



Moving to Learn: The Embodied Teen through Social-Emotional Learning

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This curriculum unit is recommended for:
Social Emotional Learning across curriculum areas grades 9-12

Keywords: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making, Whole Brain Teaching, Social Emotional Learning (SEL), Bodily-Kinesthetic Intelligence.

Teaching Standards: See [Appendix I](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit will make a significant contribution to educators seeking strategies that contribute to the well-being of their students. The impact of the COVID-19 pandemic has made strengthening mental health support and resources a priority for school systems throughout the country and should not be underestimated. In this unit, students will focus on body-mind awareness skills and strategies that will embody lifelong social-emotional learning (SEL) skills through movement and expression. Students will develop the five pillars of social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making through engagement and movement in and out of the classroom. In addition, this unit will support teachers in restoring balance to the classroom through design and structure. As I have utilized SEL strategies in the classroom with my students we have begun to build stronger relationships through trust.

I plan to teach this unit during the coming year to 103 students at the high school level during Social Emotional Learning in the Winter of 2022-2023(ongoing). This unit will be shared with other grade level appropriated teachers at my school.

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Introduction

Boring....! Every one of us has most likely experienced sitting in a meeting or classroom where content is being taught that isn't the most exciting or engaging material. Think most of the beginning-of-the-year staff meetings are often referred to as "sit and get it". Similarly, in many high school classrooms, students still sit in rows with unengaging material or on Chromebooks for much of the school day. If you recall your own memories of this, you might remember looking around a classroom of students with their heads down on the desk, talking to neighbors, staring out the window, and misbehaving by using attention-seeking behaviors. For some students, this may be the only reason they don't enjoy school. The teacher will deliver the required lesson, but if the classroom is not engaged it's not beneficial to anyone. All of these observed behaviors are signals that the students needed a movement break! There is a significant amount of evidence that the average learner, regardless of age, needs to briefly move their bodies every 20–30 minutes, and many other students learn the most effectively with movement breaks more often. This enables learners to maintain focus, integrate learning across both of the brain's hemispheres, enter information into memory, and avoid feeling overwhelmed. Movement in the classroom help students to build relationships and develop social skills, which are important for connecting to comprehension and critical thinking skills. In this unit, students learn strategies to realign body-mind awareness so that the brain is able to refocus. These strategies give students a toolbox for stress relief as well. If students are uncomfortable or stressed the brain will not retain new information easily, especially when critical thinking skills are being relied upon or the student is needing to connect new information to their personal experiences, prior knowledge, or abstract thought.

Rationale

The relationship between movement and cognition is notable. Movement in the form of aerobic walking significantly enhances the performance of children on tests of sequential memory requiring cognitive-motor interaction (Mualem et.al). I plan to incorporate the five pillars of social-emotional learning into moving to learn techniques and strategies. I have selected this unit because research shows that movement has substantial benefits to our social-emotional learning and overall well-being. For example, standing while learning and completing assignments improves executive functioning. These are also skills used to chunk many tasks in this unit with the social-emotional learning curriculum. Physical activity has been shown to increase motivation, attention, recall, verbal memory, and academic performance. The public health implications of the relationship between children's lifestyle and cognitive-motor interaction are significant. Sedentary lifestyles increased during the COVID-19 pandemic with children being remote and parents working from home. However, it has been shown that at least 10 minutes of walking significantly affects our cognitive abilities in higher-performing high schools (Mualem et.al).

School and Student Demographics

Currently, I am a Special Education teacher in the general education Math II Inclusion class. I provide instructional support strategies to the general education teachers so they can effectively differentiate their lessons to meet the needs of all learners. I adapt general education lessons and

teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities. The most challenging situations that I face are pacing guides that require teachers to teach without taking into consideration that not all children learn at the same rate. There are no “one size fits all” models. I develop Individualized Education Programs (IEPs) by planning, organizing, and assigning activities that are specific to each student’s abilities. Therefore, I work with regular education teachers to adapt pacing guides to meet the unique needs of the students so that they are successful.

In addition, I teach financial management and Introduction to Math in the Occupational Course of Study program (OCS). The program provides a sound foundation in preparation for adult living for students with disabilities. Through participation in a vocationally oriented curriculum and relevant work experiences, students learn skills necessary for career readiness post-graduation. This course of study consists of three components: (1) academic requirements (2) school and community-based work hour requirements and (3) a Career Portfolio.

This school year Mallard Creek has set aside thirty minutes daily devoted to social-emotional learning (SEL) for our students. I have volunteered to facilitate these lessons for my inclusion teacher during this time to give her some downtime. During these lessons, I have started to establish relationships and earn the trust of our students by giving them choices in our time together. For example, when presenting the journaling activities for the school year, students unanimously voted on using the anecdotal journal over the online e-journal. I have been very surprised with some of their choices such as small group collaboration as opposed to the whole class in some cases. I have been pleasantly surprised at the participation levels of our breathing and movement exercises.

The social-emotional learning philosophy has become a part of schools across the country, and I am learning that incorporating movement in the classroom is a much-needed layer that motivates students to engage. At this point, lessons have included embracing everyone no matter what your differences are, focusing on individual strengths, how to maximize positive relationships, building your dream team, and taking accountability for your assignments and grades. Mallard Creek’s goal is to establish strong diverse community partners and build relationships with students, parents, staff, and all other stakeholders. Our focus is to encourage graduates that are college and career ready. We offer an extensive variety of rigorous and relevant courses in all subject areas. Students that plan to pursue a future in science, math, visual arts, performing arts, engineering, business, and the humanities have over one hundred courses offered through our North Carolina virtual public schools lab and the North Carolina College and Career Promise program. The school offers a continuum of services for students with disabilities and English language learners.

