



SAMPLE

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Grade 7 Teacher Guide





Hello, Teacher!



We get it.

We're teachers, too.

We know that you want to **help your students be successful** in school, at home, and in their community. But you don't have **a lot of time**.

That's why we created the Emози™ program!

A new **social and emotional learning program** that's **flexible**.

Because middle school teachers have **full days**,
and middle school students have **busy schedules**.

Help starts here.

With **explicit social and emotional learning (SEL)** instruction for your students. And convenient, efficient professional learning for **you**. (Because if you're successful, they will be, too!)

Easy to implement **30 minute lessons** that you can do in homeroom, advisory, health, English...you name it. Have more time? No problem! **Add on more activities** (they're included)!

Less time? No worries, reduce the number of activities each week.

Studies show that well-designed SEL lessons that utilize SAFE principles (Sequenced, Active, Focused and Explicit), delivered 2-3 times a week, can make a major difference by **improving academic achievement**, **reducing substance abuse**, and **increasing positive behavior**.

Bolster your students' SEL skills. Strengthen your own SEL skills.

By building a caring and encouraging classroom community, you'll make a **powerful difference in your classroom!**



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Grade 7

Unit 1: Peak

1. Introduction to Emotions	2
2. Character Traits.....	9
3. Strengths and Weaknesses.....	X
4. Confidence.....	X
5. Flexible Thinking.....	X
6. SMART Goals.....	X
7. Morals	X
8. Teamwork and Collaboration.....	X
9. Stress.....	X
10. Healthy Choices	X
11. Conflict.....	X
12. Self-Perception.....	X

Unit 2: Inside Out and Back Again

1. Showing Respect	X
2. Body Language.....	X
3. Advocacy	X
4. Stereotypes.....	X
5. Fear.....	X
6. Listening Skills.....	X
7. Overcoming Obstacles	X
8. Feedback.....	X
9. Conflict.....	X
10. Perspective	X
11. Cultural Competency.....	X
12. Empathy.....	X

Unit 3: Amal Unbound

1. Disappointment & Loss	X
2. Stress Reduction.....	X
3. Mindfulness.....	X
4. Healthy Lifestyles.....	X
5. Failure.....	X
6. Relationships.....	X
7. Resilience.....	X
8. Emotional Awareness.....	X
9. Being Responsible.....	X
10. Forgiving.....	X
11. Time Management	X
12. Giving Back to the Community	X

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Note: Additional activities and supplemental resources can be found online at: [to come] using the following login and password information: [to come]



Let's Get Started!

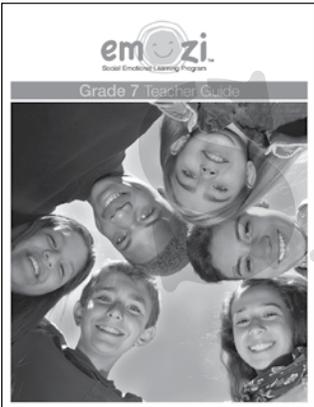
About the Program

Welcome to the Emozi™ program! We're excited to partner with you to improve your students' social and emotional learning skills. This Teacher's Guide contains all the information you need to begin implementing the Emozi™ program with success in your classroom right away. But if you need help, we're here for you! Just give us a call at 877-717-2847.

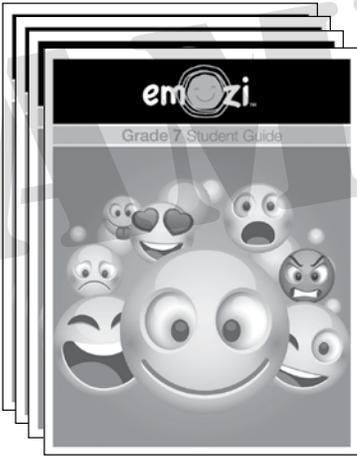
Program Components

Each Emozi™ classroom implementation package includes the following materials:

- A Teacher's Guide:** Step-by-step implementation guidance and additional online resources
- B Student Guides:** Classroom set for twenty-five students
- C Mentor Texts:** A classroom copy of three high-interest young adult novels that enhance SEL discussions in the classroom
- D Interactive Online Training:** Registration for one teacher
- E Classroom Poster:** Reminds students to use the SCOPE Strategy for self-regulation
- F Validated SEL Assessments:** For twenty-five students, administered two times per school year.



A



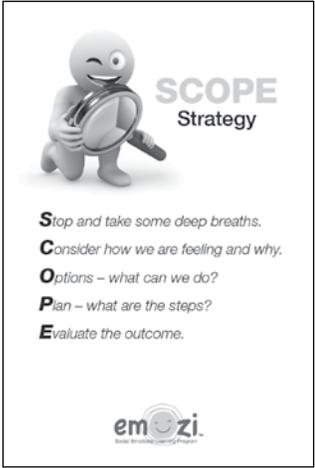
B



C



D



E



F



Professional Learning

No more sit-and-get or one-and-done training!

