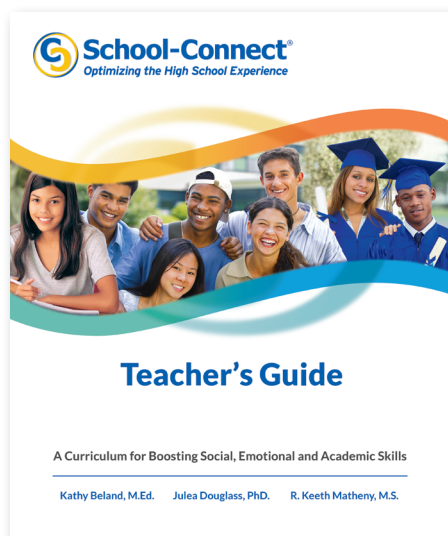# Notes to Teacher

Welcome to *Module 2: Developing Self-Awareness and Self-Management* of *School-Connect®: Optimizing the High School Experience*, a curriculum designed to boost students' academic, social, and emotional skills. In this module, students build intrapersonal awareness of their thought processes, emotions, strengths and hopes for the future, and practice self-management strategies.

The lessons are designed to help students:

➢ Understand the effects of thought on emotions and behavior.

➢ Be aware of and manage their emotions.

➢ Reduce habits of negative thinking.

➢ Induce positive emotions.

➢ Develop coping strategies for stress reduction.

➢ Identify their strengths and interests.

➢ Explore careers and colleges.

➢ Set and achieve goals.

This Notes to Teacher section provides the following:

- **Lesson Overviews** with background information, suggestions, and notes on Module 2 lessons
- **Quick Guide** to the School-Connect® iPortal and Learning Strategies utilized in the lessons

School-Connect®
Optimizing the High School Experience

Teacher's Guide

A Curriculum for Boosting Social, Emotional and Academic Skills

Kathy Beland, M.Ed.   Julea Douglass, PhD.   R. Keeth Matheny, M.S.

To implement the curriculum with fidelity and have the maximum impact on students, teachers should read and reflect on the Teacher's Guide and discuss it with their colleagues.

For a more in-depth review of curriculum goals, research base, lesson design, and learning strategies, please see the Teacher's Guide that accompanies the School-Connect curriculum. To implement the curriculum with fidelity and have the maximum impact on students, teachers should read and reflect on the Teacher's Guide and discuss it with their colleagues.

Lesson Overviews

Being aware of and managing our emotions is perhaps our most fundamental social and emotional skill set. Relationship building, successful problem solving, and responsible decision making rely on it. Lessons 2.1– 2.6 help students learn to access the "thinking" part of their brain to manage and use emotions to their best advantage.

2.1 Understanding the Teenage Brain
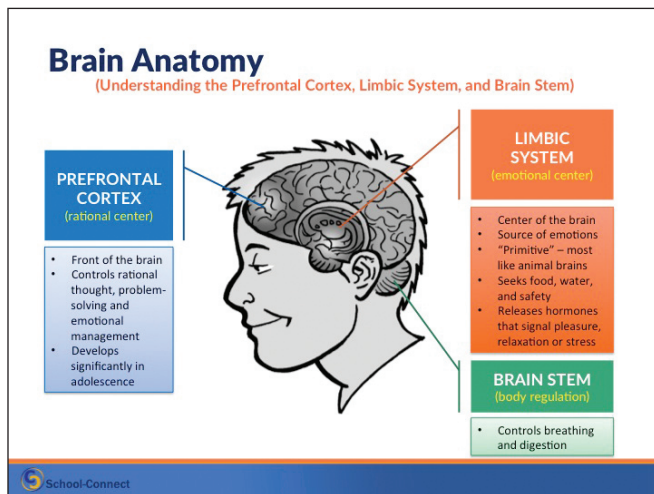
Think back to adventures in your childhood days — maybe it was your first time ice skating, roller skating, or skiing. Chances are that you were more adventurous then than you are now as an adult. Since childhood, you have developed new cognitive abilities—such as planning, estimating consequences, and projecting outcomes. Now, when you try skating or skiing, you might ask yourself, *"What if I fall?" "If I fall, how will I get help?" "Do I have my insurance card?"* These are all functions of the prefrontal cortex of your brain, which controls reasoning, management of emotions, and abstract thought. Brain research tells us that the prefrontal cortex — aka the "Thinking Brain" or "Rational Center" — enters an intense period of development in adolescence and early adulthood as it attempts to reel in the impulsive thoughts, feelings, and behavior emanating from the limbic system or "Emotional Center" of the brain (Jensen & Nutt, 2015).

Adolescence is historically characterized as a time

of "storm and stress" (Arnett, 1999). Physical maturity often precedes cognitive maturity, making it seem as if teens are steering a somewhat unwieldy ship. Fluctuating hormones, coupled with increased attention to social pressures and more opportunities for freedom (e.g., driving, later curfew), may lead to erratic mood swings, lulls in mental alertness, and uneven emotional and behavioral control. Adolescents may exhibit great insight and self-control and only minutes later "flip their lid" in an emotional outburst.

In this lesson students explore the exciting but rocky road of adolescent brain development. With the help of two brief videos, they learn the terminology of neuroscience and simple, engaging metaphors that help them grasp complex brain processes and better understand why they make rash decisions at times. Students greatly enjoy learning about their brain and how they can exert more control over it. It is helpful for teachers to reflect on this period in their own lives and selectively share some of their ups and downs, showing their students the possibility of growth.