Mallard Creek High School is in the northeast zone of Charlotte Mecklenburg Schools and sits on 24 acres of land formerly known as the Oehler Family Farm. The school opened on August 27, 2007. It is one of the largest schools in the district serving over 2100 students. Mallard Creek is culturally diverse as the communities it serves continue to grow. The school comprises of 69% African American, 14% Hispanic, 9% Caucasian, 5% Asian, and 3% Multiracial students representing diverse religious and political perspectives and social economic stances. The school offers a full range of competitive sports through tennis, golf, swimming, track and field, football,

basketball, softball, volleyball, soccer, wrestling, cross country, and cheerleading. We have over a hundred student clubs that offer various opportunities for students to learn through collaboration, service, and competition.

Content Research

When implemented social-emotional learning (SEL) interventions that address self-awareness, self-management, social awareness, relationship skills, and responsible decision-making increased a student's academic performance by 11 percentile points, compared to students who did not participate. Students that participated in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (Durlak et al.). In addition, explicit instruction of social and emotional competencies provides students with opportunities to cultivate transferable skills through practice, social awareness activities, and journal reflections. As we incorporate social-emotional learning we bring heightened awareness to our bodies to adapt enhancing our coping skills to be resilient to meet life's challenges. During my social-emotional lessons, I intentionally empower my students with interactive somatic experiences. For example, I set the tone with a meditative environment of dimmed lighting, soft background music, and aromatherapy. Students feel safe when they come into the space, they feel comfortable. It's a place for them to feel safe and relaxed that empowers them to discuss issues, ask questions, and not be judged. The following signature practices create a positive and inclusive environment.

According to (Victorson et al.), routines and ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow students to connect with one another, and create a sense of belonging. To be successful these activities must be carefully chosen, connected to the learning of the day, and engagingly facilitated. Some examples are warmly greeting students by name, class circles, student voice (the class makes decisions by voting), writing prompts, and partner discussions. Student engagement strategies intentionally build student SEL skills by fostering relationships, student empowerment, and collaboration. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory. Some examples are turning to your partner, sharing, and listening to make sense of new input. Movement games refresh and reset the brain and opportunities for interaction cultivate partnerships with small groups and as a whole group. Reflections help students leave on a positive note and provide closure.

Kinesthetic Intelligence

According to (Bauer 28-29), kinesthetic intelligence activities provide learning opportunities to enhance increased body awareness, self-awareness, and social interaction. Social-emotional learning is cross-curricular which helps provide sense and meaning to learning for students. Learning becomes more relevant and meaningful when students see the connections between varied subject areas. This curriculum encourages experiential and personal exploration with students making discoveries along the way while at the same time being involved in assessing their progress. Kinesthetic learning involves a sense of timing and the perfection of skills through mind/body connection. Dancers, athletes, and surgeons exhibit well-developed bodily kinesthetic intelligence.

Somatic Education

Somatic education and somatic movement are a subset of disciplines that came from a variety of different movement backgrounds. Somatic movement education teaches us to listen to our bodies. We learn to integrate body and mind to move with more ease and develop the inner resilience that we need to thrive. Thomas Hanna and the physical body. Thomas Hanna coined the term somatic from the Greek word “*Somatikos*” meaning pertaining to the body (Bauer 24-32).

Somatics refers to the whole person or one’s lived experiences spiritual, psychological, physical, and emotional. It encompasses a range of body and mind approaches involving movement and sensory perception from a first-person perspective. Somatic movement education practices may include learning to notice and repattern habitual ways of moving that may be causing strain, stress, injury, or a range of other physical and emotional issues. As we become aware of and learn to consciously re-pattern habitual ways of moving, we activate more of our own innate body and mind intelligence. This begins a process of self-inquiry and learning that empowers us toward more ongoing, sustainable self-care. Based on anatomy and physiology, somatic practices provide embodied learning in a cross-curricular approach blending movement, mindfulness, social-emotional learning, and the arts. This helps us understand more about our body/mind and move toward greater integration. Through these practices, we create a dynamic, embodied presence that leads to improved physical, mental, emotional, and spiritual well-being (Bauer 77-99).

Student Engagement

In this unit, icebreakers are important to understand the dynamics of the group that you are teaching. In the high school environment, they are called warm-ups to get buy-in from teenagers. Student engagement is key to making an icebreaker activity fun and effective. It is beneficial to incorporate activities that students enjoy so that they are excited to come to class to see what’s next. On the first week of school, I introduced the concept of movement into SEL with students through an icebreaker. We formed a circle, and each student said their name along with doing a simple movement. Then we all repeated the student’s movement, while repeating the name, as we went around the circle one by one to welcome each person to the group. Students enjoyed this activity because they were engaged and felt included in the process, and I learned how to pronounce all the students’ names without asking them. There are several methods to introduce students to a new objective. Also, allow students to observe when they simply don’t feel like participating, they can be an observer. This method should be used to provide them with a safe place when they are physically or emotionally unable to participate.

