

Resilience(Grades 6-12)

Students need opportunities to see success and triumph in the midst of struggle. This lesson provides a video that discusses resilience from a young man who faced a lot of trials in his life. The discussion will provide an opportunity for the classroom to share ideas about trust, growth, and overcoming obstacles while building resilience for all the changes that life throws at you.

Resilience and Overcoming Obstacles (Grades 6-12)

Students need to embrace resilience as they care for one another during conflict. This lesson focuses on the caring Pillar while supplying a resource to problem-solve and build resilience.

Fun Ways to Help Kids Learn the Power of Kindness

Studies firmly support the theory that by practicing small acts of kindness, people are often guided to perform more widespread acts of compassion even though that may not have been their original intention.

Embracing Diversity (Grades 6-12)

Learning about other traditions and holidays is important to promote acceptance not just tolerance of other viewpoints, religions, belief systems, and perspectives. This lesson will discuss having integrity with a focus on fairness to promote a classroom that embraces diversity.

Growth Mindset (Grades 6-12)

Life can be busy and can create distress in the lives of families and students. Therefore, it is important to highlight the need to have a growth mindset and to manage stress to respect yourself, your health, and your well-being.

Emotional Toughness (Grades 6-12)

Students today need more opportunities to build their emotional toughness in a world that is as fast paced and ever changing. Thus, creating conditions that allow them to take responsibility for their behavior, emotions, and responses is

important in building resilience for learning and development. This lesson will have students focus on their emotional toughness and highlight the need to be responsible for our responses in emotional situations.

Good Stress Versus Distress (Grades 6-12)

Not all stress is bad. Most, if not all of us recognize this simple fact, and yet when was the last time you heard anyone say, “I’m stressed” with a smile on their face or joy in their heart?

Return to Learn: Citizenship

There is, perhaps, no more important time to be a good citizen than during a global pandemic. Through our citizenship, each of us plays a critical role in contributing to the health and well-being of others. Whether returning to the classroom or engaging in online learning, educators, administrators, students, and families have an important role to play in maintaining the health and safety of all parties and contributing to a positive educational environment.

The Leader-to-Detractor tool serves two important purposes. First, it defines what each role – detractor, participant, and leader – looks like in action. Good citizens are able to change detractor behaviors to participant behaviors, and

participant behaviors to leader behaviors. Second, one can use the tool reflectively by asking, “were my actions that of a leader, detractor, or participant, and what do I need to do better or differently tomorrow to be a better citizen?”



Citizenship for Educators: Educators can use the Leader-to-Detractor tool to define what each role looks like in their classroom (virtual or in-person). You may choose to include leader to detractor behaviors that are specific to following health guidelines as well. Share these definitions with parents so they know what your expectations are as well.

Citizenship for Students: Once students have worked with educators or parents on defining what leaders, participants, and detractors look like in action, they can engage in daily self-reflection to gauge their behaviors for the day. Students should note if there are instances in which they are more likely to be a detractor or participant and create and follow

a plan to be a leader in every circumstance. Their reflection can be centered on school, home, following health guidelines, or a combination of all three.

Citizenship for Families: Families can use the Leader-to-Detractor tool to identify leader, participant, and detractor behaviors they observe each day. These may be behaviors the student exhibits, or observations of others, whether at the grocery store, at work, or in the community. Ask your student what leader-to-detractor behaviors they notice in others each day, and what could be done better or differently to be a leader in each situation.

Download the Leader-To-Detractor tool.

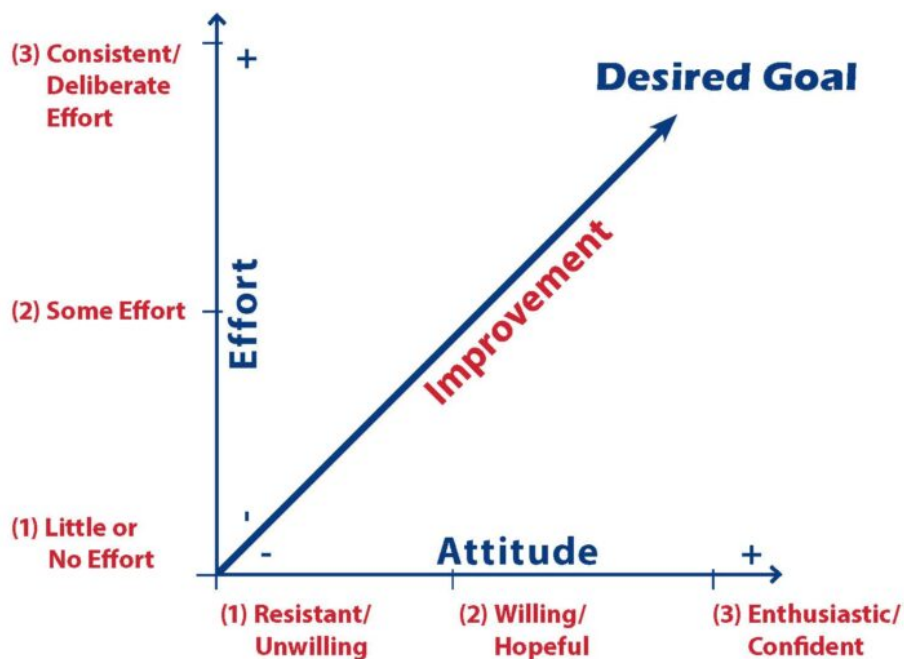
Learn more about character education.