Research shows that for a new program implementation to be successful, professional learning has to be ongoing and embedded in a performance task. So, we created Emози™ program training that is just the ticket - and, it fits into YOUR schedule.

Our three hour online training will give you all the information you need to start using the Emози™ program right away in your classroom. Did we mention that it is **SELF-PACED**? This means you can do it all in one session, or over a number of sessions. Although the training is required, we know you'll want to implement Emози in the most effective way possible and training is key!

But that's not all!

You'll notice in every lesson there are specific opportunities for you, the teacher, to grow your own social and emotional learning skills.

Need More?

If you want more resources for teaching SEL, check out our online Facebook Educator Community at: <https://www.facebook.com/groups/2301992573387400/>, our Pinterest Page <https://www.pinterest.com/PATHSProgramLLC>, or if you need more help with SEL in your classroom, contact us for additional training and coaching opportunities at: Training@PATHSProgram.com.

Implementation Model Suggestions

The Emози™ Program By the Numbers:

Each grade level program contains 3 units

- Each unit contains 12 lessons
- Each lesson contains five 30 minute activities.
- Each grade contains 180 sessions of content.

Wait! This doesn't mean you have to do a half-hour lesson EVERY DAY! This means you have 1 must-do lesson but 4 activities to choose from every week!

Yes, you get to pick!

We do, however recommend that you start with at least the first activity: "Teach the Concept" and then choose from the 4 activities provided. Do one or do them all!



Instructional Routines and Activities

Each of the three units in Emozi™ contains 12 lessons. Each week long lesson contains five activities that you can select based on the interests and needs of your students!

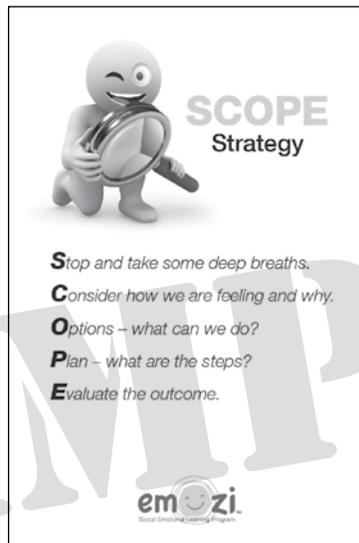
Activity 1: Teach the Concept

This is the only activity in the lesson which is required. This activity provides explicit instruction for your students in the SEL skill or topic being covered in the weekly lesson.

Activity 2: Self-regulation

Do you have students who don't seem to be able to control themselves or have the inability to solve problems? If so, then you'll definitely want to cover this lesson. Not only does it introduce the SCOPE Strategy, it also gives ideas for specific strategies to use for self-control.

SCOPE Strategy: Part self-regulation strategy, part problem solving strategy, SCOPE is the core self-regulation and problem solving strategy in all three grade levels of our program!



Activity 3: Socratic Seminar (Mentor Text)

Each grade level classroom implementation package comes with three award-winning and culturally diverse mentor texts for classrooms in the optional Socratic Seminar. Each novel was selected for its unique themes and encourages engagement in student-led discussions, which extend and enhance the social and emotional themes they're covering throughout each unit. The texts for each grade level are:

- **Grade 6:** *A Wrinkle in Time, Walk Two Moons, A Long Walk to Water*
- **Grade 7:** *Peak, Inside Out and Back Again, Amal Unbound*
- **Grade 8:** *A Single Shard, The Crossover, Esperanza Rising*

Lesson 1, Activity 4 in both the *Teacher's Guide* and *Student Guide* contain detailed information about running a Socratic Seminar and, if you haven't done this type of activity in your classroom, you may want to spend some class time reviewing the protocols and expectations. Guidelines and rubric are included in the online resources.

Activity 4: Gratitude Challenge

Research shows that when we show gratitude it helps the person for whom we are showing gratitude feel good. It helps us, too! In this activity, we challenge students (and you) to find different ways to show gratitude for the big and small things once a week.

Activity 5: Reflection

Part journal, part creative outlet, this activity encourages students to explore emotions in healthy ways.



Instructional Routines and Activities, cont.

What if?

I have students who are English learners? Check out the **ELL Tips** in each lesson to help your students build background knowledge on cultural traditions or to provide additional instruction to help build their language and SEL skills.

I have students who are a little behind or a little ahead? Each lesson contains **Differentiation Strategies** to meet students where they are at in their learning. **Extend-the-Lesson** activities provide enrichment opportunities for students who are working above grade level or if you have more time in class.