Cognition and Movement

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improves executive functioning. These are also skills used to chunk many tasks in this unit with the social-emotional learning curriculum. Physical activity has been shown to increase motivation, attention, recall, verbal memory, and academic performance. The public health implications of the relationship between children's lifestyle and cognitive-motor interaction are significant. Sedentary lifestyles increased during the COVID-19 pandemic with children being remote and parents working from home. However, it has been shown that at least 10 minutes of walking significantly affects our cognitive abilities in higher-performing high schools (Mualem et.al).

Music Activities Addressing Social-Emotional Learning

Many activities that music educators incorporate SEL in their classrooms SEL. Drawing explicit connections for students between the arts is the next step. Below are music education activities being used that have SEL implications (Edgar).

Improvisation. The act of spontaneously creating music could be a means to meld music performance with the articulation of current emotions. In the creation of music, participants feel the tension released through the sounds and can find cathartic expressions of their own emotions with the structure of the song (Edgar).

Ensemble playing/singing.

Uniting students in common music-making is a form of social awareness. Asking students to play within the constructs of a common beat can be a form of impulse control. The use of soloing also offers potential SEL implications. For the soloist to be heard, the other students must be able to not play or to moderate their playing so that it is notably softer than the soloist. This involves a particular degree of self-control (Edgar).

Identifying emotions in music. Recognizing emotional qualities in music could be a vehicle to increase emotional vocabulary and articulate music qualities could be desirable. Recognizing, identifying, and empathizing with the emotions of characters in songs and stories, recognizing and identifying moods in pieces of music, and learning to manage their own impulses as they engage in the class as part of a group" are goals of having students identify emotions in group music classes. These musical activities are not specific to any curricular offering. Music activities implementing SEL components could be used in general music, band, choir, orchestra, music appreciation, music theory, and other music course offerings (Edgar).

Identifying and recognizing emotional qualities in music is a vehicle to increase emotional vocabulary and articulating musical qualities. Therefore, recognizing, identifying, and empathizing with the emotions of characters in songs and stories, moods in pieces of music, and learning to manage a student's impulses as they engage in the class as part of a group are goals of identifying emotions and social-emotional learning (Edgar).

Educational Equity

Social-emotional learning addresses various forms of inequity and empowers young people and adults to co-create thriving schools and contribute to safe and healthy communities. Concepts of social-emotional learning should be incorporated across curriculums ("Fundamentals"). This unit will use North Carolina Essential Standards of Mental and Emotional Health, Musical Literacy, and Dance. It is important that teachers rather than counselors or support staff engage students in social-emotional learning. This approach allows teachers to form relationships with their students and the concepts can be integrated and practiced throughout multiple contexts (SEL).

In addition, modeling these concepts help teachers to enhance their own social and emotional learning. Counselors and support staffs are great resources and support for co-facilitating and coaching social-emotional learning. In this unit, you will find a menu of lessons that can be used as a guide to facilitate and develop student learning. As you develop relationships with your students through social-emotional learning and embrace mind-body awareness the lessons will become fluid.

Instructional Implementation and Sample Lessons

Introduction Lesson	Learning Objectives: Students will be able to identify and explore their personalities to shape peer relationships.
NC Learning Competency: Create positive stress management strategies. High school students often struggle with who they are and what talents they have. The following lessons will help them to explore and leverage their strengths in the world around them.	
Materials/Technology: Pre-Assessment (True Colors Activity) Daily Journal or Digital Notebook, Anchor Chart Paper and Markers, Soft Music.	
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p><i>Advanced Prep: Post a sign for each personality color on different walls of the classroom. For example, Blue, Orange, Green, and Gold are on opposite sides of the classroom.</i></p> </div>	
Teaching Objective: For all discussions, choose the most appropriate option(s) from the following: Think/Pair/Share-Students find partners and discuss together. Large Group Discussion-Facilitate discussion with the entire class, making sure to involve as many students as possible.	
Student learning goal(s): Students will take the online True Colors Assessments . When given resources (video, vocabulary, article), students will be able to identify keywords and understand the impact of how individual personality styles can be used to initiate better communication and understanding between people in all settings leading to positive relationships and self-esteem.	
Necessary Prior Knowledge to review or support: Analyze the video and oral reading from the introduction to obtain the vocabulary to understand the lesson.	
Academic Language/Communication plans: Student Facilitation: Break students into smaller groups and have one student per group act as a discussion facilitator.	
Activity:	Description of Activities and Setting
Statement of objective for students.	The objective today will be to identify another way to understand the impact of how individual personality styles can be used to initiate better communication and understanding between people in all settings leading to positive relationships and self-esteem.
Active Engagement and Practice	Once students have completed the self-assessment, ask students to gather by the wall corresponding to their predominant personality color. Explain to students the personality traits of each color. Have students talk in their groups and write in their journals about their overall strengths and how their strengths could contribute to the small group. Give them 5-7 minutes then have one member of each group share their overall strengths and how their combined strengths could contribute to the other groups.
Assessment Methods of all objectives/skills:	The teacher can use responses from the overall group discussion and journal entries to assess if skills and objectives have been met.
Closure	Discussion of how this activity made students feel (teacher asking probing questions)

