

**Subject:** JustFOIA Records Request PRR-2062-2024 Completed

**Date:** Monday, June 17, 2024 at 1:46:15 PM Eastern Daylight Time

**From:** JustFOIA Notification

**To:** AO Records

EXTERNAL SENDER

Hello,

The request [Request Number: PRR-2062-2024](#) has been completed. You can find your records under the "Response Docs" tab when you log into the portal using the confirmation information and security key sent to you when you submitted your request.

These are the responsive records we were able to drag and drop in 15 minutes or less so there's no charge. To scan and upload the actual curriculum from Botvin LifeSkills would generate an invoice of approximately \$500. If you would like us to do that, please let us know.

Thank you,  
JustFOIA

*\*Note: This is an automated email notification. Please do not respond to this email.*



LifeSkills 6th Grade - Lesson 1	Lesson Topic: Self-Image, Self Improvement, and Self-Awareness	Dawn Review (1/30/24) ✓
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>(4) Resiliency Education: Civic and Character Education and Life Skills Education (Self-Awareness and self-management; Critical thinking, problem-solving and responsible decision-making; Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education)</p> <p>Standard 2: Personal Responsibility            HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.            HE.68.R.2.4: Monitor progress toward attaining a personal goal.            HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.            HE.68.R.2.6: Describe how personal goals can vary with changing abilities, priorities, and responsibilities.            HE.68.R.2.7: Identify how continuous learning leads to personal growth.            HE.68.R.2.8: Identify strategies to manage challenges and setbacks.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Self-Image</li> <li>● Self-Awareness</li> <li>● Self-management</li> <li>● Attitude</li> <li>● Perseverance</li> <li>● Grit</li> <li>● Responsibility</li> <li>● Positive core values</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Define self-image and self-awareness</li> <li>● Discuss how self-image is formed</li> <li>● Identify ways to increase self-image</li> <li>● Identify something that makes them proud</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Introduce program guidelines (see above)            Google Forms Pre-Survey (student emails, names, personal information are not collected)</p> <p>Introduce topic - definition of self-image (How one sees him/herself) &amp; self-awareness (An accurate understanding of both strengths and challenges); how it is formed (I.e.- past experiences, successes and failures, what people have told us ) how it affects behavior; improving self-image - p. 11</p> <ul style="list-style-type: none"> <li>● Worksheet 1: How I See Myself - p. 12</li> <li>● Worksheet 2: Taking Stock - p. 13</li> </ul> <p>Setting &amp; achieving personal goals - p. 14</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=a4jnPQD7p08">How To Set Goals (4 Easy Steps)</a> (https://www.youtube.com/watch?v=a4jnPQD7p08)</li> <li>● Describe and define the four elements of a goal: Realistic, Meaningful, Manageable, and Measurable</li> <li>● Worksheet 3: Recording My Progress - p. 15</li> <li>● Review tips for achieving goals and how to monitor progress using p. 15 throughout the year</li> </ul>	
<b>Assessment</b>	<p>Worksheet 3 - p. 15</p> <p>Check student work to ensure they are writing down a challenging personal goal; setting goals based on priorities and responsibilities that are realistic, meaningful, manageable, and measurable.</p>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens Google Forms Pre-Survey (anonymous) <a href="#">How To Set Goals (4 Easy Steps)</a>	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





LifeSkills 6th Grade - Lesson 10	Lesson Topic: Coping with Anxiety 2/Coping with Anger		Dawn Review (3/1/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p> <p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p>		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Anger</li> <li>● Control</li> <li>● Self-statements</li> <li>● Reframing</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Review anxiety-reducing techniques</li> <li>● Define anger</li> <li>● Identify physical symptoms of anger</li> <li>● Discuss common situations that provoke anger</li> <li>● Discuss reasons for keeping anger under control</li> <li>● Practice techniques for controlling anger</li> <li>● Recognize coping skills to use for dealing with anger</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Review ways to reduce anxiety</p> <p>Definition of Anger</p> <ul style="list-style-type: none"> <li>● Anger is a strong feeling of displeasure mixed with an urge to fight back</li> <li>● Anger is a normal emotion</li> <li>● By itself, anger is neither good nor bad</li> <li>● Expressing anger can be healthy, but losing control is not</li> </ul> <p>Physical Effects of Anger</p> <ul style="list-style-type: none"> <li>● Identify noticeable physical effects of anger</li> <li>● Like anxiety, anger produces physical changes in the body such as increased heart rate, tightened muscles, a clenched jaw, reddened cheeks, etc.</li> </ul> <p>Reasons for Controlling Anger</p> <ul style="list-style-type: none"> <li>● Discuss reasons for keeping anger under control</li> <li>● Getting what you really want is easier if you keep your anger under control</li> </ul> <p>Dealing with Anger and Its Effects</p> <ul style="list-style-type: none"> <li>● Letting anger get out of control can escalate conflict</li> </ul> <p>Techniques for Controlling Anger (p. 61)</p> <ul style="list-style-type: none"> <li>● Discuss ways students control their anger: Warning Light; Counting to 10; Self Statements; Reframing</li> <li>● Discuss alternate ways students can control their anger (i.e. warning light, counting to ten, self-statements, reframing, talking with a parent or trusted adult, exercise, listening to music, etc).</li> </ul>		
<b>Assessment</b>	<p>My plans to deal with Anger (Notes p. 63)</p> <p>Ensure students can identify at least two strategies to manage challenges and setbacks through self-care (i.e. warning light, counting to ten, self-statements, reframing, talking with a parent or trusted adult, exercise, listening to music, etc).</p> <p>HE.68.R.2.8; HE.68.SUA.2.3</p>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens		Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

LifeSkills 6th Grade - Lesson 11	Lesson Topic: Communication	Dawn Review (2/6/24) <input checked="" type="checkbox"/>
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**Program Guidelines:** 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.

<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns. Strategies to support a peer, friend, or family member through adversity.</p> <p>HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations.</p> <p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.</p>
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<b>Vocabulary</b>	<table border="0"> <tr> <td>Effective Communication</td> <td>Empathy</td> </tr> <tr> <td>Verbal</td> <td>Misunderstanding</td> </tr> <tr> <td>Non-verbal</td> <td>Paraphrase</td> </tr> </table>	Effective Communication	Empathy	Verbal	Misunderstanding	Non-verbal	Paraphrase
Effective Communication	Empathy						
Verbal	Misunderstanding						
Non-verbal	Paraphrase						

<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define communication</li> <li>• Discuss verbal and nonverbal communication</li> <li>• Define misunderstandings and discuss how they develop</li> <li>• Discuss how misunderstandings can be avoided</li> </ul>
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<b>Instructional Delivery (Activities/Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>What is Communication/Types of Communication (p. 65)</p> <ul style="list-style-type: none"> <li>• Define verbal communication - specific words that we use in our voice inflections (tone of our voice)</li> <li>• Define non-verbal communication - body language (e.g. mannerisms, facial expressions, body position)</li> <li>• Discuss examples of verbal and non-verbal communication</li> <li>• The majority (60-65%) of our communication is non-verbal</li> <li>• Activity: Verbal and non-verbal communication demonstration (Teacher's Manual, C 1 &amp; 2, p. 11.3)</li> <li>• Eye contact is non-verbal; direct eye contact should be made about half the time during a conversation</li> </ul> <p>Avoiding Misunderstandings</p> <ul style="list-style-type: none"> <li>• Define "misunderstanding" - a failure of communication when the receiver understands the message differently than it was intended by the sender (p. 67)</li> <li>• Review the 4 skills for avoiding misunderstandings and give examples of each: sending the same verbal and nonverbal message, asking questions, being specific, paraphrasing</li> </ul> <p>The Value of Asking Questions</p> <ul style="list-style-type: none"> <li>• Activity: Value of Asking Questions (Teacher's Manual, Appendix 1, p. 11.8)</li> <li>• Asking questions can dramatically improve your understanding of what someone means when they tell you something. It also helps to clarify things that may be difficult to communicate.</li> </ul>
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<b>Assessment</b>	<p>Worksheet 20: Applying Communication Skills (p. 68)</p> <p>Ensure students can identify strategies and demonstrate the ability to build and sustain relationships and demonstrate empathy (i.e. sending the same verbal/non-verbal message, repeating the message, being specific, and asking questions) so that healthy approaches to conflict resolution can be identified and setbacks managed in any scenario (including those related to underage drinking and illicit drug use) which models healthy choices for peers. HE.68.R.1.1; HE.68.R.1.2; HE.68.R.1.3; HE.68.R.2.8; HE.68.SUA.4.1; HE.68.SUA.5.5</p>
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)









**Program Guidelines:** 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.

<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Mentorship and citizenship. Self-awareness and self-management. Strategies to support a peer, friend, or family member through adversity.</p> <p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty, and trust in building and sustaining relationships.</p> <p>HE.68.R.3.1 Discuss ways a leader can build the trust of individuals and groups.</p> <p>HE.68.R.3.2 Explain and develop ways to apply leadership skills in the school and the community.</p> <p>HE.68.R.3.3 Identify the importance of volunteerism in positively affecting the community and nation.</p> <p>HE.68.R.3.4 Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.</p> <p>HE.68.R.4.3 Analyze ways to pursue common goals as a part of a team or group.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug-free.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship, and peer pressure.</p>
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<b>Vocabulary</b>	<p>Initiate Sustain Compliment Volunteer</p>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Practice initiating, sustaining, and ending conversations while applying social skills to the interactions</li> <li>● Discuss the significance of physical and nonphysical attributes</li> <li>● Discuss ways to approach others with ideas for social and volunteer activities</li> </ul>
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<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Conversational Skills Review &amp; Activity</p> <ul style="list-style-type: none"> <li>● Review Developing Social Scripts (pp. 75)</li> <li>● Conversation hearts activity (individual): Using the Conversation Heart activity sheet, write sentences that can be used in a conversation</li> <li>● Activity: Conversation practice (with partners - ensure students are starting a conversation, keeping it going, and ending it correctly)</li> <li>● Conversation self-reflection (i.e. eye contact, active listening)</li> </ul> <p>Physical and non-physical attributes</p> <ul style="list-style-type: none"> <li>● Activity: Examples of physical and non-physical attributes (i.e. smile vs. sense of humor)</li> <li>● Difference/what is most important - video clip <a href="#">Grenade Scene - Captain America: The First Avenger (2011) Movie Clip HD</a></li> </ul> <p>Social Activities/Volunteering (Worksheet 22, p. 76)</p> <ul style="list-style-type: none"> <li>● Describe the kind of person you would want as a friend (p. 76, Item 1)</li> <li>● Students brainstorm options for activities/volunteering (p. 76, Item 2)</li> <li>● Examples of local volunteer events (i.e. Fall Fest, beach cleanup)</li> <li>● Lead a discussion about the best approach for inviting someone to do something (p. 76, Item 3)</li> </ul>
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<b>Assessment</b>	<p>Worksheet 22: Social Activities (p. 76)</p> <p>Ensure students can identify at least six strategies (two per section) and demonstrate the ability to identify preferable non-physical attributes along with social activities that promote volunteerism and positively affect the community through conversations that build trust and demonstrate working cooperatively with peers, applying leadership skills in the school and the community, and encouraging peers to model healthy choices related to goals, communication, friendship and peer pressure. HE.68.R.3.1; HE.68.R.3.2; HE.68.R.3.3; HE.68.R.3.4; HE.68.SUA.5.1; HE.68.SUA.5.5</p>
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
<p>LifeSkills Student Guides Pencils/pens <a href="#">Grenade Scene - Captain America: The First Avenger (2011) Movie Clip HD</a> Conversation Heart Activity (wk sheet)<a href="#">Valentine Heart Activity</a></p>	<p>Chromebooks Smart Board</p>	<p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p>



LifeSkills 6th Grade - Lesson 14, 15	Lesson Topic: Assertiveness		Dawn Review (3/1/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management.</p> <p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty, and trust in building and sustaining relationships.</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions, and actions.</p> <p>HE.68.R.2.9: Identify healthy responses to negative peer pressure.</p> <p>HE.68.R.4.1: Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.SUA.1.1: Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship, and peer pressure.</p>		
<b>Vocabulary</b>	<p>Assertive Aggressive Passive</p>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify common situations in which people often fail to be assertive</li> <li>● Identify persuasive tactics</li> <li>● Identify and practice verbal and nonverbal assertive skills</li> <li>● Discuss alternative ways of dealing with situations in which teens are pressured to smoke, drink, or use marijuana</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Understanding Assertiveness</p> <ul style="list-style-type: none"> <li>● Define and lead a discussion about the three ways of responding to difficult situations: passive, aggressive, assertive</li> </ul> <p>Verbal Assertive Skills (p. 79)</p> <ul style="list-style-type: none"> <li>● Review the steps for using the refusal skill of Saying "No" (verbal and nonverbal)</li> <li>● Review the steps for the refusal skill of Making Requests and Asserting Rights</li> </ul> <p>Reasons for Not Being Assertive</p> <ul style="list-style-type: none"> <li>● Lead a discussion identifying the reasons people do not stand up for their rights or express their feelings</li> </ul> <p>Assertive Situations</p> <ul style="list-style-type: none"> <li>● Worksheet 23: Handling Difficult Situations (p. 80). Identify common situations where people often fail to be assertive.</li> </ul> <p>Benefits of Being Assertive</p> <ul style="list-style-type: none"> <li>● Lead a discussion identifying the benefits of being assertive</li> <li>● Video: <a href="#">Assertive vs. Aggressive</a></li> </ul> <p>Resisting Peer Pressure to Use Drugs</p> <ul style="list-style-type: none"> <li>● Review ways of saying "No" (Student Guide, p. 81)</li> <li>● Lead a discussion about the fact that peer pressure to smoke, vape, drink, or use drugs can be handled by being assertive</li> </ul>		
<b>Assessment</b>	<p>Worksheet 24: Assertive Action Plan (p. 82)</p> <p>Ensure students can respond assertively to the situations described by analyzing possible solutions and identifying healthy, honest, kind responses to negative peer pressure regarding the use of substances while showing good character through attitudes, decisions, and actions that model healthy choices for peers.</p> <p>HE.68.R.1.2; HE.68.R.2.1; HE.68.R.2.2; HE.68.R.2.9; HE.68.R.4.1; HE.68.SUA.1.1; HE.68.SUA.5.4; HE.68.SUA.5.5</p>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
<p>LifeSkills Student Guides Pencils/pens <a href="#">Assertive vs. Aggressive</a></p>		<p>Chromebooks Smart Board</p>	<p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p>



LifeSkills 6th Grade - Lesson 2	Lesson Topic: Making Decisions 1	Dawn Review (1/30/24) ✓
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education (Critical thinking, problem solving and responsible decision-making; honesty; Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education)</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.            HE.68.R.2.2: Demonstrate responsible decision-making that considers multiple perspectives.            HE.68.R.2.4: Monitor progress toward attaining a personal goal.            HE.68.R.2.9: Identify healthy responses to negative peer pressure.            HE.68.R.4.1: Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Decision</li> <li>● Influence</li> <li>● Pressure</li> <li>● Persuasive tactics</li> <li>● Critical thinking</li> <li>● Problem-solving</li> <li>● Responsible decision making</li> <li>● Honesty</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify everyday decisions</li> <li>● Describe how important decisions are made</li> <li>● Identify a process for making decisions</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Have students return to Worksheet 3: Recording My Progress - p. 15</p> <ul style="list-style-type: none"> <li>● Have students monitor progress (check to see if sub-goal has been achieved and write a new sub-goal for the week)</li> </ul> <p>Making Better Decisions</p> <ul style="list-style-type: none"> <li>● Difficult decisions require more thought about possible options and consequences</li> <li>● Describe and define each step of the 3 C's of Effective Decision-Making - p. 17</li> <li>● Model the use of the 3 C's of Effective Decision-Making (facilitate class discussion)</li> </ul> <p>Everyday Decisions and Difficult Decisions</p> <ul style="list-style-type: none"> <li>● Worksheet 4: List Everyday Decisions and whether you are influenced by others (i.e. "On my own"; "Parents"; etc.) - p.18</li> <li>● Decisions are made every day. Some are made without much thought and effort while others require more time and consideration</li> </ul>	
<b>Assessment</b>	<p>Poll Questions: What are the 3 C's of effective decision making, recognizing the difference between everyday and major decisions (demonstrates responsible decision-making HE.68.R.2.2). Check student progress on sub-goals (HE.68.R.2.4: monitoring progress toward attaining a personal goal).</p>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

LifeSkills 6th Grade - Lesson 3	Lesson Topic: Making Decisions 2	Dawn Review (1/30/24) <input checked="" type="checkbox"/>
<b>Program Guidelines: 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.</b>		
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education (Critical thinking, problem solving and responsible decision-making; Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education)</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.  HE.68.R.2.2: Demonstrate responsible decision-making that considers multiple perspectives.  HE.68.R.2.4: Monitor progress toward attaining a personal goal.  HE.68.R.2.9: Identify healthy responses to negative peer pressure.  HE.68.R.4.1: Analyze possible solutions to a problem to determine the best outcome for oneself and others.  HE.68.SUA.1.1: Demonstrate responsible decision-making about the use of substances.  HE.68.SUA.4.2: Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.  HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.  HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Decision</li> <li>● Influence</li> <li>● Pressure</li> <li>● Persuasive tactics</li> <li>● Critical thinking</li> <li>● Problem-solving</li> <li>● Responsible decision making</li> <li>● Honesty</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Discuss how decisions are influenced by group pressures</li> <li>● Discuss reasons why people are influenced by group members</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)  Have students return to Worksheet 3: Recording My Progress - p. 15</p> <ul style="list-style-type: none"> <li>● Have students monitor progress (check if sub-goal has been achieved and write new sub-goal)</li> </ul> <p>Decision-Making Practice</p> <ul style="list-style-type: none"> <li>● Organize and conduct in-class practice of the 3 C's of Effective Decision-Making and group pressures.</li> <li>● Worksheet 5: Scripted practice: Putting the 3 C's Into Practice - p. 19</li> <li>● Worksheet 6: Unscripted practice: My Decision-Making Planner - p. 20</li> </ul> <p>Group Pressure and Decision-Making</p> <ul style="list-style-type: none"> <li>● Demonstrate how decisions are influenced by group members</li> <li>● Activity: Group Conformity Experiment <a href="#">Brain Games - Asch Line Study</a></li> <li>● Discuss how pressures from our peer group can influence our decisions</li> <li>● Discuss reasons why people are influenced by group members (ex. to be popular, lack of self-confidence, don't want to be an outcast, etc.)</li> <li>● NOTE: Pressure from the group of people we associate with often influences our decisions. We need to make sure our choices are consistent with our family values and beliefs.</li> </ul>	
<b>Assessment</b>	<p>Worksheet - Putting the 3 Cs into Practice - p. 19  Check student group work to ensure they are demonstrating responsible decision-making that considers multiple perspectives, analyzing possible solutions to a problem to determine the best outcome for oneself and others, and demonstrating responsible decision-making about the use of substances (Situation 2 on p. 19). HE.68.R.2.2;; HE.68.R.4.1; HE.68.SUA.1.1; HE.68.SUA.4.2 ; HE.68.SUA.5.4; HE.68.SUA.5.5</p>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

LifeSkills 6th Grade - Lesson 4	Lesson Topic: Smoking: Myths and Realities	Dawn Review (1/30/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention (Prevention of the abuse and addiction to alcohol, nicotine, and drugs; awareness of local school and community resources; the process for accessing assistance.)</p> <p>HE.68.R.2.9: Identify healthy responses to negative peer pressure.            HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.            HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/vaping.            HE.68.SUA.2.4 Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property. School district tobacco-free policy and how its consequences impact students.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Minority (minority of people smoke)</li> <li>• Long-term</li> <li>• Risk factor</li> <li>• Addiction</li> <li>• Socially acceptable</li> <li>• Secondhand smoke</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify that the majority of teenagers and adults do not smoke</li> <li>• Discuss reasons young people have for smoking or not smoking</li> <li>• Discuss immediate and long-term effects of cigarette smoking/vaping</li> <li>• Identify that smoking is becoming less socially acceptable</li> <li>• Discuss non-smokers rights</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Smoking Prevalence</p> <ul style="list-style-type: none"> <li>• Have students estimate the percentages of adults that smoke in US (usually very high estimates)</li> </ul> <p>Smoking Myths and Realities (student guide p.23)</p> <p>Long-Term Effects of Smoking</p> <ul style="list-style-type: none"> <li>• Cigarette smoking is a major risk factor for developing several types of cancer, heart disease, and chronic lung disease</li> <li>• The diseases related to smoking are a major cause of death in the United States every year</li> </ul> <p>Smoking and Your Body (student guide p.25)</p> <ul style="list-style-type: none"> <li>• Demonstrate the effects of smoking on the lungs by showing a healthy lung and a smoker's lung.</li> <li>• Discuss page 25</li> </ul> <p>Cost of Smoking (Teacher's Manual 3.4)</p> <ul style="list-style-type: none"> <li>• Students compute the cost of smoking cigarettes and consider other ways they could spend the money they save</li> </ul> <p>Non-Smokers Rights (Student guide p.26)</p>	
<b>Assessment</b>	<p>Worksheet 8- My Reasons for Not Smoking/Vaping (p. 27)</p> <p>Check student work to ensure they are demonstrating responsible decision-making about the use of substances, ensuring that one response conveys that they understand school and district policies and their consequences. (HE.68.R.2.9, HE.68.SUA.2.1; HE.68.SUA.2.4)</p>	
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens Lungs (smoker and healthy)	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



LifeSkills 6th Grade - Lesson 5	Lesson Topic: Smoking: Smoking and Biofeedback		Dawn Review (1/30/24) ✓
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
Florida Substance Abuse/Resiliency Standards	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance.</p> <p>HE.68.R.2.3 Describe the importance of following school and community laws and rules.</p> <p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.3.6 Distinguish valid and reliable resources for cessation.</p> <p>HE.68.SUA.5.6 Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.</p>		
Vocabulary	Biofeedback Carbon Monoxide Nicotine	Heart Rate EVALI Cessation	
Lesson Goals & Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the effects of elevated heart rates on the body.</li> <li>• Identify situations that change heart rates.</li> <li>• Discuss the purpose and procedure of the pulsometer.</li> <li>• Discuss the purpose and procedure of the tremor test.</li> <li>• Discuss the reasons for the differences in pulse rates and hand steadiness before and after smoking a cigarette.</li> </ul>		
Instructional Delivery (Activities/ Strategies)	<p>Remind students of program guidelines (see above)</p> <p>The Immediate Effects of Cigarette Smoking and Vaping</p> <ul style="list-style-type: none"> <li>• Review the long-term health consequences of smoking</li> <li>• Discuss the immediate effects of smoking on heart rate, especially the effects of elevated heart rate on the body (Student Guide, p. 29)</li> <li>• Discuss reliable sources for cessation and how to support those who are trying to stop smoking or vaping</li> </ul> <p>Describe the Effects of Elevated Heart Rates on the Body</p> <ul style="list-style-type: none"> <li>• Smokers have elevated heart rates due to carbon monoxide and nicotine in cigarettes</li> <li>• Introduce “carbon monoxide” and “nicotine”</li> <li>• A constantly elevated heart rate puts extra strain on the heart</li> <li>• Smoking decreases the length of time one can sustain physical activity (i.e., it decreases endurance)</li> </ul> <p>Tremor Test - Worksheet 9 (Students record their observations)</p> <ul style="list-style-type: none"> <li>• Discuss the purpose and procedure of the tremor test (included in Life Skills DVD). The tremor test measures hand steadiness and how relaxed a person is. Also viewable at <a href="https://youtu.be/8kpittlQwVw">https://youtu.be/8kpittlQwVw</a></li> <li>• Tremor Test (included in DVD)</li> <li>• Smoking decreases hand steadiness</li> <li>• Nicotine acts as a stimulant - rather than “calming one down,” smoking makes a person more nervous</li> </ul>		
Assessment	<p>Smoking Crossword Puzzle pp 34-35</p> <p>Check student work to ensure they are demonstrating an understanding of the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping by completing the puzzle. HE.68.SUA.1.8</p>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens LST Smoking and Biofeedback DVD		Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





LifeSkills 6th Grade - Lesson 6	Lesson Topic: Alcohol Myths and Realities	Dawn Review (1/30/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention (Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; awareness of local school; community resources and the process for accessing assistance.)</p> <p>HE.68.R.2.9 Identify healthy responses to negative peer pressure.</p> <p>HE.68.SUA.1.2 Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.</p> <p>HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.</p> <p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.2 Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.</p> <p>HE.68.SUA.3.2 Identify how to find and access school and community resources related to alcohol misuse and/or abuse.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Misconception</li> <li>● Abstinence</li> <li>● Tolerance</li> <li>● Depressant</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system</li> <li>● Recognize that although many people drink, most adults drink only occasionally and in moderation, if they drink at all.</li> <li>● Discuss reasons why people do or do not drink</li> <li>● Identify the myths and realities of alcohol</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Alcohol and Its Effects</p> <ul style="list-style-type: none"> <li>● Lead a class discussion about what alcohol is and how it works on the body (Student Guide, p. 37)</li> <li>● Alcohol is a drug contained in beverages such as beer, wine, wine coolers, and hard liquor</li> <li>● Alcohol is a depressant; define the term “depressant”</li> </ul> <p>Drinking Prevalence</p> <ul style="list-style-type: none"> <li>● Define the term “abstinence” (in the context of substances such as alcohol)</li> <li>● Most high school seniors report they would disapprove if a friend drank regularly</li> </ul> <p>Reasons for Drinking and Not Drinking</p> <ul style="list-style-type: none"> <li>● Activity: Discuss reasons why people do or do not drink (Student Guide, p. 38)</li> <li>● Identify the realities of what alcohol can and cannot do</li> </ul> <p>Social Acceptance of Drinking</p> <ul style="list-style-type: none"> <li>● One reason people drink is because they want to be popular or well-liked. But, it is possible to do that without drinking. Drinking can actually cause you to be less popular.</li> <li>● Drinking, particularly heavy drinking or getting drunk, is not a mature or grown-up thing to do</li> </ul> <p>Correcting Misconceptions about Alcohol</p> <ul style="list-style-type: none"> <li>● Discuss and review common myths and realities/misconceptions about alcohol (p. 39)</li> <li>● Introduce the term “tolerance”</li> </ul>	
<b>Assessment</b>	<p>Worksheet 10: My Reasons for Not Drinking (p. 40)</p> <p>Check student work to ensure they are demonstrating understanding of the health risks associated with alcohol misuse and underage consumption, and family rules, school rules and state laws about the use of alcohol. HE.68.SUA.1.3; HE.68.SUA.2.1; HE.68.SUA.2.2</p>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