2.2 Being Aware of Our Emotions
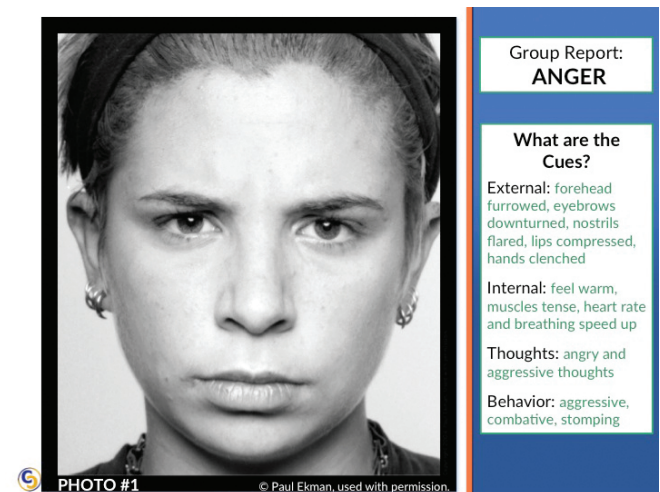
Emotions are one of the primary indicators of what matters to us and of how we experience life. While they are but one of the factors we should consider in making personal decisions, we often assign them considerable weight. This lesson opens with a true/false quiz designed to determine what students know about emotions and build on their knowledge

Developing Self-Awareness and Self-Management

base. The subsequent discussion focuses on recognizing how emotions arise and are sustained.

To some degree, emotions are manifested by an automatic response that arises from unconscious thought (the limbic system within the brain), almost as if they were embedded in our genetic code. For example, when a car suddenly veers toward us, we respond automatically with fear —and either jump out of the way or (if we are driving) turn the wheel to avoid a collision. These automatic reactions allow us to act swiftly in the face of danger, thus helping to ensure our survival. In cases like this, our emotions arise without our being aware of them, through a process known as *automatic (auto) appraising*—using our senses to scan the environment for signs of danger—and our initial reactions are largely out of our control (Ekman, 2003).
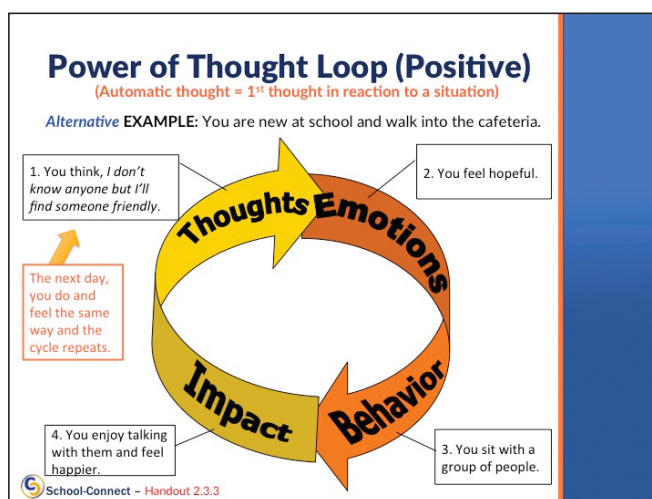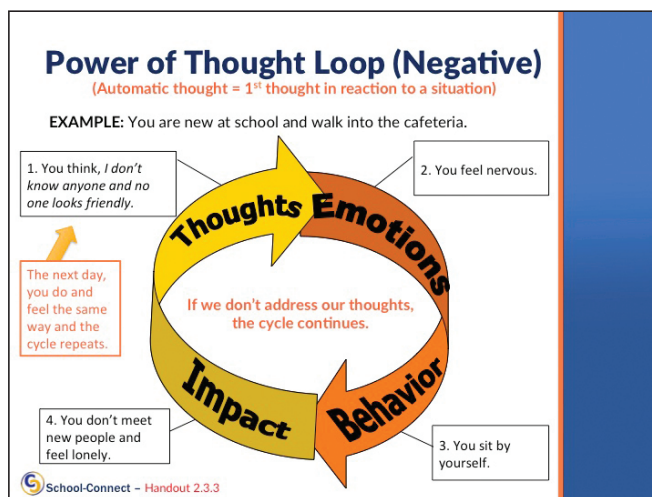
These primitive responses are not always in tune with modern-day life. When neutral actions are misperceived as real threats, quick reactions can cause havoc, especially in young people. As we will see in Lesson 2.3, conscious thought also plays an important role in triggering and regulating emotions. Before students can understand the relationship between automatic responses and conscious thought, they must be able to recognize how they are feeling—*reflective appraising* (Ekman, 2003).

Using the photographs of the seven basic emotions (Ekman, 2003) first presented in Lesson 1.10, students identify the physical sensations that accompany these emotions. In addition, they ascribe names to different levels of each basic emotion, e.g., for the emotion fear: worried—anxious—afraid—terrified, creating "families of emotions" and a rich vocabulary for more accurately describing their internal state. The better young people are at recognizing the physical expressions and sensations that accompany various emotions and the sources of those emotions, the easier it will be for them to understand their behavior and the choices they make.

Note: This is a self-awareness lesson. It is best to refrain from talking about self-management strate-

gies at this time; those will be addressed in Lessons 2.3 and 2.4.

2.3 Recognizing the Power of Thought

Power of Thought Loop (Negative)
(Automatic thought = 1st thought in reaction to a situation)

EXAMPLE: You are new at school and walk into the cafeteria.

1. You think, *I don't know anyone and no one looks friendly.*

2. You feel nervous.

The next day, you do and feel the same way and the cycle repeats.

If we don't address our thoughts, the cycle continues.

4. You don't meet new people and feel lonely.

3. You sit by yourself.

School-Connect – Handout 2.3.3

Power of Thought Loop (Positive)
(Automatic thought = 1st thought in reaction to a situation)

Alternative **EXAMPLE:** You are new at school and walk into the cafeteria.

1. You think, *I don't know anyone but I'll find someone friendly.*

2. You feel hopeful.

The next day, you do and feel the same way and the cycle repeats.