Module: I	Learning Objectives: Students will be able to identify self-awareness tools and strategies to increase sustainable relationships.
NC Learning Competency: Self-Awareness The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose and includes having a growth mindset.	
Materials/Technology: Icebreaker Activity (Appendix VI), Daily Journal, Anchor Chart Paper, Markers, and Soft Music.	
Teaching Objective: Students will develop an awareness of personal strengths/skills and utilize them to better the school and community. In addition, they will participate in team-building lessons to learn about valuing and effectively working with others.	
Student learning goal(s): When given resources (video, vocabulary, article), students will be able to identify keywords and understand the impact of having a growth mindset on their strengths and limitations increasing self-awareness.	
Necessary Prior Knowledge to review or support: High school students have started to understand the relationship dynamic through their own experiences. Click here for a refresher video.	
Activity:	Description of Activities and Setting
Active Engagement and Practice	<p><u>Quote</u> “It is not our differences that divide us. We cannot recognize, accept, and celebrate those differences”</p> <p><u>Ask Students:</u> “What do you think this quote means?”</p> <p>Hook: Every person we encounter has the potential to have an impact on us, either positively or negatively. Our experiences influence how we relate to others. For some of us, embracing people we are not as familiar with is easy, but for others, it is more difficult. Click here to watch a clip from “Akeela and the Bee.”</p> <p><u>Prompt:</u> “When we embrace everyone, we seek ways to serve and to be served by others. By doing so, we increase our network of people who can encourage us. and help us achieve our dreams. Today, we will start thinking about how to embrace everyone. Because we are social creatures, our relationships create the foundation for meaningful connections, happiness, and success”.</p>
Assessment Methods of all objectives/skills:	<p>This could be a writing prompt for them to respond to in their journals or a small group discussion. Possible short answer responses to 3-5 questions are:</p> <ul style="list-style-type: none"> ▪ What are some of your thoughts from watching the clip.? ▪ Was Akeela self-aware when she started out winning her school’s spelling bee?

	<ul style="list-style-type: none"> ▪ Did she have some failures along the way? How did she overcome some of her failures?
Closure	60-second quick write in their journals.
Module II	Learning Objectives: Students will be able to identify strategies for self-regulation.
NC Learning Competency: Self-Management The ability to manage one's emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations.	
Materials/Technology: Daily Journal, Anchor Chart Paper, Markers, and Soft Music.	
Teaching Objective: Students will be able to use strategies in their toolbox to self-regulate and manage their emotions, thoughts, and behaviors effectively in various situations.	
Student learning goal(s): When given resources (video, vocabulary, article), students will be able to identify keywords and understand the impact of managing one's emotions.	
Necessary Prior Knowledge to review or support: Prior knowledge from the introductory lesson on self-regulation and breathing exercises was introduced. For additional resources click here for a video of self-management strategies.	
Activity:	Description of Activities and Setting
Focus and Review	Body listening will be a good opportunity for students to focus inward on the sensations of their own bodies. This will give students some strategies to help manage emotions, thoughts, and behaviors.
Statement of objective for the student.	High school students often struggle with how to control their emotions when frustrated. Today, we will learn how to apply self-calming strategies.
Active Engagement and Practice	Brainstorm with students a process for constructive decision-making and display it in the classroom as a visual reminder of how to make good choices. For example: Stay calm, observe, and identify the problem stop, think, and analyze the situation, and capture your thoughts as you consider the choices and their consequences, make a choice to solve the problem, and evaluate and reflect on the outcome. After previewing the Inside Outside YouTube video clip https://www.youtube.com/watch?v=8Cn1pYnAZSE Have them turn to their partner and discuss the following guided questions: <ol style="list-style-type: none"> 1. What are some emotions that people feel? (happiness, anger, excitement, frustration, impatience, sadness, fear, etc.) 2. Is it good to keep all our fears on the inside? Why or why not?

	3. Why might it be hard to talk about our fears?
Assessment Methods of all objectives/skills:	Have students reflect in their journals with the following writing prompt: What self-calming strategies can you use to work through your fears?
Closure	Discussion of how this activity made students feel (teacher asking probing questions). Will these strategies work for other strong emotions?
Module III	Learning Objectives: Students will be able to identify ways to build and maintain healthy and meaningful relationships with others.
NC Learning Competency: Relationship Skills is the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively.	
Materials/Technology: Daily Journal, Anchor Chart Paper and Markers, Soft Music.	
Teaching Objective: Given students a tool box of strategies to communicate, listen actively and work collaboratively to problem solve and negotiate relationships with others.	
Student learning goal(s): When given resources (video, vocabulary, article), students will be able to identify keywords and understand the impact of developing positive relationships.	
Necessary Prior Knowledge to review or support: High school students have started to understand the relationship dynamic through their own experiences. Click here for a refresher video.	
Activity:	Description of Activities and Setting
Statement of objective for student	High school students learn the value of how important relationships outside their core group of friends can be. In this lesson, students will recognize the benefits of embracing people from different backgrounds and experiences and identify the commonalities that we all share.
Active Engagement and Practice	<p>The objective today will be to find a student in the class that you don't know and start a conversation. I have provided you with a Bingo card to get started (Click here to print of bingo card). After you both get 5 in a row raise your hand and I will come over (this is a great time to ask probing questions).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Advanced Prep: Make copies of the bingo cards. You can also create one that is unique to your school.</i></p> </div>
Assessment Methods of all objectives/skills:	<p>Short answer response of 3-5 questions.</p> <p>What are some challenges you faced when establishing a new relationship your partner?</p> <p>What is something new that you learned about your peer?</p> <p>What do you have in common with your peer?</p>

	How would your life change if you focused on similarities rather than differences in others?
Closure	Ask students to write in their journals how this activity made them feel and would they do this again on their own.