I'm teaching SEL in a core academic class? The **Interdisciplinary Activities** in each lesson provide examples of ways to integrate SEL into art, English, Social Studies, Science, Math, and other core academic classes.

I want to get family or community members involved in our SEL initiatives? We've got you covered! Each lesson contains optional **Home Connection** activities, including letters to family members (in English and Spanish) and supplemental activities, which you can find with the online Support Materials.

SEL Assessment

Formative Content Assessment

Each lesson in the Emози™ program includes opportunities for frequent informal formative assessment, such as *Warm Up* and *Wrap Up* activities. In addition to using these opportunities to gauge your students mastery of the SEL content they've learning, we offer a formal assessment that teachers can use to show growth over the course of a school year.

SEL Competency Assessment

We've partnered with Aperture Education to offer the DESSA-mini as part of the Emози Classroom Implementation Package. The DESSA-mini is a universal screening and progress monitoring assessment for social-emotional competencies. The term "social-emotional competence" refers to the ability of students to successfully interact with other students and adults in a way that demonstrates an awareness of, and ability to manage emotions in an age and context-appropriate manner. Scores on the DESSA-mini can help adults determine which children may need additional SEL instruction and individual student SEL improvement.

The DESSA-mini is a technically sound, user-friendly screening and progress-monitoring tool that has been developed to efficiently measure and track a subset of predictors of future mental, emotional, and behavioral disorders in order to make early intervention more possible. The DESSA-mini is not a diagnostic tool. It is used to offer a brief summary of a child's current overall social-emotional competence to determine if additional skill development should be a priority.

The DESSA-mini is comprised of four eight-item parallel forms that are designed to be used on a universal basis to determine the need for social-emotional interventions. The four eight-item forms are standardized norm-referenced behavior rating scales that screen for social-emotional competencies that serve as protective factors for students in grades sixth through eighth grade.

The DESSA-mini can be completed by teachers or staff at schools and child-serving agencies, including after-school, social service, and mental health programs. The DESSA-mini is entirely strength-based, meaning that the items query positive behaviors (e.g., get along with others) rather than maladaptive ones (e.g., annoy others). For each question, the rater is asked to indicate on a five-point scale how often the student engaged in each behavior over the past four weeks. Each of the four eight-item DESSA-mini scales is comprised of a sampling of the various scales found in the DESSA. The DESSA-mini yields a single score, the Social- Emotional Total (SET) score, which provides an indication of the strength of the child's social-emotional competence based on a comparison to national norms and can be used to compare ratings between teachers or staff across time to monitor progress toward improving social-emotional competence.

Materials are provided so that the DESSA-mini can be administered twice per year. It is recommended that the first one be done at the mid to end of October. The second one should be administered at the end of the school year. For those who want to do a mid-year progress monitor, additional forms can be purchased directly from Aperture. Contact us for additional information.





Frequently Asked Questions

What if I don't have class time available to do five days a week of explicit SEL instruction? We designed the Emozi™ program to be flexible. Each of the three units in Emozi™ contains 12 lessons. Each lesson contains five activities that you can select based on the interests and needs of your students!

How should I approach the content if my students have never had any social and emotional learning lessons before? Each lesson begins with an explicit activity to teach the SEL concept or skill being covered in the lesson. The activities that follow help to reinforce those skills.

What do I do with my students who are English learners? We've included two features to help students who are English learners. The first is explicit vocabulary instruction, so that all students can learn the language they need to be successful in growing their SEL skills. The second is an ELL Tip in each lesson to help provide context or background building for students who might need it.

Is your program culturally sensitive? We've worked to ensure that the Emozi program is culturally sensitive. One way we've done that is by selecting novels for the mentor texts that are diverse. In addition, activities in each lesson provide numerous opportunities for teachers to connect concepts to real-life examples relevant to their students. Activities also reflect and incorporate cultural differences. Finally, all images, examples, and photographs were chosen with diverse classrooms in mind.

Are there resources for students with disabilities? We've included two features to help teachers work with students who have disabilities. The first is the Differentiated Instruction option you'll find in each lesson. This provides teachers with ideas for helping to scaffold instruction for all levels of students. Second is the Extend the Lesson feature. This provides additional resources and instruction on the topic for students who need extra help or for those who want to learn more about the topic.

Do I have to use the assessment? While using the SEL assessment isn't required, we highly recommend taking the time to complete the assessment twice per year. The first assessment should be done about four weeks into the school year, and again at the end of the year. It takes just a few minutes to complete the assessment for each student. If you'd like to do an additional progress monitoring assessment mid-way through the school year, you can order additional forms. Please contact us for pricing or additional information.

What kind of training is required? Each classroom implementation package includes a self-paced three hour online training session, which is required for all teachers. Additional training and coaching is available upon request.