4. You enjoy talking with them and feel happier.

3. You sit with a group of people.

School-Connect – Handout 2.3.3

This lesson helps students to understand the nature and power of their internal thought processes. When people erupt in anger over a minor offense such as being cut off in traffic, their thought processes play a heavy hand in their reaction. When we are gripped by a strong emotion (e.g., anger at aggressive driving), we tend to seek confirmation of the emotion rather than challenge it. For example, we may think or say *That jerk! What does he think he's doing?* By responding to a situation with aggressive thoughts, we heighten our emotional experience, regardless of whether our reaction is warranted. As a result we may respond with aggressive behavior,

e.g., shouting at the other driver at the next stop light. This cognitive-behavioral process, first conceptualized by Aaron T. Beck for treating depression (Beck et al.,1979), has been adapted for working with anxious and impulsive children and adolescents (Kendall & Braswell, 1985; Kendall, 2012; Creed et al., 2011). In this lesson, the "Power of Thought Loop" illustrates this cognitive-behavioral process, first showing negative loops and then contrasting them with positive loops.

At other times, our thoughts *trigger* our emotions. When we hold strong preconceived notions about others or ourselves, we are likely to project our beliefs onto neutral or ambiguous situations. Thoughts that seem to habitually pop into our head are called *automatic thoughts*. For example, if a student feels insecure about her friendships or social standing and a friend fails to say "hi" to her in the hall, her automatic thought may be that her friend is purposely ignoring her or is mad at her. Such a thought may cause her to feel sad or angry. Likewise, a student who lacks confidence in his academic ability may perceive small setbacks as proof of low intelligence rather than as challenges to overcome with more effort—e.g., he may say *I can't solve this equation; I'm just no good at algebra.* This could cause him to feel deflated and unmotivated. These tendencies are called *negative attributional biases*, and are particular problems for many at-risk and incarcerated youth (Slaby & Guerra, 1988; Guerra & Slabby, 1990). The Attributions Survey in the lesson will help alert students as to whether they hold such a bias and what they can do about it.

Helping students recognize their automatic thoughts and the situations that trigger them is a critical step in gaining self-knowledge — and the *first* step in self-management. Students need time to become adept at recognizing their thought patterns, reflecting on how they respond in certain situations, and generating more positive or neutral interpretations and thoughts for an event. Keeping an automatic thought log for one to two weeks and sharing it with a partner in class helps students in this endeavor. Teachers can support this effort by keeping a log themselves and sharing examples with the class.

2.4 Managing Emotions

Once students are aware of their emotions and the role thought plays in sustaining or reducing them, they are ready to develop some self-management techniques. Key to this is recognizing the types of situations or events that prompt or *trigger* strong emotions. These prompts or triggers are specific to the individual and are formed by habit. Breaking their hold over students takes time and patience on their part.

This lesson emphasizes a variety of emotions that, if escalated, can cause them to lose control, e.g. anxiety, sadness, excitement, embarrassment. The de-escalation strategies — e.g., belly breathing, disputing negative thoughts and attributions, taking a time-out — can be applied across different emotions and matched to different types of situations for best effect. Due to the particularly strong effect of anger on people's lives, the next lesson focuses solely on anger management.
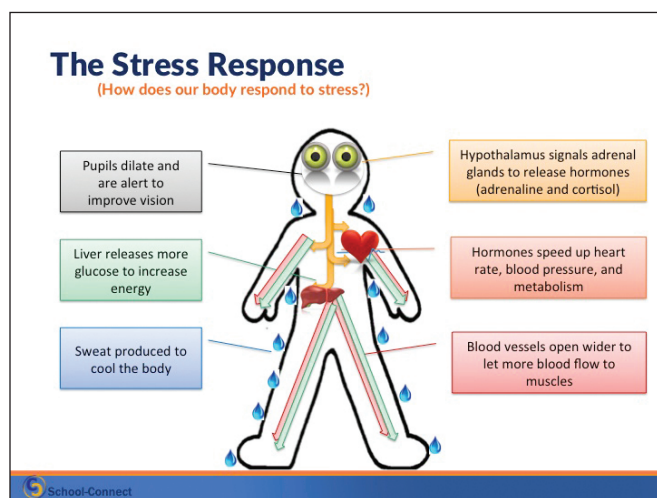
2.5 Defusing Anger

Anger is fickle. It has its good points (*Where would we be if people had not been angered over slavery?)* and its bad points (*How many lives would have been saved if people had remained calm rather than exploded in anger?*). Anger often masks other emotions — such as jealousy, hurt, and fear — and deludes some of us into thinking that it gives us personal power. The negatives may outweigh the positives, but anger is here to stay as one of our basic emotions. Although heredity and environment play a part in our tendency to become angry, whether we feed it or work to defuse it is largely up to us as individuals.

Being able to manage anger requires some knowledge of how anger arises and escalates, especially the role of our thought processes. For example, do we tend to attribute negative intent and characteristics to others (aka externalize blame)? Or do we blame ourselves (aka internalize blame)? This kind of negative self-talk serves to fan the flames and provide the fuel for escalation (Ekman, 2003). Being mindful of the words we use – *What prompted my*

anger? vs. *What made me angry?* – helps to underline that we have a *choice* in how we speak about and respond to anger. We can be proactive rather than reactive, and can exercise autonomy rather than be controlled by our emotions.

Thinking through the lesson scenarios and how to unpack them in class helps teachers to make the "lessons" embedded in each situation more salient to students. Teachers need a good understanding of underlying emotions, the difference between what triggers and what causes anger (from without vs. from within), and the role *residual anger* can play in conflicts. It is easy to see that modelling and facilitating anger management requires strong self-knowledge on the part of teachers. They may be developing some of these skills along with their students. As with developing any social and emotional skill, being open and honest about this process can be a sign of strength in teachers.

2.6 Coping with Stress

The Stress Response
(How does our body respond to stress?)

Pupils dilate and are alert to improve vision

Liver releases more glucose to increase energy

Sweat produced to cool the body

Hypothalamus signals adrenal glands to release hormones (adrenaline and cortisol)

Hormones speed up heart rate, blood pressure, and metabolism

Blood vessels open wider to let more blood flow to muscles

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Adolescence is one of the most stressful periods in a person's life. Not only are teens going through the physical and emotional changes of puberty, many of them are also having trouble meeting the higher academic standards of high school and adjusting to shifts in friendships and interests from their middle school years. In addition, just when students want greater independence, their movements are often restricted on account of conflicts with parents or because of living in unsafe neighborhoods.

