i>	Highlights the role of personality in problem-solving
<i>Group Knot</i>	Looks at how personality traits impact group work

SEL Standards:

Self-Awareness/Relationship Decision-Making

SEL Objectives:

Self-Perception/Analyzing Problems and Brainstorming Solutions

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, “Since our class, have you noticed any examples of how your personality type may have affected your choices?”

ACTIVITY 2: Floor is Lava

Time:

20 mins

Supplies:

- Eight 12" x 12" cardboard squares, four per group

Instructions:

1. Move the tables and chairs so that there is open space in the middle of the classroom.
2. Split the class into two groups.
3. Create a starting and ending point on opposite sides of the classroom.
4. Tell students that they must make it to the other side, with the small problem that “lava” stands between them.
5. Tell each group that all four cardboard squares are now “flotation devices” and are lava-proof. They can put cardboard squares on the floor to protect themselves from the lava.
6. No other object can be used to make it to the other side.
7. For safety, they are not allowed to jump.

Variations:

- Increase or decrease the amount of “flotation devices.”
- Ban modifying/tearing the devices.

Reflection:

- How did your personality type play out in this activity?

ACTIVITY 3: Group Knot

Time:

20 mins

Instructions:

1. Divide the students into groups of 7–9 students and have them stand in a circle shoulder to shoulder.
2. Have each person put both of their hands into the center of the circle.
3. Have each student grab the hands of two different people. They cannot choose anyone directly next to them in the circle.
4. The challenge is to become “untangled” without letting go.

5. The group should end up in a large circle. However, sometimes two circles can form.

Reflections:

- How did your personal strengths and weaknesses play out in the game?
- How did your actions compare with your actions during the previous activity?

Homework:

Notice how your personality type may influence your interactions with group objectives.



LESSON 5: Identity and Empathy

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Introduces the complexities of identity
<i>Teen Essays</i>	Fosters empathy and perspective-taking
<i>Identity Challenges</i>	Creates space for dialogue about identity issues

SEL Standards:

Self-Awareness/Social Awareness

SEL Objectives:

Self-Perception/Empathy/Perspective-taking

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, “What are some times when you have struggled with one or more of your identities?”

ACTIVITY 2: Teen Essays

Time:

20 mins

Instructions:

1. Choose a short story from *The Struggle to Be Strong: True Stories by Teens About Overcoming Tough Times*, edited by Al Desetta and Sybil Wolin.
2. In groups:
 - a. Discuss how the main characters were resilient in the face of their struggles around their identity and the ways society treated them.
 - b. Discuss how the issue manifests in the students' lives.
 - c. Give students an option to share a story about how one of their identities was shaped.
 - i. Who influenced them?
 - ii. Who inspired them?
 - iii. What struggles did they face?

Reflection:

- How did this writing differ from that of adult authors and how did it affect you?

ACTIVITY 3: Identity Challenges

Time:

20 mins

Instructions:

1. In groups of 4–6 students, students share their answers to these three prompts, one at a time:
 - a. “What are some great aspects of my different identities?”
 - b. “What is challenging?”
 - c. “What can I do to nurture my different identities in the face of a challenge?”
2. Students have an option to write a poem, essay, or song; draw a chart; or create a visual expression of their experiences.
3. When students are done, have them do a gallery walk.

Reflections:

- How did it feel to share one or more identities with your classmates?
- How did it feel to understand more about your classmates' identities?

Teacher Notes:

- Each activity can be a whole lesson if the students are engaged in the topic.
- This lesson can be repeated multiple times with different stories from the book.

Homework:

Notice what identity challenges exist for you and others.



LESSON 6: Identity Over Time

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Examines personal changes over time
<i>Who</i>	Considers identity in the past, present and future
<i>Identity Poster</i>	Visually displays our changes in identity

SEL Standards: Self-Awareness

SEL Objectives: Self-Perception

ACTIVITY 1: Opening Question

Time: 5 mins

Instructions: Ask, “What is one way you have changed since you were younger?”