Should the Student Guides be replenished every year? To be able to provide access to important supporting information that goes along with Emozi™ program lessons, it's recommended that new copies of interactive *Student Guides* be obtained so they can be provided to new cohorts of students each year. *Student Guides* can be reordered by visiting our online store at <https://shop.pathsprogram.com/>.

Should I purchase a copy of each of the novels for every student? The Socratic Seminar activity is designed as a read-aloud activity. However, if you would prefer for students to have their own copies, they can be ordered by visiting our online store at <https://shop.pathsprogram.com/>.

What if I can't use the mentor texts in my classroom? No problem, each lesson includes other activities that you can utilize with your students!

What academic standards is Emozi aligned? Our program is aligned to the Common Core State Standards (CCSS) for English Language Arts and the Texas Essential Knowledge and Skills (TEKS) Standards. If you require additional standards alignments, please contact us.

What SEL standards is Emozi aligned? Presently, there are no national social and emotional learning standards. Our program closely follows the five domains identified by CASEL and is informed by a growing number of states that have implemented SEL standards.

What efficacy research do you have for this program? The Emozi™ program is a brand new social and emotional learning curriculum for middle school students. We've applied the significant knowledge base that now exists on effective SEL instruction, based on decades of research, and integrated it into our new curriculum. Using the DESSA-mini assessment will help demonstrate the efficacy of the Emozi™ program in your school! Our research base includes CASEL, What Works Clearinghouse, and other resources which are listed in the Bibliography. You can find the full list in the online resources. Rest assured, studies are currently underway, and we will make those results available as soon as we have them!

What resources do you have for building administrators or guidance counselors? We have several resources available for both administrators and guidance counselors. Please check out the Administrator's Handbook and the Guidance Counselor's Handbook, both of which can be found with the online Support Materials.



Emozi™ Program Scope and Sequence

Our middle school program was designed so that skills students learn in each grade level build on each other, rather than duplicate each other. The scope and sequence for all three middle school grade levels is provided below to outline the topics, themes, and skills taught at each grade level.

Grade 6

Unit 1: *Wrinkle in Time*

1. Introduction to Emotions
2. Understanding and Building Self-Confidence and Self-Esteem
3. Understanding and Appreciating Personal Strengths
4. Using Empathy to Stand Up to Bullying
5. Pressure and Stress
6. Mindfulness Matters
7. It's OK to Fail
8. Growth Mindset
9. Collaboration
10. Decision-Making
11. Values
12. Being Responsible

Unit 2: *Walk Two Moons*

1. Self-Perception
2. Optimism
3. Grief
4. Identity
5. Nonverbal Communication
6. Diversity
7. Perspective Taking
8. Healthy vs. Unhealthy Relationships
9. Keeping and Making Friends
10. Obeying the Law
11. Gossiping
12. Jealousy vs. Envy

Unit 3: *A Long Walk to Water*

1. Resiliency
2. Optimism
3. Fear
4. Identifying Resources
5. Self-Control
6. Community Needs
7. Giving and Receiving Feedback
8. Cultural Competency
9. Goal Setting
10. Leadership Skills
11. Generosity
12. Perseverance & Hope

Grade 7

Unit 1: *Peak*

1. Introduction to Emotions
2. Character Traits
3. Strengths and Weaknesses
4. Confidence
5. Flexible Thinking
6. SMART Goals
7. Morals
8. Teamwork and Collaboration
9. Stress
10. Healthy Choices
11. Conflict
12. Self-Perception

Unit 2: *Inside Out and Back Again*

1. Showing Respect
2. Body Language
3. Advocacy
4. Stereotypes
5. Fear
6. Listening Skills
7. Overcoming Obstacles
8. Feedback
9. Conflict
10. Perspective
11. Cultural Competency
12. Empathy

Unit 3: *Amal Unbound*

1. Disappointment & Loss
2. Stress Reduction
3. Mindfulness
4. Healthy Lifestyles
5. Failure
6. Relationships
7. Resilience
8. Emotional Awareness
9. Being Responsible
10. Forgiving
11. Time Management
12. Giving Back to the Community

Grade 8

Unit 1: *A Single Shard*

1. Introduction to Emotions
2. Physical Pain vs Emotional Pain
3. Brain-Controlled Behavior
4. Problem Solving
5. Cultural Competency
6. Community
7. Belonging and Rejection
8. Getting Your Point Across
9. Identifying Mentors
10. Ethics and Integrity
11. Goal Setting
12. Kindness and Compassion

Unit 2: *The Crossover*

1. Feelings and Your Brain
2. How Feelings Help Us
3. Honoring Your Body
4. Self-Talk
5. Emotions and Problem Solving
6. Extracurricular Activities
7. Perspective Taking
8. Your Brain is Changing: Who are You Becoming?
9. Conflict Resolution
10. Apologies and Forgiveness
11. Leadership Skills
12. Being a Team Player