LifeSkills 6th Grade - Lesson 7	Lesson Topic: Marijuana Myths and Realities	Dawn Review (1/30/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. HE.68.R.2.3 Describe the importance of following school and community laws and rules. HE.68.R.2.9: Identify healthy responses to negative peer pressure. HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances. HE.68.SUA.1.4 Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use. HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior. HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts. HE.68.SUA.5.3 Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Marijuana</li> <li>● Euphoria</li> <li>● Illicit</li> <li>● Decriminalization</li> <li>● Legalization</li> <li>● Psychoactive</li> <li>● THC</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Describe what marijuana is and what it does</li> <li>● Identify that the vast majority of teenagers and adults do not smoke marijuana/THC vapes</li> <li>● Discuss the immediate and long-term effects of marijuana on the body</li> <li>● Discuss the legal status of marijuana</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	Remind students of program guidelines (see above)  Nature of Marijuana <ul style="list-style-type: none"> <li>● Lead a discussion about marijuana and define what it is (p. 43)</li> <li>● Describe the types of delivery devices and accessibility of marijuana/THC products/vapes</li> <li>● Discuss the effects of THC and define the term “psychoactive”</li> </ul> Prevalence of Marijuana Use <ul style="list-style-type: none"> <li>● Estimates of prevalence of marijuana use</li> <li>● Fewer people smoke marijuana than we think. It is not something that ‘everybody’ is doing</li> </ul> Myths & Realities of Smoking Marijuana <ul style="list-style-type: none"> <li>● Discuss reasons why teenagers begin smoking marijuana: peer pressure</li> <li>● Marijuana will not make you more attractive, appealing, tougher, or grown-up</li> </ul> Immediate and Long-Term Effects of Marijuana <ul style="list-style-type: none"> <li>● Discuss the immediate effects on the body (p. 43)</li> <li>● Discuss how increased potency contributes to the risks of regular marijuana use</li> </ul> Legal Issues <ul style="list-style-type: none"> <li>● Discuss laws concerning the sale and possession of marijuana</li> <li>● Discuss medical marijuana laws</li> <li>● Discuss School Board Policy regarding marijuana, THC products including vapes</li> </ul>	
<b>Assessment</b>	Worksheet 11: My Reasons for Not Using Marijuana (p. 44) Check student work to ensure they are demonstrating understanding of the health risks associated with the effects of marijuana on body systems and behavior and demonstrate responsible decision-making about the use of marijuana. HE.68.R.2.9; HE.68.SUA.1.1; HE.68.SUA.1.5	
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



LifeSkills 6th Grade - Lesson 8	Lesson Topic: Advertising	Dawn Review (1/30/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Critical thinking, problem-solving and responsible decision making; honesty. HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others. HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem. HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping. HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Consumer</li> <li>● Manipulative</li> <li>● Deceptive</li> <li>● Target Market</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Discuss the purpose of advertising</li> <li>● Identify common advertising techniques</li> <li>● Identify and analyze cigarette and alcohol advertisements</li> <li>● Discuss alternative ways of responding to cigarette and alcohol ads</li> </ul>	
<b>Instructional Delivery (Activities/Strategies)</b>	Remind students of program guidelines (see above) Purpose of Advertising <ul style="list-style-type: none"> <li>● The purpose of advertising is to sell products</li> <li>● Many advertisers do not just claim facts; they may exaggerate in order to persuade people to buy their product; some advertisers might be deliberately deceptive (dishonest)</li> </ul> Advertising Media <ul style="list-style-type: none"> <li>● Advertisements take several different forms (e.g. TV commercials, magazine and newspaper ads, billboards, etc.)</li> </ul> Advertising Techniques (Method used to persuade the consumer) <ul style="list-style-type: none"> <li>● Identify and give examples of common advertising techniques (Student Guide, pgs. 48-49)</li> <li>● Discuss Target Group: The people most likely to buy the product (p. 47)</li> </ul> Practice Analyzing Ads <ul style="list-style-type: none"> <li>● Worksheet 12: Practice Analyzing Ads (p. 50)</li> <li>● Review and define the elements of an advertisement: Target Group, Stated Message, Implied Message;</li> <li>● Many advertisers are effective in manipulating us</li> </ul> Cigarette and Alcohol Ads <ul style="list-style-type: none"> <li>● Model how to analyze an ad</li> <li>● Discuss alternative ways of responding to cigarette and alcohol ads</li> </ul>	
<b>Assessment</b>	Worksheet 13: Practice Analyzing Tobacco and Alcohol Ads (p. 51) Check student work to ensure they are demonstrating an understanding of identifying valid and reliable multi-media information as it pertains to alcohol and other drugs. HE.68.SUA.3.1; HE.68.R.4.1; HE.68.R.4.4. Mid-year survey - Google Forms (student emails, names, personal information are not collected)	
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens Advertising examples (i.e. Life Alert, Old Spice, Nike, Taco Bell, Bounty, Valvoline, Oculus, Flex Seal, Corona Beer, Budweiser) Google Forms Mid-year Survey (anonymous)	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





**Program Guidelines:** 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.

<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p>
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Anxiety</li> <li>● Coping</li> <li>● Relaxation</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Define anxiety</li> <li>● Identify physical symptoms of anxiety and situations that may cause anxiety</li> <li>● Discuss alternative ways of dealing with anxiety-inducing situations</li> <li>● Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing)</li> </ul>
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<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Definition of Anxiety</p> <ul style="list-style-type: none"> <li>● Define anxiety as feeling nervous, uptight, uneasy, or apprehensive</li> </ul> <p>Physical Effects of Anxiety</p> <ul style="list-style-type: none"> <li>● Identify the physical symptoms of anxiety</li> <li>● Anxiety produces physical changes in the body, such as an increase in heart rate, sweating, tightening up of muscles, etc.</li> </ul> <p>Situations Which Cause Anxiety</p> <ul style="list-style-type: none"> <li>● There are many situations that produce anxiety in people</li> <li>● Worksheet 16: Give students Situation 1: taking an important test; Situation 2: giving a report in front of the class. Students may choose the anxiety signs that they feel, if any (different for each person)(p. 58)</li> <li>● Worksheet 17: Rating How Anxious You Feel</li> <li>● Different situations trigger different reactions in people</li> </ul> <p>Techniques for Coping with Anxiety</p> <ul style="list-style-type: none"> <li>● Introduce the term "coping"</li> <li>● Discuss alternative ways of dealing with anxiety-inducing situations (exercise, talking with a parent or trusted adult, listening to music, coloring, etc.)</li> <li>● Explain the procedure for and conduct in-class practice of the Deep Breathing technique <a href="#">Relaxed Breathing Training, Version B</a></li> <li>● Explain the procedure for the relaxation exercise and conduct in-class practice of the relaxation exercise.</li> <li>● Explain the procedure for the Mental Rehearsal technique</li> <li>● Discuss with a parent/guardian or trusted adult like a teacher, school counselor, etc.</li> </ul>
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<b>Assessment</b>	<p>My plans to deal with anxiety (Notes p. 63)</p> <p>Ensure students can identify at least two strategies to manage challenges and setbacks through self-care (i.e. deep breathing, progressive muscle relaxation, talking with a parent or trusted adult, exercise, listening to music, coloring, etc) to decrease external factors and encourage responsible decision-making regarding drugs and alcohol. HE.68.R.2.8; HE.68.SUA.2.3; HE.68.SUA.1.1</p>
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens <a href="#">Relaxed Breathing Training, Version B</a>	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





LifeSkills 7th Grade - Lesson 1	Lesson Topic: Drug Abuse	Dawn Review (1/30/24) <input checked="" type="checkbox"/>						
<b>Program Guidelines: 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.</b>								
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Strategies to support a peer, friend, or family member through adversity.</p> <p>HE.68.R.2.3: Describe the importance of following school and community laws and rules.</p> <p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.7 Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.</p> <p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.2.4 Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.</p> <p>HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.</p>							
<b>Vocabulary</b>	<table border="0"> <tr> <td>Critical thinking</td> <td>Prevention</td> </tr> <tr> <td>Vaping</td> <td>EVALI</td> </tr> <tr> <td>Problem-solving</td> <td>Substance abuse</td> </tr> </table>		Critical thinking	Prevention	Vaping	EVALI	Problem-solving	Substance abuse
Critical thinking	Prevention							
Vaping	EVALI							
Problem-solving	Substance abuse							
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Define drug abuse</li> <li>• Identify the causes of drug use</li> <li>• Identify the social factors and realities promoting drug use</li> <li>• Describe the addictive process</li> <li>• Recognize that the best way of preventing drug use is to never start</li> </ul>							
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Introduce program guidelines (see above)</p> <p>Google Forms Pre-Survey (student emails, names, personal information are not collected)</p> <p>What is Drug Abuse and Examples of Drug Abuse (p. 11)</p> <ul style="list-style-type: none"> <li>• Lead a discussion about what drug abuse is and identify substances that are typically abused</li> <li>• Drug abuse is the compulsive (uncontrolled) use of one or more psychoactive (mind-altering) drugs</li> </ul> <p>The Difference Between Drug Use and Abuse</p> <ul style="list-style-type: none"> <li>• Lead a discussion about the differences between drug use and abuse</li> <li>• Identify four factors that distinguish use from abuse: frequency, amount, dependence, social attitudes</li> </ul> <p>Identifying the Causes of Drug Use and the Initial Cause of Drug Use</p> <ul style="list-style-type: none"> <li>• Lead a discussion about and review the common causes of drug use (p. 12)</li> <li>• There is no single reason why people use drugs</li> <li>• Most teenagers begin using drugs for social reasons (popularity, looking grown-up, looking cool, etc.)</li> </ul> <p>Attitudes Toward Drug Use</p> <ul style="list-style-type: none"> <li>• Worksheet 1: Questions Worth Considering (p. 14)</li> <li>• List adjectives that describe people who use drugs (minimize positive ones)</li> <li>• Friends who want you to use drugs aren't really concerned about you.</li> <li>• The best way to prevent drug abuse is to never start</li> <li>• Vaping and EVALI; School and District policies regarding vaping at school</li> </ul> <p>Becoming a Drug Abuser and the Effects of Drug Abuse</p> <ul style="list-style-type: none"> <li>• Review and discuss the Steps Leading to Drug Abuse (p. 13)</li> <li>• The chemical properties of drugs have a powerful effect on the mind and body</li> <li>• Drug use leads to numerous negative health consequences as well as social and legal problems</li> </ul>							
<b>Assessment</b>	<p>Worksheet 1: Questions Worth Considering (p. 14)</p> <p>Check student work to ensure they are demonstrating responsible decision-making about the use of substances, describing how external factors can influence behaviors related to drug use, and responding to pressure to use drugs.</p> <p>HE.68.SUA.1.1; HE.68.SUA.2.3; HE.68.SUA.4.2; HE.68.SUA.5.4</p>							
<table border="1"> <thead> <tr> <th data-bbox="66 1770 532 1812">Materials</th> <th data-bbox="532 1770 906 1812">Technology</th> <th data-bbox="906 1770 1612 1812">Accommodations (ESE, ESOL, 504, RTI)</th> </tr> </thead> <tbody> <tr> <td data-bbox="66 1812 532 1917"> LifeSkills Student Guides  Pencils/pens  Google Forms Pre-Survey (anonymous) </td> <td data-bbox="532 1812 906 1917"> Chromebooks  Smart Board </td> <td data-bbox="906 1812 1612 1917"> Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time) </td> </tr> </tbody> </table>			Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)	LifeSkills Student Guides Pencils/pens Google Forms Pre-Survey (anonymous)	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)						
LifeSkills Student Guides Pencils/pens Google Forms Pre-Survey (anonymous)	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)						





LifeSkills 7th Grade - Lesson 2	Lesson Topic: Making Decisions		Dawn Review (1/30/24) <input checked="" type="checkbox"/>								
<b>Program Guidelines: 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.</b>											
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education (Critical thinking, problem solving and responsible decision-making; Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education. Strategies to support a peer, friend, or family member through adversity.)</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.2.2: Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.68.R.2.3: Describe the importance of following school and community laws and rules.</p> <p>HE.68.R.2.4: Monitor progress toward attaining a personal goal.</p> <p>HE.68.R.2.9: Identify healthy responses to negative peer pressure.</p> <p>HE.68.R.4.1: Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.SUA.1.1: Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.4.2: Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.</p>										
<b>Vocabulary</b>	<table border="0"> <tr> <td>Critical thinking</td> <td>Honesty</td> </tr> <tr> <td>Problem-solving</td> <td>Responsible decision-making</td> </tr> <tr> <td>Empathy</td> <td>Influence</td> </tr> <tr> <td>Hypocrisy</td> <td></td> </tr> </table>			Critical thinking	Honesty	Problem-solving	Responsible decision-making	Empathy	Influence	Hypocrisy	
Critical thinking	Honesty										
Problem-solving	Responsible decision-making										
Empathy	Influence										
Hypocrisy											
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Review the suggested formula for making decisions</li> <li>Recognize that different people make different decisions in the same situation</li> <li>Analyze decisions or problems to be solved using the decision-making formula</li> <li>Identify common external influences on decision-making</li> <li>Practice making decisions using the suggested formula</li> </ul>										
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p><b>Decision-Making Formula</b></p> <ul style="list-style-type: none"> <li>Review the 3Cs of Effective Decision-Making (Student Guide, p. 17)</li> <li>An organized and logical approach is a good way to make the best decisions and solve problems</li> </ul> <p><b>Decision-Making Practice</b></p> <ul style="list-style-type: none"> <li>Organize and conduct in-class practice of the 3Cs of Effective Decision-Making</li> <li>Worksheet 3: Scripted Practice – Putting the 3Cs Into Practice (individual work) (p. 18)</li> <li>Model the use of the 3Cs of Effective Decision-Making</li> <li>Take as much time as necessary to make a decision</li> </ul> <p><b>What Influences our Decision-Making and Group Pressures &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>Discuss the list of potential influences on our decision-making (i.e. personal opinions, parents' opinions, what is seen on TV, friends' opinions, the costs)</li> <li>Organize and conduct whole-class teacher-guided instruction: practice of the 3Cs in group decision-making using situation about a friend vaping marijuana at school (p. 19)</li> <li>Lead discussion by providing feedback and prompting students to consider additional positive choices while students suggest options</li> <li>We are often influenced by group members because we want to be accepted by others but we need to take into account family rules, school rules, and state laws about substance use</li> <li>When a person does something they don't believe in, they are giving up their individuality</li> <li>Hypocrisy is believing in one thing but doing or saying something else</li> </ul>										
<b>Assessment</b>	<p>Worksheet 4: Questions Worth Considering (p. 19)</p> <p>Check student work to ensure they are demonstrating responsible decision-making that considers multiple perspectives about the use of substances, describing how external factors can influence behaviors related to drug use, and keeping in mind rules and laws about drugs. HE.68.SUA.1.1; HE.68.SUA.2.1; HE.68.SUA.2.3 HE.68.R.2.2</p>										
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>									
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)									





LifeSkills 7th Grade - Lesson 3	Lesson Topic: Media Influences		Dawn Review (1/30/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
<b>Florida Substance Abuse/Resiliency Standards</b>	4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Perseverance. Critical thinking, problem-solving and responsible decision making; honesty. HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others. HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem. HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping. HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.		
<b>Vocabulary</b>	Target market Consumer	Manipulate Deceptive	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Review common advertising techniques</li> <li>● Review methods used by advertisers to influence consumer choices</li> <li>● Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages</li> <li>● Recognize automatic responses to advertisements and discuss alternative ways of responding to ads in order to resist ad pressures.</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	Remind students of program guidelines (see above)  Power and Purpose of Advertising <ul style="list-style-type: none"> <li>● The purpose of advertising is to persuade us to buy products (p. 21)</li> </ul> Advertising Techniques <ul style="list-style-type: none"> <li>● Review and discuss the advertising techniques on pages 22 &amp; 23</li> <li>● Define and give examples of the term "target market:" A group of people who are most likely to buy a product or service</li> <li>● Worksheet 5: Identifying Advertising Techniques. Match provided examples of advertisements to each type of advertising technique (pp. 22, 23)</li> </ul> Cigarette and Alcohol Ads <ul style="list-style-type: none"> <li>● Worksheet 6: Practice Analyzing Tobacco and Alcohol Ads. Conduct in-class practice of analyzing tobacco and alcohol ads (pp. 24, 25)</li> <li>● Ads for tobacco and alcohol get people to buy products by creating the false image that smoking and drinking will make life better or more enjoyable</li> <li>● Smoking and drinking do not make you more popular, successful, sophisticated, or grown-up</li> </ul> Resisting Common Advertising Techniques <ul style="list-style-type: none"> <li>● Review and discuss the three questions to ask oneself for Resisting Media Influences (p. 27)</li> <li>● Practice using the three questions to re-examine ads that were analyzed at the beginning of the session</li> </ul>		
<b>Assessment</b>	Worksheet 6: Practice Analyzing Tobacco and Alcohol Ads (pp. 24, 25) Check student work to ensure they are discussing ways to identify multimedia information as it pertains to alcohol and drugs, identifying external factors that influence behaviors related to drug use, and analyzing possible solutions to a problem to determine the best outcome. HE.68.R.4.4; HE.68.SUA.2.3; HE.68.SUA.3.1		
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)	
LifeSkills Student Guides Pencils/pens Advertising examples (i.e. Nike, Dior, Axe, Walmart, Purple Mattress, Newport, Kool, Camel) Vaping counter ad- <a href="#">The Facts About Vapes Are Scary Enough   The Real Cost</a>	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	

LifeSkills 7th Grade - Lesson 4	Lesson Topic: Coping with Anxiety		Dawn Review (4/19/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Perseverance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p>		
<b>Vocabulary</b>	<p>Anxiety                      Perseverance                      Self-awareness                      Resiliency</p> <p>Self-management                      Relaxation                      Stigma                      Grit</p> <p>Positive core values</p>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Discuss common situations that produce anxiety</li> <li>• Discuss the value of preparation as a method of reducing performance anxiety</li> <li>• Practice anxiety-reduction techniques</li> <li>• Recognize the value of positive thinking</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Definition of Anxiety and Situations Which Cause Anxiety</p> <ul style="list-style-type: none"> <li>• Define anxiety as feeling nervous, uneasy or apprehensive</li> <li>• Anxiety produces physical changes in the body such as an increased heart rate, sweating, tightening up of muscles, dry mouth, shaking hands, etc.</li> <li>• Anxiety is a normal part of life and we all feel anxious at times</li> </ul> <p>Why People Feel Anxious</p> <ul style="list-style-type: none"> <li>• Discuss reasons why people feel anxious (p. 29)</li> <li>• Most people feel anxious when they are afraid that they won't do well in a particular situation. They may feel that others will laugh or make fun of them.</li> <li>• The consequences of not doing well in most situations are less severe than we imagine them to be</li> <li>• Worksheet 7: Rating How Anxious You Feel (p. 30)</li> </ul> <p>Techniques for Coping with Anxiety</p> <ul style="list-style-type: none"> <li>• Explain and demonstrate the five techniques for coping with anxiety (pp. 31 – 32)</li> <li>• Review the procedure for and conduct in-class practice of the Deep Breathing technique <a href="https://www.youtube.com/watch?v=Mzz1DyQaz2Q">Relaxed Breathing Training, Version A</a> (<a href="https://www.youtube.com/watch?v=Mzz1DyQaz2Q">https://www.youtube.com/watch?v=Mzz1DyQaz2Q</a>)</li> <li>• The techniques learned in class can be used to reduce anxiety in different ways: before, during, and after stressful situations</li> <li>• The best way to overcome difficult situations is to practice the five techniques in situations where you feel nervous. Begin with the least stressful and gradually work up to the most stressful</li> </ul>		
<b>Assessment</b>	<p>My plans to deal with anxiety (Notes p. 33)</p> <p>Ensure students can identify at least two strategies to manage challenges and setbacks through self-care (i.e. talking with a parent or trusted adult, deep breathing, progressive muscle relaxation, preparation and practice, mental rehearsal, positive thinking, exercise, listening to music, coloring, etc) to decrease external factors and encourage responsible decision-making regarding drugs and alcohol. HE.68.R.2.8; HE.68.SUA.2.3; HE.68.SUA.1.1</p>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
<p>LifeSkills Student Guides</p> <p>Pencils/pens</p> <p><a href="#">Relaxed Breathing Training, Version A</a></p>		<p>Chromebooks</p> <p>Smart Board</p>	<p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p>

LifeSkills 7th Grade - Lesson 5	Lesson Topic: Coping with Anxiety 2/Coping with Anger	Dawn Review (6/17/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.		
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p>	
<b>Vocabulary</b>	<p>Anxiety Self-awareness Anger Control Reframing Self-statement</p>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Review anxiety-reducing techniques and how they can be used when we are angry.</li> <li>● Define anger and identify levels of anger</li> <li>● Discuss common physical symptoms of anger and the situations that produce anger</li> <li>● Discuss reasons for keeping anger under control</li> <li>● Discuss and practice techniques for controlling anger</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Review ways to reduce anxiety</p> <p>Definition of Anger and Anger-Producing Situations</p> <ul style="list-style-type: none"> <li>● Lead a discussion defining anger as a strong feeling of displeasure with someone or something, combined with an urge to fight back</li> <li>● Anger is a normal emotion or reaction to feeling threatened</li> <li>● Expressing anger can be healthy, but losing control is not</li> <li>● Like anxiety, anger produces physical changes such as increased heart rate, tight muscles, and a rush of blood to the head</li> </ul> <p>Techniques for Controlling Anger</p> <ul style="list-style-type: none"> <li>● Go over Staying in Control (p. 37).</li> <li>● Some anxiety-reducing techniques such as deep breathing and mental rehearsal can help control anger</li> <li>● It is easier to control anger before it becomes a raging fury</li> <li>● Discuss the Warning Light, Counting to Ten, Self-Statements, and Reframing techniques.</li> </ul>	
<b>Assessment</b>	<p>Staying in Control (write on p. 37)</p> <p>Ensure students can identify their warning light as well as a personal self-statement and reframing statement to keep them calm which will provide at least two strategies to manage challenges and setbacks through self-care to decrease external factors and encourage responsible decision-making regarding drugs and alcohol. HE.68.R.2.8; HE.68.SUA.2.3; HE.68.SUA.1.1</p>	
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

LifeSkills 7th Grade - Lesson 6	Lesson Topic: Communication Skills	Dawn Review (6/17/24) <input checked="" type="checkbox"/>								
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.										
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug-free.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.</p>									
<b>Vocabulary</b>	<table border="0"> <tr> <td>Communication</td> <td>Misunderstanding</td> </tr> <tr> <td>Verbal</td> <td>Paraphrase</td> </tr> <tr> <td>Nonverbal</td> <td>Empathy</td> </tr> <tr> <td>Ambiguous</td> <td>Gratitude</td> </tr> </table>		Communication	Misunderstanding	Verbal	Paraphrase	Nonverbal	Empathy	Ambiguous	Gratitude
Communication	Misunderstanding									
Verbal	Paraphrase									
Nonverbal	Empathy									
Ambiguous	Gratitude									
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Practice giving messages that are clear and specific</li> <li>● Understand the importance of being consistent with verbal and nonverbal communication</li> <li>● Demonstrate poor vs good listening behavior</li> <li>● Describe verbal and nonverbal cues that indicate when someone is actively listening</li> <li>● Practice paraphrasing as a means of providing feedback and clearing up ambiguities</li> </ul>									
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Types of Communication</p> <ul style="list-style-type: none"> <li>● Define verbal communication as the specific words that we use and our voice inflections (tone)</li> <li>● Define non-verbal communication as body language</li> <li>● Solicit examples of verbal communication (e.g. speech, music, etc.) and non-verbal communication (e.g. mannerisms, facial expressions, body positions, etc.)</li> <li>● The majority of our communication (60 – 65%) is accomplished non-verbally</li> </ul> <p>The Two Components of Effective Communication</p> <ul style="list-style-type: none"> <li>● Explain sending and receiving skills (p. 39)</li> <li>● Be as specific as possible when sending a message (p. 39)</li> <li>● Review and complete exercise about active listening</li> </ul> <p>Avoiding Misunderstandings</p> <ul style="list-style-type: none"> <li>● Define the term "misunderstanding" (p. 41)</li> <li>● Review How to Avoid Misunderstandings (p. 42) and describe and explain each skill: Sending the same verbal and non-verbal message, Asking questions, Being specific, Paraphrasing</li> <li>● Worksheet 10: From Misunderstanding to Understanding (p. 43)</li> <li>● Paraphrasing is an effective way to make sure others understand the message being sent</li> <li>● Paraphrasing is especially useful when you are giving directions or instructions.</li> <li>● Worksheet 11 (p.45) Students choose ways to avoid misunderstandings from (p.42) to improve their communication at school, at home, and with friends.</li> </ul>									
<b>Assessment</b>	<p>Worksheet 9 &amp; 10: Action Plans for Improving My Communication (pp. 43-44)</p> <p>Ensure students can correctly apply skills for avoiding misunderstandings (from p. 42) to demonstrate communication skills in specific scenarios, identify and apply healthy approaches to conflict resolution, and encourage peers to model healthy choices through communication. HE.68.SUA.4.1; HE.68.R.1.3; HE.68.R.4.2; HE.68.SUA.5.5</p>									
<b>Materials</b>		<b>Technology</b>								
LifeSkills Student Guides Pencils/pens	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)								