ACTIVITY 2: Who I Was/Who I Am/ Who I Want to Be/Who I Will Always Be

Time: 40 mins

Instructions:

1. Share with students a story about how your identity has changed over time.
2. Ask, “How has your identity changed over time?”
3. Have students turn and talk.
4. Ask, “What were the personal and societal factors that influenced a change in your identity?”
5. Have students turn and talk.
6. Share a story with your students about who you want to be and who you will always be.
7. Ask, “What ways would you like to change and how that might affect your identity? In what ways do you want to always be exactly as you are now?”
8. Turn and talk.
9. Say, “We are going to express how our identity has changed over time.”
10. On one side of a blank paper have students create a four-column table with the headings:
 - a. Who I Was
 - b. Who I Am Now
 - c. Who I Want To Be
 - d. Who I Will Always Be
11. On the other side of the paper, let students choose how they want to express their exploration of identity artistically. It could be a timeline, a poem, an essay, a collage, or a drawing.
12. After 20 minutes, have students do a gallery walk. Have students leave a blank sheet of paper next to their posters for comments.

Reflection:

- What have you learned about identity over the course of time?

Homework:

Notice how what you do and think about is different from what you did and thought about in the past.



UNIT 2: Culture and Equity

- ▶ Celebrates cultural identity
- ▶ Explores social rules to initiate cultural dialogue
- ▶ Considers ways of knowing to explore blind spots
- ▶ Integrates equity into classroom culture



LESSON 7: Identity and Culture

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Introduces relationship to culture
<i>Identity/Culture Graphic Organizer</i>	Visually displays identity/culture connection
<i>Tangram Challenge</i>	Considers cultural factors in a group challenge

SEL Standards:

Self-Awareness/Social Awareness

SEL Objectives:

Self-Perception/Cultural Awareness

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, “What does the word *culture* mean to you?”

ACTIVITY 2: Identity/Culture Graphic Organizer

Time:

20 mins

Instructions:

1. Say, “One definition of culture is ‘a group’s ways of being, living, and functioning that are expressive of the group’s norms, beliefs and values.’”

For example:

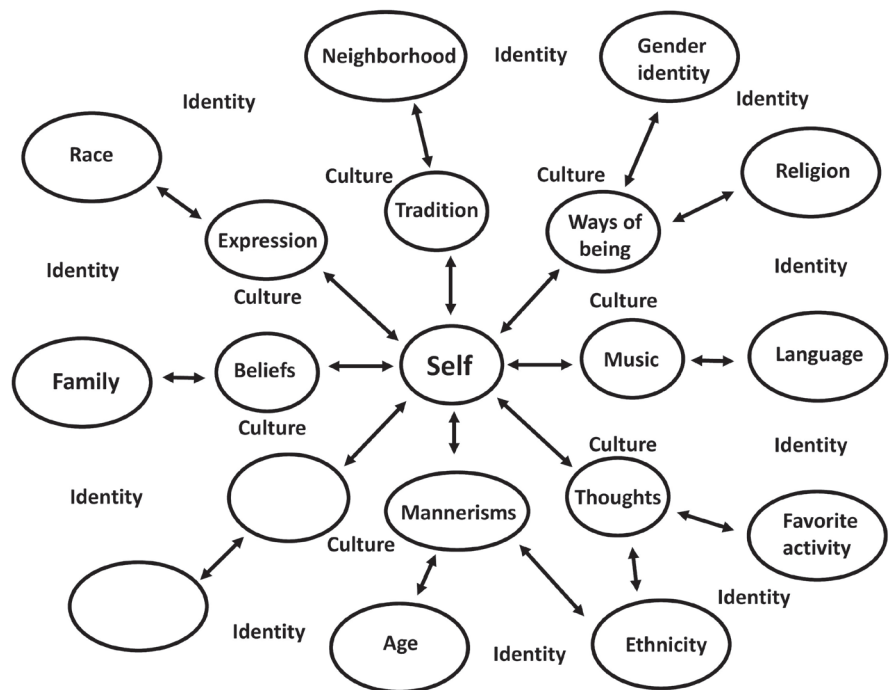
a. I am a New Yorker. That is my identity. My New York culture manifests as being loud, tough, direct, and a lover of pizza. I am also a Gamer. I am determined, fun-loving, and direct.