Module IV	Learning Objectives: Students will be able to identify steps to be responsible decision makers.
NC Learning Competency: Responsible decision-making The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	
Materials/Technology: Daily Journal, Anchor Chart Paper and Markers, Soft Music, Responsible decision-making video. 5 steps for decision-making video	
Teaching Objective: To give students a guide and understanding that all decisions are not black and white. Allow students to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	
Student learning goal(s): When given resources (video, vocabulary, article), students will be able to identify keywords and understand the impact of making or not making responsible decisions.	
Necessary Prior Knowledge to review or support: Click here for a shorter lesson that can be completed prior to engaging them in more complex issues.	
Activity:	Description of Activities and Setting
Statement of objective for the student.	It is difficult for high school students, sometimes even us, to manage their/our time effectively. This lesson focuses on how to make good decisions on regulating distracting behaviors and use our time more effectively as we work towards our goals by focusing our energy on what we want most and on being “100% Accountable”.
Active Engagement and Practice	Decision making includes: <ul style="list-style-type: none"> ▪ Learning to prioritize activities and organize your days to create better outcomes. ▪ Gain a new perspective on your daily priorities and connect your activities with their goals and possible consequences in the future. ▪ Build greater confidence in your existing support structures and effectively trust and leverage the people around you through challenges.
Assessment Methods of all objectives/skills:	Short answer response of 3-5 questions. Click here for a shorter lesson that I have included the writing prompts.
Closure	Discussion of how this activity made students feel (teacher asking probing questions)

Extended lesson	Greta Thunberg's Ted Talks video can be used to compare and contrast responsible decision-making. Click here for an activity to access reading comprehension skills.
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Module V	Learning Objectives: Students will be able to develop an expanding capacity to look inside for motivation and solutions.
NC Learning Competency: Growth Mindset	
Materials/Technology: Daily Journal, Anchor Chart Paper and Markers, Soft Music, Growth Mindset PowerPoint .	
Teaching Objective: Life is about continuous growth. In this lesson, you will discuss how everyone learns and grows from all experiences, both good and bad ones. You will discover that continuous growth and development are important lifelong skills.	
Student learning goal(s): When given resources (video, vocabulary, article), students will be able to identify.	
Necessary Prior Knowledge to review or support: Students have started to understand the relationship dynamic through their own experiences this lesson will expand on their knowledge of using tools to establishing a Growth Mindset.	
Activity:	Description of Activities and Setting
Statement of objective for the student.	Students will develop an expanding capacity to look inside for motivation and solutions. In addition, to building an understanding of the growth mindset and the process of developing their talents and interests to drive success in school and life.
Active Engagement and Practice	<p>As you get older, there are more choices you can make for your life. You have more control, but there will always be things you cannot control, like other people's choices. When you focus your energy and become 100% accountable for your actions, you will be more in control of achieving your dreams and be more content in the process.</p> <p>In prior lessons, I have challenged you to consider that you may not know everything about others. How was being mindful of that able to help you approach people differently?</p> <p>After watching the video (What's stopping you from achieving your goals) have students choose one or two of the following questions to answer/discuss:</p> <ul style="list-style-type: none"> ▪ How does this video show growth through life's good and bad experiences? ▪ Why does intense growth always seem to require pain?

	<ul style="list-style-type: none"> ▪ Have you experienced a situation that helped you mature and grow as a person? What did you learn from it? ▪ Both wonderful and difficult situations present opportunities for growth. What situation has helped you grow?
Assessment Methods of all objectives/skills:	In your journals (quick write): If you fail a class that you need to graduate. Write down three things you might learn from this setback.
Closure	Discussion of how this activity made students feel (teacher asking probing questions)

Appendix I: Implementing Teaching Standards

North Carolina Essential Standards- Mental and Emotional Health

<https://www.dpi.nc.gov/media/3963/open>

9.MEH.1: Create positive stress management strategies.

9.MEH.1.1 Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.

9.MEH.1.2 Plan effective methods to deal with anxiety.

9.MEH.2 Create help-seeking strategies for depression and mental disorders.

North Carolina Essential Standards- Dance

<https://www.dpi.nc.gov/media/3922/open>

B.CP.1.1 Generate abstracted movement to communicate ideas, experiences, feelings, or images.

B.CP.1.2 Create dance sequences that vary the use of dance elements, use simple choreographic structures, and use choreographic principles to fulfill choreographic intent.

B.CP.1.3 Understand the role of improvisation in creating dance choreography.

B.CP.2.1 Use appropriate behaviors and etiquette while observing, creating, and performing dance.

B.CP.2.3 Understand how self-assessment, teacher, and peer feedback can be used to refine dance performance.

North Carolina Essential Standards- Musical Literacy

<https://www.dpi.nc.gov/media/3924/open>

I.ML.1.2: Use fundamental techniques such as posture and breathing control as relaxation strategies.

I.CR.1.4 Recognize effective strategies for recognizing, monitoring, and overcoming performance anxiety.

I.CR.1.5 Classify specific musical works in terms of the culture and period in which they were produced.