LifeSkills 7th Grade - Lesson 7	Lesson Topic: Social Skills		Dawn Review (6/17/24) <input checked="" type="checkbox"/>	
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.				
Florida Substance Abuse/Resiliency Standards	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Mentorship and citizenship. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p> <p>HE.68.R.3.1 Discuss ways a leader can build the trust of individuals and groups.</p> <p>HE.68.R.3.2 Explain and develop ways to apply leadership skills in the school and the community.</p> <p>HE.68.R.3.3 Identify the importance of volunteerism in positively affecting the community and nation.</p> <p>HE.68.R.3.4 Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug-free.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.</p>			
Vocabulary	Initiate Sustain	Citizenship Empathy	Responsibility Volunteerism	Mentorship Social skills
Lesson Goals & Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>Recognize that many people feel shy and identify techniques for overcoming shyness</li> <li>Initiate, sustain, and end a conversation</li> <li>Use basic social skills</li> </ul>			
Instructional Delivery (Activities/ Strategies)	<p>Remind students of program guidelines (see above)</p> <p>Overcoming Shyness</p> <ul style="list-style-type: none"> <li>Recognize that many people feel shy or uncomfortable in social situations</li> <li>Review strategies for How To Get Over Being Shy (p. 47)</li> <li>Anxiety about social contacts (shyness) can be eased by using techniques for coping with anxiety, particularly mental rehearsal and deep breathing</li> </ul> <p>Initiating Social Contacts</p> <ul style="list-style-type: none"> <li>Review each skill for Making Contact: Meeting New People (p. 47)</li> </ul> <p>Conversational Skills and Practicing Conversational Skills</p> <ul style="list-style-type: none"> <li>Review the steps for starting, sustaining, and ending conversations (p. 49)</li> <li>Discuss and demonstrate the value of open-ended questions in sustaining conversations</li> <li>Worksheet 13: Asking the Right Kinds of Questions (p. 50)</li> <li>Conduct in-class practice of the techniques for starting, sustaining, and ending conversations</li> </ul> <p>Volunteering - Gives students the opportunity to practice &amp; develop their social skills &amp; find like-minded friends.</p> <ul style="list-style-type: none"> <li>Emphasize benefits of service to community through volunteerism</li> <li>Optional - Pictures of our volunteer community events (demonstrating volunteerism)</li> <li>Optional - Pictures of people helping others after Hurricane Michael (demonstrating resilience)</li> <li>Encourage students to become involved in their school/community</li> </ul>			
Assessment	<p>Worksheet 13: Asking the Right Kinds of Questions (p. 50)</p> <p>Ensure students can correctly apply skills for creating open-ended questions which will provide strategies to manage challenges and setbacks to work cooperatively with peers, apply leadership and conflict resolution skills in the school and the community, and build the trust of individuals and groups through communication skills related to underage drinking and illicit drug use. HE.68.R.2.8; HE.68.R.3.1; HE.68.R.3.2; HE.68.R.4.2; HE.68.SUA.4.1; HE.68.SUA.5.1; HE.68.SUA.5.5</p>			
Materials		Technology		Accommodations (ESE, ESOL, 504, RTI)
LifeSkills Student Guides Pencils/pens		Chromebooks Smart Board		Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

LifeSkills 7th Grade - Lesson 8	Lesson Topic: Assertiveness	Dawn Review (6/17/24) <input checked="" type="checkbox"/>	
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.</p>		
<b>Vocabulary</b>	<p>Assertive Passive Aggressive Honesty</p>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Define and discuss the differences between assertiveness, passivity, and aggressiveness</li> <li>● Identify common situations in which people often fail to be assertive</li> <li>● Identify and practice verbal assertive skills</li> <li>● Identify and practice nonverbal assertive skills</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>What is Assertiveness and Assertive Situations</p> <ul style="list-style-type: none"> <li>● Define and explain the terms “assertiveness”, “aggressiveness”, and “passiveness”</li> <li>● There are many advantages to being assertive, such as increased self-esteem, sense of control, and being less anxious when faced with conflict</li> <li>● Lead a discussion identifying examples of situations where an assertive response is necessary</li> </ul> <p>Verbal Assertive Skills</p> <ul style="list-style-type: none"> <li>● Review and demonstrate the steps for using the assertive skill of Saying “No” (p. 53)</li> <li>● Worksheet 16: Practicing Saying “No” (p. 56)</li> <li>● Review the steps for the assertive skill of Making Requests and Asserting Rights (p. 53)</li> <li>● Review the steps for using the assertive skill of Expressing Your Feelings (p. 55)</li> </ul> <p>Non-Verbal Assertive Skills</p> <ul style="list-style-type: none"> <li>● Review the use of verbal and non-verbal assertive skills (p. 55)</li> <li>● Sending the same nonverbal and verbal messages increases the likelihood of communicating your message effectively</li> </ul>		
<b>Assessment</b>	<p>Worksheet 16: Practicing Saying “No” (p. 56)</p> <p>Ensure students can correctly apply skills for being assertive, which will provide strategies to manage challenges and setbacks, model conflict resolution and communication skills, and demonstrate perseverance for refusal skills to encourage healthy habits in peers. HE.68.R.2.8; HE.68.R.4.2; HE.68.R.4.4; HE.68.SUA.4.1; HE.68.SUA.5.4; HE.68.SUA.5.5</p>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
LifeSkills Student Guides Pencils/pens		Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

LifeSkills 7th Grade - Lesson 9,10	Lesson Topic: Resisting Peer Pressure 1 & 2	Dawn Review (3/1/24) <input checked="" type="checkbox"/>
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**Program Guidelines:** 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.

<b>Florida Substance Abuse/Resiliency Standards</b>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Self-awareness and self-management.</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions, and actions.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care).</p> <p>HE.68.R.2.9: Identify healthy responses to negative peer pressure.</p> <p>HE.68.R.4.1: Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p> <p>HE.68.SUA.1.1: Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.</p> <p>HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship, and peer pressure.</p>
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<b>Vocabulary</b>	<p>Persuade Tactics Persistence</p>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify and discuss persuasive tactics people use</li> <li>Identify situations where students may feel pressured to smoke, drink, or use drugs</li> <li>Identify and discuss techniques for dealing with peer pressure</li> </ul>
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<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Remind students of program guidelines (see above)</p> <p>Assertiveness review</p> <ul style="list-style-type: none"> <li>Discuss the advantages of being assertive</li> <li>Discuss steps of an assertive response (i.e. state your position, give a reason, be understanding)</li> </ul> <p>Persuasive Tactics</p> <ul style="list-style-type: none"> <li>Video: <a href="#">The Peer Pressure Experiment - Part 1</a></li> <li>Review, explain, and provide examples of Persuasive Tactics (i.e. flattery, guilt, nagging) (p. 63)</li> </ul> <p>Resisting Persuasion</p> <ul style="list-style-type: none"> <li>Review, demonstrate, and practice Ways of Saying “No” including situations involving drugs (p. 67)</li> <li>There are many different ways to say “No”</li> <li>Sometimes you might have to say “No” more than once or in several different ways</li> <li>Discuss the attitude or skills needed to resist peer pressure</li> <li>Video excerpts: <a href="#">Surviving Peer Pressure Video from US</a></li> </ul>
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<b>Assessment</b>	<p>LifeSkills end-of-course summative assessment</p> <p>Ensure students can correctly identify and apply concepts taught during LifeSkills regarding conflict resolution, communication skills, assertiveness, managing challenges and setbacks, conflict resolution, communication, perseverance for refusal skills regarding drugs and alcohol, and encouraging healthy habits in peers. HE.68.R.2.1; HE.68.R.2.8; HE.68.R.2.9; HE.68.R.4.1; HE.68.R.4.4; HE.68.SUA.1.1; HE.68.SUA.4.1; HE.68.SUA.5.4; HE.68.SUA.5.5</p>
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
<p>LifeSkills Student Guides Pencils/pens <a href="#">The Peer Pressure Experiment - Part 1</a> <a href="#">Surviving Peer Pressure Video from US</a></p>	<p>Chromebooks Smart Board</p>	<p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p>





LifeSkills 8th Grade - Lesson 1	Lesson Topic: Making Decisions	☑ Dawn Review 4/26/2024								
<p><b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.</p>										
<p><b>Florida Substance Abuse/Resiliency Standards</b></p>	<p>4) Resiliency Education: Civic and Character Education and Life Skills Education (Critical thinking, problem-solving and responsible decision-making; Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education. Strategies to support a peer, friend, or family member through adversity.)</p> <p>HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.  HE.68.R.2.2: Demonstrate responsible decision-making that considers multiple perspectives.  HE.68.R.2.3: Describe the importance of following school and community laws and rules.  HE.68.R.2.4: Monitor progress toward attaining a personal goal.  HE.68.R.2.9: Identify healthy responses to negative peer pressure.  HE.68.R.4.1: Analyze possible solutions to a problem to determine the best outcome for oneself and others.  HE.68.SUA.1.1: Demonstrate responsible decision-making about the use of substances.  HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.  HE.68.SUA.4.2: Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.  HE.68.SUA.5.4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.  HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship, and peer pressure.</p>									
<p><b>Vocabulary</b></p>	<table border="0"> <tr> <td>Clarify</td> <td>Consequences</td> </tr> <tr> <td>Impulsive</td> <td>Empathy</td> </tr> <tr> <td>Critical thinking</td> <td>Honesty</td> </tr> <tr> <td>Problem-solving</td> <td>Responsible decision-making</td> </tr> </table>		Clarify	Consequences	Impulsive	Empathy	Critical thinking	Honesty	Problem-solving	Responsible decision-making
Clarify	Consequences									
Impulsive	Empathy									
Critical thinking	Honesty									
Problem-solving	Responsible decision-making									
<p><b>Lesson Goals &amp; Objectives</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Review the 3 Cs method for making decisions</li> <li>Recognize that the method can be used with increasingly complex and important decisions</li> <li>Analyze decisions or problems to be solved using the decision-making formula</li> <li>Practice making decisions by applying the decision-making method</li> </ul>									
<p><b>Instructional Delivery (Activities/ Strategies)</b></p>	<p>Introduce students program guidelines (see above)</p> <p>Making Decisions and Solving Problems - How will decisions impact your life's dreams?</p> <ul style="list-style-type: none"> <li>Lead a discussion about recent decisions and their outcomes</li> <li>Decision-making object lesson - Keeping your dreams alive</li> <li>Sometimes we make decisions impulsively. It is important to take time when making careful decisions</li> <li>Video: <a href="#">Every Decision Matters - Motivational Video</a></li> </ul> <p>The 3C's of Decision-Making and Decision-Making Practice</p> <ul style="list-style-type: none"> <li>Review the 3 C's of Decision-Making model (p. 15)</li> <li>Demonstrate the 3 C's of Decision-Making</li> <li>Independent work: Worksheet 4: Putting the 3 C's into Practice (p. 16)</li> <li>It is important to think ahead about decisions and then stand firm to have the outcome you desire</li> <li>Quiet reading - Article: <a href="#">10 Things Successful People do to Reach their Dreams</a></li> </ul>									
<p><b>Assessment</b></p>	<p>Worksheet 4: Putting the 3 C's into Practice (p. 16)</p> <p>Check individual student work to ensure each student is demonstrating responsible decision-making that considers multiple perspectives about the use of substances, describing how external factors can influence behaviors related to drug use, while keeping in mind rules and laws about drugs. HE.68.SUA.1.1; HE.68.SUA.2.1; HE.68.SUA.2.3 HE.68.R.2.2</p>									
<table border="1"> <thead> <tr> <th data-bbox="61 1654 573 1696">Materials</th> <th data-bbox="573 1654 909 1696">Technology</th> <th data-bbox="909 1654 1602 1696">Accommodations (ESE, ESOL, 504, RTI)</th> </tr> </thead> <tbody> <tr> <td data-bbox="61 1696 573 1896"> <p>LifeSkills Student Guides  Pencils/pens  <a href="#">Every Decision Matters - Motivational Video</a>  <a href="#">10 Things Successful People do to Reach their Dreams</a></p> </td> <td data-bbox="573 1696 909 1896"> <p>Chromebooks  Smart Board</p> </td> <td data-bbox="909 1696 1602 1896"> <p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p> </td> </tr> </tbody> </table>			Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)	<p>LifeSkills Student Guides  Pencils/pens  <a href="#">Every Decision Matters - Motivational Video</a>  <a href="#">10 Things Successful People do to Reach their Dreams</a></p>	<p>Chromebooks  Smart Board</p>	<p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p>		
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)								
<p>LifeSkills Student Guides  Pencils/pens  <a href="#">Every Decision Matters - Motivational Video</a>  <a href="#">10 Things Successful People do to Reach their Dreams</a></p>	<p>Chromebooks  Smart Board</p>	<p>Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)</p>								



LifeSkills 8th Grade - Lesson 2	Lesson Topic: Coping with Anxiety		☑ Dawn Review 4/26/2024
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.			
<b>Florida Substance Abuse/Resiliency Standards</b>	4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Perseverance. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns. HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances. HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping. HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care). HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.		
<b>Vocabulary</b>	Anxiety Cognitive Irrational	Perseverance Stigma Resiliency	Self-awareness Grit Self-management Positive core values
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Review and identify techniques for coping with anxiety</li> <li>Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation</li> <li>Review and practice cognitive self-control skills for dealing with anxiety</li> <li>Recognize the value of positive thinking</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	Remind students of program guidelines (see above)  Introduction and Definition of Anxiety <ul style="list-style-type: none"> <li>Review the definition of anxiety</li> <li>Everybody experiences anxiety to one degree or another (reduce stigma)</li> <li>Worksheet 7: Anxiety Self-Assessment (p. 23). Knowing the situations that make us feel anxious can help us be better prepared to cope with them (self-awareness)</li> </ul> Review of Techniques & Coping With Anxiety: Skills Application <ul style="list-style-type: none"> <li>Review the steps for and practice 5 techniques for coping with anxiety (pp. 24-26): Deep Breathing, Progressive Muscle Relaxation, Preparation and Practice, Mental Rehearsal, and Positive Thinking</li> <li>Deep breathing practice video: <a href="#">Coping Skill for Middle School and High School Kids: Taking Deep Breaths</a></li> <li>Box breathing practice video: <a href="#">Box breathing relaxation technique: how to calm feelings of stress or anxiety</a></li> <li>Discuss situations to use breathing exercises</li> <li>Progressive muscle relaxation video: <a href="#">Progressive Muscle Relaxation</a></li> <li>Discuss situations where progressive muscle relaxation might be used</li> <li>Positive thinking video: <a href="#">Overcoming obstacles - Steven Claunch</a></li> <li>Discuss how using relaxation techniques can help you reach your dreams</li> <li>Discuss how sticking with something, regardless of how frustrated you get, will help you achieve your dreams (grit; perseverance)</li> </ul>		
<b>Assessment</b>	Worksheet 8: Action Plans Coping with Anxiety (p. 27) Ensure students can identify situations and strategies to manage challenges and setbacks through self-care - at school, at home, and with friends (i.e. talking with a parent or trusted adult, deep breathing, progressive muscle relaxation, preparation and practice, mental rehearsal, positive thinking, exercise, listening to music, coloring, etc) to decrease external factors and persevere with responsible decision-making regarding the refusal of drugs and alcohol. HE.68.R.2.8; HE.68.SUA.2.3; HE.68.SUA.1.1; HE.68.SUA.4.1; HE.68.R.4.4		
Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)	
LifeSkills Student Guides Pencils/pens <a href="#">Coping Skill for Middle School and High School Kids: Taking Deep Breaths</a>	Chromebooks Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	

<a href="#"><u>Box breathing relaxation technique: how to calm feelings of stress or anxiety</u></a> <a href="#"><u>Progressive Muscle Relaxation</u></a> <a href="#"><u>Overcoming obstacles - Steven Claunch</u></a>		
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LifeSkills 8th Grade - Lesson 3	Lesson Topic: Social Skills		☑ Dawn Review 4/26/2024		
<b>Program Guidelines:</b> 1. Only one person talks at a time 2. Everyone should have the opportunity to participate. 3. Respect your fellow students 4. Be ready with LifeSkills materials - pencil or pen and LST book.					
<b>Florida Substance Abuse/Resiliency Standards</b>	4) Resiliency Education: Civic and Character Education and Life Skills Education Prevention of the abuse of and addiction to alcohol, nicotine, and drugs and awareness of local school and community resources and the process for accessing assistance. Mentorship and citizenship. Self-awareness and self-management. Recognizing signs and symptoms of mental health concerns. HE.68.R.2.8 Identify strategies to manage challenges and setbacks (includes time management, setting boundaries, setting realistic goals, and self-care). HE.68.R.3.1 Discuss ways a leader can build the trust of individuals and groups. HE.68.R.3.2 Explain and develop ways to apply leadership skills in the school and the community. HE.68.R.3.3 Identify the importance of volunteerism in positively affecting the community and nation. HE.68.R.3.4 Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions. HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations. HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug-free. HE.68.SUA.5.5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.				
<b>Vocabulary</b>	Social Skills Superficial	Initiate Sustain	Citizenship Empathy	Responsibility Volunteerism	Mentorship Social skills
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Identify and use common greetings and brief exchanges</li> <li>Identify and use skills for starting, continuing, and ending conversations</li> <li>Discuss situations that require deeper conversation</li> <li>Identify techniques for deep conversations</li> </ul>				
<b>Instructional Delivery (Activities/ Strategies)</b>	Remind students of program guidelines (see above) Introduction <ul style="list-style-type: none"> <li>Lead a discussion about why it is important to have healthy social skills (basic social skills help us have satisfying relationships; makes us happier)</li> <li>Worksheet 11: Rating My Social Skills (p. 34)</li> <li>Identify social skills students feel comfortable using</li> </ul> Greetings & Brief Social Exchanges and Practicing Greetings <ul style="list-style-type: none"> <li>Discuss the importance of greeting someone and generate examples of greetings they use every day</li> <li>Greetings are a good way to practice overcoming shyness and improving your self-confidence</li> </ul> The Art of Conversation <ul style="list-style-type: none"> <li>Review the tips for starting a conversation, keeping it going, and ending a conversation (p. 33)</li> <li>Conduct in-class practice of the techniques for starting, sustaining, and ending conversations</li> </ul> Superficial vs. "Deep" Conversations <ul style="list-style-type: none"> <li>Discuss the difference between superficial and deep conversations (p. 35)</li> <li>Review the Tips for Deep Conversation (p. 35)</li> </ul> Understanding facial expressions and body language <ul style="list-style-type: none"> <li>Cell phone etiquette</li> <li>Social media responsibility and empathy</li> <li>Video: <a href="#">The Art of Communication</a></li> </ul> Volunteering - Gives students the opportunity to practice & develop their social skills & find like-minded friends. <ul style="list-style-type: none"> <li>Emphasize benefits of service to community through volunteerism</li> <li>Pictures of volunteer community events (demonstrating volunteerism)</li> <li>Encourage students to become involved in their school/community</li> </ul>				
<b>Assessment</b>	Worksheet 12: Practicing Social Skills (p. 36) Ensure students can correctly apply social skills, which will provide strategies to manage challenges and setbacks to work cooperatively with peers, apply leadership and conflict resolution skills in the school and the community, and build the trust of individuals and groups through communication skills related to underage drinking and illicit drug use. HE.68.R.2.8; HE.68.R.3.1; HE.68.R.3.2; HE.68.R.4.2; HE.68.SUA.4.1; HE.68.SUA.5.1; HE.68.SUA.5.5				
<b>Materials</b>		<b>Technology</b>		<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
LifeSkills Student Guides Pencils/pens Video: <a href="#">The Art of Communication</a>		Chromebooks Smart Board		Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	





February 2024

Hello parents/guardians,

This letter is to let you know that members of the district Botvin LifeSkills team will be on our Mowat campus teaching life skills in the upcoming weeks. The Botvin LifeSkills team consists of certified Bay District Schools teachers who provide instruction on topics required by the Department of Education. The Botvin Lifeskills team uses highly interactive and engaging, age-appropriate strategies to provide instruction to students. Please return the parental consent form indicating your consent or desire to opt your student out of these lessons. *The lessons will take place in your student's 7th-grade science classroom.*

As the parent/guardian of \_\_\_\_\_,  
(print student's name)

<input type="checkbox"/> I give my child permission to attend <b>ALL</b> of these lessons OR strike through any lessons you do not want your child to attend		
Lesson Topic	Topic Description	Date
Drug Abuse	Define drug abuse; possible causes of drug use; recognize the best way of preventing drug use is to never start	March 14
Making Decisions	Decision-making steps; how others influence our decision-making; consequences	March 28
Media Influences	Persuasive techniques used in advertising; techniques commonly used to advertise cigarettes and alcohol	April 11
Coping with Anxiety 1 & 2	Identify anxiety-reduction techniques (i.e. deep breathing, positive thinking, preparation); techniques for controlling anger	April 18
Communication Skills	Giving clear and specific messages; verbal and nonverbal communication; clearing up misunderstandings	April 25
Social Skills	How to initiate, sustain, and end a conversation; how to use basic social skills; overcoming shyness; active listening	May 9
Assertiveness	Identify ways to stand up for yourself in a firm but calm manner; identify verbal and nonverbal assertive skills	May 16
Resisting Peer Pressure 1 & 2	Identify persuasive tactics; situations where students may feel pressured to use drugs; dealing with peer pressure	May 20

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Today's date)

**Please note:** Only students with signed permission forms will benefit from these valuable in-person lessons. Students without permission forms will receive the required instruction via an alternative curriculum resource.

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**Bay County Health Science Information**

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**Barrington, Katelyn** <Katelyn.Barrington@fldoe.org>  
To: Susan Tierney <tiernsr@bay.k12.fl.us>  
Cc: Alana Simmons <simmoan@bay.k12.fl.us>

Thu, Feb 29, 2024 at 1:14 PM

Good afternoon,

Received, thank you,

Katelyn Barrington

Director of Library Media & Instructional Materials

Bureau of Standards and Instructional Support

Florida Department of Education

[325 West Gaines Street](#)

[Tallahassee, FL 32399-0400](#)

[\(850\) 245-0633](#)



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*Highest Achievement...Every Student, Every Day.*

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**From:** Susan Tierney <tiernsr@bay.k12.fl.us>  
**Sent:** Thursday, February 29, 2024 1:30 PM  
**To:** Barrington, Katelyn <Katelyn.Barrington@fldoe.org>  
**Cc:** Alana Simmons <simmoan@bay.k12.fl.us>  
**Subject:** Bay County Health Science Information

Hello Katelyn,

Per our conversation today, I am submitting the name and publisher of the book we are using for our Health Science course.

Title: *Introduction to Health Science: Pathways to Your Future*

Publisher: Goodheart-Wilcox Publisher

ISBN: 978-1-61960-605-0

AMERICAN  
OVERSIGHT

If you need further information please let us know.

FL-BAY-24-1170-A-000054

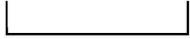
**Thank you,**

**Susan Tierney**

*Supervisor of Instructional Technology & Media Services*

*Bay District Schools*

**(850) 767-5269**



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**Required Instruction Resubmission Required**

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**Alana Simmons** <simmoan@bay.k12.fl.us>  
To: Susan Tierney <tiernsr@bay.k12.fl.us>

Wed, Jun 5, 2024 at 9:50 AM

----- Forwarded message -----

From: **Alana Simmons** <simmoan@bay.k12.fl.us>  
Date: Tue, Feb 27, 2024 at 3:33 PM  
Subject: Fwd: Required Instruction Resubmission Required  
To: Susan Tierney <tiernsr@bay.k12.fl.us>

----- Forwarded message -----

From: **Barrington, Katelyn** <Katelyn.Barrington@fldoe.org>  
Date: Fri, Feb 23, 2024 at 3:25 PM  
Subject: Required Instruction Resubmission Required  
To: simmoan@bay.k12.fl.us <simmoan@bay.k12.fl.us>

Dear Bay County Public Schools,

House Bill 1069, effective July 1, 2023, amended section (s.) 1003.42, Florida Statutes (F.S.), Required instruction, and s. 1003.46, F.S., Health education; instruction on acquired immune deficiency syndrome.

Section 1003.42(1)(b), F.S., now requires all materials used to teach reproductive health or any disease including HIV/AIDS, its symptoms, development, and treatment, as part of the courses in health education, to be approved by the Florida Department of Education.

By September 30, 2023, school districts submitted materials used in a health education course to teach reproductive health or any disease, such as HIV/AIDS and all materials containing instruction on human sexuality. These materials were submitted to the Required Instruction Portal and allowed districts the following options for submittal of materials:

- School districts that solely use state-adopted materials for these topics were required to indicate such in the Portal; these materials did not need to be submitted for review;
- School districts that use state-adopted materials and supplemental materials for these topics must submit supplemental materials for review; state-adopted materials did not need to be submitted for review; or
- School districts that do not use state-adopted materials for these topics were required to submit all materials used to satisfy ss. 1003.42(1)(b) and 1003.46(2), F.S.

At this time, the following submissions were identified as being “state-adopted”, however, the Department was not able to verify such. As a result, you are required to update your submissions to indicate either the appropriate materials and links to review or update the titles to ensure we are able to verify state-adoption.