2. Say, “Choose two of your identities and write them at the top of a two-column table. For example: New Yorker/Gamer.”
3. Say, “Underneath those identity headings, write about the cultural elements of these identities, which means the way people act, what they do in the world, how they live, what’s important to them, and any word that helps describe how that identity usually operates and exists in the world.”
4. Model creating your own table.

Identity ⇨	New Yorker	Gamer
Culture ⇨	Direct Tough Loud Pizza lovers	Direct Determined Fun-loving Passionate
You →	David Paris	

5. Say, “Notice that some cultural elements fall within more than one identity category.”
6. On the bottom of the table, write your name.
7. Ask, “In what ways do these cultural elements influence you, and in what ways do you influence the culture?”

8. Say, "Sometimes, the culture influences me, but I also influence my culture. For example: I am really nice. That's something I add to the culture of New York. I am also hilarious when I talk to people online during games. That's a little bit of me that I am adding to my culture."
9. Say, "Draw an arrow upward or downward to the cultural elements depending on the direction of impact. Drawing lines in both directions is possible."
10. Say, "We are now going to use the structure of the table and expand it to make an Identity and Culture Chart. On the center of a blank sheet of paper, draw a small circle and place your name on it. On the perimeter of the blank page, draw small circles with as many groups that you identify with. In between the inner circle and the outer circle, draw circles or anything you like to demonstrate the culture of the identities."



11. Demonstrate to students how to create an Identity and Culture chart.
12. Say, "Create an Identity and Culture chart for yourself."

13. Say, “Notice that culture is in the circle, but also all over the map. That is because cultural expressions often intersect. If you wish to add any arrows to demonstrate any connections that are meaningful to you, please do so.”
14. Have students do a gallery walk.

Reflections:

- Which of your identities share similar cultural traits?
- How does your identity and cultural map compare to your classmates?

ACTIVITY 3: Tangram Challenge

Time:

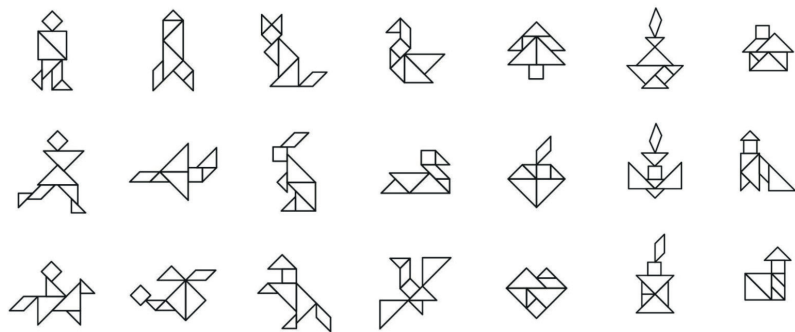
20 min

Supplies:

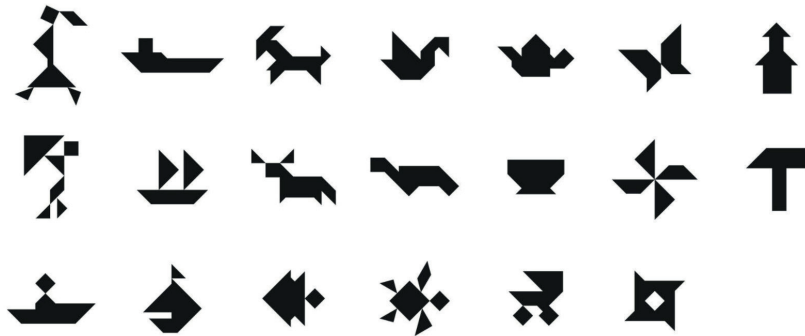
- 10 Sets of tangrams (purchase or create them)
- 10 Envelopes
- 10 Tangram Shape Handouts (Full page copies available in the appendix)