North Carolina Essential Social Emotional Learning Competencies

<https://www.dpi.nc.gov/districts-schools/districts-schools-support/nc-social-and-emotional-learning>

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Appendix II: Vocabulary

Whole Brain Teaching is a model of learning where learners learn the concept by using both parts of the brain and not just the left or right brain.

Bodily-Kinesthetic Intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through the mind-body union.

Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Self-Awareness is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose and includes having a growth mindset.

Self-Management is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations.

Social Awareness is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

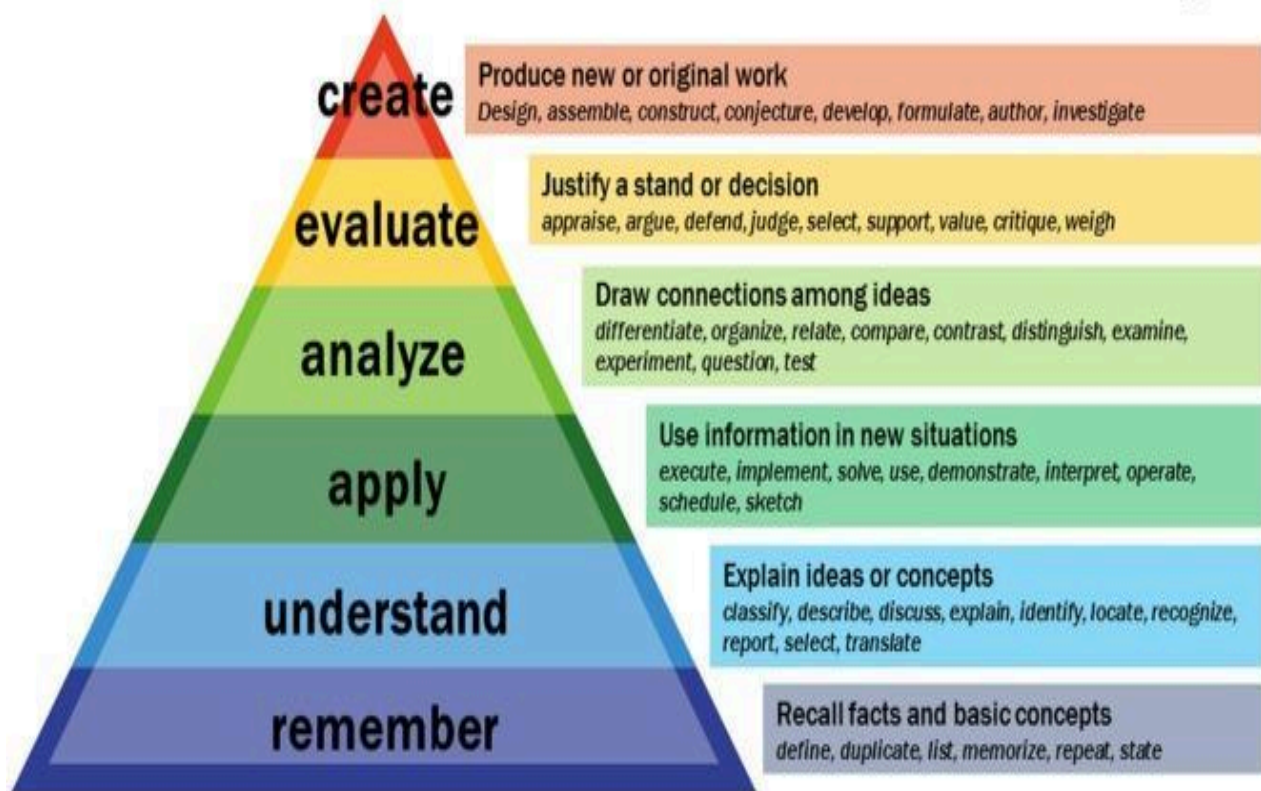
Relationship Skills are the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively. As well as Navigate settings with differing social and cultural demands and opportunities

Responsible Decision-Making is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Appendix III: Teacher Strategies and Modeling

- Whole Group Instruction: Students participate in whole group activities as essential concepts are introduced. Generally, it encourages students to engage in a meaningful
- Collaborative Small Group Instruction: Small collaborative groups provide opportunities to facilitate and provide feedback. This model promotes an understanding of diverse perspectives and develops higher-order thinking, oral communication, and leadership.
- Journaling and reflection with writing prompt allow students to develop their literacy skills by expressing themselves regarding an experience. The benefits of journaling are that students track their goals, strengthen their consciousness, gain self-confidence and reduce stress and anxiety.

Bloom's Taxonomy



The taxonomy provides a hierarchical model to categorize learning objectives into levels

of specificity and complexity (Muallem 2018).

Appendix VI: Teacher and Student Resources

Introduction Module Resource:

True colors personality online assessment link [here](#).

True colors activity materials click [here](#).