**The updates will need to be reflective in the Required Instruction Portal by 3/1/2024.**

AMERICAN OVERSIGHT <b>District Identified Material</b>	<b>Comments</b>	FL-BAY-24-1170-A-000056
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Introduction to Health Science: Pathways  
to Your Future

Need more information to determine  
state-adoption

Thank you,

Katelyn Barrington

Director of Library Media & Instructional Materials

Bureau of Standards and Instructional Support

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

(850) 245-0633



DIVISION OF PUBLIC SCHOOLS  
*Highest Achievement...Every Student, Every Day.*

--  
Miss Alana Simmons  
Director of Secondary & Adult Instructional Services  
Bay District Schools  
simmoan@bay.k12.fl.us  
850-767-4526



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Miss Alana Simmons  
Director of Secondary & Adult Instructional Services  
Bay District Schools  
simmoan@bay.k12.fl.us  
850-767-4526



## BDS Procedures for Parental Notification of School-Sponsored Events

The State Board of Education (SBOE) adopted Rule 6A-10.089, F.A.C., School-Sponsored Events and Activities, at the SBOE Meeting on July 19, 2023.

**6A-10.089 School-Sponsored Events and Activities.** (1) Definition. In this rule, the term “School-sponsored Events or Activities” means an event or activity the school of enrollment created for students to study or participate in while in the custody of the school district; or field trips, extracurricular activities, or other supplemental programs and activities as defined in Rule 6A-10.085, F.A.C.

### The rule requires Parental Notification as follows:

- (a) Districts must adopt procedures to fully inform parents of the details of the event or activity and supplemental programs.
- (b) District procedures must require signed parent or guardian permission forms for the event or activity that include, at a minimum, the following information:
  1. The nature of the event or activity.
  2. The date(s) and time(s) of the event or activity.
  3. Specific location(s) and type(s) of sponsors/guests at the event or activity.
  4. Method of student supervision provided, such as anticipated number of chaperones.

### FOUNDATIONAL QUESTIONS

1. Does the school-sponsored event (during the regular school day) include speakers who are not currently faculty/staff members of the school or curriculum/materials outside state-adopted textbooks/materials? **If not, no notification is necessary. If yes, see below.**
2. Is this a club meeting, or other extra-curricular event? **If yes, notification procedures must be followed.**

### PROCEDURES

- Use the approved Parental Notification form to secure parent permission. Please note, ALL boxes/blanks must be filled in before forms are sent home.
- Collect forms.
- Only allow students with signed forms to participate in the event, no exceptions.

## SUGGESTIONS

- Where you know events ahead of time and in groups of nine weeks or semesters, you could use one form for a list of events as long as each entry on the form includes ALL of the required information. So a grade level, or school, could list nine weeks' worth of activities on one form BUT parents/guardians must have the option to opt in/out for each individual event.
- Likewise, a club could list every regular meeting for a semester or the year BUT would have to send a separate notification if there's another event not listed on that original notification form.
- Similarly, a grade level could list all of the guest speakers, authors, and special events on one form each month or every couple of months BUT, again, there must be an opt-in/opt-out option for each individual event.
- Each parental notification must include the date and time, speakers, topics and chaperone plans BUT we can meet those guidelines also by giving time and date windows. For example, a high school could send a parental notification that college recruiters, for example, are expected during lunchtime throughout the month of May.

We are developing an electronic, fillable form you can use if that's easier than paper notifications, and we're also exploring FOCUS-based delivery methods for these forms. We cannot use Google Forms but are continuing to explore all options.

**Please also note, no parental notification form takes the place of the traditional field trip paperwork BUT traditional field trip paperwork does include the information required to meet the parental notification bill.**

**It is the Superintendent's expectation that this is fully implemented, including club activities, no later than October 16, 2023.**

***As always, we do not know what we do not know about a new process, so please don't hesitate to make suggestions to ease implementation once we begin this process. We can revisit this every nine weeks (or sooner) to adjust the forms and process as needed.***



## BDS Parent Notification of School-Sponsored Event

Parents/Guardians:

We appreciate your partnership with us and want to make sure you're informed about all of the activities offered to your students during the school day and before/after school. Per Florida Statutes and Florida State Board of Education Rule 6A-10.089, we are notifying you of our intent to host the event outlined below. **ONLY STUDENTS WITH SIGNED PERMISSION FORMS WILL BE ABLE TO ATTEND.**

Please review the information below and feel free to contact us if you have questions or need additional information. In order to set up for this event as efficiently as possible, all permission forms are due back to the school five (5) school days prior to the event.

**TITLE OF EVENT:** \_\_\_\_\_

**DATE OF EVENT:** \_\_\_\_\_

**TIMES OF EVENT:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**SPEAKERS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EXPECTED TOPICS:** \_\_\_\_\_

**CHAPERONES:** \_\_\_\_\_

As the parent/guardian of \_\_\_\_\_, I hereby (please check one):

\_\_\_\_\_ Do give my child permission to attend this event.

\_\_\_\_\_ Do not give my child permission to attend this event

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

This document was generated from Required Instructional Portal – <https://www.flrequiredinstruction.org/>

Bay's Required Implementation Plan for 2023–2024 Academic Year – Submitted on: 12/8/2023

## O11. Substance use and abuse

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

### Selected course(s) \*

5015020 – Physical Education – Grade Kindergarten  
5015030 – Physical Education – Grade 1  
5015040 – Physical Education – Grade 2  
5015050 – Physical Education – Grade 3  
5015060 – Physical Education – Grade 4  
5015070 – Physical Education – Grade 5  
1700100 – M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001320 – English Honors 1  
1001350 – English Honors 2  
1001380 – English Honors 3  
1001410 – English Honors 4  
1001310 – English 1  
1001340 – English 2  
1001370 – English 3  
1001400 – English 4

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### Selected qualification(s) of the instructors for the selected courses above \*

Florida Certified Teacher  
Monique Burr Child Safety Matters trained facilitators

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### Selected method(s) of delivering instruction \*

Oral  
Written

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### Selected instructional materials used \*

Monique Burr Foundation Grades K–5 Child Safety Matters  
District-Created Resources  
Real Essentials Curriculum  
Botvin Life Skills

**Provided details about the instruction that took place in the courses and grades selected above \***

All students in grades k-12 will receive the required substance use and abuse instruction delivered by qualified professionals. K-5 will be provided the required information by community experts using the Monique Burr Child Safety Matters curriculum. Grades 6-12 will receive the required information via district-created resources, the Department of Health Real Essentials Curriculum, or the Botvin Lifeskills program.

## **O12. Child Trafficking Prevention Education**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
7910120 - Access English 1  
7910125 - Access English 2  
7910130 - Access English 3  
7910135 - Access English 4  
1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
5015020 - Physical Education - Grade Kindergarten  
5015030 - Physical Education - Grade 1  
5015040 - Physical Education - Grade 2  
5015050 - Physical Education - Grade 3  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5

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**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
Monique Burr Child Safety Matters trained facilitator

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**Selected method(s) of delivering instruction \***

Oral  
Written

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**Selected instructional materials used \***

AMERICAN OVERSIGHT  
Monique Burr Foundation Grades K-5 Child Safety Matters  
District-Created Resources

FL-BAY-24-1170-A-000062

**Provided details about the instruction that took place in the courses and grades selected above \***

Students in grades K-5 will receive the required information via the Monique Burr Child Safety Matters curriculum; students in grades 6-12 will receive the required instruction via district-created resources or the Department of Health Real Essentials Curriculum.

## **O5. Resiliency Education: Civic and Character Education and Life Skills Education.**

**Selected grade(s): Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
7910120 - Access English 1  
7910125 - Access English 2  
7910130 - Access English 3  
7910135 - Access English 4

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**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher

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**Selected instructional materials used \***

Real Essentials Curriculum  
District-Created Resources  
Botvin Life Skills

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students grades 6-12 will be provided the required information via a district-created Canvas Course, the Department of Health's Real Essential Curriculum, or the Botvin Life Skills curriculum.



This document was generated from Required Instructional Portal – <https://www.flrequiredinstruction.org/>

## Bay's Required Implementation Plan for 2023–2024 Reproductive Health Materials

### O16. Reproductive Health

**Selected grade(s):** Grade 7, Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

8417100 – Health Science Anatomy & Physiology  
2000010 – M/J Life Science  
2000020 – M/J Life Science, Advanced  
2000310 – Biology 1  
2000320 – Biology 1 Honors  
2000350 – Anatomy and Physiology  
2000360 – Anatomy and Physiology Honors

**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher

**Selected method(s) of delivering instruction \***

Oral  
Written  
Anatomage Table for Application

**Selected instructional materials used \***

Introduction to Health Science: Pathways to Your Future  
HMH Florida Science, Life  
Pearson Miller and Levine Biology, Florida Edition (2019)  
Hole's Essentials of Anatomy & Physiology, Florida Edition

**Provided details about the instruction that took place in the courses and grades selected above \***

**M/J Life Science/Honors:**

Addresses standard SC.6.L.14.5

Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis

Students will identify and/or describe the general functions of the major systems of the human body.

Students will identify and/or describe how the major systems of the human body interact to maintain homeostasis.

Addresses standard SC.6.L.14.5

Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites

Students will identify, compare, and/or contrast the types of infectious agents that affect the human body.

**Biology 1/Biology 1 Honors:**

Addresses standard SC.912.L.14.52

Explain the basic functions of the human immune system, including specific and nonspecific immune responses, vaccines, and antibiotics.

Students will identify and/or explain the basic functions of the human immune system, including specific and nonspecific immune responses.

Students will explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspective of both individual and public health.

Addresses standard SC.912.L.16.13

Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy

Students will identify and/or describe the basic anatomy and physiology of the human reproductive system.

Students will describe the process of human development from the zygotic stage to the end of the third trimester and birth.

**Anatomy and Physiology/Honors A&P:**

Addresses standard SC.912.L.14.6

Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health

Students will identify and/or explain the basic functions of the human immune system, including specific and nonspecific immune responses.

Students will explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspective of both individual and public health

Addresses standard SC.912.L.16.13

Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy

Students will identify and/or describe the basic anatomy and physiology of the human reproductive system.

Students will describe the process of human development from the zygotic stage to the end of the third trimester and birth.

**CTE Pathway for Allied Health.** Using ISBN 978-1-61960-605-0, FSBD code is 72-578-0

Also utilizing three full anatomage tables in operation.



This document was generated from Required Instructional Portal - <https://www.flrequiredinstruction.org/>

Bay's Required Instruction Report for 2022-2023 Academic Year - Submitted on: 6/29/2023

## A. History and content of the Declaration of Independence

Selected grade(s): Grade 5, Grade 6, Grade 7, Grade 12

### Selected course(s) \*

2106010 - M/J Civics  
2106020 - M/J Civics, Advanced  
2100010 - M/J United States History  
2100020 - M/J United States History Advanced  
5021070 - Social Studies Grade 5  
2106310 - United States Government  
2106320 - United States Government Honors

### Selected instructional materials used \*

Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8  
Networks Social Studies Florida, Grade 5, Grade K-5  
US Government, Grade 9-12

### Provided details about the instruction that took place in the courses and grades selected above \*

Instruction that included primary source analysis of the Declaration of Independence utilizing currently adopted instructional materials occurred to include the specific grievances and the response along with The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

## B. History, meaning, significance, and effect of the provisions of the Constitution of the United States

Selected grade(s): Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 10, Grade 11, Grade 12

### Selected course(s) \*

5021050 - Social Studies Grade 3  
5021060 - Social Studies Grade 4

5021070 – Social Studies Grade 5  
2100010 – M/J United States History  
2100020 – M/J United States History Advanced  
2106010 – M/J Civics  
2106020 – M/J Civics, Advanced  
2100320 – United States History Honors  
2100310 – United States History  
2106310 – United States Government  
2106320 – United States Government Honors  
5021040 – Social Studies Grade 2

---

**Selected instructional materials used \***

Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Discovery Education Social Studies Techbook – United States History (Prehistory – Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook – Civics and Government, Grade 6-8  
Florida Joint Center for Citizenship  
Civics in a Snap – Florida Joint Center for Citizenship  
Civics360 – Florida Joint Center for Citizenship  
US Government, Grade 9-12  
Networks Social Studies Florida, Grade 2, Grade K-5

---

**Provided details about the instruction that took place in the courses and grades selected above \***

The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government are addressed in the courses listed above with adopted instructional materials. All grade levels observe Constitution Week using district-provided resources.

## **C. Arguments in support of adopting our republican form of government**

**Selected grade(s): Grade 5, Grade 6, Grade 7, Grade 12**

**Selected course(s) \***

2106010 – M/J Civics  
2106020 – M/J Civics, Advanced  
2106310 – United States Government  
2106320 – United States Government Honors  
5021070 – Social Studies Grade 5  
2100010 – M/J United States History  
2100020 – M/J United States History Advanced

---

**Selected instructional materials used \***

Networks Social Studies Florida, Grade 5, Grade K-5

Discovery Education Social Studies Techbook - United States History Advanced (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
Florida Joint Center for Citizenship  
Civics in a Snap - Florida Joint Center for Citizenship  
iCivics  
Civics360 - Florida Joint Center for Citizenship  
US Government, Grade 9-12

---

**Provided details about the instruction that took place in the courses and grades selected above \***

The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers are addressed in the courses listed above using currently adopted instructional materials.

## **D. Flag education**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1500480 - JROTC/PE/Performing Arts Waiver-HOPE & Personal Fitness/PE Elective  
5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
2106010 - M/J Civics  
2106020 - M/J Civics, Advanced  
2106310 - United States Government  
2106320 - United States Government Honors

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**Selected instructional materials used \***

JROTC Program of Instruction  
JROTC Core LET texts  
Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
US Government, Grade 9-12  
iCivics  
Florida Joint Center for Citizenship  
Civics in a Snap - Florida Joint Center for Citizenship

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**Provided details about the instruction that took place in the courses and grades selected above \***

Flag education, including proper flag display and flag salute is included in the courses mentioned above with currently adopted instructional materials.

## E. Elements of civil government

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 12

### **Selected course(s) \***

5021040 – Social Studies Grade 2  
5021070 – Social Studies Grade 5  
2100010 – M/J United States History  
2100020 – M/J United States History Advanced  
2106010 – M/J Civics  
2106020 – M/J Civics, Advanced  
2106310 – United States Government  
2106320 – United States Government Honors  
5021020 – Social Studies Grade K  
5021050 – Social Studies Grade 3  
5021060 – Social Studies Grade 4  
5021030 – Social Studies Grade 1

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### **Selected instructional materials used \***

Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Discovery Education Social Studies Techbook – United States History (Prehistory – Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook – Civics and Government, Grade 6-8  
US Government, Grade 9-12  
Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Civics in a Snap – Florida Joint Center for Citizenship  
iCivics  
Florida Joint Center for Citizenship  
Civics360 – Florida Joint Center for Citizenship

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### **Provided details about the instruction that took place in the courses and grades selected above \***

The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts are covered in the courses listed above with currently adopted instructional materials.

## F. History of the United States

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 10, Grade 11, Grade 12

FL-BAY-24-1170-A-000071

**Selected course(s) \***

5021020 – Social Studies Grade K  
5021030 – Social Studies Grade 1  
5021040 – Social Studies Grade 2  
5021050 – Social Studies Grade 3  
5021060 – Social Studies Grade 4  
5021070 – Social Studies Grade 5  
2100010 – M/J United States History  
2100020 – M/J United States History Advanced  
2106010 – M/J Civics  
2106020 – M/J Civics, Advanced  
2100320 – United States History Honors  
2100310 – United States History  
2106310 – United States Government  
2106320 – United States Government Honors

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Discovery Education Social Studies Techbook – United States History (Prehistory – Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook – Civics and Government, Grade 6-8  
Pearson Florida United States History, Grade 9-12  
US Government, Grade 9-12  
Florida Transformative Education – Gateway to U.S. History, Grade 9-12, Mark Jarrett and Robert Yahng, 1st  
Florida Joint Center for Citizenship  
Civics in a Snap – Florida Joint Center for Citizenship  
iCivics  
Civics360 – Florida Joint Center for Citizenship  
Mini-Qs in American History: Volume 1  
The DBQ Project: Mini-Q's in American History Volume 607-1877

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**Provided details about the instruction that took place in the courses and grades selected above \***

The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence are covered in the courses listed above using currently adopted instructional materials.

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1001010 - M/J Language Arts 1  
1001020 - M/J Language Arts 1 Advanced  
1001040 - M/J Language Arts 2  
1001050 - M/J Language Arts 2 Advanced  
1001080 - M/J Language Arts 3 Advanced  
1001070 - M/J Language Arts 3  
5010041 - Language Arts - Kindergarten  
5010043 - Language Arts - Grade Two  
5010044 - Language Arts - Grade Three  
5010045 - Language Arts - Grade Four  
5010046 - Language Arts - Grade Five  
2106010 - M/J Civics  
2106020 - M/J Civics, Advanced  
2109310 - World History  
2100320 - United States History Honors  
2100310 - United States History  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
5021050 - Social Studies Grade 3  
5021060 - Social Studies Grade 4  
5021070 - Social Studies Grade 5

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Expeditionary Learning: EL  
Pearson Florida United States History, Grade 9-12  
Pearson Florida World History, Grade 9-12  
Florida Holocaust Museum  
Commissioner of Education's Task Force on Holocaust Education

**Provided details about the instruction that took place in the courses and grades selected above \***

The history of the Holocaust (1933–1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions are addressed through social studies and ELA curriculum in the courses mentioned above with currently adopted instructional materials.

Professional development and additional resources are provided by the Florida Holocaust Museum and Holocaust Task Force.

## **H. History of African Americans**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

2106010 - M/J Civics  
2106020 - M/J Civics, Advanced  
2100320 - United States History Honors  
2109310 - World History  
1001010 - M/J Language Arts 1  
1001020 - M/J Language Arts 1 Advanced  
1001040 - M/J Language Arts 2  
1001050 - M/J Language Arts 2 Advanced  
1001070 - M/J Language Arts 3  
1001080 - M/J Language Arts 3 Advanced  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
2100310 - United States History  
5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
5021050 - Social Studies Grade 3  
5021060 - Social Studies Grade 4

5021070 - Social Studies Grade 5  
5010041 - Language Arts - Kindergarten  
5010043 - Language Arts - Grade Two  
5010044 - Language Arts - Grade Three  
5010045 - Language Arts - Grade Four  
5010046 - Language Arts - Grade Five  
1001380 - English Honors 3  
2100340 - African-American History

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**Selected instructional materials used \***

Expeditionary Learning: EL  
Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
Pearson Florida United States History, Grade 9-12  
Florida Transformative Education - Gateway to U.S. History, Grade 9-12, Mark Jarrett and Robert Yahng, 1st  
Florida Joint Center for Citizenship  
The DBQ Project: Mini-Q's in American History Volume 607-1877  
Mini-Qs in American History: Volume 1  
Commissioner of Education's African American History Task Force  
National Archives, Library of Congress  
From Slavery to Freedom: A History of African Americans 9th Ed.

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**Provided details about the instruction that took place in the courses and grades selected above \***

The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society and are addressed through the courses listed above using currently adopted instructional materials. Additional resources and training was provided by resources recommended through the African American History Task Force and the National Archives, Center for Legislative Archives.

## **J. Elementary principles of agriculture**

**Selected grade(s): Grade 8**

**Selected course(s) \***

2109010 - M/J World History  
2109020 - M/J World History, Advanced  
5020040 - Science - Grade Three

5020050 - Science - Grade Four

5020060 - Science - Grade Five

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies

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**Selected instructional materials used \***

Discovery Education Social Studies Techbook - World History (Prehistory - 1800), Grade 6-8

Fusion Science

Elevate Science Florida Grade 5

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**Provided details about the instruction that took place in the courses and grades selected above \***

The elementary principles of agriculture are covered in the courses mentioned above using currently adopted instructional materials.

## **K. The true effects of all alcoholic and intoxicating liquors**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

5015030 - Physical Education - Grade 1

5015040 - Physical Education - Grade 2

5015050 - Physical Education - Grade 3

5015060 - Physical Education - Grade 4

5015020 - Physical Education - Grade Kindergarten

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies

1001310 - English 1

1001340 - English 2

1001370 - English 3

1001400 - English 4

1001320 - English Honors 1

1001350 - English Honors 2

1001380 - English Honors 3

1001410 - English Honors 4

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**Selected instructional materials used \***

District-Created Resources

Everfi

Real Essentials Curriculum

Botvin Life Skills

Monique Burr Foundation Grades K-5 Child Safety Matters

Edgenuity/Imagine learning Purpose Prep

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**Provided details about the instruction that took place in the courses and grades selected above \***

All students grades k-12 received instruction on substance use and abuse prevention delivered by qualified professionals. K-5 used district-created resources or the Monique Burr Safety Matters curriculum; grades 6-8 completed Botvin Life Skills modules, the Real Essentials curriculum and/or the Imagine Learning Purpose Prep online materials.

## L. Kindness to animals

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 7, Grade 8

### Selected course(s) \*

5010045 - Language Arts - Grade Four  
5010043 - Language Arts - Grade Two  
5010044 - Language Arts - Grade Three  
5010046 - Language Arts - Grade Five  
5010042 - Language Arts - Grade One  
5010041 - Language Arts - Kindergarten  
1001040 - M/J Language Arts 2  
1001070 - M/J Language Arts 3

### Selected instructional materials used \*

HMH Into Reading  
StudySync

### Provided details about the instruction that took place in the courses and grades selected above \*

Kindness to animals was covered in ELA courses utilizing various texts included in the Expeditionary Learning curriculum.

## M. History of the state

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 10, Grade 11, Grade 12

### Selected course(s) \*

5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
5021060 - Social Studies Grade 4  
5021070 - Social Studies Grade 5  
5021050 - Social Studies Grade 3  
2100010 - M/J United States History  
2100020 - M/J United States History Advanced  
2106010 - M/J Civics  
2106020 - M/J Civics, Advanced

2100320 - United States History Honors  
2100310 - United States History  
2106310 - United States Government  
2106320 - United States Government Honors

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
Florida Joint Center for Citizenship  
Civics in a Snap - Florida Joint Center for Citizenship  
iCivics  
Civics360 - Florida Joint Center for Citizenship  
The DBQ Project, Florida Mini Q's  
Pearson Florida United States History, Grade 9-12  
Florida Transformative Education - Gateway to U.S. History, Grade 9-12, Mark Jarrett and Robert Yahng, 1st US Government, Grade 9-12

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**Provided details about the instruction that took place in the courses and grades selected above \***

The history of the state is covered in the courses listed above utilizing currently adopted instructional materials.

## **N. Conservation of natural resources**

**Selected grade(s): Grade K, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

5010041 - Language Arts - Kindergarten  
5010043 - Language Arts - Grade Two  
5010046 - Language Arts - Grade Five  
1001010 - M/J Language Arts 1  
1001020 - M/J Language Arts 1 Advanced  
1001070 - M/J Language Arts 3  
1001080 - M/J Language Arts 3 Advanced  
2000310 - Biology 1  
2000320 - Biology 1 Honors  
5020020 - Science Grade One  
5020030 - Science - Grade Two  
5020040 - Science - Grade Three  
5020050 - Science - Grade Four

5020060 – Science – Grade Five  
2109015 – M/J World History and Career Planning  
2109025 – M/J World History, Advanced and Career Planning  
2001341 – Environmental Science Honors  
2001340 – Environmental Science

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**Selected instructional materials used \***

EL: Expeditionary Learning  
Pearson Florida Economics, Grade 9–12  
Pearson Miller & Levine Biology, Florida Edition  
Fusion Science  
Environmental Science for AP  
Elevate Science Florida Grade 1  
Elevate Science Florida Grade 2  
Elevate Science Florida Grade 3  
Elevate Science Florida Grade 4  
Elevate Science Florida Grade 5  
Environmental Science: Sustaining Your World

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**Provided details about the instruction that took place in the courses and grades selected above \***

The conservation of natural resources is covered using currently adopted instructional materials in courses as indicated above.

## **01. Community health**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

5021030 – Social Studies Grade 1  
5021040 – Social Studies Grade 2  
5021060 – Social Studies Grade 4  
2106010 – M/J Civics  
2106020 – M/J Civics, Advanced  
5021020 – Social Studies Grade K  
5021070 – Social Studies Grade 5  
5021050 – Social Studies Grade 3  
2001340 – Environmental Science

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade 2, Grade K–5  
Networks Social Studies Florida, Grade 1, Grade K–5  
Networks Social Studies Florida, Grade 4, Grade K–5  
Discovery Education Social Studies Techbook – Civics and Government, Grade 6–8  
Environmental Science: Sustaining Your World  
Networks Social Studies Florida, Grade K, Grade K–5

AMERICAN OVERSIGHT  
FL-BAY-24-1170-A-000079

Networks Social Studies Florida, Grade 3, Grade K-5

Networks Social Studies Florida, Grade 5, Grade K-5

Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8

Discovery Education Social Studies Techbook - World History (Prehistory - 1800), Grade 6-8

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**Provided details about the instruction that took place in the courses and grades selected above \***

Concepts of community health are delivered to K12 Students via the Discovery Education, McGraw-Hill and Cengage texts.

## **O10. Prevention and control of disease**

**Selected grade(s): Grade 6, Grade 9**

**Selected course(s) \***

2000350 - Anatomy and Physiology

2000360 - Anatomy and Physiology Honors

2000310 - Biology 1

2000320 - Biology 1 Honors

2000330 - Biology 2 Honors

2001340 - Environmental Science

5015020 - Physical Education - Grade Kindergarten

5015030 - Physical Education - Grade 1

5015040 - Physical Education - Grade 2

5015050 - Physical Education - Grade 3

5015060 - Physical Education - Grade 4

5015070 - Physical Education - Grade 5

1508060 - M/J Comprehensive Physical Education Grade 6/7

1508070 - M/J Comprehensive Physical Education Grade 7/8

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**Selected instructional materials used \***

Pearson Miller & Levine Biology, Florida Edition

Cengage Learning=Exploring Environmental Science for APO

District-Created Resources

Hole's Essentials of Anatomy & Physiology, Florida Edition

Environmental Science: Sustaining Your World

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students received the required instruction via the listed text. K-8 via district created resources, and 9-12 via the associated textbook.