Unit 3: *Esperanza Rising*

1. Sadness vs. Depression
2. Happiness
3. Fitting in and Finding Your Tribe
4. Prejudice and Racism
5. Teasing, Taunting, and Bullying
6. Rumors and Gossip
7. Point of View
8. Negotiating
9. Public Speaking
10. Kindness and Empathy
11. Saying No
12. Transitions

Unit 1: Lesson #1

Introduction to Emotions

CCSS:	ELA- SL.7.1, L.7.3, L.7.4, L.7.6, RI.7.3, RI.7.4, W.7.10
Essential Questions:	What are feelings? Where do feelings come from? Why is it important to identify our feelings?
CASEL Competency:	Self-awareness, self-management
Objective:	By the end of this lesson, students will be able to identify what emotions are, where emotions come from, and understand why everyone experiences their emotions differently.

ACTIVITY

**Activity #1: Teach the Concept**

Approximate Time: 30 mins.

Key Vocabulary: Emotions, feelings, limbic system, stimulus, neuroplasticity

Materials:

- Student Guide, pages 4-5

Warm Up: (5 mins.) *What are emotions? Where in your body do you feel your emotions?*

Display the *Warm Up* question and have students write their responses in their *Student Guide* or on a piece of paper. Ask student volunteers to share their responses.

Discuss: (20 mins.)

Explain: We know that **emotions** are the way we feel, and that **feelings** are an emotional state or reaction. But where do you think feelings come from? **Feelings** occur when our brain recognizes changes that happen outside of our body. That means, when something happens in our environment, our brain notices it and responds. This recognition and response happens all the time in the part of our brain called the **limbic system**. This system functions without us even being aware of it. Our brains tell our bodies to respond based on what our limbic system notices in our environment. Our body's response is different depending on what the **stimulus**, or situation is. Everybody's brain and body are a little different and that makes how we experience our emotions different.

Ask: What are some emotions we might feel? What kind of physical sensations do those emotions cause us to feel? What facial expressions do we make when we have these emotions? (Accept student responses.) There are no right or wrong answers here, because our brains and bodies are all unique. Did you know that our experiences also affect how our emotions affect our bodies? Our brain changes all the time based on what happens to us. This is called **neuroplasticity**. **Neuroplasticity** is when neural networks in our brain reorganize based on our experiences and perceptions. We also go through an experience of tremendous growth of the neural connections and significant "pruning" (eliminating connections that we are not using). This experience happens several times in our lives – when we are toddlers, teenagers and researchers now suspect that it occurs several times during adulthood, too.

Detail: Because how we experience our emotions is different from person to person, we need to become familiar with patterns of how our bodies feel to help us to identify our emotions and learn how to cope with emotions that may cause some unpleasant sensations. To do this, we need to be aware of changes in our bodies that can give us clues as to what we are feeling.

Model: For example, look at this picture. Show "test" picture from the *Student Guide*. What are some emotions that you might experience based on this situation? How might those emotions affect your body? What facial expressions would you make? Accept student responses. Your response to having to take a test probably depends on your past experiences with taking tests. If your past experience hasn't been positive with



Discuss (cont.)

test-taking, your limbic system may sense test-taking as a threat. You may feel worried or frightened when they have to take a test. Feeling worried or frightened triggers your body to react as if there is danger. Our limbic system doesn't know how to tell if the stimulus that is making you feel worried is real danger or not. Your limbic system responds to the "danger" by making your heart beat faster and your breathing quicken. This could make you feel hot, or cold, or dizzy, or it could make your stomach hurt. What if someone studied really hard and their experience with tests is that they do really well?

Accept student answers. *You can see how our experiences with situations can shape our emotional and physical responses to them. This is just one example of a situation that can cause different emotions depending on what you've experienced. Knowing our patterns of responding can help us to prepare for these situations. If you know that you'll feel a certain way about a situation, you can try to be proactive and use strategies to help you through it!*

Try: *Now, I'd like you to turn to page 4 in your Student Guide. Team up with a partner and make a list of 2-3 situations that could trigger different feelings based on past experience. Then, discuss the different emotions that people could experience based on their experiences. How might people feel in that situation? How might their body respond? What are some things they could do to help them manage those feelings and sensations?* When students are done, have volunteers share their responses and confirm or correct as needed.

Wrap Up: (5 mins.) *What new information did you learn about emotions in today's class? How do our experiences affect our emotions?*

Display the *Wrap Up* questions and have students write their responses in their *Student Guide* or on a piece of paper.



Extend the Lesson

If time permits, the online Support Materials contains videos and social and emotional learning, feelings and resources.