Recognizing the sources of stress is the first step in dealing with stress. Students begin the lesson by identifying stressors in their lives. Note that change is one of the major sources of stress (Miller & Rahe, 1997). Even good things, like being on a new team, can be stressful for teens until they adjust to the new situation. Students learn that a little stress can be beneficial, e.g., helps improve their concentration and motivates them to accomplish a task or goal. On the flip side, too much stress can overload their system and interfere with their ability to function and learn (Jensen & Nutt, 2015). To effectively deal with stress and stress overload it is helpful to have an understanding of what happens during the stress cycle — cognitively, emotionally, and physically.

Helping students make healthful choices in coping with stress can have a positive impact on their functioning in school and on their quality of life in general (Epstein, 2011). Students learn that they can *change their situation*, e.g. by reducing their number of ongoing activities, or *change their state*, e.g., through exercise, emotion management strategies learned previously, and relaxation techniques such as Charles Stroebel's Quieting Reflex (Stroebel, 1982).

Generating positive emotions through expressing gratitude, sharing positive events, recognizing one and others' character strengths, and favoring activities that can lead to deep satisfaction can improve our mental state and even affect the paths we choose in life. Lessons 2.7– 2.10 help students tap into this natural high and resist the forces that can lead to unhappiness and discontent. Students learn that increasing positive emotions is just as important as managing negative emotions.

2.7 Inducing Positive Emotions

Research in the field of Positive Psychology attests to the beneficial effects of positive emotions—e.g., joy, humor, gratitude, excitement, and satisfaction—on our mental state and emotional well-being

(Seligman, 2002). In simple terms, having positive feelings about a person, activity, or subject impels us to *approach* them, while having negative feelings impels us to *avoid* them. Teachers see the impact of this in the classroom on a daily basis.

Psychology in general and prevention programs in particular have focused on remediating the negative to enhance one's sense of well-being—i.e., managing negative emotions, coping with stress, resisting peer pressure, and handling conflict (Ayan, 2015). These are all important life skills and should not be downplayed. However, paying attention to the positive—e.g., reframing situations in a positive light, identifying and applying one's strengths, pursuing activities that elicit positive feelings such as joy, hope, and peacefulness—also facilitates development of an important set of life skills (Fredrickson, 2009). Strategies that increase the positive help us be more creative, confident, open to learning, and hopeful about the future. They actually propel us toward our goals, rather than simply arresting our slide away from them.

Practicing gratitude, which is strongly promoted through Positive Psychology and character education, serves to induce positive emotions and a sense of well-being in those who practice it (Emmons & McCullough, 2003). Students learn that their brains secrete "happy hormones" like dopamine, serotonin and oxytocin that relieve anxiety and flood them with positive feelings. The central activity of this lesson – a guided imagery exercise followed by writing and "delivering" a gratitude letter – can have a strong emotional impact on students. Teachers can inspire students to give gratitude a try by writing their own gratitude letter to someone who has made a positive impact on their life and sharing in class the effects of this experience on themselves and the person they honored.

Like the sharing of positive events in H.I.P.E. sessions (introduced in Lesson 1.7), expressing gratitude should not be a one-time activity but rather a practice that is integrated into classroom life on an ongoing basis.

2.8 Recognizing Character Strengths

The study of character and human potential is as old as literature itself. Early philosophers such as Plato and Aristotle have pondered the meaning of life, moral virtue, and the capacity of humans to influence their communities and society in positive ways. In recent years, character education — the intentional development of core ethical values such as respect, responsibility, fairness, and compassion — has re-emerged as an important component of public-school education (Beland, 2003). Character development has long been the focus of many private schools.

Character is developed through observation of positive role models, repeated practice, and reflection—the basic elements of Social Learning Theory (Bandura, 1976, 1985). By understanding positive character traits and identifying individuals who embody them, students are more likely to want to acquire these traits themselves. Acting in good character often leads to positive results and serves as natural reinforcement for continuing to act this way in the future.

Identifying one's current character strengths, the key traits that define one's attributes and behavior, is a good place to start. In this lesson, students identify five of their character strengths and have two others — a class partner and a family member — identify five traits for them as well. This can be a powerful experience for students, and, for many, a happy surprise as to how often the same positive traits are attributed to them by others. In getting recognition for their character strengths, students gain a new appreciation for their positive attributes, an increased desire to display and "live up to" these strengths, and a boost to their self-esteem. Many teachers testify that this lesson positively affected classroom climate.

2.9 Building True Happiness

Adolescence is a time when students are figuring out who they are, what they want, what they have to offer, and where they fit. Due to the influence of the media and their peers, teens often place too much importance on looks, clothes and other possessions, popularity, and power. It is also a time when they are eager to try out new experiences in their quest for self-discovery and pleasure. It is easy to confuse satisfying these desires with true happiness. This can lead to the *hedonic treadmill*: seeking pleasures (possessions, thrilling adventures, mind-altering substances, sex) to elevate one's level of happiness, then as feelings of happiness begin to fade, seeking another pleasure in order to regain their feelings of happiness. This cycle continually repeats itself, unless the person decides to get off the treadmill.