TANGRAM SHAPES

TANGRAM WITH LINES



■ TANGRAM SILHOUETTES



Instructions:

1. Divide the class into groups of 3–4 students.
2. Give each group a tangram set in an envelope along with the Tangram Shape Handout.
3. Say, “For round one, use the top half of the Tangram Shape Handout to make as many shapes as you can within five minutes.”
4. Give groups five minutes to come up with as many shapes as they can.
5. Tally the results.
6. Say, “For round two, use the bottom half of the Tangram Shape Handout to make as many shapes as you can within five minutes.”
7. Give the groups five minutes to try to complete as many shapes as they can.
8. Tally the results.
9. Ask, “Did you notice anything about your cultural background that had an impact on the way you played the game? If so, how?”

Reflection:

- What did you learn about the cultural backgrounds of the other students in your class?

Homework:

Share your chart with your family.



LESSON 8: Where I Am From

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Connects to one's heritage
<i>I Am From...</i>	Builds connection to cultural background

SEL Standards:

Self-Awareness/Relationship Skills

SEL Objectives:

Cultural Awareness/Communication

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, "When someone asks where you are from, how do you respond?"

ACTIVITY 2: I Am From...

Time:

40 mins

Supplies:

- Class set of the poem *Where I Am From* by George Ella Lyon

Instructions:

1. Distribute copies of the poem to the class.
2. Read the poem aloud as students read to themselves.

3. Ask,
 - a. “What lines resonated with you?”
 - b. “What does the poem tell us about the poet?”
 - c. “What do you think the poet was trying to communicate?”
 - d. “What does the poem have to do with culture?”
4. Say, “We are going to create our own version of the poem using:
 - a. The sights, sounds, and smells from your home
 - b. Your family and people you grew up with
 - c. Memories that were special to you
 - d. Foods and experiences that have shaped you.”
5. Say, “Write answers to following prompts:
 - a. The places that feel like home are _____.
 - b. Sights that feel familiar to me are _____.
 - c. Smells that make me feel nostalgic are _____.
 - d. Sounds that resonate with me are _____.
 - e. Tastes that remind me of home are _____.
 - f. People who are special to me are _____.
 - g. People I grew up with are _____.
 - h. The foods that I have grown up eating are _____.
 - i. A tradition in my family is _____.”
6. Say, “Use these prompts to create your own *Where I Am From* poem.”
7. Model creating your own *Where I Am From* poem in front of your students.
8. Give 15 minutes for students to complete their own *Where I Am From* poems.
9. Have students do a gallery walk.
10. Ask students to share their poems by reading them aloud.

Reflections:

- What was it like to share your culture with other students through poetry?
- What did you learn about your classmates' cultures?

Homework:

Notice the connection you have to where you are from.



LESSON 9: Culture, Social Rules, and Perspective-Taking

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Introduces perspective-taking and social behavior
<i>Rude Scale</i>	Examines social behavior
<i>Dos and Don'ts</i>	Facilitates dialogue of social behavior
<i>Code Switching</i>	Explores fluidity of social rules

SEL Standards:

Self-Awareness/Social Awareness

SEL Objectives:

Self-Perception/Cultural Awareness

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, "What is your most important rule for socializing?"

ACTIVITY 2: Rude Scale

Time:

10 mins

Instructions:

1. Ask, “What do you find rude and why?”
2. Ask, “What do you do that others might find rude?”
3. Ask students to share on a scale of 1–5 how “rude” each of the following behaviors are: 1 being “not rude” and 5 being “very rude.”

Behaviors:

- a. Asking personal questions
- b. Spitting on the street
- c. Checking your phone while having a conversation with your friend
- d. Pointing at someone
- e. Interrupting conversations

Reflections:

- What makes some of these behaviors rude and some not rude?
- Is rudeness a universal experience, a cultural perspective, or individual opinion?

ACTIVITY 3: Dos and Don'ts

Time:

15 mins

Instructions:

1. Divide the classroom into groups of 4–5 students each.
2. Make a list of different social settings. Have students add suggestions to the list.
3. Tell each group to make a list of *Dos and Don'ts of Social Behavior* for each setting.
4. After 10 minutes, each group shares their list.