Embedded Professional Development

When talking about feelings with students, avoid using the terms "good" and "bad" to describe or categorize feelings. Feelings are neither good nor bad, but they can be pleasant or unpleasant, which is what causes certain reactions. There are roughly twice as many unpleasant feelings as pleasant feelings, and it's possible to feel more than one feeling, even a pleasant and unpleasant one, at the same time. For example, people can feel love and anger at the same time. Some feelings are ongoing, like love. Others can come and go, like anger or sadness. Feelings can change, and with practice, we can learn to have more control over changing them. Self-awareness and labeling are crucial for doing so. We'll go into more detail on this topic in future lessons.

English Language Learners Tip (ELL)

If English Language Learners need additional assistance understanding the limbic system and neuroplasticity concepts, consider leading a small group instruction to explain that the limbic system is a part of the brain that is responsible for feelings and memory and helps our body to prepare for any danger. This part of the brain is one of the oldest parts and helped cavemen survive in the wild. This part of our brain responds automatically to any situation that makes us feel scared even if there is not real danger. Neuroplasticity can be thought of as connections in our brain that happen when we learn new things. The word *neuro* refers to the brain and *plasticity* refers to being easily shaped or molded. When we put those words together it means that our brain is flexible and can change depending on what we need. The brain is amazing and is ready to help us to learn new skills and strategies that allow us to manage our feelings. This means that no matter how old we are we can always change how we think and behave.



Activity #2: Self-Regulation Strategy

Approximate Time: 30 mins.

Key Vocabulary: Self-regulation, prefrontal cortex, executive functioning

Materials:

- SCOPE Poster
- Student Guide, page 6

Warm Up: (5 mins.) *Think about a time that you or someone you know lost control of their emotions and did something unexpected. What were the consequences? How could this have been avoided?*

Display the *Warm Up* questions and have students write their responses in their *Student Guide* or on a piece of paper. Students do not need to share their responses. This activity is just to get them thinking about why self-regulation is important.



Discuss: (20 mins.)

Explain: *Today we are going to talk about self-regulation. You might already know that self-regulation is the ability to stay in control of your thoughts, feelings, and behavior in order to make good decisions. What might happen if we do not learn how to self-regulate?* Accept student responses. *Think about a baby or toddler. They haven't learned strategies for self-regulation and when they become overwhelmed, they often respond by throwing a tantrum. Thankfully, as we grow, we learn ways of coping with our emotions so that we find better ways of managing our frustration, sadness, and fear. Show students the picture of the brain from the Student Guide. One area of the brain that helps with self-regulation is the prefrontal cortex. The prefrontal cortex is located at the front of your brain and is responsible for something called executive functioning. Executive functioning consists of many higher level thinking skills including planning, decision making, and problem solving. The prefrontal cortex develops as you get older and isn't fully developed until you're in your twenties. This is why, while you may not throw tantrums like a toddler, it's still tricky to stay in control of your emotions sometimes. That's because when we are upset, we don't think very clearly. The amygdala hijacks your feelings. Because the prefrontal cortex and amygdala work in opposition (like a teeter-totter), when the amygdala is highly active, the prefrontal cortex doesn't work as well and visa versa. But, we can work on strategies to help us with our self-regulation so that we are able to access our executive functioning skills even when we are upset. One strategy that we can use to help is called SCOPE. SCOPE is a strategy for self-regulation that we will focus on throughout the year.*

Ask: *You may already use some of the steps in the SCOPE strategy. What are some strategies that you have used to calm yourself down when your emotions are running high?* Accept student responses.

Detail: *Let's take a look to see if some of these strategies are included in the SCOPE steps.* Show students the SCOPE poster.

1. **S**top and take some deep breaths.
2. **C**onsider how we are feeling and why.
3. **O**ptions- what can we do?
4. **P**lan – what are the steps?
5. **E**valuate the outcome.

*Let's take a look at each step in more detail. The first step is to **STOP** and take some deep breaths. Then, we **CONSIDER** how we are feeling and why - we identify the precise feeling and what the problem is that's causing the feeling. Next, we have to consider our **OPTIONS** - What can we do instead of losing control? Next we must make a **PLAN** and try it out. After we've tried it out, it's time to think about what happened and **EVALUATE** it. We can do this by asking ourselves: How did it go? Did it turn out the way we had hoped? If not, can we do it over or will we need to accept the outcome and make sure that the next time we'll try a different plan.*



Discuss (cont.)

Model: Describe a time that your emotions were running high (such as having a disagreement with a friend, having car trouble, running late for an appointment etc.) and then model how you would work through each step of the SCOPE strategy by thinking aloud.