Hedonic Treadmill
(Like a treadmill, the cycle goes round-and-round)
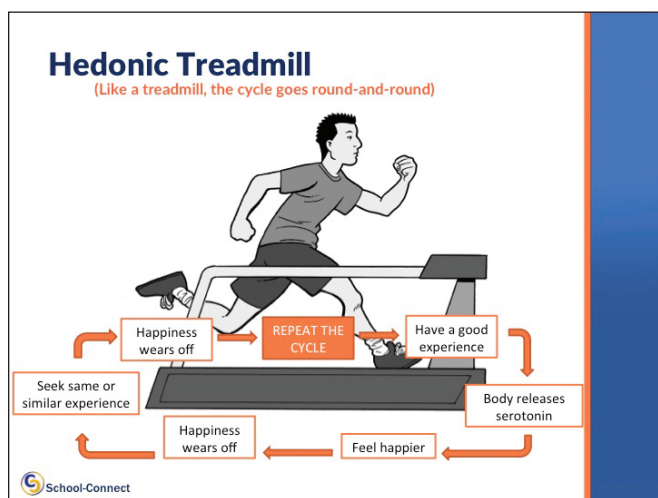
This lesson opens with an age-old, provocative question: *Can money buy happiness?* After a philosophical chairs debate, students learn that researchers who studied life satisfaction in different cultures around the world found that people in poor countries report less life satisfaction than people in more developed countries, but people in countries that are neither poor nor wealthy report *as much, or more*, life satisfaction than people in wealthier countries (Seligman, 2002). Similarly, lottery winners say they are very happy initially, but after a brief time they report being no happier than they were before they won the lottery (Brickman et al., 1978). And some winners continue to buy lottery tickets – a
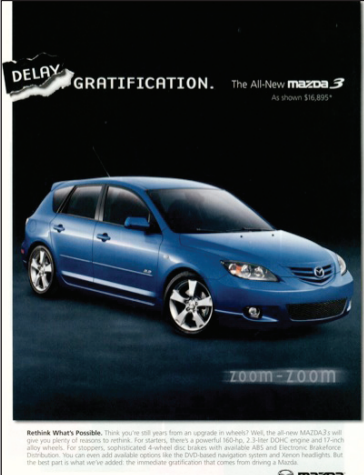
clear example of the hedonic treadmill.

True happiness has to do with tapping our human potential—i.e., being productive, experiencing growth, developing meaningful relationships—and having a deep sense of satisfaction in various aspects of our lives. Unlike a fleeting high, true happiness is longer lasting and more meaningful, providing us with sustenance in the face of adversity. This is why many people who are in tune with the type of work they do—people who have frequent and sustained experiences of "flow" on the job—report feeling more satisfied at work than they do on vacations that focus on more-passive forms of entertainment (Csikszentmihalyi,1998).

Students are encouraged to develop the Four C's of happiness: *choice* in making decisions that affect them, *connection* to others, *competence* in what they do, and *contribution* to family, friends, community, and society. From these ingredients, they can fashion a Happiness Project, inspired by a book of the same name (Rubin, 2009). By planning and recording when and how they apply the four C's and noting the effects, students can avoid the hedonic treadmill and begin to experience a sense of deep satisfaction and true happiness.

2.10 Outsmarting Media Advertising

Now that students have explored what leads to greater life satisfaction, it is helpful to contrast this with what the media say will make them happy. The media are a pervasive influence in our country,

especially on young people. On average, adolescents view approximately 25 hours of television per week—and, as a result, are exposed to nearly 700 TV commercials in a week's time, not to mention the number of ads they see in magazines, on billboards, and on the Internet (MarketingCharts, 2013). American corporations spend billions of dollars a year appealing to the adolescent market.

Unfortunately, advertisers are selling more than just clothes, soft drinks, or cars; they are selling a lifestyle. The models selected to appear in ads are typically glamorous, carefree, and fun-loving, particularly if they are engaged in high-risk behaviors such as drinking or dangerous driving. Young people (and adults, for that matter) are often unaware of the unconscious influences of advertising campaigns on their beliefs, attitudes, and emotions. In broadcasting the "beautiful life," ad campaigns often leave people feeling unsatisfied with themselves and their lives.

It is important to prepare young people to sift through these messages and recognize the effects on their thoughts and emotions. In this lesson, students will be introduced to common marketing techniques. They will also practice using the CLEAR Critical Thinking Strategy to interpret, evaluate, and draw their own conclusions about media messages. Much too often, we rely on first impressions, without reviewing our assumptions or looking for evidence that backs up marketing claims. At first glance, an ad for a car may look like an invitation to a glamorous, exciting lifestyle. Upon closer inspection, it becomes clear that there is no evidence supporting this conclusion. When students re-evaluate their initial impressions, they gain new insights into how advertising affects their thinking and behavior.

In adolescence, the challenge is to develop a solid sense of identity. Exploring careers and colleges extends students' identity development to exploration of what they might do and be in life. Lessons 2.12–2.13 require Internet access and a laptop or computer for each student.

2.11 Forging Your Identity

Psychologist Erik Erikson was fascinated with how we develop our sense of self. His research found that people go through eight stages of *psychosocial development*, each with new challenges and goals. In adolescence the challenge is to develop a solid sense of identity — to define personal, professional, and social goals; to formulate a distinct and unique personality; and to recognize how we are similar to, and different from, others (Erikson, 1968).

Identity Development
(And influences of the social environment)

➤ How was Zora Neale Hurston's identity development influenced by the world around her?

➤ How is your identity development influenced by the world around you?

➤ What does this quote mean to you?

"You cannot define me in a dictionary, nor can all the great thinkers of the world define me. Only I truly define me!"
- Anonymous

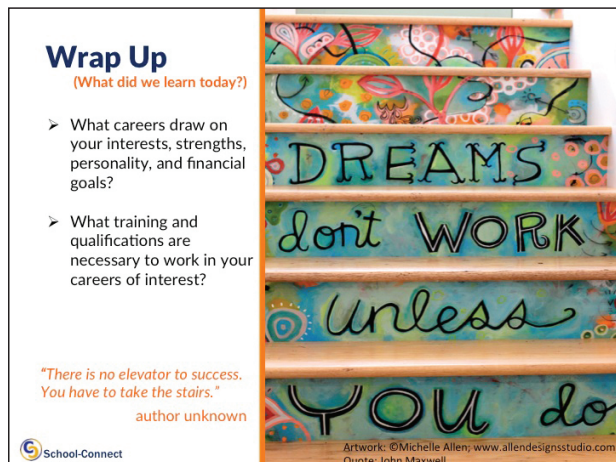Zora Neale Hurston

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In this lesson students compare the outer labels people might have for them with how they perceive themselves. After reading a passage from Zora Neale Hurston's "How It Feels to Be Colored Me" (1928) on the effects of inner and outer labels on self-perception, students create their own "Zora Bags", which they present in class. By laying out the contents of the bags in one space, as suggested by Hurston, students can see aspects of themselves as individuals as well as the common threads they share with others. Teachers can model this activity by preparing a Zora Bag for themselves beforehand and sharing it with the class.