****Note:** The following link can be shared on your schools website page. My students voted to use anecdotal journaling. [Canva Online Journal Template:](#)

Module I Self-Awareness Resource:

Slap, Snap, Clap, Dap Icebreaker Activity in Module 1

This activity is best implemented in a circle so students can see everyone

Directions:

1. Gather students together in a circle facing inward
2. Use a random method to select a “starting” student (nearest birthday to today’s date, alpha order by the first name, etc.
3. With the starting student – they will start with a motion: either slap, snap, clap, or dap
 1. If students/teachers are concerned with social distancing - any touching movements can be eliminated
4. The next student TO THE RIGHT will copy the first movement and add one to the sequence
5. The next student will copy the first two movements in sequence and add one
6. This continues until all students have had a turn and play returns to the starting person
7. IF A STUDENT ‘forgets’ – encourage others to help

Self-Awareness Activity

Before you can make changes in yourself, you have to know what there is to work with. Becoming self-aware is about the process of understanding yourself. We all have strengths and limitations. Self-awareness can be developed and identifying your strengths and weaknesses can help with this development. Spend some time recognizing areas you need to develop and intentionally make an effort to develop or strengthen that aspect of yourself.

Choose three strengths for yourself, and three you would like to improve on. If you don't see a trait listed here, feel free to write your own! Once you've chosen traits that need improving, think about and describe how you will attempt to improve those traits.

Strengths		Would like to Improve
1. _____		1. _____
2. _____		2. _____
3. _____		3. _____

Module II Self-Management Resources:

Grounding Exercise

Start by making sure **your students are sitting comfortably with their legs and arms uncrossed**. Then use a calm, quiet voice to guide your students through the exercise. Take it slowly and allow time for each step.

Note: I have tried this activity with them sitting back-to-back for support and when given a prompt they do not verbalize out loud.

Here's how to talk your students through the steps in this exercise:

1. Get comfortable. Uncross your arms and legs.
2. Now breathe in and out slowly 3 times.' You can guide your students by saying, Breathe in ... breathe out ... Breathe in ... breathe out... Breathe in ... breathe out...
3. Now look around you. Name 5 objects that you can see. You can prompt your students with examples like, I see the ground. I see my shoe. I see a tree. I see a car. I see my friend'.
4. Close your eyes. Breathe in and out slowly 3 times.'
5. Keep your eyes closed and listen carefully. Name 5 sounds that you can hear. You can prompt your students with examples like, 'I hear a person talking. I hear a bird chirping. I hear a door close. I hear a car going past. I hear myself breathing.
6. Keep your eyes closed. Breathe in and out slowly 3 times.
7. Keep your eyes closed and think about how your body feels. Name 5 things you can feel. You can prompt your students with examples like, I can feel my toes inside my shoes. I can feel my feet on the ground. I can feel my fingers pressed together. I can feel my t-shirt on my shoulders. I can feel my teeth with my tongue.
8. Keep your eyes closed. Breathe in and out slowly 3 times.

Note: When a student name distressing objects or sounds, gently interrupt and suggest they choose something else. For example, you could say, yes, I know you can hear that, but what else can you hear? Can you hear the birds chirping?

Additional games that I have experimented with to teach students how to regulate their behaviors are below. Turn on some music, sort students into groups, and play any of these well-known games that model self-management:

- Musical Chairs (my favorite)
- Follow the Leader
- Red Rover
- Mother, May I
- Simon Says

After playing these games, bring your students back together for a class discussion on what they learned about listening and being respectful to others.

The following scenario can be used for self-awareness and responsible decision making lessons.

Scenario (present this to your students)

Jennifer is a transfer student in her sophomore year in high school. By November, she had made some good friends through her soccer team and her classes but still felt on the outside of the more popular students. She has a great relationship with her parents and trusts their advice to just give it time.

The first weekend of Thanksgiving break, rumors started that a blowout party was happening at a sophomore girl's house while the parents were out of town. Jennifer didn't know the girl well but she was one of the most popular girls in the class and most of the upperclassmen were planning on attending, as well. One of the hottest junior guys had already asked her if she would be there. Everyone was saying this was going to be the best party of the year. This seemed like the perfect opportunity to break out of her small clique and hang out with the students that everyone always talked about.

Her dilemma was that there was no way her parents would let her go to this party if they knew the parents were out of town, and she wanted to go very badly. Jennifer had rarely lied to her parents and never about anything big. She knew her parents trusted her and that made it even harder to lie to them. Because they respected her, she hated the times when she felt like she was letting them down.

Her friends told her to just not say anything and only lie if her parents directly asked her about adults being at the party. Easy enough for them to say, but her friends weren't as tight with their parents as she was with hers. She felt that if she just went to this one party her social standing at school could be a lot different. She would get to know more students, she'd be seen as someone they can party with, and she wouldn't be so shy about approaching the more popular students anymore.

Would it be worth it to hide the facts of the party from her parents and risk having to lie? And if they found out about the party, could she deal with the fact that they probably wouldn't trust her anymore? On the other hand, everyone lies to his or her parents eventually. And if they never found out, what would it really matter?

Notes for Teacher (this is for you)

I like this case because it gets students thinking and talking about the fact that what feels like an okay choice for one person might not feel so okay to someone else. And it is a good example of how listening to others may only confuse, rather than help us make the right choices. Every child has a unique relationship with his/her parents, and that relationship informs the ethical choices the child makes involving his/her parents. At some point, we have to consider the potential consequences of our actions and weigh whether the benefits are worth the price.

I also like this case because often I find that teens are constantly talking about "if parents ever found out..." yet they share in class how awful they feel when they lie or hide things from their parents. It often makes them feel alone and vulnerable. Getting kids to formally talk about a case like this tends to shed some light on this point.