Try: Now think about the example you gave earlier about a situation where you or someone you know lost control of your behavior. How could you or the person you know have used the SCOPE strategy instead? Discuss your ideas with a partner and then answer the response question on page XX of your Student Guide. As students work on this activity, walk around the room, providing suggestions as appropriate.

Wrap Up: (5 mins.) Which steps of the SCOPE strategy are easy for you? Which ones do you think you need to work on more?

Ask students the *Wrap Up* question verbally and call on student volunteers to share their responses.



Extend the Lesson

If time permits, these links contain videos about self-regulation, the prefrontal cortex, and executive functioning.

- [Executive Functioning](#) (5 mins.)
- [Self-regulation](#) (2 mins.)

Home Connection

Refer students to the Home Connect activity in the *Student Guide*. Explain to students that they have a homework assignment this week. At home or in the community they should look for an opportunity to use the SCOPE strategy OR help a friend or family member to use the SCOPE strategy by coaching them through the steps. Students can write about how they used the SCOPE strategy or helped someone use the SCOPE strategy or they can share their experiences with practicing the SCOPE strategy at the end of the week as time allows.



Activity #3: Gratitude Challenge

Approximate Time: 30 mins.

Key Vocabulary: Gratitude

Materials:

- Student Guide, page 7

Explain: Each week, we're going to be doing a gratitude challenge. When we show gratitude, we express our thanks for something. You can show gratitude for many different things – for example, you could show gratitude for something as big as a home or a car, or you could show gratitude for something as small as a smile or comment from a friend. Something that is really great about gratitude is that it helps your brain to focus on the positive. It's really hard to feel upset when you are thinking about something that you are grateful for. Showing gratitude is also contagious. That means that when you show gratitude to someone, they are more likely to show gratitude themselves

Ask: What are some things that you feel grateful for today? Accept student suggestions.

Detail: When life gets busy it's easy to forget how much we have to be thankful for. Especially if we are feeling unhappy. When we take the time to think about what we are grateful for on a regular basis, we can change our brains to think more positively. When we think about what we are grateful for, we can also think about how we can show our gratitude. This can be as simple as letting someone know that we feel grateful for them or saying

Detail (cont.)

thank-you or by doing something nice for them in return. By showing gratitude to others, we can help to brighten their day. We don't always know what others are going through and how meaningful it could be to show our gratitude toward them.

Model: Describe a time that a simple act of kindness made your day. Describe how it made you feel and how you expressed your gratitude.

Try: Now, turn to page 7 in your Student Guide and think of some things, people, or experiences that you are grateful for – big or small. Then, for each idea, think of one way to show your gratitude. Remember, it can be something small such as writing a note or doing something kind. When students are done, have volunteers share their examples.



Extend the Lesson

If time permits, this link has a brief video on the effects of gratitude.

- [The Science of Gratitude](#) (2 mins.)

Interdisciplinary Connection

Brainstorm as a class some small ways that you can help others. Come up with a list of realistic ideas that can make a difference for others. This could stay focused on the school that you're in or it could extend to the larger community. If the class feels strongly about one of the ideas, allow students some time to plan and organize how this idea could be implemented.



Activity #4: Socratic Seminar

Approximate Time: 30 mins.

Key Vocabulary: Socratic Seminar, protocols, rubric

Materials:

- Copies of *Peak* (one for read aloud is provided with this lesson)
- Student Guide, pages 7-9
- Reading Log and Character Study (option, from online Support Materials)

Over the next 12 weeks, students will take part in a Socratic Seminar for the novel *Peak* by Roland Smith. Due to the short chapters, you'll notice that many chapters are covered in one lesson. This activity is meant to be led by students. If this is your first time doing student-led group work, please review the Socratic Seminar protocol on pages 7-8 in the *Student Guide* prior to guiding this lesson. These guidelines provide a helpful tool to set and manage expectations with your students prior to starting this activity. You'll also find graphic organizers to support students as they read *Peak* and a Socratic Seminar rubric in the online resources.

The information below is provided for the teacher's reference and is included in the *Student Guide*.

Summary

After getting arrested for scaling a NYC skyscraper, 14-year-old Peak Marcello has to choose between a juvenile detention center or joining his long-lost father on an expedition to Mount Everest. If he succeeds, Peak will be the youngest person ever to reach the top. If he doesn't, he could be one of the hundreds of casualties that the tallest peak in the world claims. This book is the first of a three volume series, which also includes *The Edge and Ascent*, and has won many awards, including: *ALA Quick Pick for Reluctant Young Adult Readers*, *Booklist Editors' Choice*, *National Book Award Winner*, and a *Junior Library Guild Selection*. A fourth book in the series, *Descent*, is due out in 2020.

Author's Bio

Roland Smith was born on November 30, 1951 and raised in Portland, Oregon. When he was only five years old, his parents gave him an old typewriter, and he started writing stories before he could even read or spell. Roland graduated from Portland State University with an English degree and then worked as a zookeeper for about 20 years!