2.12 Exploring Career Options

What do you want to be when you grow up? This is a fun question in elementary school, but becomes more pressing when students enter high school. Suddenly their grades, extracurricular activities, and academic standing become part of a permanent record that will ultimately determine their future

options. When students have at least a general idea of what they want to do in life, they are more likely to see their high school education as relevant, and worthy of their effort and diligence.

Wrap Up
(What did we learn today?)

➤ What careers draw on your interests, strengths, personality, and financial goals?

➤ What training and qualifications are necessary to work in your careers of interest?

"There is no elevator to success. You have to take the stairs."
author unknown

School-Connect

Artwork: ©Michelle Allen; www.allendesignsstudio.com
Quote: John Maxwell

At this point in the curriculum, students should have explored their financial goals and ideal lifestyle (1.13), what they are curious about (1.16), their character strengths (2.8), what leads to deep satisfaction in life (2.9), and their identity development (2.11). These should give them some ideas on career fields that would be interesting for them to explore. For students who have already chosen a direction, this exploration will provide more information for consideration and planning.

Students will each need access to a computer in order to search the online Occupational Outlook Handbook (United States Department of Labor, Bureau of Labor Statistics). This career exploration tool provides information on different fields with several different occupations in each. For each occupation the Handbook provides a work description, median pay, entry level education, work environment, number of jobs nationally, and job outlook. Students can easily explore a number of occupations in the time provided. It is helpful for teachers to be familiar with the site and model an occupational search in class.

It is also beneficial to remind students that while financial stability is important to physical, mental and emotional health, it does not ensure a personally rewarding life. Daniel Goleman, author of *Working with Emotional Intelligence* (1998, p. 106), speaks to

the importance of finding pleasure and satisfaction in one's work: "When people kept a journal of how they felt while they performed a range of tasks throughout the day, one result was clear: They felt better doing work they loved rather than work they did only because they were rewarded for it."

2.13 Planning for College

Once students see the benefits of graduating from high school and pursuing a college degree or a technical certification, it is best to start planning for this goal early in high school. This lesson identifies college acceptance criteria and preparatory steps students can take at each high school grade level. A group activity that students enjoy is "Think Like a College Admissions Officer," which provides a real-life look at how to create a positive picture of themselves and their strengths and abilities.

College acceptance criteria, e.g., what tests are required, is evolving. Be sure to check online and/or with a school counselor for current requirements before presenting this lesson.

Creating an inspiring life goal creates a purpose for doing well in school and an orientation to the future. Lessons 2.14 – 2.16 present the Five Phases of Achievement and delineate researched-based strategies for setting and achieving short- and long-term goals.

2.14 Envisioning Your Future

Students may enter high school with high hopes about their future but may not be fully aware of what it takes to meet their long-term goals. One student may dream of playing professional basketball but not have the grades to be eligible to play in high school. Another student may want to go into medicine but not take the preparatory courses or pursue extracurricular activities that will lead her or him in that direction. And every year, numerous students assume they will graduate from high school but don't take advantage of academic supports (e.g., tutoring, special prep courses) that would help them

succeed in their coursework and pass high school exit exams.

This lesson introduces the Five Phases of Achievement, which delineates the steps for goal setting and attainment, and focuses on the first two phases: Dream and Wish. In the *Dream Phase*, students project themselves into the future and picture their personal life (family and friends), their work (vocation) and a personal interest (avocation). They are encouraged to follow their passion, think big, and aim high. Research suggests that people who follow these criteria in setting goals, are more successful in reaching them than people who set goals they don't feel strongly about and that have a low bar for achievement (Halvorson, 2010). In the *Wish Phase* students say what they would want to do or be if a genie granted them any wish in the world. Stories of genies usually include the consequences of not being specific enough with a wish, so students are encouraged to sharpen their focus.

Taking time to envision and plan for a "future self" can encourage students to take on the stewardship of their present life (Mayer, 2014). To help them in this endeavor, students participate in a writing exercise in which they envision themselves at three different points in the future: at age 20 (*Will they have graduated high school? Be in college or technical school?*), at their 10-year high school reunion (*Where will they be in their career? In their private life?*), and at age 65 (*What will others say about them as a person*

at their retirement party?) Afterwards, they discuss their visions with an Achievement Team, a group of their peers they will continue to work with to help set their goals.

2.15 Setting Life Goals

The second in the goal-setting trilogy, this lesson introduces the third and fourth phases of achievement: Goal and Mission. In the *Goal Phase* students commit to a "FAB" Goal and take responsibility for it. FAB stands for **F**ollow your passion (i.e., choose your goals freely, rather than to please others, and love what you do), **A**im high (i.e., create a goal that will make you stretch yourself and feel like you accomplish something), and **B**e specific (i.e. word it so it says exactly what you want to accomplish). Students are asked to select a "life goal" – what they want to do in life and the person they want to be. If students do not know what they want to do, teachers can encourage them to choose a field that interests them.
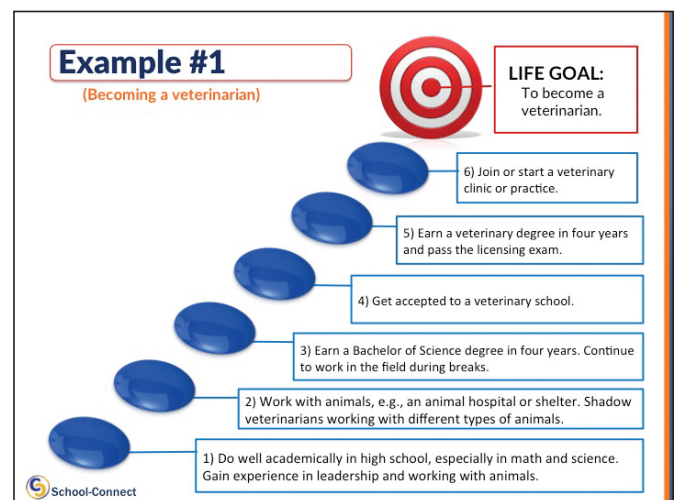
In the *Mission Phase*, students create the stepping stones (smaller goals) that lead to a life goal. These include the academic and work experience benchmarks required by their chosen profession or occupation. A highlight of the lesson is creating a Mission Map which illustrates the stepping stones to their life goal, along with inspiring quotes and character strengths they will need along the way. After sharing these in class in a "museum walk"

