

# SEL

## ADVENTURES



**School Climate  
Program**

**Skill:**

**BUILDING POSITIVE  
RELATIONSHIPS**

**Lesson plan**

## Lesson plan

### Our Method

The programs that we have designed and developed have been created under the cognitive-behavioral method; that supports itself on modeling-essay, putting into practice, and the relevant evaluation we teach cognitive, social and emotional skills to prevent the consumption of toxic or harmful substances.

The cognitive-behavioral approach considers that behaviors are learned in different ways: through one's experience, the observation of others, through processes of classical or operant conditioning, through language, as well as through collaborative work, etc.

Cognitive-behavioral techniques in educational processes and human training are aimed at trying to change the problematic behaviors, replacing them with positive new behaviors, helping to relativize or improve others, always seeking to effectively adapt the person's behaviors to their environment.

### Advantages of the cognitive-behavioral method:

- It is of short duration.
- Can be worked individually or collectively.
- Includes tasks and exercises that help to model the change.
- Generates a collaborative relationship between the educator and the student.
- It is oriented to the present.
- It is effective to the extent that the student achieves the goals that were proposed and improves their quality of life.

### What teaching resources are available?

You will have different resources designed and proposed based on scientific research to actively contribute to teaching and to equip students with skills for their school context and, therefore, their lives.

The variety of didactic resources will allow you to reinforce your processes, turning your class into a space for interaction, play, recreation, and creativity development without losing control of the group and above all, ensuring optimal learning.

Our platform offers the ease and flexibility to combine practice and theory in an efficient way. Using our tool will allow innovation your classroom and motivate your students you accompany in the process of teaching and learning.

All the resources we have designed will facilitate the acquisition of certain knowledge and skills. They are instruments to communicate, write, calculate, store, search and build knowledge, reason for being of any educational institution.

Resource	Justification
Pre-test	Each skill at the beginning of lesson 1, has a cognitive and referential exploration test. <u>From 5 questions</u> , to evaluate the ability to work. This initial test will provide the overall group reference at the beginning of a skill.
Open questionnaires	They will corroborate the comprehension of the subjects in an immediate and reflexive way. Students acquire cognitive abilities by requesting that they develop and argue their answers.
Closed questionnaires	They will show the tendencies of opinion and response in front of one or more options. With this you favour conceptual retention. They allow to generate a deeper debate or reflection.
Storytelling	Storytelling strengthens creativity and imagination. Likewise, it allows creating a logical argument about something determined that leads to a deeper analysis.
Drawing tool	Drawing is one of the most creative ways of potentiating learning, because it allows students to express their thinking differently and freely. Drawing and graphing your opinion can convey more of who you are.
Storyboard	The creation of a brief and logical story in relation to a situation, fact, or determined experience that shows the reasoning of students towards a specific request.
Videos	Visual and graphic reinforces generate an anchoring between the screen and the students, impacting differently on them while reinforcing all your didactic intention.
Mind Map	Raise the possibility of ordering ideas and thoughts in relation to a specific concept, topic or situation. They reinforce associative thinking.
Conceptual Map	Foment ordering, classifying and stating key concepts in relation to a topic seen. Conceptual maps reinforce cognition.
Videogames	Having virtual recreational resources has the firm didactic intention, to hook the student with what is proposed, and facilitate learning in a simpler and fun way. These games try to associate fantasy and virtual reality with concrete reality.

Audiobooks	Reading and listening at the same time with the correct emphasis makes the student associate what he sees and listens to create mental images that invite him to reflect on what his mind captures.
Comics	Reading in a lively way a brief history promotes a more agile understanding and identification of words and key ideas in relation to the topic that is developed.
Multiple Choice	Selecting from a list of options promotes the analysis and contrast of information, which will help you classify for decision making.
Decisional balance	Sort, classify, and compare to make a balance on what to decide will promote you to make a decision based on your critical thinking and the student's judgment in any situation.
Collaborative Exercises	Collaboration favours socio-emotional competences in a specific space. This type of activities allows you to observe with precision the dynamics established by students in different contexts.
Role-play	Interpreting, imagining that they are or do things that they had not imagined places the student in front of different situations, which are expected to be useful in a decision-making or real context of their daily life.
Post-test	Evaluating at the end of the skills worked, with the same initial instrument, will allow you to perform a comparative analysis of the knowledge acquired and the transformation process.

These resources are inserted organically within each lesson and have been structured so that your classes are an interactive, playful, open, and motivating session for your students.

### How is it evaluated?

Evaluation is the resource par excellence that educators use to verify that the student has learned. However, it is important to bear in mind that not all learning processes can be evaluated in the same way. In addition, we must consider the nature of this program that promotes the development and strengthening of social and emotional skills. The acquisition of these skills is more complex than a mathematical operation or the identification of the elements that constitute a sentence. Therefore, this type of learning will be measured based on the abilities that

the student develops in their common social practices and their habits of coexistence. In addition, being a program based on playful and interactive work, the evaluation processes are implicit in all the activities that are proposed throughout each lesson. Also, the design and assembly of the lessons have variables of direct and immediate evaluation that allow to verify if the concept and / or the information is being assimilated.

The most relevant part of the teaching-learning process lies in the emphasis of the information and the activities that model said didactic intention. The aforementioned resources allow you to have concrete evidence of the acquisition of knowledge and the progressive mastery of the skill.

### **Introduction to the Addiction Prevention Program**

The consumption of toxic substances and their side effects on emotion, interpersonal relationships, and personal health is a topic of absolute relevance for schools and society in general.

For this reason and with the intention of adding to your efforts in contributing positively in the formation of your students, this innovative proposal is oriented to the integral development that arises through the strengthening of socio-emotional skills with the firm intention to prevent the consumption of toxic substances that lead to addictions.