His love of animals led him to write dozens of nonfiction books about them. Roland published his first book, in 1990, after working to save sea otters following the Exxon Valdez oil spill. During his time as a zookeeper, Roland also traveled extensively, getting new ideas for books.

To date, Roland has written or collaborated on over 50 books! He still lives in Oregon, on a farm with his wife Maria.

Why we chose this book: Through reading, engaging in discussions, and other lesson activities, students will explore the ways in which the main character overcomes challenges, such as feelings of abandonment, as well as how he succeeds by setting goals, having perseverance, courage, and using flexible thinking.

Peak, Chapters 1-3 Discussion Questions (pages 1-17)

Note: There are no right or wrong answers to these questions.

Chapter 1 Discussion Questions

"The prisoners smiled at us as we tried not to run over their shackled feet on the narrow road. Their cheerful faces were covered in nicks and cuts from rock shrapnel...The prisoners looked happier than the soldiers did." The prisoners are obviously doing hard, manual labor by comparison to the soldiers. Why do you think that the prisoners seem so much happier than the soldiers? Does smiling always indicate happiness? Why/why not?

Chapter 2 Discussion Questions

Peak finds himself up the wall when the weather takes a turn for the worse. He goes over 3 options that he thinks are available to him. #1 Finish the climb, #2 Climb down, #3 Wait for rescue. He chooses #1. What would you have done? Can you think of any other options?

Chapter 3 Discussion Questions

Peak gets caught for climbing the Woolworth Building and has to spend several days in the Juvenile Detention Center. By day three, he is "climbing the wall (literally) until my counselor (that's what they call the guards here) told me to stop." (p. 10) Clearly, Peak HAS to climb. Sometimes it's hard to be who you are when it goes against what others want for you, or think you should do. Have you had this sort of experience before? Have you had to suppress who you are because of the situation or circumstances?

"It took them a year to figure out my talent..." (p.12). We all have things we are good at - some obvious, some are not so obvious. What are your talents/skills that you were surprised to find out about?

Peak finds out that another boy had tried to copy his climb and had fallen and died. Peak says, "I felt bad about the other boy, but it wasn't my fault." (p. 16) Do you agree with him? Why/why not? What do you think the emotion Peak feels, if he does not feel guilty?

**Extend the Lesson**

For additional resources for this novel, including graphic organizers and other activities, check out the online resources.



Activity #5: Reflecting

Approximate Time: 30 mins.

Key Vocabulary: Reflect, journal

Materials:

- Student Guide, page 9

Explain: *Throughout this lesson, we've been learning about emotions, how emotions affect our brains and bodies, and how we can use what we know about emotions and our brains to help us cope with situations that cause us to feel big feelings. In the coming weeks, we'll learn more about self-awareness, self-regulation, and think about how we can use this knowledge to navigate tricky situations. We'll also learn more about executive functioning and how we can set and achieve goals. Throughout our lessons we will continue to increase our awareness of our emotions and learn strategies for managing our emotions. One way to become more aware of our emotions is to reflect on them. You might remember that when we reflect, we take time to think carefully about something.*

Ask: *Why do you think it would be important to reflect on your emotions?* Accept student responses.

Detail: *One way that we are going to reflect on our lesson this year is by writing in a journal. A journal is a place to record personal events, ideas, information, or thoughts. A journal is personal and private. You do not have to share your journal with anyone including me and you should never read someone else's journal unless they want you to. There are no right or wrong ways to journal and everyone's journal will look different. Some people prefer to free-write in their journal and write whatever is on their mind, others prefer to write lists or bullets to help them organize their thoughts, and others include sketches or drawings. This year you will be responding to prompts in your journal and you can use a combination of words, sentences, drawings, and sketches.*

Model: Show students page 9 from the *Student Guide*. Explain that this is one way they can journal, but they can also use a regular notebook if they prefer.

Try: *I'd like you to take the next 10 minutes or so and respond to the journal prompt in your Student Guide. Remember that what you write here is private and I won't read it unless you want me to. If you would like me to read your response you can show me by folding the top right corner of your reflection in your Student Guide or notebook. It is important to remember that while this is a place to collect personal thoughts, it is not a private diary that you would have at home. Be mindful of what you write and don't include anything in your journal that would make you upset if someone else sees it!*

Differentiation Strategy

If students have fine motor difficulties or have dysgraphia, consider allowing them to draw a response to the journal prompt, or allow them to use a computer/tablet/speech to text program to formulate their response. Verbal responses or dictation may also be appropriate if the student is comfortable doing so.

Embedded Professional Learning

Consider keeping your own journal in a separate notebook to track your personal SEL growth throughout the year!