## **O11. Substance use and abuse**

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

### **Selected course(s) \***

5015020 - Physical Education - Grade Kindergarten  
5015030 - Physical Education - Grade 1  
5015040 - Physical Education - Grade 2  
5015050 - Physical Education - Grade 3  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5  
1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4

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### **Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher

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### **Selected instructional materials used \***

Everfi  
District-Created Resources  
Real Essentials Curriculum  
Botvin Life Skills  
Safer Smarter Kids  
Monique Burr Foundation Grades K-5 Child Safety Matters  
Edgenuity/Imagine learning Purpose Prep

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### **Provided details about the instruction that took place in the courses and grades selected above \***

All students grades k-12 received instruction on Substance use and abuse delivered by qualified professionals. K-5 used district-created resources (Lauren's Kids) and/or Monique Burr Child Safety Matters; grades 6-12 completed Botvin Lifeskills Curriculum, Real Essentials curriculum and/or the Imagine Learning/Purpose Prep online modules. Everfi remained an online option.

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s) \***

5020010 - Science - Grade K  
5020020 - Science Grade One  
5020030 - Science - Grade Two  
5020040 - Science - Grade Three  
5020050 - Science - Grade Four  
5020060 - Science - Grade Five  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
7910120 - Access English 1  
7910125 - Access English 2  
7910130 - Access English 3  
7910135 - Access English 4

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**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
School Counselor  
Mental Health Professional

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**Selected method(s) of delivering instruction \***

Oral  
Written

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**Selected instructional materials used \***

Real Essentials Curriculum  
Monique Burr Foundation Grades K-5 Child Safety Matters  
LAUREN'S KIDS  
Everfi  
Edgenuity/Imagine learning Purpose Prep

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students in grades K-5 received the required instruction via the Monique Burr Child Safety Matters curriculum or Lauren's Kids curriculum; students in grades 6-12 received the required instruction via the Real Essentials curriculum and/or the Imagine Learning Purpose Prep online. FLB0243174-A-00082  
Students in grades 6-12 also maintained an online option.

## O13. Teen dating violence and abuse

**Selected grade(s):** Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

### **Selected course(s) \***

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4

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### **Selected instructional materials used \***

Everfi  
Real Essentials Curriculum  
Edgenuity/Imagine learning Purpose Prep

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### **Provided details about the instruction that took place in the courses and grades selected above \***

Students received the required instruction the Real Essentials curriculum or Imagine Learning/Purpose Prep. Everfi remained an online option.

## O14. Sexual abstinence

**Selected grade(s):** Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

### **Selected course(s) \***

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies

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### **Selected qualification(s) of the instructors for the selected courses above \***

Health Department

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### **Selected method(s) of delivering instruction \***

Oral  
Written

### **Selected instructional materials used \***

Florida Department of Health

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### **Provided details about the instruction that took place in the courses and grades selected above \***

Presented and taught by the Health Department during Critical Thinking in Middle Grades and Homeroom classes in High School.

## **O2. Consumer health**

**Selected grade(s):** Grade 12

### **Selected course(s) \***

2102335 - Economics with Financial Literacy

2102345 - Economics with Financial Literacy Honors

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### **Selected instructional materials used \***

Everfi

Economics, Grade 9-12

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### **Provided details about the instruction that took place in the courses and grades selected above \***

Concepts of consumer health are delivered to 12th grade students via the Economics Fin Lit course which includes Everfi.

## **O3. Environmental health**

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 9, Grade 10

### **Selected course(s) \***

2001340 - Environmental Science

5020010 - Science - Grade K

5020020 - Science Grade One

5020030 - Science - Grade Two

5020040 - Science - Grade Three

5020050 - Science - Grade Four

5020060 - Science - Grade Five

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### **Selected instructional materials used \***

Environmental Science: Sustaining Your World

Fusion Science

Elevate Science Florida Grade 1

FL-BAY-24-1170-A-000084

Elevate Science Florida Grade 2  
Elevate Science Florida Grade 3  
Elevate Science Florida Grade 4  
Elevate Science Florida Grade 5

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students receive the required instruction- K-5 Elevate Science, 9-10 Environmental Science.

## **O4. Family life**

**Selected grade(s): Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
1001320 - English Honors 1  
1001010 - M/J Language Arts 1  
1001040 - M/J Language Arts 2  
1001070 - M/J Language Arts 3  
1001020 - M/J Language Arts 1 Advanced  
1001050 - M/J Language Arts 2 Advanced  
1001080 - M/J Language Arts 3 Advanced  
7810011 - Access M/J Language Arts 1  
7810012 - Access M/J Language Arts 2  
7810013 - Access M/J Language Arts 3

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**Selected instructional materials used \***

Real Essentials Curriculum  
Edgenuity/Imagine learning Purpose Prep  
Botvin Life Skills

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students completed the required curriculum via the age-appropriate portions of the Real Essentials, Imagine Learning Purpose Prep, and/or Botvin Life Skills.

## **05. Resiliency Education: Civic and Character Education and Life Skills Education.**

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

### **Selected course(s) \***

1700100 – M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001320 – English Honors 1  
1001350 – English Honors 2  
1001380 – English Honors 3  
1001410 – English Honors 4  
1001310 – English 1  
1001340 – English 2  
1001370 – English 3  
1001400 – English 4  
5021020 – Social Studies Grade K  
5021030 – Social Studies Grade 1  
5021050 – Social Studies Grade 3  
5021060 – Social Studies Grade 4  
5021040 – Social Studies Grade 2  
5021070 – Social Studies Grade 5  
2100010 – M/J United States History  
2100020 – M/J United States History Advanced  
2106010 – M/J Civics  
2106020 – M/J Civics, Advanced  
2100310 – United States History  
2106310 – United States Government  
2100320 – United States History Honors

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### **Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
Mental Health Professionals

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### **Selected instructional materials used \***

Everfi  
Real Essentials Curriculum  
More Than Sad  
Edgenuity/Imagine learning Purpose Prep  
Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5

Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - United States History Advanced (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
Florida Joint Center for Citizenship  
Civics360 - Florida Joint Center for Citizenship  
Florida Transformative Education - Gateway to U.S. History, Grade 9-12, Mark Jarrett and Robert Yahng, 1st  
United States Government Our Democracy  
Pearson Florida United States History, Grade 9-12  
National Archives, Library of Congress  
The DBQ Project: Mini-Q's in American History Volume 607-1877

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students grades 6-12 received instruction delivered by qualified professionals using the Real Essentials curriculum delivered by our Department of Health partners, the Imagine Learning/Purpose Prep online modules, More than Sad suicide prevention,

Instruction that included primary source analysis to support instruction on civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).

## **O6. Injury prevention and safety**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

5015020 - Physical Education - Grade Kindergarten  
5015030 - Physical Education - Grade 1  
5015040 - Physical Education - Grade 2  
5015050 - Physical Education - Grade 3  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5  
1508200 - M/J Team Sports - Grade 7  
1508500 - M/J Individual/Dual Sports - Grade 8  
1508000 - M/J Fitness - Grade 6  
1501300 - Personal Fitness

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**Selected instructional materials used \***

## Injury prevention and safety is done through PE courses K-12.

### O7. Internet safety

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12

**Selected course(s)**

5020010 - Science - Grade K  
5020020 - Science Grade One  
5020030 - Science - Grade Two  
5020040 - Science - Grade Three  
5020050 - Science - Grade Four  
5020060 - Science - Grade Five  
1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
1001310 - English 1  
1001340 - English 2  
1001370 - English 3  
1001400 - English 4  
1001320 - English Honors 1  
1001350 - English Honors 2  
1001380 - English Honors 3  
1001410 - English Honors 4

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**Selected qualification(s) of the instructors for the selected courses above \***

Florida Certified Teacher  
School Counselor  
School Psychologist  
Community Mental Health Professionals

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**Selected method(s) of delivering instruction \***

Oral  
Written

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**Selected instructional materials used \***

Monique Burr Foundation Grades K-5 Child Safety Matters  
Everfi  
Real Essentials Curriculum  
Botvin Life Skills  
Safer Smarter Kids  
Edgenuity/Imagine learning Purpose Prep

The requirements for internet safety were delivered to all students k-12 by qualified professionals. K-5 participated in the Child Safety Matters curriculum or district-developed curriculum (Lauren's Kids); 6-12 participated in Botvin Lifeskills curriculum, the Real Essentials Curriculum, and/or the Imagine Learning Purpose Prep online modules. Everfi remained an option.

## O8. Nutrition

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

### **Selected course(s) \***

5015050 - Physical Education - Grade 3  
5015030 - Physical Education - Grade 1  
5015040 - Physical Education - Grade 2  
5015020 - Physical Education - Grade Kindergarten  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5  
1501300 - Personal Fitness  
1508500 - M/J Individual/Dual Sports - Grade 8  
1508200 - M/J Team Sports - Grade 7  
1508000 - M/J Fitness - Grade 6

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### **Selected instructional materials used \***

District-Created Resources  
Personal Fitness  
Health and Fitness

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### **Provided details about the instruction that took place in the courses and grades selected above \***

Concepts of nutrition are addressed in PE courses.

## O9. Personal health

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10**

### **Selected course(s) \***

5015020 - Physical Education - Grade Kindergarten  
5015030 - Physical Education - Grade 1  
5015040 - Physical Education - Grade 2  
5015050 - Physical Education - Grade 3  
5015060 - Physical Education - Grade 4  
5015070 - Physical Education - Grade 5  
1508000 - M/J Fitness - Grade 6

1508200 - M/J Team Sports - Grade 7  
1508050 - M/J Individual/Dual Sports - Grade 8  
2000310 - Biology 1  
2000320 - Biology 1 Honors

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**Selected instructional materials used \***

District Created Resources  
Pearson Miller and Levine Biology, Florida Edition (2019)

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students in grades k-8 used district created resources; students in bio used the district adopted biology resources.

## **Q. Study of Hispanic contributions**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
5021050 - Social Studies Grade 3  
5021060 - Social Studies Grade 4  
5021070 - Social Studies Grade 5  
2100010 - M/J United States History  
2100020 - M/J United States History Advanced  
2106010 - M/J Civics  
2106020 - M/J Civics, Advanced  
2109010 - M/J World History  
2109020 - M/J World History, Advanced  
2109310 - World History  
2109320 - World History Honors  
2100320 - United States History Honors  
2100310 - United States History  
2106310 - United States Government  
2106320 - United States Government Honors  
2102310 - Economics  
2102320 - Economics Honors

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**Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5

Networks Social Studies Florida, Grade 5, Grade K-5

Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8

Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8

Discovery Education Social Studies Techbook - World History (Prehistory - 1800), Grade 6-8

Pearson Florida United States History, Grade 9-12

Pearson Florida Economics, Grade 9-12

US Government, Grade 9-12

Economics, Grade 9-12

Florida Joint Center for Citizenship

Civics in a Snap - Florida Joint Center for Citizenship

The DBQ Project: Mini-Q's in American History Volume 607-1877

Mini-Qs in American History: Volume 1

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### **Provided details about the instruction that took place in the courses and grades selected above \***

The study of Hispanic contributions to the United States is addressed in all grade levels through currently adopted instructional materials.

In addition, all schools participate in Hispanic Heritage Month with a variety of resources, activities, and celebrations along with participation in the state contests.

## **R. Study of women's contributions**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

### **Selected course(s) \***

2100010 - M/J United States History

2100020 - M/J United States History Advanced

2106010 - M/J Civics

2106020 - M/J Civics, Advanced

2109010 - M/J World History

2109020 - M/J World History, Advanced

2102310 - Economics

2102320 - Economics Honors

2100320 - United States History Honors

2106310 - United States Government

2106320 - United States Government Honors

2109310 - World History

2109320 - World History Honors

2100310 - United States History

5021020 - Social Studies Grade K

5021030 - Social Studies Grade 1

5021040 - Social Studies Grade 2

5021050 - Social Studies Grade 3

5021060 - Social Studies Grade 4

5021070 - Social Studies Grade 5

### **Selected instructional materials used \***

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8  
Discovery Education Social Studies Techbook - World History (Prehistory - 1800), Grade 6-8  
Pearson Florida United States History, Grade 9-12  
Florida Transformative Education - Gateway to U.S. History, Grade 9-12, Mark Jarrett and Robert Yahng, 1st  
Pearson Florida World History, Grade 9-12  
Economics, Grade 9-12  
US Government, Grade 9-12  
Florida Joint Center for Citizenship  
Civics in a Snap - Florida Joint Center for Citizenship  
Civics360 - Florida Joint Center for Citizenship  
The DBQ Project, Mini-Qs in Civics  
Mini-Qs in American History: Volume 1  
The DBQ Project: Mini-Q's in American History Volume 607-1877  
National Archives, Library of Congress

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### **Provided details about the instruction that took place in the courses and grades selected above \***

The study of women's contributions to the United States is addressed K-12 in the courses indicated above using currently adopted instructional materials. All schools also address Women's History Month in March.

## **S. Nature and importance of free enterprise**

**Selected grade(s): Grade 2, Grade 3, Grade 6, Grade 7, Grade 10, Grade 11, Grade 12**

### **Selected course(s) \***

5021040 - Social Studies Grade 2  
5021050 - Social Studies Grade 3  
2100010 - M/J United States History  
2106010 - M/J Civics  
2100020 - M/J United States History Advanced  
2106020 - M/J Civics, Advanced  
2102335 - Economics with Financial Literacy  
2102345 - Economics with Financial Literacy Honors  
2100310 - United States History  
2100320 - United States History Honors

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### **Selected instructional materials used \***

Networks Social Studies Florida, Grade 2, Grade K-5

FL-BAY-24-1170-A-000092

Networks Social Studies Florida, Grade 3, Grade K-5

Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8

Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8

Everfi

Economics, Grade 9-12

National Archives, Library of Congress

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**Provided details about the instruction that took place in the courses and grades selected above \***

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The nature and importance of free enterprise to the United States economy is covered in the above courses using currently adopted instructional materials.

## **T. Character development program**

**Selected grade(s): Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12**

**Selected course(s) \***

5021020 - Social Studies Grade K

5021030 - Social Studies Grade 1

5021040 - Social Studies Grade 2

5021050 - Social Studies Grade 3

5021060 - Social Studies Grade 4

5021070 - Social Studies Grade 5

1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies

1001320 - English Honors 1

1001350 - English Honors 2

1001380 - English Honors 3

1001410 - English Honors 4

1001310 - English 1

1001340 - English 2

1001370 - English 3

1001400 - English 4

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**Selected instructional materials used \***

Everfi

Real Essentials Curriculum

Merrell Strong Kids SEL Curriculum

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**Provided details about the instruction that took place in the courses and grades selected above \***

Students received character education in grades k-5 using the Strong Kids Curriculum; grades 6-12 using the Real Essentials Curriculum. Everfi remained an online option.

## U. To encourage patriotism

**Selected grade(s):** Grade K, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 10, Grade 11, Grade 12

### Selected course(s) \*

5021020 - Social Studies Grade K  
5021030 - Social Studies Grade 1  
5021040 - Social Studies Grade 2  
5021050 - Social Studies Grade 3  
5021060 - Social Studies Grade 4  
5021070 - Social Studies Grade 5  
1700100 - M/J Critical Thinking, Problem Solving, and Learning Strategies  
2100320 - United States History Honors  
2100310 - United States History  
2106310 - United States Government  
2106320 - United States Government Honors  
2102335 - Economics with Financial Literacy  
2102345 - Economics with Financial Literacy Honors  
1500480 - JROTC/PE/Performing Arts Waiver-HOPE & Personal Fitness/PE Elective  
2100010 - M/J United States History  
2106010 - M/J Civics  
2100020 - M/J United States History Advanced  
2106020 - M/J Civics, Advanced

### Selected instructional materials used \*

Networks Social Studies Florida, Grade K, Grade K-5  
Networks Social Studies Florida, Grade 1, Grade K-5  
Networks Social Studies Florida, Grade 2, Grade K-5  
Networks Social Studies Florida, Grade 3, Grade K-5  
Networks Social Studies Florida, Grade 4, Grade K-5  
Networks Social Studies Florida, Grade 5, Grade K-5  
Economics, Grade 9-12  
US Government, Grade 9-12  
Florida Transformative Education - Gateway to U.S. History, Grade 9-12, Mark Jarrett and Robert Yahng, 1st  
Pearson Florida United States History, Grade 9-12  
JROTC Program of Instruction  
JROTC Core LET texts  
Florida Joint Center for Citizenship  
Civics360 - Florida Joint Center for Citizenship  
Discovery Education Social Studies Techbook - United States History (Prehistory - Reconstruction), Grade 6-8  
Discovery Education Social Studies Techbook - Civics and Government, Grade 6-8

## Provided details about the instruction that took place in the courses and grades selected above \*

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable are addressed K-12 in the courses listed above with appropriate instructional materials. In addition board policy below helps promote board policy.

BDS Board Policy, see below:

FLAG DISPLAY AND PLEDGE; DAILY OPENING EXERCISES 2.106 Flag.

Flag. The flag of the United States shall be displayed daily, when the weather permits, on a suitable flag staff located on the grounds of each school except when the school is closed for vacation.

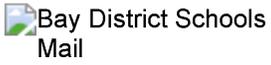
The official flag of Florida shall be displayed under the same conditions and in a similar manner below the flag of the United States.

A flag may not be displayed at half-staff except by direction of the President of the United States or the Governor of the State of Florida.

Each auditorium shall display the flag of the United States inside at all times. Pledge.

The form of pledge to the flag of the United States, which shall be taught and used in the public schools, shall be that approved by the Congress of the United States. The pledge of allegiance shall be required at the beginning of each day in each school. Any student whose parent or guardian submits a written request shall be excused from the activity





Dawn Capes <capesda@bay.k12.fl.us>

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## Link

1 message

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**Dawn Capes** <capesda@bay.k12.fl.us>

Mon, Jan 29, 2024 at 8:23 AM

To: "Richardson, Donna" <richadr@bay.k12.fl.us>, Kristine Webb <webbkm1@bay.k12.fl.us>

<https://www.cpalms.org/public/search/Standard>

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**Dawn A. Capes**  
**Director of Student Wellness Programs**  
**Bay District Schools**  
**850-767-5449**



## Reproductive Health and Disease Education Parent Information

UPDATE: FLDOE will be providing resources for instruction on reproductive health with the passing of House Bill 1069

The Instructional Materials for Reproductive Health and Disease Education are now required to be available for public review and approved by the board annually. Bay District School courses that use adopted instructional material related to Reproductive Health and Disease Education are listed below. These materials were adopted in 2018 and were posted online July 1- Aug 1, 2022.

Courses taught in Bay District Schools that contain Florida Next Generation Sunshine State Standards related to reproductive health and disease are listed below. Course standards and information on major instructional materials as defined by [s.1006.29\(2\)](#).

\*Course requires a state, national, or certification exam\*

Course	Course Number(s)	Standards	Materials
Fifth Grade Science*	<a href="#">5020060</a>	<a href="#">SC.5.L.14.1</a>	Elevate Science - Grade 5 (FL)
M/J Life Science*	<a href="#">2000010/2000020</a>	<a href="#">SC.6.L.14.5</a> and <a href="#">SC.6.L.14.6</a>	HMH Florida Life Science
Biology* (Honors, IB, Pre-Aice)	<a href="#">2000310/2000320/2000800/2000322</a>	<a href="#">SC.912.L.16.13</a> , <a href="#">SC.912.L.16.17</a> , <a href="#">SC.912.L.14.52</a>	Miller and Levine - Biology (FL)
Anatomy and Physiology	<a href="#">2000350/2000360</a>	<a href="#">SC.912.L.14.31</a> , <a href="#">SC.912.L.14.52</a> , <a href="#">SC.912.L.14.33</a> , <a href="#">SC.912.L.16.13</a> , <a href="#">HE.912.C.1.3</a> , <a href="#">HE.912.C.1.5</a>	Hole's Essentials of Anatomy and Physiology
Course	Course Number(s)	Standards	Materials
Health Science A&P*	<a href="#">8417100</a>	10.01 - 10.06, 14.01 - 14.6, 16.01 -16.04, 19.04, 19.10	Hole's Essentials of Anatomy and Physiology
Health Science Foundations	<a href="#">8417110*</a> <a href="#">Health Sciences Core</a>	10.01 - 10.06, 14.01 - 14.6, 16.01 -16.04, 19.04, 19.10	Hole's Essentials of Anatomy and Physiology

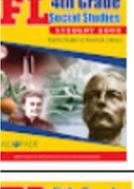
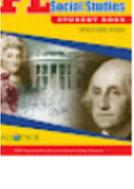
Social Studies Instructional Materials, SY 2023-2024

Source:

<https://docs.google.com/spreadsheets/d/e/2PACX-1vR0a3nO42FG78qPn8ux2NlewffibgNjOK5fe6949g1gtbmlG3iQl7mDuSFHTSOAsstMfQ5eJqLtMDD/pubhtml#>

BDS Adopted Instructional Materials 2023-24

Mathematics ELA Science **Social Studies** Visual & Performing Arts World Languages CTE

COVER IMAGE	SUBJECT	PUBLISHER	TITLE	CYCLE	ISBN	COURSE(S)
<b>ELEMENTARY SOCIAL STUDIES</b>						
	SOCIALSTUDIES	GALLOPADE	FLORIDA KINDERGARTEN SOCIAL STUDIES: LIVING, LEARNING, & WORKING TOGETHER	2023-2027	978-0-635-13633-6	KINDERGARTEN SS
	SOCIALSTUDIES	GALLOPADE	FLORIDA 1ST GRADE SOCIAL STUDIES: OUR COMMUNITIES & BEYOND	2023-2027	978-0-635-13634-3	1ST GRADE SS
	SOCIALSTUDIES	GALLOPADE	FLORIDA 2ND GRADE SOCIAL STUDIES: WHO WE ARE AS AMERICANS	2023-2027	978-0-635-13635-0	2ND GRADE SS
	SOCIALSTUDIES	GALLOPADE	FLORIDA 3RD GRADE SOCIAL STUDIES: UNITED STATES' REGIONS AND NEIGHBORS	2023-2027	978-0-635-13636-7	3RD GRADE SS
	SOCIALSTUDIES	GALLOPADE	FLORIDA 4TH GRADE SOCIAL STUDIES: FLORIDA STUDIES & FINANCIAL LITERACY	2023-2027	978-0-635-13637-4	4TH GRADE SS
	SOCIALSTUDIES	GALLOPADE	FLORIDA 5TH GRADE SOCIAL STUDIES: UNITED STATES HISTORY	2023-2027	978-0-635-13638-1	5TH GRADE SS

## SECONDARY SOCIAL STUDIES

	<b>HISTORY GRADES 6-8</b>	TCi	<i>History Alive! The US Through Industrialism</i>	2023-2027	978-1-68468-151-8	2100010- MJ/ US HISTORY
	<b>CIVICS GRADES 6-8</b>	FLORIDA TRANSFORMATIVE	<i>Gateway to American Civics and Government</i>	2023-2027	978-0-9894845-9-6	MJ CIVICS
	<b>HISTORY GRADES 6-8</b>	TCi	<i>History Alive! The Ancient World</i>	2023-2027	978-1-68468-148-8	2109010- MJ/ WORLD HISTORY
	<b>HISTORY GRADES 9-12</b>	NATIONAL GEOGRAPHIC/ CENGAGE	<i>National Geographic World History Voyages of Exploration Florida Edition</i>	2023-2027	9780357546413	2109310- HS WORLD HISTORY
	<b>US HISTORY 9-12</b>	FLORIDA TRANSFORMATIVE	<i>Gateway to U.S. History with Revised Civics and Government Standards</i>	2023-2027	978-1-7353929-9-8	2100310- HS US HISTORY
	<b>UNITED STATES GOVERNMENT</b>	NATIONAL GEOGRAPHIC/ CENGAGE	<i>National Geographic Government Florida Edition</i>	2023-2027	9780357546406	2106310- HS GOVERNMENT
	<b>ECONOMICS GRADES 9-12</b>	MCGRAW HILL	<i>Economics, Florida Edition</i>	2017-2022 (gap year 23-24)	9780079022974	2102310- ECONOMICS 2102320- ECON HR 2102335- ECON W/FIN LIT 2102345- ECON W/FIN LIT HR
	<b>Psychology 1</b>	NATIONAL GEOGRAPHIC/ CENGAGE	<i>Psychology: Themes and Variations. Weiten, 2017, 10</i>	2017-2022 (gap year 23-24)	9781305498204	HS PSYCH 1