Developing Self-Awareness and Self-Management

and with their family, students are encouraged to hang the map in their room. Research shows that these types of visual cues help people to persevere towards their goals (Halvorson, 2010).

As students go on their mission, their life goal and stepping stone goals may change. When they get to college or trade school, or work in the field, they might find a career path that they like better. A person who at first wanted to be veterinarian may find they want to work in a wild animal sanctuary or start a pet daycare, or work in another field entirely. This is an example of "one door opening many doors." They won't get to those doors unless they start moving in that direction.
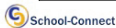
2.16 Going on a Mission

What? When? Where?
(Write responses. Talk with team. Share with class.)

Complete Handout 2.16.2, then share with your achievement team.

Stepping Stone Goal #1:

Action (What):	When:	Where:
Action (What):	When:	Where:
Action (What):	When:	Where:

School-Connect

The fifth and final phase of achievement is the *Expectation Phase*. In this phase the goal is in sight but to achieve it takes focus, effort and perseverance – skills and traits introduced previously (Lessons 1.16 and 1.17). This lesson introduces strategic thinking. Students explore when to use *"why thinking,"* i.e. when setting goals and for renewed inspiration when the going gets tough to help keep their "eyes on the prize". In contrast, *"what thinking"* is used to decide exactly what needs to be done to reach their goal. They will need both types of thinking but should apply them strategically (Halvorson, 2010).

The best "what thinking" avoids vague language such as "study more" and is clear and precise, e.g.,

"study for three hours a day." In addition, students should decide when and where they will do it: "I will study in the library from 3-4 pm and in my room from 7-9 pm, Monday through Thursday." By making their steps specific and habitual, they will be less likely to be pulled off course.

In this phase students can also benefit from researched-based strategies for exercising self-control. While people have long been exhorted to avoid negative thinking in order to achieve a goal, research suggests that predicting and targeting obstacles and temptations actually helps in overcoming them (Oettingen, 2014). Potential setbacks are expected, so students will be better prepared for dealing with them. Other guidelines include "catching control" by hanging out with goal-oriented students, avoiding situations that continually test their will power, stopping before they start an off-track activity, and enlisting the support of a friend or mentor.

Becoming proficient in key study skills is more meaningful when students have goals they care about. Lessons 2.17 – 2.18 cover how to prepare effectively for tests using strategies that help students master academic material as well as strategies that promote social, emotional, and physical health.

2.17 Preparing for Tests – Part 1

This lesson compares and contrasts study methods students commonly use to prepare for tests— underlining and highlighting, self-quizzing, and re-reading material. Research suggests that self-quizzing is the most effective study method. (Dunlovsky et al., 2013). Self-quizzing can involve using flash cards, answering study questions in a textbook, and/or covering class notes and answering questions or explaining keywords written in the margins. Students do an experiment that helps them to draw this conclusion for themselves; this will take minor preparation on the part of the teacher but is worth the effort.

Students not only need study strategies, they also

need a plan for pacing their studying. On a weekly basis they should review class notes and skills. As a test nears, they should schedule two to three sessions for a systematic review of the course material. The PQRST Study Method provides an easy-to-remember sequence of steps for this purpose: 1) preview the material; 2) develop a list of study questions; 3) read the assigned reading looking for answers to the study questions; 4) say aloud or write down answers to the study questions; and 5) test themselves by answering the study questions without looking at the notes or reading (Staton, 1982).

Good study practices extend beyond the test. Students benefit from conducting a post-test review to evaluate what strategies worked and what skills they need to work on.

2.18 Preparing for Tests – Part 2

This lesson uses a "tanks" metaphor to illustrate three sources of academic success. Depending on the study plan and strategies they use, students can either fill or drain their "Knowledge Tank." Similarly, little sleep, unhealthy food and drink, and exhaustive workouts can drain their "Physical Tank," while getting healthy doses can fill it. And students can drain their "Emotional Tank" through arguments and excessive stress, and fill it with healthy relationships and emotional management. Discussing and providing healthy snacks – blueberries, mixed nuts, chocolate – adds an element of fun and support for students.

Students' ability to draw on their inner resources has more to do with success than any test-prep strategy. Lessons 2.19 – 2.20 drive this point home by focusing on developing an internal locus of control in students.

2.19 Taking Full Responsibility

Previous lessons have underlined the importance of invoking character strengths such as perseverance and using failure as a tool for learning and growing (Lessons 1.15 and 1.16). Every difficulty in life, large or small, presents us with an opportunity to turn inward and draw upon our submerged inner resources. This lesson looks at obstacles that life can throw at students. One example involves making up for a minor misstep, while the other involves overcoming years of hardship in order to attend college. What they each have in common is the willingness of those involved to take responsibility for their attitude and behavior, and how this willingness inspires care and support from others. This can be an inspiring lesson for students who have a lot to overcome in order to succeed in life.