Encourage students to share a wide variety of responses. Sometimes, I split the room in two and have kids go to one side or the other based on whether or not they would go to the party against their parent's wishes. Then, I have them state their points to one another. Chances are many of your students have already lived this case study and might share what it felt like for them to make that choice and whether it was worth it to them.

Discussion Questions

1. What do you think about Jennifer's situation? Do you empathize with her? How does being new possibly affect her dilemma?
2. What would you do?
3. What do you think your parents would do if you told them about the party?
4. Have you or someone you know ever been in a similar situation? What happened?
5. What do you do when you are faced with a situation where there doesn't seem to be a good choice?
6. Who do you have in your life (besides your parents) that you might go to if you were faced with this dilemma?

Module III Relationship Skills Resources

At my school the SEL we coordinated a week dedicated to building relationships. Below is a list of our activities and a bingo game bingo game activity that the students enjoyed.

SEE SOMEONE ALONE **REACH OUT + HELP** **Hello**
A YOUTH VIOLENCE PREVENTION PROGRAM FROM SANDY HOOK PROMISE

START with Hello

Sandy Hook PROMISE
MAKE THE PROMISE
sandyhookpromise.org

Mallard Creek High School

Start with Hello Week Spirit Days

September 19-23, 22

19 Meet ya Monday
Start with Hello Nametags
Say Hello to someone you don't know
See someone sitting alone, invite them to join you.
See a new student or just someone you don't know, say hey!
Get to know staff by reading their About Me posters. Find common interests

20 Together is Better Tuesday
Reach out and meet someone new during lunch
Hand out kindness/affirmation cards

21 Wear it, Swear it Wednesday
Show support for the Sandy Hook Community & swear off violence
Honor lives lost to gun violence-Wear Green, the color of Sandy Hook Elementary School
Celebrate the last day of Summer by wearing your Shades/Sunnies

22 Tell your Truth & Trusted Adult Thursday
Celebrate the start of Fall & Trusted Adults
Recognize and thank those that support you
Wear an article of school-appropriate clothing that displays something that is important to you.
Reach out to peers you don't usually talk to about their statement pieces of clothing.

23 Friendly Friday!
Sign the SWH Pledge
Go out of your way to do something nice for someone else.
Set the intention of using communication and non-violence with others

Have a pic of any of this? send it to our Instagram

It's Contagious

MCSAVDDE

START WITH HELLO WEEK

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G

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Prefers using pencil to pen:	Recently had a birthday: Date:	Has traveled outside of the USA: Place:	Plays an instrument:	Has a pet: Pet's Name:
Was born in the same state as you: State:	Has the same favorite food as you: Food:	Belongs to an after school club: Club:	Saw _____ in concert:	Favorite subject is: _____
Has a family member who was not born in the USA:	Favorite color is: _____	FREE!	Has been to a very small town: Town:	Has been in a wedding:
Enjoys reading:	Plays a sport: Sport:	Is good at video games:	Is a collector: Collects:	Can say "Hello" in 3 other languages:
Has a younger brother:	Can speak another language:	Can name four songs by the same artist:	Has an older sister:	Has been to a large city: City:

START A CONVERSATION & TO KNOW YOUR PEERS! WHEN YOU GET 5 IN A ROW - BINGO - SUBMIT YOUR CARD FOR A CHANCE TO WIN A PRIZE.

Module V Growth Mindset Resources:

Growth Mindset Icebreaker

A student made this recommendation for an Icebreaker and the students voted on it. The telephone game is familiar to many people, as it has been around for years. The game remains popular because it can be played by any age and in many situations.

How to play:

Getting Started. Players must sit in a circle or stand in a straight line. They need to be close enough that whispering is possible, but not so close that players can hear each other whisper.

Begin the Game. The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right.

The Game Continues. Players whisper the phrase to their neighbors until it reaches the last player in line.

The Conclusion. The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.

Rules for Telephone Game:

- The word or phrase can only be whispered once, so players must pay close attention.
- The word or phrase should not be a too familiar; you want to make sure it changes as it is whispered.
- Only the first player should know what the word or phrase is. The facilitator of the game may wish to have the original phrase or word written down.

Resource Websites

[ArtsEdSEL](#)

This organization is “dedicated to illuminating the intersection between arts education and social emotional learning to facilitate the embedded, intentional, and sustained application of SEL-informed arts education.” Check out their [resources](#) database and the “Heart of the Arts” [briefs](#).

Arts Education and SEL [Framework](#)

This framework shows the crosswalk between the National Core Arts Standards and the CASEL competencies. Click on any square in the framework to see more detail.

[CASEL](#)

The Collaborative for Academic and Social Emotional Learning is the leading organization in the US for SEL research, programming, and policy. Their 5 competencies are used by many states in establishing SEL learning outcomes.

[Online Journal Templates](#)

Choosing whether to use an antidotal or online journal is a personal preference. My students prefer the slow and methodical form of handwriting journals. Many enjoy the ease of access and speed afforded by the online journal.

[Relationship Skills](#)

Learn to help students develop key skills for successful relationships: communication, cooperation, and conflict resolution. PBS has great resources for educators to help students develop these skills by working together in groups and discussing roles. Parents can support their children by spending time with them and encouraging communication.

[True Colors Personally Assessment](#)

True Colors Test postulates that [human temperament](#) falls into one of four categories, each with its own strengths and weaknesses.

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