	Psychology 2	NATIONAL GEOGRAPHIC/ CENGAGE	<i>Discovering Psychology: The Science of Mind.</i> Cacioppo, 2016, 2nd ed.	2017-2022 (gap year 23-24)	9781305088375	HS PSYCH 2
	Visions and Their Pursuits : An American Tradition - U.S. History to 1920	MCGRAW HILL	<i>United States History &amp; Geography (Full Survey).</i> Appleby et al., 2018	2017-2022 (gap year 23-24)	9780076681020	HS VISION & PURSUITS
	World Cultural Geography	HMH	<i>Understanding World Regional Geography (High School Binding).</i> Erin H. Foubert & William G. Moseley, 2016, 1st ed.	2017-2022 (gap year 23-24)	9781119295396	HS WORLD CULTURAL GEOGRAPHY
	AP Human Geography	MCGRAW HILL	<i>Human Geography: Landscapes of Human Activities.</i> Bjelland et al., 2013, 12th ed.	2017-2022 (gap year 23-24)	9780078021466	AP HUMAN GEOGRAPHY
	AP Microeconomics	WORTH	<i>Krugman's Economics for AP.</i> Margaret Ray, David Anderson, 2015, 2nd ed.	2017-2022 (gap year 23-24)	9781464122187	AP MICRO ECONOMICS
	AP Macroeconomics	WORTH	<i>Krugman's Economics for AP.</i> Margaret Ray, David Anderson, 2015, 2nd ed.	2017-2022 (gap year 23-24)	9781464122187	AP MACRO ECONOMICS
	AP Psychology	WORTH	<i>Myers' Psychology for AP.</i> David Myers, 2015, 2nd ed.	2017-2022 (gap year 23-24)	9781464113079	AP PSYCHOLOGY
	AP United States History	NATIONAL GEOGRAPHIC/ CENGAGE	<i>The American Pageant,</i> AP ed. David M. Kennedy and Lizabeth Cohen, 2016, 16th ed.	2017-2022 (gap year 23-24)	9781305075917	AP US HISTORY

<b>Strong Kids Grade 3 - Lesson 1 (using concepts from lesson 1-4)</b>	<b>Lesson Topic: Emotional Strength Training and Emotions</b>		Dawn Review (3/11/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.3.R.1: Character HE.3.R.1.1: Identify skills needed when working with others. HE.3.R.1.2: Identify ways to display trustworthiness. HE.3.R.1.3: Discuss ways to be loyal to friends and family. Standard 2 HE.3.R.2: Personal Responsibility HE.3.R.2.3: Describe positive ways to deal with failure and learn from challenges. HE.3.R.2.4: Discuss how skills can be improved through hard work and perseverance.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>resilience</li> <li>adversity, troubles, and failures</li> <li>perseverance</li> <li>emotion</li> <li>physical feeling</li> </ul>	<ul style="list-style-type: none"> <li>comfortable/uncomfortable</li> <li>emotional intensity</li> <li>respectful/respect</li> <li>empathy</li> <li>sympathy</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Be introduced to the curriculum and the plan for instruction</li> <li>Learn to identify emotions, physical feelings that occur with emotions, emotions on a continuum, and thoughts and behaviors</li> <li>Identify behaviors that communicate emotions in helpful ways</li> <li>Use context to consider how someone else is feeling and use scenarios to practice empathy</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	Overview <ul style="list-style-type: none"> <li>Introduce curriculum and provide a brief overview of topics</li> <li>See supplement 1.4 (page 57)</li> </ul> Rules <ul style="list-style-type: none"> <li>Discuss group rules as stated above</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>Use definitions without examples in supplement 1.5 (page 58)</li> <li>Use definitions and examples in supplement 2.2 (page 71)</li> <li>Use definitions and examples in supplement 3.2 (page 85)</li> <li>Use definitions without examples in supplement 4.1 (page 98)</li> </ul> Emotions/Activity <ul style="list-style-type: none"> <li>See supplement 1.6 (page 59). Have students describe what could have happened to cause some of these individuals to express the identified emotions</li> <li>See supplement 2.1 (page 70) and utilize script questions in Introduction (Continued) (page 63).</li> <li>Identify if comfortable or uncomfortable for only scenarios 4 and 6 in supplement 2.3 (page 72)</li> <li>Identify the intensity of the emotion using supplement 2.4 (page 73) with the following examples:             <ul style="list-style-type: none"> <li>Losing your homework</li> <li>Trying a new sport or musical instrument</li> <li>Getting a good grade</li> </ul> </li> <li>See supplement 3.1 (page 84) and use to discuss how thoughts, behaviors and emotions are linked</li> <li>Practice scenarios:             <ul style="list-style-type: none"> <li>Emma shared her math homework with Eli.</li> <li>Liam lost a game in Special Area.</li> </ul> </li> <li>Determine if examples are helpful or unhelpful ways of expressing emotions using examples on supplement 3.5 (page 88)</li> <li>Activity A Emotion Charades (page 92)</li> <li>Activity D Active Listening and Showing Empathy (page 94) with supplement 4.3 (page 100) using Situation 1 and/or 3 only.</li> </ul>		
<b>Assessment</b>	Use supplement 4.4 (page 101) to assess if students can identify others feelings based on body clues and how to show others empathy.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Amended supplement 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 4.1, 4.3, 4.4	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Kids Grade 3 - Lesson 2 (using concepts from lesson 5)</b>	<b>Lesson Topic: Dealing with Anger</b>	<b>Dawn Review (3/11/24) <input checked="" type="checkbox"/></b>
<b>Program Guidelines: This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.</b>		
<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1 HE.3.R.1: Character          HE.3.R.1.1: Identify skills needed when working with others.          Standard 1 HE.3.R.4: Critical Thinking and Problem Solving          HE.3.R.4.1: Explain the importance of always taking ownership for personal actions.          HE.3.R.4.2: Identify different solutions and potential outcomes when problems arise.</p>	
<b>Group Rules:</b>	<p>In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• anger</li> <li>• aggression</li> <li>• anger management</li> <li>• reaction</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• List and describe the steps of the anger model</li> <li>• Develop the ability to name and describe some primary anger management skills</li> <li>• Apply anger management skills to situations</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>• Go over the vocabulary words for understanding (see Supplement 5.1 pg 117)</li> </ul> <p>Anger Has a Purpose</p> <ul style="list-style-type: none"> <li>• Discuss that you can use anger to problem solve</li> <li>• Activity A (page 105) using supplement 5.2 (page 113)</li> </ul> <p>Anger Can Be Difficult to Manage</p> <ul style="list-style-type: none"> <li>• Unmanaged anger can sometimes lead to aggression or not-so-good choices</li> <li>• Activity B (page 106) using supplement 5.3 (page 114)</li> </ul> <p>Understanding Anger</p> <ul style="list-style-type: none"> <li>• Introduce a model of how anger develops</li> <li>• Students will identify different parts of the scenario and how they relate to the anger developing</li> <li>• Activity C (page 107) using supplement 5.4 (page 115)</li> </ul> <p>Developing Anger Management Skills</p> <ul style="list-style-type: none"> <li>• Discuss that anger is a normal emotion</li> <li>• Discuss that each person has different things that “trigger” anger reactions (Do not ask for personal examples)</li> <li>• Use supplement 5.6 (page 117) to introduce skills used to cope with anger and briefly talk through strategies</li> </ul>	
<b>Assessment</b>	<p>Use supplement 5.5 (page 116) have students work through the problem to assess if they grasp the anger model and how to implement it.</p>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Amended supplement 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





<b>Strong Kids Grade 3 - Lesson 3 (using concepts from lesson 6)</b>	<b>Lesson Topic: Clear Thinking 1</b>	<b>Dawn Review (3/11/24) <input checked="" type="checkbox"/></b>
<b>Program Guidelines: This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.</b>		
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.2.R.1: Personal Responsibility HE.3.R.2.1: Categorize resources used to achieve a personal goal. HE.3.R.2.2: Identify ways in which my decisions affect others. HE.3.R.2.3: Describe positive ways to deal with failure and learn from challenges. HE.3.R.2.4: Discuss how skills can be improved through hard work and perseverance.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Thoughts             <ul style="list-style-type: none"> <li>○ These are ideas or opinions in the mind.</li> </ul> </li> <li>• Self-talk             <ul style="list-style-type: none"> <li>○ This is a type of thought aimed at oneself or the things we say to ourselves.</li> </ul> </li> <li>• Thinking traps             <ul style="list-style-type: none"> <li>○ These are thoughts or patterns of thoughts that are inaccurate, unrealistic, or distorted interpretations of events.</li> </ul> </li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Understand the influence of thoughts on emotions and behaviors</li> <li>• Develop an awareness of their own thoughts</li> <li>• Identify common thinking traps that affect behavior, thoughts, and emotions</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	Overview/ Rules <ul style="list-style-type: none"> <li>• Introduce lesson topic and objectives.</li> <li>• Discuss group rules as stated above.</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>• Discuss key terms and definitions as listed above.</li> </ul> Thoughts Associated with Emotions <ul style="list-style-type: none"> <li>• Review the connection of thoughts and emotions.</li> <li>• See supplement 6.4 (page 129)</li> <li>• Activity A (page 122): Model instructor thoughts, self-talk, and feelings toward supplement 6.1 (page 126)</li> </ul> Identify Thinking Traps <ul style="list-style-type: none"> <li>• Use supplement 6.5 (page 130) as a visual aid to describe a thinking trap</li> <li>• Binocular Vision             <ul style="list-style-type: none"> <li>○ Looking at things in a way that makes them seem bigger or smaller than they really are.</li> <li>○ Example: Someone made a small mistake in class, and they think it is a much larger mistake than it actually is</li> </ul> </li> <li>• Black and White Thinking             <ul style="list-style-type: none"> <li>○ Looking at things in only extreme or opposite ways.</li> <li>○ Example: Someone makes a bad grade on a test. Now they feel "I always get bad grades. I never get anything right."</li> </ul> </li> <li>• Dark Glasses             <ul style="list-style-type: none"> <li>○ Thinking about only the negative parts of things</li> <li>○ Example: A teacher reviews a student's writing. Later, when thinking about the assignment, the student only remembers the corrections the teacher made.</li> </ul> </li> <li>• Fortune Telling             <ul style="list-style-type: none"> <li>○ Making predictions about what will happen in the future without enough evidence.</li> <li>○ Example A student doesn't want to try out for the basketball team because they think they won't make the team.</li> </ul> </li> <li>• Making it Personal             <ul style="list-style-type: none"> <li>○ Blaming yourself for things that are not your fault or thinking things are about you when they are not.</li> <li>○ Example: A student sees a group of students laughing. The student immediately thinks the students are laughing at them, even though there is no reason for them to be laughing at them.</li> </ul> </li> <li>• Blame Game             <ul style="list-style-type: none"> <li>○ Blaming others for things that are not your responsibility</li> <li>○ Example: A student stays up all night playing video games instead of studying for a test. They do poorly on the exam and think the teacher made the test too hard.</li> </ul> </li> <li>• All Alone             <ul style="list-style-type: none"> <li>○ Thinking you have problems that no one else understands</li> <li>○ Example: A student has to give a report in front of the class. They are so nervous that they think they are going to shake. They think that no one else gets nervous in front of people.</li> </ul> </li> <li>• Broad Brush             <ul style="list-style-type: none"> <li>○ Judging something based on one experience with it.</li> <li>○ Example: A student tried the cafeteria food once, and now thinks "All school food is gross."</li> </ul> </li> <li>• Activity C (page 123) use supplement 6.7 (page 133) to discuss situation 2, 3, 4, 6, and 7             <ul style="list-style-type: none"> <li>○ Ask students to identify which thinking trap is being identified</li> </ul> </li> </ul>	

<b>Assessment</b>	Use supplement 6.7 (page 133) to discuss the eighth situation to assess students for understanding and ability to identify thinking traps	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Amended supplement 6.1, 6.4, 6.5, 6.7	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

<b>Strong Kids Grade 3 - Lesson 4</b> (Using concepts from lesson 7)	<b>Lesson Topic: Clear Thinking 2</b>	Dawn Review (3/11/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors, and/or DOE Certified Teachers.		
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.3.R.1: Character HE.3.R.1.1: Identify skills needed when working with others. Standard 1 HE.3.R.2: Personal Responsibility HE.3.R.2.3: Describe positive ways to deal with failure and learn from challenges. HE.3.R.2.4: Discuss how skills can be improved through hard work and perseverance. Standard 1 HE.3.R.4: Critical Thinking and Problem Solving HE.3.R.4.2: Identify different solutions and potential outcomes when problems arise.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Evidence <ul style="list-style-type: none"> <li>○ Clues that help you find out if something is true or realistic</li> <li>○ <i>Example: Evidence can give you information to help you solve a problem. A detective uses evidence to solve a mystery.</i></li> </ul> </li> <li>• Reframing <ul style="list-style-type: none"> <li>○ This is looking at things differently and seeing things from another perspective</li> <li>○ <i>Example: By using reframing, a student can use reframing to see a difficult situation as a challenge rather than a problem.</i></li> </ul> </li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Develop the ability to notice and observe thoughts</li> <li>• Discriminate healthy thought patterns that promote resilience from thought patterns that may be less helpful and hinder social and emotional growth</li> <li>• Learn and apply techniques to reframe thinking traps</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	Overview: <ul style="list-style-type: none"> <li>• Introduce lesson topic and objectives.</li> </ul> Rules: <ul style="list-style-type: none"> <li>• Discuss group rules as stated above.</li> </ul> Key Terms and Definitions: <ul style="list-style-type: none"> <li>• Evidence <ul style="list-style-type: none"> <li>○ Clues that help you find out if something is true or realistic</li> </ul> </li> <li>• Reframing <ul style="list-style-type: none"> <li>○ This is looking at things differently and seeing things from another perspective</li> </ul> </li> <li>• See supplement 7.3 (145)</li> </ul> Thinking Traps <ul style="list-style-type: none"> <li>• Review Thinking Traps from Lesson 3 <ul style="list-style-type: none"> <li>○ Binocular vision, black-and-white thinking, dark glasses, fortune telling, making it personal, blame game, all alone, broad brush</li> </ul> </li> <li>• See supplement 7.1 for definitions- no examples (page 143)</li> <li>• See supplement 7.2 (page 144)</li> </ul> Evidence and Reframing: <ul style="list-style-type: none"> <li>• Discuss the process of identifying a thinking trap using evidence <ul style="list-style-type: none"> <li>○ What is the thought? What is the evidence? How do I know that it's true or right?</li> <li>○ See Supplement 7.5 (page 147)</li> </ul> </li> <li>• Discuss using evidence to change how we think about a situation (Reframing) <ul style="list-style-type: none"> <li>○ Supplement 7.6 (page 148)</li> </ul> </li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Use Supplement 7.8 (page 150) for students to accurately reframe the thinking trap below to assess for comprehension. <ul style="list-style-type: none"> <li>○ Johnny's teacher met with his parents. His teacher stated how great of a student Johnny is, and how he excels in Math, but also said he needs to improve his spelling. Now, all Johnny can think about is how he needs to do better in spelling.</li> </ul> </li> </ul>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplements 7.1, 7.2, 7.5, 7.6, and 7.8	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Kids: Grade 3 - Lesson 5</b> (Using concepts from lessons 8)	<b>Lesson Topic: Solving People Problems</b>		Dawn Review (3/11/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1 HE.3.R.1: Character HE.3.R.1.1: Identify skills needed when working with others.</p> <p>Standard 1 HE.3.R.2: Personal Responsibility HE.3.R.2.2: Identify ways in which my decisions affect others.</p> <p>Standard 1 HE.3.R.4: Critical Thinking and Problem Solving HE.3.R.4.1: Explain the importance of always taking ownership for personal actions. HE.3.R.4.2: Identify different solutions and potential outcomes when problems arise.</p>		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Responsible: <ul style="list-style-type: none"> <li>○ This is making good choices, being able to choose right from wrong, and caring for others; and following through with your word or promise.</li> <li>○ <i>Example: The students found a wallet with some cash in it. Instead of taking the money or keeping the wallet, they decide to turn it in to the office.</i></li> </ul> </li> <li>● Attitude: <ul style="list-style-type: none"> <li>○ This is the way you choose to think about things and how those thoughts are reflected in your behaviors.</li> <li>○ <i>Example: Kenji knew he would have to change his attitude working on a group project with a student he does not always get along with.</i></li> </ul> </li> <li>● Conflict: <ul style="list-style-type: none"> <li>○ This is a disagreement or something that doesn't match or work well together.</li> <li>○ <i>Example: The students had a conflict when they couldn't agree on how to start the project.</i></li> </ul> </li> <li>● Problem-solving/ Conflict resolution: <ul style="list-style-type: none"> <li>○ This is a way of dealing with a problem in a helpful/constructive manner and finding some way to reach an agreement.</li> <li>○ <i>Example: The students used conflict resolution to decide who would go first in the game.</i></li> </ul> </li> <li>● Resolution: <ul style="list-style-type: none"> <li>○ This is when we (try to) settle the conflict or find a solution.</li> <li>○ <i>Example: The students' resolution was to take turns playing the game.</i></li> </ul> </li> <li>● Resolve: <ul style="list-style-type: none"> <li>○ This means to reach a decision or find a solution.</li> <li>○ <i>Example: The students were able to resolve their disagreement by finding a solution and deciding to try it.</i></li> </ul> </li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Learn ways to be aware of one's actions and maintain a healthy attitude</li> <li>● Distinguish between helpful and unhelpful decision-making strategies to resolve conflict</li> <li>● Identify and apply the steps of a problem-solving model to resolve conflict</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview:</p> <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> <li>● See supplement 8.1 (page 163)</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above.</li> </ul> <p>Key Terms and Definitions:</p> <ul style="list-style-type: none"> <li>● Discuss key terms and definitions as stated above.</li> <li>● See supplement 8.2 (page 164)</li> </ul> <p>Conflict Resolution:</p> <ul style="list-style-type: none"> <li>● See supplement 8.3 (page 165)</li> </ul> <p>Four Step Problem Solving Model:</p> <ul style="list-style-type: none"> <li>● Step 1: Identify the problem</li> <li>● Step 2: Develop a plan (solutions)</li> <li>● Step 3: Evaluate the plan</li> <li>● Step 4: Implement the plan</li> <li>● Supplement 8.4 (page 166)</li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Use Supplement 8.5 (page 167) for students to accurately use the problem-solving model to assess for comprehension. <ul style="list-style-type: none"> <li>○ Example Situation: Two students want to use the same laptop</li> </ul> </li> </ul>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 8.1, 8.2, 8.2, 8.4, and 8.5		Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





<b>Strong Kids: Grade 3 - Lesson 6</b> (Using concepts from lessons 9-10)	<b>Lesson Topic: Letting Go of Stress and Positive Living</b>		<b>Dawn Review (3/11/24)</b> ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1 HE.3.R.2: Personal Responsibility          HE.3.R.2.1: Categorize resources used to achieve a personal goal.          HE.3.R.2.2: Identify ways in which my decisions affect others.          HE.3.R.2.3: Describe positive ways to deal with failure and learn from challenges.          HE.3.R.2.4: Discuss how skills can be improved through hard work and perseverance.</p> <p>Standard 1 HE.3.R.3: Mentorship and Citizenship          HE.3.R.3.1: Identify leadership opportunities within the school and the community.          HE.3.R.3.2: Identify opportunities to volunteer or serve others in the school or community.          HE.3.R.4.2: Identify different solutions and potential outcomes when problems arise.</p>		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Stress</li> <li>● Excellence</li> <li>● Perfectionism</li> <li>● Helpful or healthy stress</li> <li>● Unhelpful or unhealthy stress</li> <li>● Common signs of stress</li> </ul>	<ul style="list-style-type: none"> <li>● Situational triggers</li> <li>● Relaxation</li> <li>● Realistic/ unrealistic expectations</li> <li>● Habit</li> <li>● Moderation</li> <li>● Attitude</li> <li>● Choice</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify helpful and unhelpful stress and stress triggers</li> <li>● Understand the effects stress can have on our emotional and physical well-being</li> <li>● Learn the difference between realistic (achievable) and unrealistic (unachievable) expectations on ourselves that may produce stress</li> <li>● Learn relaxation and coping techniques to reduce stress</li> <li>● Learn how to choose helpful ways to manage and release stress</li> <li>● Understand the value associated with positive daily choices</li> <li>● List some typical actions or behaviors that contribute to a healthy and positive lifestyle</li> <li>● Distinguish between examples and non-examples of positive life choices</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview:</p> <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above.</li> </ul> <p>Key Terms and Definitions:</p> <ul style="list-style-type: none"> <li>● Discuss key terms and definitions as stated above.</li> <li>● Use definitions without examples in supplement 9.2 (pages 180-181)</li> <li>● Use definitions without examples in supplement 10.1 (page 195)</li> </ul> <p>Stressful Situations/ Abdominal Breathing:</p> <ul style="list-style-type: none"> <li>● See supplement 9.1 (page 179)</li> <li>● See Option 1: abdominal breathing in supplement 9.5 (page 184)</li> </ul> <p>Positive Living:</p> <ul style="list-style-type: none"> <li>● Feeling Good Activities             <ul style="list-style-type: none"> <li>○ See supplement 10.2 (pages 196-203)</li> </ul> </li> <li>● Healthy Habits             <ul style="list-style-type: none"> <li>○ See supplement 10.3 (page 204)</li> </ul> </li> </ul>		
<b>Assessment</b>	Use Supplement 10.6 (page 207) for students to accurately identify healthy and positive habits and routines to avoid or manage stressful situations assess for comprehension.		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplements 9.1, 9.2, 9.5, 10.1, 10.2, 10.3, and 10.6		Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





<b>Strong Kids: Grade 3 - Lesson 7</b> (concepts from Lesson 11)	<b>Lesson Topic: Creating Strong and SMART Goals</b>	Dawn Review (3/11/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/Resiliency Standards</b>	<p>HE.3.PHC.3.4-Prevention and Decision Making Select a personal health goal and track progress toward achievement.</p> <p>HE.3.R.2.1-Personal Responsibility Categorize resources used to achieve a personal goal.</p> <p>HE.3.R.2.2 Identify ways in which my decisions affect others.</p> <p>HE.3.R.2.2 Discuss how skills can be improved through hard work and perseverance.</p> <p>HE.3.R.2.3 Describe positive ways to deal with failure and learn from challenges.</p>	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Goals</li> <li>• Goal setting</li> <li>• Goal attainment</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of increasing and maintaining positive activities</li> <li>• Increase an awareness of their own strengths and limitations</li> <li>• Set SMART goals</li> <li>• Monitor progress toward goals</li> <li>• Develop resilience in the goal attainment process</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Introduction activity</p> <ul style="list-style-type: none"> <li>• Present Self vs Younger self (pg. 211- Introductory Optional Activity)</li> <li>• Lead a discussion of what they were like when were younger-things they were able to do, how they felt</li> <li>• Compare those those discussions to present self</li> </ul> <p>Discuss key vocabulary terms as outlined above</p> <ul style="list-style-type: none"> <li>• See supplement 11.2 (pg. 219)</li> </ul> <p>Healthy Habits</p> <ul style="list-style-type: none"> <li>• Discuss different areas in our lives which can develop healthy habits-Emotional, Physical, School, Family and Community</li> <li>• Use Supplement 11.3 (pg. 220)</li> </ul> <p>Goal Setting</p> <ul style="list-style-type: none"> <li>• What does it mean to set goals?</li> <li>• Discuss why this is important</li> <li>• Examples of goals</li> <li>• Non-examples of goals</li> <li>• See supplement 11.4 (pg. 221)</li> </ul> <p>SMART Goals</p> <ul style="list-style-type: none"> <li>• Specifically discuss what SMART goals are and how one goes about setting these goals</li> <li>• Specific, Measurable, Attainable, Relevant and TImely</li> </ul> <p>Goal Attainment</p> <ul style="list-style-type: none"> <li>• Discuss the four steps to setting and attaining goals</li> <li>• Use supplement 11.6 (pg. 223)</li> </ul>	
<b>Assessment</b>	Students will work in a small group to generate their own SMART goals and action plans toward goal attainment. Students can share with the group, if they would like. Supplement 11.7 (pg. 224)	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 11.2, 11.3, 11.4, 11.6, 11.7	Smart Board, PowerPoint created by Student Wellness Team in conjunction with this lesson plan	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Kids Grade 3 - Lesson 8 (using concepts from lesson 12)</b>	<b>Lesson Topic: Finishing UP!</b>	Dawn Review (3/11/24) <input checked="" type="checkbox"/>
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**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.3.R.1: Character HE.3.R.1.1: Identify skills needed when working with others. HE.3.R.1.3: Discuss ways to be loyal to friends and family. Standard 2 HE.2.R.2: Personal Responsibility HE.3.R.2.1: Categorize resources used to achieve a personal goal. HE.3.R.2.3: Describe positive ways to deal with failure and learn from challenges. HE.3.R.2.4: Discuss how skills can be improved through hard work and perseverance. Standard 4 HE.3.R.4: Critical Thinking and Problem Solving HE.3.R.4.1: Explain the importance of always taking ownership for personal actions. HE.3.R.4.2: Identify different solutions and potential outcomes when problems arise.
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<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Review of key terms in the Strong Kids curriculum</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Review major concepts and skills in the <i>Strong Kids</i> curriculum</li> </ul>
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<b>Instructional Delivery (Activities/Strategies)</b>	<p>Overview/ Rules</p> <ul style="list-style-type: none"> <li>Introduce lesson topic and objectives.</li> <li>Discuss group rules as stated above.</li> </ul> <p>Review Lesson 1-4 Concepts: About Strong Kids, Emotions, and Understanding Others Emotions:</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only on Lessons 1, 2, 3, and 4</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What emotions have learned about by participating in this program?</li> <li>What are comfortable emotions?</li> <li>What are uncomfortable emotions?</li> <li>What can you look for to give you clues about how someone might be feeling?</li> <li>What kinds of information can help you take another person’s perspective?</li> </ul> </li> </ul> <p>Review Lesson 5 Concepts: Dealing with Anger</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>Do you think all people experience anger in the same way?</li> <li>What are some helpful anger management strategies? Have you used any of these strategies? Which strategies worked best for you?</li> </ul> </li> </ul> <p>Review Lesson 6 Concepts: Clear Thinking 1</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What are thinking traps, and why is it important to be aware of them?</li> <li>How are thoughts, emotions, and behavior related?</li> </ul> </li> </ul> <p>Review Lesson 7 Concepts: Clear Thinking 2</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What thinking trap is “I am the worst at math?”</li> <li>How can you reframe this thinking trap?</li> </ul> </li> </ul> <p>Review Lesson 8 Concepts: Solving People Problems</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>How might showing empathy or taking another person’s perspective help you when you are in conflict with another person?</li> </ul> </li> </ul> <p>Review Lesson 9-10 Concepts: Letting Go of Stress and Positive Living</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What are some strategies for managing stress early on, before getting too stressed out?</li> <li>What are some activities or actions that energize us, motivate us, and make us happier in the long term?</li> </ul> </li> </ul> <p>Review Lesson 11 Concepts: Creating Strong and SMART Goals</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (pages 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What are SMART goals?</li> <li>How can we improve the chances that we will attain our goals?</li> </ul> </li> </ul> <p>Putting it all Together</p>
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- Reiterate the importance of perseverance and overcoming adversity