Return to Learn: Caring

Caring can be demonstrated in numerous ways. We can demonstrate caring by maintaining social connections, supporting friends and family who are struggling, completing random acts of kindness, or simply being available for a friend who needs a safe, compassionate listener.

The attitude and effort we choose to display is another way we show caring. Bringing a positive attitude each day, to every task, is a great way to show that you care. Likewise, the amount of effort we put forth is another indicator of how much we care about someone or something. The Attitude + Effort = Improvement (AEI) tool is a simple way to reflect on whether you brought a positive attitude and effort to a task, and by extension, how much you cared.

ATTITUDE + EFFORT = IMPROVEMENT RUBRIC



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Caring for Educators: Use the AEI tool to define for your students what great, good, and poor attitude and effort looks like in action. Be sure to help students see the distinction between attitude and effort (you can have a positive attitude and put forth no effort, and vice versa). Ask students what they can do to demonstrate a great attitude and work ethic each day, whether remote or in-person. Then, have them reflect on their attitude and effort each day.

Caring for Students: Students can track their daily attitude and effort on a 1 (poor) through 3 (great) scale and see if they notice any trends. For example, their attitude and effort is great when working on math, but poor when working on Spanish. Students can then create a plan for what to do better or differently to improve their attitude and effort where needed.

Caring for Families: The AEI tool provides a simple way to

engage your student in self-reflection. Ask your student to rate himself or herself on their attitude and effort each day and ask them what they can do better the next day. The conversation is even more powerful you reflect on their own attitude and effort each day and try to improve with your student.

Download the Attitude + Effort = Improvement tool

Learn more about character education.

Return to Learn: Fairness

In a time of uncertainty, it can be difficult to find fairness in diverse groups of stakeholders. Is it fair to prohibit young people from participating in social activities when it appears the effects of COVID-19 aren't as severe for young and healthy people? On the other hand, is it fair to individuals in a demographic with more risk if young people increase their exposure to the virus and then spread it to others?

When clear solutions aren't available, it's up to individuals to negotiate win-win solutions that account for the needs and wants of all parties to reach a fair solution for the greater good. To do this, one must listen to understand what the other party wants by asking questions and restating what the other person says to ensure clarity. You must also clearly describe what it is you desire and why. Only when all parties understand that this is what you want and this is what I want, can you work together to find a "we could" win-win solution.

WIN-WIN NEGOTIATION GUIDE

1. Communicate so **your needs** are understood.

I want ...

You want ...

2. Communicate so **you** understand the needs of others.

We could ...

3. Use creative problem-solving to come up with compromises that yield **win-win solutions.**



Fairness for Educators: Few things will be normal this school year. Educators will have to negotiate win-win solutions on everything from how students will pass each other in the hallways to how students will eat lunch. In every negotiation, commit to understanding the other person's perspective, clearly state your idea, and stay focused on your common ground – what you both want to achieve.

Fairness for Students: Students can use the Win-Win Negotiation tool to help them find a compromise with teachers or parents. For example, students using win-win negotiation when asking permission to attend a social event would clearly articulate what they want (to attend the event) and why they want it (to see their friends), and would listen to and understand what their parent wants (child to be safe and healthy). Then, both parties can focus on solutions that can meet this objective (you can attend the event if there are less than 10 people and you wear a mask).

Fairness for Families: Families can use the Win-Win Negotiation tool to help find a compromise over work time if students are working from home. Or, the tool could be used to reach an agreement on what social activities students can engage in. Families can even use it when finding solutions with schools on everything from behavior issues to virtual versus in-person attendance.

Download the Win-Win Negotiation tool