Reflections:

- How did your group come to consensus about one list of rules?
- When were differences based on personal opinions and when were differences based on cultural differences?

- Why do people tend to believe their perspective is the only perspective?
- How do we negotiate different perspectives if we think there's only one way to be?

ACTIVITY 4: Code Switching

Time: 10 mins

Instructions:

- I. Say, "Different situations have different social expectations. Share how you might communicate and act differently depending on the situation."
 - a. Eating your dinner at home alone, with your family, or with your friends
 - b. Being upset with your teacher, your friend, or your parent
 - c. Entering a classroom, a party, or a restaurant
 - d. Dressing for school, for a sleepover, a family function
 - e. Talking about your day with friends, family, or acquaintances

Reflections:

- How did the tone, language, and words change in different situations?
- How much does your culture influence you and how much do you influence your culture?

Homework: Observe how people around you demonstrate their own social rules. Notice how these social rules change depending on where you are.



LESSON 10: Culture and Ways of Knowing

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Initiates epistemological discussion
<i>Curiosity Bag</i>	Considers a truth about truth
<i>Brain Games</i>	Asserts a truth about truth

SEL Standards:

Self-Awareness

SEL Objectives:

Self-Perception

ACTIVITY 1: Opening Question

Time:

5 mins

Instructions:

Ask, “What are some examples of things you believe are true?”

ACTIVITY 2: Curiosity Bags

Time:

10 mins

Supplies:

- Five bags

- Twenty-five miscellaneous items that will fit in one bag. Items must not be sharp or able to potentially cause injury when grabbed.
- Example: Unsharpened pencil, cup, bag of almonds, bracelet, rock

Instructions:

1. Place five items into each bag before class starts.
2. Divide the class into five groups.
3. Give one bag to each group.
4. Tell the students that one by one, they should reach into the bag without looking inside of it.
5. Their task is to touch the different items and guess what each item is.
6. Students must not take the items out of the bag.
7. Once each student has felt inside of the bag, the group must come to a consensus about the bag's contents.
8. Have each group pass their bags clockwise to another group.
9. Repeat until every group has had a chance to feel inside each bag.
10. Reveal the contents of each bag to the class.

Reflections:

- Ask, "What can this exercise show us about truth?"
- Ask, "How might this perception of truth help us negotiate differences of opinions and culture?"

ACTIVITY 3: Brain Games

Time: 25 mins

Instructions: 1. Say, "We are going to watch an episode of *Brain Games*."

2. Play *Brain Games*: season 3, episode 4, “Trust Me,” for the students and have them answer the following questions on their own paper.
3. Ask, “How did this episode affect your perception of absolute truth?”
4. Ask, “How do you balance perceiving something as true while being open to not knowing the entire truth?”
5. Ask, “What are your *blind spots*: things that exist that you can’t see?”
6. Ask, “What are some examples of other people’s blind spots; things that they think are true, but their perspectives are limited so they may not have the entire truth?”
7. Ask, “What are some examples of blind spots in our culture?”

Reflection:

- How could changing our relationship with truth affect the world?

Homework:

Notice what your blind spots might be and how that affects your life. Also notice what societal blind spots might exist and how that affects the world.



LESSON 11: Equity

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Considers fairness
<i>Shared Definition</i>	Creates shared understanding
<i>Group Juggling</i>	Practices equity

SEL Standards:

Social Awareness/Relationship Skills

SEL Objectives:

Cultural Awareness/Communication

ACTIVITY 1: Opening Questions

Time:

10 mins

Instructions:

1. Ask, “What’s equitable and what’s not equitable in our society?”
2. Ask, “If our society claims to value equity, why are there so many issues with inequity in our society?”

ACTIVITY 2: Shared Definition

Time:

20 mins

Preparation:

Write a classroom set of different quotes about equity on blank paper and post them around the room.