**Assessment**

Post Test on pages 244-246; Administer Certificate of Achievement (page 240)

**Materials**

**Technology**

**Accommodations (ESE, ESOL, 504, RTI)**

Amended supplement 12.1

Smart Board

Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Kids Grade 4 - Lesson 1 (using concepts from lesson 1-4)</b>	<b>Lesson Topic: Emotional Strength Training</b>		<b>Dawn Review</b> (4/16/24) ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.4.R.1: Character HE.4.R.1.1: Consider the perspectives of others. HE.4.R.1.2: Identify the benefits of treating others with respect. Standard 2 HE.4.R.2: Personal Responsibility HE.4.R.2.4: Explain how attitudes and thoughts can influence your behavior. Standard 4 HE.4.R.4: Critical Thinking and Problem Solving HE.4.R.4.1: Describe how perseverance may help overcome obstacles.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● resilience</li> <li>● adversity, troubles, and failures</li> <li>● perseverance</li> <li>● emotion</li> <li>● physical feeling</li> </ul>	<ul style="list-style-type: none"> <li>● comfortable/uncomfortable</li> <li>● emotional intensity</li> <li>● respectful/respect</li> <li>● empathy</li> <li>● perspective/point of view</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Consider the perspectives of others.</li> <li>● Identify the benefits of treating others with respect.</li> <li>● Explain how attitudes and thoughts can influence your behavior.</li> <li>● Describe how perseverance may help overcome obstacles.</li> </ul>		
<b>Instructional Delivery (Activities/Strategies)</b>	<p><b>Overview</b></p> <ul style="list-style-type: none"> <li>● Introduce curriculum and provide a brief overview of topics</li> <li>● See supplement 1.4 (page 57)</li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above</li> <li>● Make sure to discuss respect and the importance of respecting others in the group.             <ul style="list-style-type: none"> <li>○ Have students identify benefits of being respectful</li> </ul> </li> </ul> <p><b>Key Terms and Definitions</b></p> <ul style="list-style-type: none"> <li>● Use definitions without examples in supplement 1.5 (page 58)             <ul style="list-style-type: none"> <li>○ Make sure to review perseverance and how it can help us to overcome obstacles by continuing to work hard.</li> </ul> </li> <li>● Use definitions and examples in supplement 2.2 (page 71)</li> <li>● Use definitions and examples in supplement 3.2 (page 85)</li> <li>● Use definitions without examples in supplement 4.1 (page 98)</li> </ul> <p><b>Emotions/Activity</b></p> <ul style="list-style-type: none"> <li>● See supplement 1.6 (page 59). Have students describe what could have happened to cause some of these individuals to express the identified emotions</li> <li>● See supplement 2.1 (page 70) and utilize script questions in Introduction (Continued) (page 63).</li> <li>● Review physical feelings and possible emotions experienced from the chart on page 66</li> <li>● Identify if comfortable or uncomfortable for only scenarios 4 and 6 in supplement 2.3 (page 72)</li> <li>● Identify the intensity of the emotion using supplement 2.4 (page 73) with the following examples:             <ul style="list-style-type: none"> <li>○ Losing your homework</li> <li>○ Trying a new sport or musical instrument</li> <li>○ Getting a good grade</li> </ul> </li> <li>● See supplement 3.1 (page 84) and use to discuss how thoughts, behaviors and emotions are linked             <ul style="list-style-type: none"> <li>○ Make sure to discuss how thoughts and attitudes influence behavior</li> </ul> </li> <li>● Have students do Activity A (page 78) to the following scenarios:             <ul style="list-style-type: none"> <li>○ Emma is angry because Eli told the teacher that she shared her math homework and now Emma is in trouble.</li> <li>○ Liam lost a game in Special Area.</li> </ul> </li> <li>● Determine if examples are helpful or unhelpful ways of expressing emotions using examples on supplement 3.5 (page 88)</li> <li>● Identify what empathy is and emphasize that making an effort to understand other people's feelings in a situation will help improve relationships. Use script on page 91</li> <li>● Taking someone else's perspective use script on page 93             <ul style="list-style-type: none"> <li>○ Activity C: How Does He or She Feel? (page 93)</li> </ul> </li> <li>● Activity D Active Listening and Showing Empathy (page 94) with supplement 4.3 (page 100) using Situation 1 and/or 3 only.</li> </ul>		
<b>Assessment</b>	Use supplement 4.4 (page 101) to assess if students can consider the perspectives of others, identify the benefits of treating others with respect, and describe how perseverance may help overcome obstacles.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Amended supplement 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 4.1, 4.3, 4.4	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Kids Grade 4 - Lesson 2</b> (using concepts from lesson 5)	<b>Lesson Topic: Dealing with Anger</b>		Dawn Approve (5/20/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 2 HE.4.R.2: Personal Responsibility HE.4.R.2.1: Discuss ways to take responsibility for one’s actions. HE.4.R.2.2: Identify the value of making healthy choices for personal well-being. HE.4.R.2.4: Explain how attitudes and thoughts can influence your behavior.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• anger</li> <li>• aggression</li> <li>• Anger management</li> <li>• reaction</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Discuss ways to take responsibility for one’s actions.</li> <li>• Identify the value of making healthy choices for personal well-being.</li> <li>• Explain how attitudes and thoughts can influence your behavior.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Key Terms and Definitions <ul style="list-style-type: none"> <li>• Go over the vocabulary words for understanding (see Supplement 5.1 pg 117)</li> </ul> Anger Has a Purpose <ul style="list-style-type: none"> <li>• Discuss that you can use anger to problem solve</li> <li>• Activity A (page 105) using supplement 5.2 (page 113)</li> </ul> Anger Can Be Difficult to Manage <ul style="list-style-type: none"> <li>• Unmanaged anger can sometimes lead to aggression or not-so-good choices</li> <li>• Discuss ways to take <b>responsibility</b> for not-so-good choices.</li> <li>• Explain how angry thoughts can influence behavior by using not-so-good choices</li> <li>• Activity B (page 106) using supplement 5.3 (page 114)</li> <li>• Identify some <b>healthy possible choices</b> to manage anger.</li> </ul> Understanding Anger <ul style="list-style-type: none"> <li>• Introduce a model of how anger develops</li> <li>• Students will identify different parts of the scenario and how they relate to the anger developing</li> <li>• Activity C (page 107) using supplement 5.4 (page 115) and supplement 5.5 (page 116)             <ul style="list-style-type: none"> <li>○ Have students identify <b>responsible</b> actions for the decision/action consequence if necessary.</li> <li>○ Review the triangle from supplement 3.1 (page 84) to explain how <b>thoughts affect behavior</b></li> </ul> </li> </ul> Developing Anger Management Skills <ul style="list-style-type: none"> <li>• Discuss that anger is a normal emotion</li> <li>• Discuss that each person has different things that “trigger” anger reactions (Do not ask for personal examples)</li> <li>• Activity D (page 108): Use supplement 5.6 (page 117) to introduce skills used to cope with anger and briefly talk through strategies</li> <li>• Review that these are <b>healthy choices</b> for managing anger and how it helps well-being.</li> </ul>		
<b>Assessment</b>	Use supplement 5.5 (page 116) have students work through the problem to assess if they grasp the anger model, how to implement it, ways to take responsibility for one’s actions, identify the value of making healthy choices for personal well-being, and how thoughts and attitudes can affect your behavior.		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Amended supplement 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6		Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Kids Grade 4 - Lesson 3</b> <b>(using concepts from lesson 6)</b>	<b>Lesson Topic: Clear Thinking 1</b>	Dawn Approve (5/22/24) ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/Resiliency Standards</b>	Standard 2 HE.4.R.2: Personal Responsibility HE.4.R.2.4: Explain how attitudes and thoughts can influence your behavior. Standard 4 HE.4.R.4: Critical Thinking and Problem Solving HE.4.R.4.1: Describe how perseverance may help overcome obstacles. HE.4.R.4.2: Describe strategies to resolve conflicts.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Thoughts <ul style="list-style-type: none"> <li>○ These are ideas or opinions in the mind.</li> </ul> </li> <li>● Self-talk <ul style="list-style-type: none"> <li>○ This is a type of thought aimed at oneself or the things we say to ourselves.</li> </ul> </li> <li>● Thinking traps <ul style="list-style-type: none"> <li>○ These are thoughts or patterns of thoughts that are inaccurate, unrealistic, or distorted interpretations of events.</li> </ul> </li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Explain how attitudes and thoughts can influence your behavior.</li> <li>● Describe how perseverance may help overcome obstacles.</li> <li>● Describe strategies to resolve conflicts.</li> </ul>	
<b>Instructional Delivery (Activities/Strategies)</b>	Overview/ Rules <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> <li>● Discuss group rules as stated above.</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>● Discuss key terms and definitions as listed above.</li> </ul> Thoughts Associated with Emotions <ul style="list-style-type: none"> <li>● Review the connection of thoughts, emotions, and behaviors</li> <li>● See supplement 6.4 (page 129)</li> <li>● Activity A (page 122): Model instructor thoughts, self-talk, behaviors and feelings toward supplement 6.1 (page 126)</li> <li>● Remind students that <b>attitudes and thoughts can affect behaviors</b>.</li> </ul> Identify Thinking Traps <ul style="list-style-type: none"> <li>● Use supplement 6.5 (page 130) as a visual aid to describe a thinking trap</li> <li>● While reviewing thinking traps, have students identify how <b>perseverance</b> could be used to overcome the trap and how <b>attitudes and thoughts influence behavior</b>.</li> <li>● Binocular Vision <ul style="list-style-type: none"> <li>○ Looking at things in a way that makes them seem bigger or smaller than they really are.</li> <li>○ Example: Someone made a small mistake in class, and they think it is a much larger mistake than it actually is</li> </ul> </li> <li>● Black and White Thinking <ul style="list-style-type: none"> <li>○ Looking at things in only extreme or opposite ways.</li> <li>○ Example: Someone makes a bad grade on a test. Now they feel "I always get bad grades. I never get anything right."</li> </ul> </li> <li>● Dark Glasses <ul style="list-style-type: none"> <li>○ Thinking about only the negative parts of things</li> <li>○ Example: A teacher reviews a student's writing. Later, when thinking about the assignment, the student only remembers the corrections the teacher made.</li> </ul> </li> <li>● Fortune Telling <ul style="list-style-type: none"> <li>○ Making predictions about what will happen in the future without enough evidence.</li> <li>○ Example A student doesn't want to try out for the basketball team because they think they won't make the team.</li> </ul> </li> <li>● Making it Personal <ul style="list-style-type: none"> <li>○ Blaming yourself for things that are not your fault or thinking things are about you when they are not.</li> <li>○ Example: A student sees a group of students laughing. The student immediately thinks the students are laughing at them, even though there is no reason for them to be laughing at them.</li> </ul> </li> <li>● Blame Game <ul style="list-style-type: none"> <li>○ Blaming others for things that are not your responsibility</li> <li>○ Example: A student stays up all night playing video games instead of studying for a test. They do poorly on the exam and think the teacher made the test too hard.</li> </ul> </li> <li>● All Alone <ul style="list-style-type: none"> <li>○ Thinking you have problems that no one else understands</li> <li>○ Example: A student has to give a report in front of the class. They are so nervous that they think they are going to shake. They think that no one else gets nervous in front of people.</li> </ul> </li> <li>● Broad Brush <ul style="list-style-type: none"> <li>○ Judging something based on one experience with it.</li> <li>○ Example: A student tried the cafeteria food once, and now thinks "All school food is gross."</li> </ul> </li> <li>● Activity C (page 123) use supplement 6.7 (page 133) to discuss situation 2, 3, 4, 6, and 7</li> </ul>	

- Ask students to identify which thinking trap is being identified
  - Have students identify a **strategy** to resolve the thinking trap
- Have students identify ways that these thoughts could be **resolved**
  - Remind students about **perseverance**
- Have students make flashcards with the thinking traps and images on one side and example scenarios on the other side
- Ask students to be on the lookout for thinking traps in TV shows or books that they may be interested in

**Assessment** Use supplement 6.7 (page 133) to identify how perseverance may help overcome obstacles, strategies to resolve conflicts and how attitudes and thoughts can influence your behavior.

Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
Amended supplement 6.1, 6.4, 6.5, 6.7	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Kids Grade 4 - Lesson 4</b> (Using concepts from lesson 7)	<b>Lesson Topic: Clear Thinking 2</b>		Dawn Review (5/20/24) ✓
<b>Program Guidelines: This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.</b>			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.4.R.1: Character HE.4.R.1.1: Consider the perspectives of others. HE.4.R.1.4: Identify strategies to help persevere in difficult situations. Standard 1 HE.4.R.2: Personal Responsibility HE.4.R.2.1: Discuss ways to take responsibility for one's actions. HE.4.R.2.4: Explain how attitudes and thoughts can influence your behavior.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Evidence             <ul style="list-style-type: none"> <li>○ Clues that help you find out if something is true or realistic</li> <li>○ <i>Example: Evidence can give you information to help you solve a problem. A detective uses evidence to solve a mystery.</i></li> </ul> </li> <li>● Reframing             <ul style="list-style-type: none"> <li>○ This is looking at things differently and seeing things from another perspective</li> <li>○ <i>Example: By using reframing, a student can use reframing to see a difficult situation as a challenge rather than a problem.</i></li> </ul> </li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Consider the perspectives of others.</li> <li>● Identify strategies to help persevere in difficult situations.</li> <li>● Discuss ways to take responsibility for one's actions.</li> <li>● Explain how attitudes and thoughts can influence your behavior.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Overview: <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> </ul> Rules: <ul style="list-style-type: none"> <li>● Discuss group rules as stated above.</li> </ul> Key Terms and Definitions: <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Reframing             <ul style="list-style-type: none"> <li>○ Discuss ways students can take <b>responsibility for one's actions</b>.</li> </ul> </li> <li>● See supplement 7.3 (145)</li> </ul> Thinking Traps <ul style="list-style-type: none"> <li>● Review Thinking Traps from Lesson 3             <ul style="list-style-type: none"> <li>○ Binocular vision, black-and-white thinking, dark glasses, fortune telling, making it personal, blame game, all alone, broad brush</li> </ul> </li> <li>● Discuss how <b>attitudes and thoughts can influence your behavior</b>.</li> <li>● See supplement 7.1 for definitions- no examples (page 143)</li> <li>● See supplement 7.2 (page 144)</li> </ul> Evidence and Reframing: <ul style="list-style-type: none"> <li>● Discuss the process of identifying a thinking trap using evidence             <ul style="list-style-type: none"> <li>○ What is the thought? What is the evidence? How do I know that it's true or right?</li> <li>○ See Supplement 7.5 (page 147)</li> </ul> </li> <li>● Discuss using evidence to change how we think about a situation (Reframing)             <ul style="list-style-type: none"> <li>○ Supplement 7.6 (page 148)</li> </ul> </li> <li>● Discuss Identifying strategies to help <b>persevere</b> in difficult situations.</li> </ul> Extension Activity: <ul style="list-style-type: none"> <li>● See Supplement 7.7 (page 149) -example 1 only             <ul style="list-style-type: none"> <li>○ Discuss considering the <b>perspectives</b> of others.</li> </ul> </li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● Use Supplement 7.8 (page 150) to assess if students can Consider the perspectives of others, Identify strategies to help persevere in difficult situations, Discuss ways to take responsibility for one's actions, and Explain how attitudes and thoughts can influence your behavior.             <ul style="list-style-type: none"> <li>○ Johnny's teacher met with his parents. His teacher stated how great of a student Johnny is, and how he excels in Math, but also said he needs to improve his spelling. Now, all Johnny can think about is how he needs to do better in spelling.</li> </ul> </li> </ul>		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>

Supplements 7.1, 7.2, 7.5, 7.6, 7.7, and 7.8	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)
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<p><b>Florida Health Education/Resiliency Standards</b></p>	<p>Standard 1 HE.4.R.1: Character HE.4.R.1.1: Consider the <b>perspectives</b> of others. HE.4.R.1.2: Identify the benefits of treating others with <b>respect</b>. HE.4.R.1.4: Identify strategies to help <b>persevere</b> in difficult situations. Standard 1 HE.4.R.2: Personal Responsibility HE.4.R.2.1: Discuss ways to <b>take responsibility for one's actions</b>. Standard 1 HE.4.R.4: Critical Thinking and Problem Solving HE.4.R.4.2: Describe <b>strategies to resolve conflicts</b>.</p>
<p><b>Group Rules:</b></p>	<p>In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.</p>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>● <b>Responsible:</b> <ul style="list-style-type: none"> <li>○ This is making good choices, being able to choose right from wrong, and caring for others; and following through with your word or promise.</li> <li>○ <i>Example: The students found a wallet with some cash in it. Instead of taking the money or keeping the wallet, they decide to turn it in to the office.</i></li> </ul> </li> <li>● <b>Attitude:</b> <ul style="list-style-type: none"> <li>○ This is the way you choose to think about things and how those thoughts are reflected in your behaviors.</li> <li>○ <i>Example: Kenji knew he would have to change his attitude working on a group project with a student he does not always get along with.</i></li> </ul> </li> <li>● <b>Conflict:</b> <ul style="list-style-type: none"> <li>○ This is a disagreement or something that doesn't match or work well together.</li> <li>○ <i>Example: The students had a conflict when they couldn't agree on how to start the project.</i></li> </ul> </li> <li>● <b>Problem-solving/ Conflict resolution:</b> <ul style="list-style-type: none"> <li>○ This is a way of dealing with a problem in a helpful/constructive manner and finding some way to reach an agreement.</li> <li>○ <i>Example: The students used conflict resolution to decide who would go first in the game.</i></li> </ul> </li> <li>● <b>Resolution:</b> <ul style="list-style-type: none"> <li>○ This is when we (try to) settle the conflict or find a solution.</li> <li>○ <i>Example: The students' resolution was to take turns playing the game.</i></li> </ul> </li> <li>● <b>Resolve:</b> <ul style="list-style-type: none"> <li>○ This means to reach a decision or find a solution.</li> <li>○ <i>Example: The students were able to resolve their disagreement by finding a solution and deciding to try it.</i></li> </ul> </li> </ul>
<p><b>Lesson Goals &amp; Objectives</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Consider the perspectives of others.</li> <li>● Identify the benefits of treating others with respect.</li> <li>● Identify strategies to help persevere in difficult situations.</li> <li>● Discuss ways to take responsibility for one's actions.</li> <li>● Describe strategies to resolve conflicts.</li> </ul>
<p><b>Instructional Delivery</b> (Activities/ Strategies)</p>	<p>Overview:</p> <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> <li>● See supplement 8.1 (page 163)</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above.</li> <li>● Discuss treating others with <b>respect and considering the perspectives of others</b>.</li> </ul> <p>Key Terms and Definitions:</p> <ul style="list-style-type: none"> <li>● Key terms and definitions as stated above.</li> <li>● See supplement 8.2 (page 164)</li> <li>● Discuss ways to <b>take responsibility for one's actions</b>.</li> </ul> <p>Conflict Resolution:</p> <ul style="list-style-type: none"> <li>● See supplement 8.3 (page 165)</li> <li>● Discuss identifying strategies to help <b>persevere</b> in difficult situations.</li> <li>● Discuss <b>strategies to resolve conflicts</b>.</li> </ul> <p>Four Step Problem Solving Model:</p> <ul style="list-style-type: none"> <li>● Step 1: Identify the problem</li> <li>● Step 2: Develop a plan (solutions)</li> <li>● Step 3: Evaluate the plan</li> <li>● Step 4: Implement the plan</li> </ul>