2.20 Fighting Off Victimitis

"Victimitis" is urban slang for a propensity to see oneself as a victim of circumstances – that what happens in life is generally beyond our control, that the cards are stacked against us (Urban Dictionary,

Quick Guide

School-Connect® iPortal

Purchase of one or more School-Connect modules allows access to the online iPortal. The iPortal contains the PowerPoints, Handouts, Lesson Extensions, Notes to Teacher, and PLC (Professional Learning Community) Notes for the purchased module(s), along with the Teacher's Guide for the curriculum as a whole. Follow Steps 1-3 for accessing and navigating the iPortal.

STEP ONE   **SET UP YOUR iPORTAL ACCOUNT**

1. For optimal viewing, **use/download the latest Google** Chrome web browser. Other web browsers may cause font problems or videos lags.

2. Use the cover letter included with your binder to locate your unique set up code highlighted in yellow.

3. Go to **http://www.school-connect.net/iportal/set-up-code.php** to start the set-up process.

4. Enter your unique set-up code highlighted in yellow.
    Example: Mod2-xZSts14fd7vX5

5. Follow the prompts to enter your:

    a. School and district – or organization name

    b. Your school or organization e-mail address
        (It is important to use your work e-mail address, not a personal e-mail address.)

    c. Implementation model

    d. A personalized password

6. **If you are adding this module to an existing iPortal account,** choose the yellow "Already have an account?" button rather than the blue Submit button.

STEP TWO   **LOGIN TO YOUR ACCOUNT**

1. To return to the iPortal in the future, go to **www.school-connect. net/iportal** to log in.

2. If you would like to change your password, click "Change Password" on the login screen.

3. If you don't remember your password, click "Forgot Password" on the login screen.

4. Click the "Sign In" button to get started.

After successfully logging in, you will see the iPortal welcome screen where you can choose to access the Teacher's Guide, one of the modules you have purchased, and additional resources.
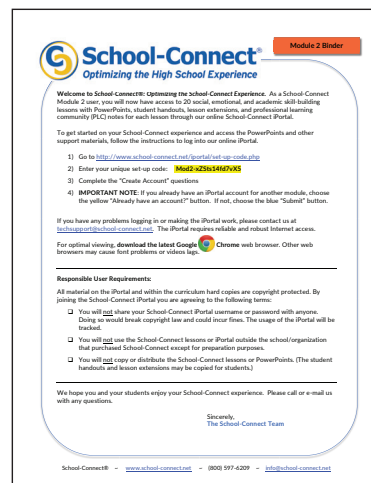

Figure 1 – Welcome and iPortal Access Letter

Figure 2 – iPortal Set Up Information Page

Figure 3 –iPortal Sign In Page

STEP THREE   ACCESS THE LESSONS

After you choose a module, CLICK on any lesson to get started with that topic.

Figure 4 – Table of Contents

After you choose a lesson from the Table of Contents, choose to access the PowerPoint, Student Handouts, Lesson Extensions or Professional Learning Community (PLC) Notes.

When using the PowerPoint, you can use your keyboard to navigate from screen to screen.

Enter/Return	This button advances slides and bullets. It also plays the videos. (It is important to push the Enter/Return button rather than the right arrow, or it will skip past important sections.)
Right Arrow	The right arrow advances you to the next slide
Left Arrow	The left arrow returns you to the previous slide
Full Screen	For optimal viewing, enter "Full Screen." If you are on a PC (Windows), press the F11 key. If you are on a Mac (Apple), press Command+Control+F all at the same time.
Home Button	The blue home icon on the bottom right of all screens redirects to the main menu.

Note: A standard remote control clicker will not work with this system. Instead, you can use a wireless mouse to click from anywhere in the room. Make sure the cursor is on the slide screen.

When you are done watching the lessons, simply close your browser or click LOGOUT and you will automatically be logged out.

TECH SUPPORT

If you have any technical problems, e-mail **techsupport@school-connect.net**. You will receive a response within 24 hours.

Learning Strategies

The following learning strategies, accompanied by their icons, are implemented in the lesson outlines and PowerPoints. They are listed in the order they appear within the lesson sequence.

Bell Ringer—A brief activity designed to activate former knowledge and get students on task upon entering the classroom, i.e., before the "final bell" rings.

Essential Questions—One to three questions, provided at the beginning of the lesson, and designed to lead students to the "enduring understandings" or "big ideas" within the lesson. <u>Students do not respond to the questions at that time</u>, but rather seek to answer them as they participate in a process of guided discovery during the lesson. It is helpful to have students take turns introducing the essential questions by reading them aloud in class.

Think-Pair-Share—Students take one minute to think of an answer to a question or prompt, pair and share with another student (each for one minute), and then share voluntarily with the class as a whole.

Wrap-Up—A review of the essential questions for the lesson and what students have learned.

Reflection/Application—Writing prompts and opportunities for applying lesson skills and strategies in real life situations and then reflecting on the experience.

Jigsaw—A collaborative activity in which students get one part of the lesson to work on independently or in a small group and then share information with one or more students or groups to complete a fuller picture of what they are studying.

Videos—Brief videos (two-to-seven minutes) designed to present lesson content and strategies, spark discussion, and/or model SEL skills.

Snowball—Students complete a written reflection or response, then ball it up into a "snowball" and throw it to the front of the room (or into a basket, for a "game" feel). Then, students grab another snowball and take turns reading the responses aloud. This is a fun, collaborative activity that provides some anonymity so that students are more willing to share.

Small Group Work—Groups of three to four students who work cooperatively on a lesson activity with one member reporting back to the class as a whole.

Lightning Round—Students quickly circulate the room and collect each other's responses to a question or prompt.

Quickshare—One-at-a-time, students share their answer to a question or prompt in 10 seconds or less.

Role Plays—Practice sessions in which students demonstrate a SEL skill in a hypothetical situation involving a peer and receive feedback on their performance from a third student who is a neutral observer. (See the Teacher's Guide on how to facilitate role plays.)

Literature Links—Pieces of literature (short stories, poems, plays, novels) that tie in with the lesson theme (in Lesson Extensions).

Writing Windows—Writing prompts providing opportunity for reflection on lesson content, strategies, and Literature Links (in Lesson Extensions).