

SEL

ADVENTURES



**School Climate
Program**

Skill:

**RESPONSIBLE
DECISION MAKING**

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

Peer Pressure and Choices

Learning Objectives: Students will identify positive and negative influences and the consequences of choices. They will practice assertive techniques and refusal skills and use the “Decision Making Steps to Success” when assessing the risks or benefits of decisions.

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

Slide	Slide Sequence Text	Teacher Notes
3	Learning Objective	After this lesson you should be able to.....
5-6	3 Decisions - Simple and Requiring Consideration	Students will write 3 simple decisions they made this week and then 3 decisions they made in the past month that were more involved more consideration or advice from others. <u>Discussion</u> - Teacher can facilitate the discussion as a class based on student responses or the students can discuss in pairs or small groups. (Use slides as discussion guide.)
10	Decision Making “Steps to Success”	Follow the slide outline.

11	Scenario- Esben is invited to a party.	Use the 5 “Steps to Success” process to demonstrate how to make a difficult decision. Follow the steps on the slides to lead a full class discussion. Optional Extension - After demonstrating the process with the “Esben scenario” you can ask for other relevant examples the students have experienced or have them discuss in partners or groups.
20	Checklist - Peer Influence	Students identify examples of positive peer influences.
23-24	Storyboard and Storytelling	Students will create a storyboard showing a difficult decision that will have to be made. In the following slide, the students will work with a partner to implement the 5 Steps to Success process and make a decision.

LESSON 2

Positive Citizenship

Learning Objectives: Students will practice using action steps to deal with bullying and dangerous behavior. Students will understand personal responsibility as a “digital citizen” and the positive and negative impact of using social media.

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.

Slides	Slide Sequence Text	Teacher Notes
3-4	Teen Board Post	Read the blog post from Arlina asking for advice. Discuss as a class or in pairs and then the students can respond on the following storytelling slides.

5-6	Storytelling	Have you ever had a situation like this? After reading about Arlina’s dilemma, who do you think needs the help and how could Arlina potentially help them? <u>Optional extension</u> - small group or whole class discussion and comparing response.
9	Checklist	Action Plan - Which of the listed choices would you make in Arlina’s situation?
10	Small Group discussion	<u>See the slide for discussion guide.</u>
15 & 17	Identification	Students write positive and negative impact of using social media.
19	Storytelling	Read the blog post from Arlina again and offer advice.
20	Drawing tool Public Service Announcement	This activity can be facilitated in multiple ways. Students can create posters related to being a good “digital citizen” or they can create mini- commercials that can be recorded and shared with the class or with the school.

LESSON 3

Self-Regulation and Success

Learning Objectives: Students will identify short and long term goals and potential challenges or obstacles. Learn to use mindfulness strategies to reduce stress and improve focus. Develop a time management and study plan to avoid becoming overwhelmed.

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.

Slide	Slide Sequence Text	Teacher Notes
4	Storytelling	Students write and share their own personal dreams (long term goals).

15	Checklist	Students will check potential mindfulness activities that they can do to take a “brain break”.
16	Storytelling	What do you do when you are feeling overwhelmed like Esben? <u>Classroom discussion or Pair Share</u> - Share some positive strategies that have worked in the past for the students.
18 & 20	Storytelling	What is a short term goal you have? (“I want to ___”) What will you do to achieve this? What is your plan? (“I will_____”). Use the “Turn and Talk” slide as the partner discussion guide.
25	Partner Storyboard- Use your “Inner Compass”	Students create a storyboard using one of the 3 scenarios and use “inner compass” and mindfulness strategies to avoid feelings of anxiety and accomplish the goal. They will write the strategies and the script of the scenario. Optional - They can write the strategies in the form of “advice” and submit these to the teacher.