## Socio-emocional Skill:

### Building positive relationships Cognitive Platform.

#### LESSON 1

##### Making Friends

Learning Objectives: Students will identify positive and negative characteristics of friends and practice initiating and reciprocating communication.

**Teacher Directed Slides** - *These slides are self-guided and teacher should facilitate the learning of new content and relevant classroom discussion.*

**Activity Slides** - *These are outlined below and use the interactive tools on the platform. Alternate versions of the activity can be used if you want the students writing and submitting responses on paper or doing some teacher- directed classroom discussion instead of the platform.*

Activities	Slide Sequence Text	Teacher Notes
Slide 2	Learning Objective	After this lesson, you should be able to...
Slides 5-7	3 Characteristics of a friend	Students imagine that they are new to the school and want to make a new friend. They will write 3 characteristics that they would look for in a friend (ex: good sense of humor, kind, loyal, a good listener, fun to be with, etc.). What are 3 characteristics you would not want in a friend (ex: easily angered, jealous, selfish, etc.)? Students write responses and class discusses their lists/

Slides 5-7	3 Characteristics of a friend	Alternate Interactive Version of this Activity - On the board or on posters, create a graphic organizer with 2 columns for “Characteristics I want in a friend” and “Characteristics I don’t want in a friend”. Students can work in pairs or independently and write their responses on post-it notes that can be added to the chart. This can then be used to facilitate the classroom discussion comparing the responses and reflecting on whether they have the same qualities that they are seeking in others.
Slide 12	Character Analysis: Eileen and Arlina OR Esben and Cedric	After reading about the 2 friendships and their characteristics, students should choose one of the friendships to discuss. What characteristics would contribute to a positive relationship? Could anything be a potential obstacle? Extending Questions: Do your friends need to be exactly like you? What might attract them as friends?
Slide 15	Open and Closed Questions	Students use a multiple choice questionnaire tool to sort the questions into “open” or “closed”
Slides 16-17	Create a scene and Dialogue	Partner Activity: Using open-ended questions, choose one of the friendships from this lesson and imagine their first interaction. Create a dialogue.  Write the script - On the following slide (or on paper to be collected or shared with the class), create the dialogue for their first encounter.

## LESSON 2

### Social Communication

Learning Objectives: Students will identify behaviors needed in 2-way communication and identify and practice using positive communication skills in conversations.

**Teacher Directed Slides** - These slides are self-guided and the teacher should facilitate the learning of new content and relevant classroom discussion.

**Activity Slides** - These are outlined below and use the interactive tools on the platform. Alternate versions of the activity can be used if you want the students writing and submitting responses on paper or doing some teacher-directed classroom discussion instead of the platform.

Activities	Slide Sequence Text	Teacher Notes
Slide 3	Comic Reflection	Students read the comic strip of the 2-way conversation between Arlina and Eileen. Discuss Eileen's communication behavior and how Arlina might have felt in that situation. What could she have done better in that conversation? Students type in their individual responses.
Slide 4	Rewrite the dialogue with "sizzle".	<u>Partner Activity:</u> Teacher can project the original conversation for the students or provide copies to use as a reference. With partners, the students rewrite the conversation using the "sizzle" strategies. For example, Eileen seemed disinterested in hearing about Arlina's summer and only bragged about herself. Students can create a positive 2-way interaction here.
Slide 8	Sizzle or Fizzle? Checklist	Check the "fizzles" demonstrated in that interaction between Arlina and Eileen.
Slide 16	Conversation Starter Boxes	<u>Paper and Pencil Partner Activity:</u> Students use a paper folded in 6 squares and write the responses to each prompt. One square is left blank. Students practice a 2-way conversation using their 5 responses and practice communication skills like taking turns, showing interest, and good eye contact. They will write something they learned about their friend in the blank box.
Slide 18	Sizzle Strategy Checklist	Students check the strategies they used in their interactions.



## LESSON 3

### Friendships

Learning Objectives: Students will identify characteristics of healthy and unhealthy friendships and practice positive problem-solving strategies necessary in healthy relationships.

**Teacher Directed Slides** - *These slides are self-guided and the teacher should facilitate the learning of new content and relevant classroom discussion.*

**Activity Slides** - *These are outlined below and use the interactive tools on the platform. Alternate versions of the activity can be used if you want the students writing and submitting responses on paper or doing some teacher-directed classroom discussion instead of the platform.*

Activities	Slide Sequence Text	Teacher Notes
Slide 3	Opening Activity	Students reflect and write about a friend that they enjoy being with and how it feels to be with them. Why do they think they like to be around that person?
Slide 4	Partner Share	Compare responses with a partner or small group and combine the responses into 3 reasons they enjoy being with their friends. Students write responses on a note card, which are collected by the teacher. Discuss responses with the class and elicit some common themes (they are fun, funny, they have similar interests, they always listen to them, etc.).
Slide 8	Classification - Toxic Friendships	With a partner, they can try to match the toxic friendship descriptions. On the following slide, show the answers and discuss the descriptions. Discuss how toxic friends can be draining and cause stress instead of joy.

Slide 22	Letter to Arlina	After discussing the letter and the toxic behaviors described, students will write responses to Arlina to offer advice about solving the problem. Students should share and compare ideas. The teacher can share portions of letters or list some of the potential strategies on the board.
Slide 23	Partner Storyboard-Healthy Friendship	Students create a storyboard using “Eileen and Arlina” and create a scene demonstrating that they have a healthy friendship. Discuss possible conversations or activities that would show that they have a healthy friendship (they listen to each other, show interest, take turns, etc.)