Instructions:

1. Ask students to walk around the room and choose one quote that resonates the most with them.
2. After everyone has chosen a quote, ask each student to share the quote they chose with the option to explain why they chose that quote.
3. Divide the class into groups of 5–6 students.
4. Ask each group to come up with a shared definition of equity in five minutes.
5. Afterwards, have one person from each group share the group's definition with the class.

Reflections:

- How did your understanding of equity change after your group discussion?
- How do we think about others and ensure that everyone has what they need?
- How is equity different from equality?

ACTIVITY 3: Group Juggling

Time:

20 mins

Supplies:

- 30 tennis balls or Koosh balls

Instructions:

1. Say, “We are going to play a game to practice thinking about equity in action.”
2. Divide students into groups of 7–10 and have each group stand in a circle.
3. Explain that they will be juggling one or more tennis balls as a group.

4. The object of the game is to accomplish the goal while considering what everyone in the group needs to be successful.
5. Choose someone who will start the group juggle. That student will pass one ball underhanded to another student anywhere in the circle.
6. The student who receives the ball will then pass the ball to someone else in the circle.
7. Passes are always thrown to someone who has not had a ball tossed to them yet.
8. This continues until everyone gets a chance to have a ball tossed to them.
 - a. When possible, students should not pass the ball to someone next to them.
 - b. If the ball drops, the group repeats the same passing pattern that was established when the first student tossed the ball to the second student.
9. When the ball reaches the last person, that student will then toss the ball back to the first student.
10. Once everyone has touched the ball, the passing pattern has been established. Tell the class they will now repeat the established pattern but ask them to try to do it a little faster.
11. After the group seems confident with this faster pattern, tell the group they can now graduate to tossing two balls, one at a time.

Note:

- a. They can keep adding balls into the group juggle every time they successfully toss the balls to everyone without having them touch the ground.
- b. There is almost no limit to the number of balls that can be added.

Variation:

- The students can move their circle clockwise or counterclockwise while passing the ball.

Reflections:

- How did equity play a role in this activity?
- How can we make our class more equitable?

Teacher Notes:

- Demonstrate with a small group and show that when mistakes happen, the group can support each other.
- It is important to emphasize underhand tosses. If not, someone will mistake the activity for a professional baseball game.
- This is a great activity to check in midway and celebrate any positive displays of support. This support might mean giving information on how to catch, or how to toss a ball so someone can catch it more easily.

Homework:

Notice equity or the lack of it in your life.



LESSON 12: Equity Expression

Lesson Overview:

Activities in this Lesson:	About These Activities:
<i>Opening Question</i>	Considers action about societal blind spots
<i>Tiny Teach</i>	Provides opportunity to teach about a societal blind spot
<i>Equity Poems</i>	Artistically expresses relationship with equity

SEL Standards:

Social Awareness/Relationship Skills

SEL Objectives:

Cultural Awareness/Communication

ACTIVITY 1: Opening Questions

Time:

5 mins

Instructions:

1. Ask, “What is an issue that is important to you, but doesn’t get enough attention?”
2. Ask, “What awareness would you like to raise about the issue?”

ACTIVITY 2: Tiny Teach

Time: 15 mins

- Instructions:**
1. Students will have two minutes to raise awareness about an issue that is important to them.
 2. Give examples of raising awareness:
 - a. Native Americans are not sufficiently credited for making codes to help win World War II
 - b. Instagram has a negative impact on teenage girls' self-esteem
 - c. I never get to eat dessert because I have to wash the dishes (regular squabbles welcome)
 3. Make sure everyone has a topic. If a student seems stuck, ask them to share some way school is unfair.
 4. Have students pair up, introduce themselves, and take two minutes each to raise awareness about their topic.
 5. Repeat one or more times with new pairs.

- Reflections:**
- What was it like to teach someone else about your concern?
 - What did you learn about teaching?
 - What was something new that you learned?

ACTIVITY 3: Equity Poems

Time: 25 mins

- Instructions:**
1. Share one or more poems from the Poetry Foundation collection: <https://www.poetryfoundation.org/collections/101581/poems-of-protest-resistance-and-empowerment>
 2. Ask, "What did this poem have to do with equity?"