	<ul style="list-style-type: none"> <li>• Supplement 8.4 (page 166)</li> </ul> <p>Extension Activity to help students identify the benefits of <b>treating others with respect</b>.</p> <ul style="list-style-type: none"> <li>• Discuss maintaining a responsible and respectful attitude during conflict</li> <li>• Have students discuss with a partner how being respectful can help with conflict resolution.</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Use Supplement 8.5 (page 167) to assess if students can consider the perspectives of others, identify the benefits of treating others with respect, identify strategies to help persevere in difficult situations, discuss ways to take responsibility for one's actions, and describe strategies to resolve conflicts. <ul style="list-style-type: none"> <li>○ Example Situation: Two students want to use the same laptop</li> </ul> </li> </ul>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 8.1, 8.2, 8.3, 8.4, and 8.5	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1 HE.4.R.1: Character HE.4.R.1.4: Identify strategies to help <b>persevere</b> in difficult situations. HE.4.R.1.3: Predict the potential outcomes of repeating and/or sharing information that is not true.</p> <p>Standard 1 HE.4.R.2: Personal Responsibility HE.4.R.2.2: Identify the value of making <b>healthy choices for personal well-being</b>.</p> <p>Standard 1 HE.4.R.3: Mentorship and Citizenship HE.4.R.3.1: Identify <b>opportunities</b> to actively participate as a responsible citizen in the school and the local community. HE.4.R.3.2: <b>Model</b> serving or helping others in the school or community.</p>
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<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.
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<b>Vocabulary</b>	<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>● Stress</li> <li>● Excellence</li> <li>● Perfectionism</li> <li>● Helpful or healthy stress</li> <li>● Unhelpful or unhealthy stress</li> <li>● Common signs of stress</li> </ul> </td> <td style="border: none; width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>● Situational triggers</li> <li>● Relaxation</li> <li>● Realistic/ unrealistic expectations</li> <li>● Habit</li> <li>● Moderation</li> <li>● Attitude</li> <li>● Choice</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>● Stress</li> <li>● Excellence</li> <li>● Perfectionism</li> <li>● Helpful or healthy stress</li> <li>● Unhelpful or unhealthy stress</li> <li>● Common signs of stress</li> </ul>	<ul style="list-style-type: none"> <li>● Situational triggers</li> <li>● Relaxation</li> <li>● Realistic/ unrealistic expectations</li> <li>● Habit</li> <li>● Moderation</li> <li>● Attitude</li> <li>● Choice</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify strategies to help persevere in difficult situations.</li> <li>● Identify the value of making healthy choices for personal well-being.</li> <li>● Identify opportunities to actively participate as a responsible citizen in the school and the local community.</li> <li>● Model serving or helping others in the school or community.</li> </ul>
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<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview:</p> <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> </ul> <p>Rules:</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above.</li> </ul> <p>Key Terms and Definitions:</p> <ul style="list-style-type: none"> <li>● Discuss key terms and definitions as stated above.</li> <li>● Use definitions without examples in supplement 9.2 (page 180-181)</li> <li>● Use definitions without examples in supplement 10.1 (page 195)</li> </ul> <p>Stressful Situations/ Abdominal Breathing:</p> <ul style="list-style-type: none"> <li>● See supplement 9.1 (page 179)</li> <li>● See Option 1: abdominal breathing in supplement 9.5 (page 184)</li> <li>● Discuss strategies to help <b>persevere</b> in difficult situations.</li> </ul> <p>Positive Living:</p> <ul style="list-style-type: none"> <li>● Feeling Good Activities             <ul style="list-style-type: none"> <li>○ See supplement 10.2 (pages 196-203)</li> <li>○ <b>Discuss opportunities to actively participate as a responsible citizen in the school and the local community.</b></li> <li>○ <b>Model serving or helping others in the school or community.</b></li> </ul> </li> <li>● Healthy Habits             <ul style="list-style-type: none"> <li>○ See supplement 10.3 (page 204)</li> <li>○ Discuss the value of making <b>healthy choices for personal well-being</b>.</li> <li>○ Have students discuss and predict the potential outcomes of repeating and/or sharing information that is not true. Use the following example:                 <ul style="list-style-type: none"> <li>■ Someone told Alisha that Ben cheated on the math test and Alisha told everyone.</li> <li>■ Discuss that by not sharing information that is not true we are making healthy choices and being a responsible citizen within the community.</li> </ul> </li> </ul> </li> </ul> <p>Extension Activity to help students identify opportunities to <b>actively participate as a responsible citizen in the school and the local community</b>.</p> <ul style="list-style-type: none"> <li>● Have students complete Supplement 10.7 (page 208) throughout the week.</li> <li>● Have students bring back next week to discuss ways they worked towards positive living.</li> </ul>
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<b>Assessment</b>	Use Supplement 10.6 (page 207) to assess if students can identify strategies to help persevere in difficult situations, identify the value of making healthy choices for personal well-being, identify opportunities to actively participate as a responsible citizen in the school and the local community, and model serving or helping others in the school or community.
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<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
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Supplements 9.1, 9.2, 9.5, 10.1, 10.2, 10.3, 10.6, and 10.7	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)
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<b>Strong Kids: Grade 4 - Lesson 7</b> (Concepts from Lesson 11)	<b>Lesson Topic: Creating Strong and Smart Goals</b>		Dawn Review (5/20/24) ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	<p>HE.4.PHC.3.4-Prevention and Decision Making Create a <b>personal health goal</b> and track progress toward achievement.</p> <p>HE.4.R.2.2-Personal Responsibility Identify the value of making <b>healthy choices</b> for personal well-being.</p> <p>HE.4.R.2.3 Create a personal <b>goal</b> and track progress toward achievement.</p> <p>HE.4.R.2.1 Discuss ways to <b>take responsibility for one's actions</b>.</p>		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Healthy living</li> <li>● goals</li> <li>● Goal setting</li> <li>● Goal attainment</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Create and track a personal health goal</li> <li>● Be able to identify the value of making healthy choices for personal well-being</li> <li>● Set SMART goals</li> <li>● Be able to discuss ways to take responsibility for one's actions.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Introduction activity</p> <ul style="list-style-type: none"> <li>● Present Self vs Younger self (pg. 211)</li> <li>● Lead discussion on making goals</li> </ul> <p>Discuss key vocabulary terms as outlined above</p> <ul style="list-style-type: none"> <li>● See supplement 11.2 (pg. 219)</li> </ul> <p>Healthy Habits</p> <ul style="list-style-type: none"> <li>● Use Supplement 11.3 (pg220)</li> <li>● What is the value of making <b>healthy choices</b>? Good choices vs bad choices?</li> </ul> <p>Goal Setting</p> <ul style="list-style-type: none"> <li>● What does it mean to set <b>goals</b>?</li> <li>● Discuss why this is important</li> <li>● Examples of goals</li> <li>● Non-examples of goals</li> <li>● See supplement 11.4( pg. 221)</li> </ul> <p>SMART Goals</p> <ul style="list-style-type: none"> <li>● Specifically discuss what <b>SMART goals</b> are and how one goes about setting these goals</li> <li>● Specific, Measurable, Attainable, Relevant and TImely</li> </ul> <p>Goal Attainment</p> <ul style="list-style-type: none"> <li>● Discuss the four steps to setting and attaining goals</li> <li>● Discuss ways to <b>take responsibility for one's actions</b>.</li> <li>● Use supplement 11.6 (pg 223)</li> </ul>		
<b>Assessment</b>	Students will work individually or in a small group to create their own SMART goals and action plans toward goal attainment. Students can share with the group, if they would like. Supplement 11.7 (pg. 224)		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Supplement 11.2, 11.3, 11.4, 11.6, 11.7	Smart Board, PowerPoint created by Student Wellness Team in conjunction with this lesson plan	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Kids Grade 4 - Lesson 8 (using concepts from lesson 12)</b>	<b>Lesson Topic: Finishing UP!</b>	<b>Dawn Review (5/20/24) ✓</b>
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**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1 HE.4.R.1: Character HE.4.R.1.1: <b>Consider the perspectives of others.</b> HE.4.R.1.2: Identify the benefits of treating others with <b>respect.</b> HE.4.R.1.4: Identify strategies to help <b>persevere</b> in difficult situations.</p> <p>Standard 2 HE.4.R.2: Personal Responsibility HE.4.R.2.1: Discuss ways to <b>take responsibility for one’s actions.</b> HE.4.R.2.3: Create a personal <b>goal</b> and track progress toward achievement. HE.4.R.2.4: Explain how <b>attitudes and thoughts can influence your behavior.</b></p> <p>Standard 4 HE.4.R.4: Critical Thinking and Problem Solving HE.4.R.4.1: Describe how <b>perseverance</b> may help overcome obstacle HE.4.R.4.2: Describe <b>strategies to resolve conflicts.</b></p>
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<b>Group Rules:</b>	<p>In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.</p>
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Review of key terms in the Strong Kids curriculum</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will review:</p> <ul style="list-style-type: none"> <li>Consider the perspectives of others.</li> <li>Identify the benefits of treating others with respect.</li> <li>Identify strategies to help persevere in difficult situations.</li> <li>Discuss ways to take responsibility for one’s actions.</li> <li>Create a personal goal and track progress toward achievement.</li> <li>Explain how attitudes and thoughts can influence your behavior.</li> <li>Describe how perseverance may help overcome obstacle</li> <li>Describe strategies to resolve conflicts.</li> </ul>
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<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Overview/ Rules</p> <ul style="list-style-type: none"> <li>Introduce lesson topic and objectives.</li> <li>Discuss group rules as stated above. <ul style="list-style-type: none"> <li>Review respect and the importance of <b>respecting</b> others in the group. <ul style="list-style-type: none"> <li>Review the benefits of being respectful</li> </ul> </li> </ul> </li> </ul> <p>Review Lesson 1-4 Concepts: About Strong Kids, Emotions, and Understanding Others Emotions:</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (page 233-236) for review only on Lessons 1, 2, 3, and 4</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What emotions have learned about by participating in this program?</li> <li>What are comfortable emotions?</li> <li>What are uncomfortable emotions?</li> <li>What can you look for to give you clues about how someone might be feeling?</li> <li>What kinds of information can help you take another person’s perspective? <ul style="list-style-type: none"> <li>Remind students it is important to take the perspective of others</li> </ul> </li> </ul> </li> </ul> <p>Review Lesson 5 Concepts: Dealing with Anger</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (page 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>Do you think all <b>people experience anger in the same way?</b></li> <li>What are some helpful anger management strategies? Have you used any of these strategies? Which strategies worked best for you?</li> <li>What are ways that we can <b>take responsibility for our actions?</b></li> <li>Remind students of the strategies to resolve angry feelings and conflicts</li> </ul> </li> </ul> <p>Review Lesson 6 Concepts: Clear Thinking I</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (page 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What are thinking traps, and why is it important to be aware of them?</li> <li>How are thoughts, emotions, and behavior related?</li> <li>Remind that <b>attitudes and thoughts can affect behavior</b></li> </ul> </li> </ul> <p>Review Lesson 7 Concepts: Clear Thinking 2</p> <ul style="list-style-type: none"> <li>Use supplement 12.1 (page 233-236) for review only</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>What thinking trap is “I am the worst at math?”</li> <li>How can you reframe this thinking trap?</li> <li>Remind students ways to <b>resolve conflict</b></li> <li>Remind students about <b>perseverance</b></li> </ul> </li> </ul> <p>Review Lesson 8 Concepts: Solving People Problems</p>
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	<ul style="list-style-type: none"> <li>● Use supplement 12.1 (page 233-236) for review only</li> <li>● Discussion questions: <ul style="list-style-type: none"> <li>○ How might showing empathy or taking another person’s <b>perspective</b> help you when you are in conflict with another person?</li> </ul> </li> </ul> <p>Review Lesson 9-10 Concepts: Letting Go of Stress and Positive Living</p> <ul style="list-style-type: none"> <li>● Use supplement 12.1 (page 233-236) for review only</li> <li>● Discussion questions: <ul style="list-style-type: none"> <li>○ What are some <b>strategies</b> for managing stress early on, before getting too stressed out?</li> <li>○ What are some activities or actions that energize us, motivate us, and make us happier in the long term?</li> </ul> </li> </ul> <p>Review Lesson 11 Concepts: Creating Strong and <b>SMART Goals</b></p> <ul style="list-style-type: none"> <li>● Use supplement 12.1 (page 233-236) for review only</li> <li>● Discussion questions: <ul style="list-style-type: none"> <li>○ What are SMART goals?</li> <li>○ How can we improve the chances that we will attain our goals?</li> <li>○ Remind students how to set and track a goal</li> </ul> </li> </ul> <p>Putting it all Together</p> <ul style="list-style-type: none"> <li>● Reiterate the importance of <b>perseverance</b> and overcoming adversity</li> </ul>		
<b>Assessment</b>	Post Test on page 244-246 to assess students completion of objectives; Administer Certificate of Achievement (page 240)		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Amended supplement 12.1	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Start Grade 1 - Lesson 1</b> (Using concepts from lessons 1-3)	<b>Lesson Topic: The Feelings Exercise Group</b>	<b>Dawn Review (5/23/24)</b> <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	Standard 1: HE.1.R.1 Character HE.1.R.1.2: Describe the traits of a good friend. HE.1.R.1.3: Identify the benefits of sharing and cooperation.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Basic feelings <ul style="list-style-type: none"> <li>○ See supplement 2.1 (page 52)</li> </ul> </li> <li>● Complex feelings</li> <li>● Good feelings</li> <li>● Not so good feelings</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Describe traits of a good friend.</li> <li>● Identify the benefits of sharing and cooperation.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>● Introduce curriculum and provide a brief overview of topics</li> <li>● See supplement 1.1 (page 42)</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above <ul style="list-style-type: none"> <li>○ Discuss the importance and benefits of sharing and cooperation and how they are traits of being a good friend.</li> </ul> </li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>● Basic Feelings <ul style="list-style-type: none"> <li>○ See supplement 2.1 (page 52)</li> </ul> </li> <li>● Complex Feelings <ul style="list-style-type: none"> <li>○ Worried</li> <li>○ Frustrated</li> <li>○ Excited</li> </ul> </li> <li>● Good Feelings <ul style="list-style-type: none"> <li>○ When we have good feelings we may <ul style="list-style-type: none"> <li>■ Smile more</li> <li>■ Have fun</li> <li>■ Be more friendly</li> </ul> </li> </ul> </li> <li>● Not So Good Feelings <ul style="list-style-type: none"> <li>○ When we have not so good feelings we may <ul style="list-style-type: none"> <li>■ Frown</li> <li>■ Have less fun</li> <li>■ Face turns red</li> </ul> </li> </ul> </li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>● Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Feeling More than One Feeling</p> <ul style="list-style-type: none"> <li>● Henry found out he was going to be the student who competes for his class at Field Day. He was happy because he was chosen, but also worried he might not do a good job. <ul style="list-style-type: none"> <li>○ Discuss how we could be a good friend to Henry.</li> <li>○ Help students identify the actions discussed as traits of a good friend.</li> </ul> </li> <li>● Henry was called on to answer the math question in class. proud he answered the question, and embarrassed because all his class was looking at him. <ul style="list-style-type: none"> <li>○ Discuss how we could be a good friend to Henry.</li> <li>○ Help students identify the actions discussed as traits of a good friend.</li> </ul> </li> </ul> <p>Activity: Mirror Mirror</p> <p>Faces can show how we are feeling. We all make different facial expressions based on how we are feeling. Remember:</p> <ul style="list-style-type: none"> <li>○ When I feel happy, I feel good, and I might smile</li> <li>○ When I feel sad, I might feel bad, and I might frown.</li> </ul> <ul style="list-style-type: none"> <li>● Today we are going to partner up and pretend to be mirrors and make some faces in the mirror. I want you to remember the face you made and then draw the face, and then draw one activity that makes you feel that way. <ul style="list-style-type: none"> <li>○ Remind students to use their traits of a good friend, take turns, share, and use cooperation.</li> </ul> </li> </ul> <p>Okay and Not Okay ways to Show Feelings</p> <ul style="list-style-type: none"> <li>● Work through the following scenarios using Supplement 3.2 (page 62) <ul style="list-style-type: none"> <li>○ A boy feels angry because a friend calls him a bad name. He stops, counts to 10, and feels calm. <ul style="list-style-type: none"> <li>■ Did the friend show traits of a good friend?</li> <li>■ What would a good friend do?</li> </ul> </li> <li>○ A boy is scared by a fire alarm at school and runs out of the building as quickly as he can. Everyone in class was laughing at him. <ul style="list-style-type: none"> <li>■ Did the boy's classmates show traits of a good friend?</li> <li>■ What would a good friend do?</li> </ul> </li> <li>○ A girl is upset because no one wanted to play with her during recess. Another student saw and decided to go play with her. <ul style="list-style-type: none"> <li>■ Did the student show traits of being a good friend?</li> </ul> </li> </ul> </li> </ul>	

- A boy is playing basketball at PE and whenever someone tries to play he yells at them to "Go Away!"
  - Is he showing traits of being a good friend?
  - Is he sharing with friends?
- Two students were told to work together on their math problems. The girls both decided they would rather work on their own.
  - Are the students using cooperation?

**Assessment**

Using supplement 3.2 and additional examples students will identify traits of a good friend and the benefits of sharing and cooperation.

Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
Supplement 1.1, 2.1, 3.2, Mirrors/ reflective surface, paper, crayons/pencils	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade 1 - Lesson 2</b> (Using concepts from lessons 4)	<b>Lesson Topic: Understanding Other People's Feelings</b>	Dawn Review (5/23/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	Standard 1: HE.1.R.1: Character HE.1.R.1.1: Discuss ways to respect personal property and personal space of others. HE.1.R.1.2: Describe the traits of a good friend.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Face Clues</li> <li>● Body Clues</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Discuss ways to respect personal property and personal space of others.</li> <li>● Describe the traits of a good friend.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Review</p> <ul style="list-style-type: none"> <li>● Review the previous lesson <ul style="list-style-type: none"> <li>○ Basic Feelings <ul style="list-style-type: none"> <li>■ See supplement 4.1 (page 74)</li> </ul> </li> </ul> </li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above <ul style="list-style-type: none"> <li>○ Discuss ways to respect personal property and space of others</li> <li>○ Describe traits of a good friend.</li> </ul> </li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>● Face Clues <ul style="list-style-type: none"> <li>○ Clues about how someone might be feeling based on clues their face is showing</li> </ul> </li> <li>● Body Clues <ul style="list-style-type: none"> <li>○ Clues about how someone might be feeling based on clues you can see in their body posture</li> </ul> </li> <li>● By using face and body clues, we can tell how others may be feeling and show traits of being a good friend.</li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>● Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Understand How Others Feel</p> <ul style="list-style-type: none"> <li>● Face Clues <ul style="list-style-type: none"> <li>○ How do we know the person is HAPPY?</li> <li>○ How do we know the person is SAD?</li> <li>○ How do we know the person is AFRAID?</li> <li>○ How do we know the person is ANGRY?</li> <li>○ How do we know the person is SURPRISED?</li> <li>○ How do we know the person is DISGUSTED?</li> </ul> </li> <li>● Body Clues <ul style="list-style-type: none"> <li>○ Happy</li> <li>○ Sad</li> <li>○ Angry</li> <li>○ Scared</li> <li>○ Surprised</li> </ul> </li> </ul> <p>Different Emotions, Same Situation</p> <ul style="list-style-type: none"> <li>● Henry and Ava were partnered in gym class to do a three-legged race together. How could Henry feel about this? Could Ava feel differently? <ul style="list-style-type: none"> <li>○ Discuss that either Henry or Ava were upset because they wanted more personal space.</li> <li>○ Ask students how they thought it made them feel when their personal space was not going to be respected.</li> </ul> </li> <li>● Alice couldn't find her red crayon and took the one out of Ben's crayon box without asking. <ul style="list-style-type: none"> <li>○ Did Alice show traits of being a good friend?</li> <li>○ Alice did not respect Ben's personal property. How do you think that made him feel?</li> </ul> </li> </ul> <p>Feelings Charades</p> <ul style="list-style-type: none"> <li>● Using the examples from supplement 4.1 (page 74) <ul style="list-style-type: none"> <li>○ Name one of the examples from the supplement, and have the students act out the feeling with their face and body clues.</li> </ul> </li> </ul> <p>Review and Assessment</p> <ul style="list-style-type: none"> <li>● Review lesson</li> <li>● Use comprehension questions:</li> </ul>	

- How do you think Jenesis is feeling if she has her arms close to her body and head down?
  - How could we be a good friend to Jenesis?
- How do you think Samantha is feeling that someone else broke her favorite pencil?
  - Did the person respect Samantha’s personal property?
- How do you think Angela is feeling that a classmate asked before giving her a hug at school?
  - Did the classmate respect Angela’s personal space?

<b>Assessment</b>	Using comprehension questions for students to identify how someone is feeling based on a description of face and body clues, identify ways to respect personal property and personal space of others and describe the traits of a good friend.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 4.1, Amended 4.2	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade 1 - Lesson 3</b> (Using concepts from lessons 5)	<b>Lesson Topic: When You're Angry</b>	Dawn Review (5/23/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	Standard 1: HE.1.R.1 Character HE.1.R.1.1 Discuss ways to respect personal property and personal space of others. HE.1.R.1.2 Describe the traits of a good friend.. Standard 2: HE.1.R.2: Personal Responsibility HE.1.R.2.4 Describe how individual actions can affect others. Standard 3: HE.1.R.4: Critical Thinking and Problem Solving HE.1.R.4.2 Identify the importance of sharing thoughts and ideas as an individual and as part of a group.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Anger</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Discuss ways to respect personal property and personal space of others.</li> <li>• Describe the traits of a good friend.</li> <li>• Describe how individual actions can affect others.</li> <li>• Identify the importance of sharing thoughts and ideas as an individual and as part of a group.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Review</p> <ul style="list-style-type: none"> <li>• Review the previous lesson</li> <li>• Introduce current lesson</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>• Discuss group rules as stated above             <ul style="list-style-type: none"> <li>○ Discuss the importance of sharing thoughts and ideas as an individual and as part of a group.</li> </ul> </li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>• Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>• Anger             <ul style="list-style-type: none"> <li>○ Anger is a strong feeling of annoyance, displeasure or hostility.</li> </ul> </li> </ul> <p>Show and Define Anger</p> <ul style="list-style-type: none"> <li>• Anger             <ul style="list-style-type: none"> <li>○ See Supplement 5.1 (page 87)</li> <li>○ Synonyms for Anger</li> <li>○ What does Anger feel like?</li> </ul> </li> </ul> <p>Ways to Handle Anger</p> <ul style="list-style-type: none"> <li>• Stop, Count, In, Out             <ul style="list-style-type: none"> <li>○ See Supplement 5.2 (page 88)</li> </ul> </li> <li>• Helpful and Hurtful Ways to deal with Anger             <ul style="list-style-type: none"> <li>○ Dawn was mad at Henry because she thought he broke her lucky pencil on purpose right before the math test. Dawn took Henry's lucky pencil without asking since he broke hers. Henry realized Dawn had his lucky pencil and kicked Dawn's backpack across the room.                 <ul style="list-style-type: none"> <li>■ Is this a way that helps or hurts? Why?</li> <li>■ Was Dawn respecting Henry's property?</li> <li>■ Was Dawn being a good friend?</li> <li>■ What would a good friend do?</li> <li>■ What should Dawn have done?</li> <li>■ Could Dawn have shared her thoughts with Henry?                     <ul style="list-style-type: none"> <li>• Sharing thoughts and ideas are important.</li> </ul> </li> </ul> </li> <li>○ Henry was really mad when he saw Dawn with his lucky pencil so he kicked her backpack across the room.                 <ul style="list-style-type: none"> <li>■ Is this a way that helps or hurts? Why?</li> <li>■ Did Henry respect Dawn's property?</li> <li>■ What could Henry have done instead?</li> <li>■ Could Henry have shared his thoughts with Dawn?                     <ul style="list-style-type: none"> <li>• Sharing thoughts and ideas are important.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p>Body Tracing</p> <ul style="list-style-type: none"> <li>• What does being angry feel like?             <ul style="list-style-type: none"> <li>○ You may feel hot</li> <li>○ You may feel cold</li> <li>○ Your muscles may feel tense</li> <li>○ Your heart might beat fast</li> </ul> </li> </ul>	

- What does being angry look like?
  - May have a red or pale face
  - Lips look thin or tight
  - Nostrils may get wider
  - May sit in a tight ball or cross their arms

Review and Assessment

- Review lesson
- Extension Activity
  - Henry and Eli were building Lego towers in STEAM, Eli took a piece from Henry. Henry felt red hot, before he could stop and think, he grabbed and smashed Eli's tower.
    - What was the spark for Henry's angry feelings?
    - Can you understand why Henry might have felt angry?
    - Was Eli being a good friend by taking the lego?
    - Did Henry handle this in a way that helps or a way that hurts?
    - How did Henry's actions affect Eli?

**Assessment**

Using the extension lesson students will be able to identify how others are feeling, if a reaction to the situation is a way that helps or hurts, identify ways to respect personal property and personal space of others, the traits of a good friend, how individual actions can affect others and the importance of sharing thoughts and ideas as an individual and as part of a group.

Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
Supplement 5.1, 5.2,	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade 1 - Lesson 4</b> (using concepts from lesson 6)	<b>Lesson Topic: When You're Happy</b>	Dawn Approve (5/22/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/Resiliency Standards</b>	Standard 1: HE.1.R.1: Character HE.1.R.1.1: Discuss ways to respect personal property and personal space of others. Standard 2: HE.1.R.2: Personal Responsibility HE.1.R.2.4: Describe how individual actions can affect others. Standard 4: HE.1.R.4: Critical Thinking and Problem Solving HE.1.R.4.2: Identify the importance of sharing thoughts and ideas as an individual and as part of a group.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Happy</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Discuss ways to respect personal property and personal space of others.</li> <li>Describe how individual actions can affect others.</li> <li>Identify the importance of sharing thoughts and ideas as an individual and as part of a group.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>Introduce lesson and objectives</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>Discuss group rules as stated above including ways to respect personal property and personal space of others and the importance of sharing thoughts and ideas as an individual and as part of a group.</li> </ul> <p>Feelings Check-In</p> <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>"Ish" By Peter Reynolds             <ul style="list-style-type: none"> <li>Did Ramon's brother's actions affect Ramon?                 <ul style="list-style-type: none"> <li>What did Ramon's brother do that was not so nice?</li> <li>Discuss how Ramon's brother's reaction to his drawing affected his feelings by making him want to give up on drawing.</li> <li>Do you think it was a good or not so good feeling?</li> </ul> </li> <li>How did Ramon's sister make him feel?                 <ul style="list-style-type: none"> <li>Discuss how Marisol affected Ramon's feelings about drawing.</li> </ul> </li> <li>What did the character look like when he or she was happy?</li> <li>What did the character do when he or she was happy?</li> </ul> </li> </ul> <p>Show and Define Happiness</p> <ul style="list-style-type: none"> <li>Describe what your body feels like when happy.</li> <li>Use supplement 6.1 (page 98) to discuss the following examples:             <ul style="list-style-type: none"> <li>Avery is standing by a tree and has a lot of personal space in this picture.                 <ul style="list-style-type: none"> <li>How do you think having personal space made her feel?                     <ul style="list-style-type: none"> <li>She is smiling so that means that she is happy!</li> </ul> </li> </ul> </li> <li>Claire has her Mom and Dad right next to her in this picture.                 <ul style="list-style-type: none"> <li>She doesn't have a lot of personal space in this picture, how does she look like she feels?                     <ul style="list-style-type: none"> <li>Look at her face, she is smiling too! She is happy!</li> </ul> </li> <li>Dawn's mom is hugging her in this picture.                     <ul style="list-style-type: none"> <li>How do you think that makes Dawn feel?                         <ul style="list-style-type: none"> <li>Look at her face, she is smiling! She is happy.</li> </ul> </li> </ul> </li> </ul> </li> <li>Using a chart paper have students generate a list of synonyms or words that make them think of happiness.</li> <li>Discuss how respecting someones personal space and property can promote happiness.             <ul style="list-style-type: none"> <li>Have students work together by sharing thoughts and ideas of ways to respect personal space and property.</li> </ul> </li> </ul> <p>Positive (Happy) Thinking</p> <ul style="list-style-type: none"> <li>Introduce the ABC's of Positive Thinking using supplement 6.2 (page 98).             <ul style="list-style-type: none"> <li>Remind students about the importance of sharing thoughts and work through the ABC's of Positive Thinking together with the following example:                 <ul style="list-style-type: none"> <li>Alisha was playing with Tommy's favorite stuffed giraffe. Alisha was throwing it up in the air at the playground when it fell in a mud puddle and got dirty. Alisha left the giraffe in the puddle.                     <ul style="list-style-type: none"> <li>How do you think Alisha's actions made Tommy feel?</li> <li>Did her actions affect Tommy?</li> <li>Did Alisha respect Tommy's property?</li> <li>How can Tommy use the ABC's of Positive Thinking in this situation?</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>	

	<ul style="list-style-type: none"> <li>● Students will make a Happy Badge” (page 95) to define a time when they had a problem and thought about it in a way that made them feel better.</li> <li>● Discuss the following examples: <ul style="list-style-type: none"> <li>○ Henry’s older brother wanted to play with his toys by himself for a while. Henry thought “I hate my brother. I will never be able to play with his toys ever”. <ul style="list-style-type: none"> <li>■ Is Henry respecting his brother’s personal property?</li> <li>■ Is it Positive Thinking or is Henry stuck?</li> <li>■ Share together as a group ways Henry can use positive thinking?</li> </ul> </li> <li>○ Noah had a group project but doesn’t think that anyone else in his group is smart enough to know anything. He doesn’t let them help with anything. <ul style="list-style-type: none"> <li>■ How could Noah’s thoughts and actions affect the others in his group?</li> <li>■ Remind students the importance of sharing thoughts and ideas as a group.</li> <li>■ Is this Positive Thinking or is Noah stuck?</li> <li>■ Share together as a group ways that Noah can use positive thinking.</li> </ul> </li> <li>○ Sarah’s best friend doesn’t want to play the same game as her at recess. Sarah grabs her by the hand and takes her to the swings where she wants to play. <ul style="list-style-type: none"> <li>■ How do you think Sarah’s actions will affect her best friend?</li> <li>■ Is Sarah respecting her best friend’s personal space?</li> </ul> </li> </ul> </li> </ul>	
<b>Assessment</b>	Use examples about Henry, Noah, and Sarah to assess for understanding of positive thinking, ways to respect personal property and personal space of others, how individual actions can affect others and the importance of sharing thoughts and ideas as an individual and as part of a group.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Amended supplement 6.1, 6.2 “Ish” (In Destiny))	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

<b>Strong Start Grade 1 - Lesson 5</b> (using concepts from lesson 7)	<b>Lesson Topic: When You're Worried</b>		Dawn Approve (5/22/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1: HE.1.R.1: Character HE.1.R.1.3: Identify the benefits of <b>sharing and cooperation</b> . Standard 2: HE.1.R.2: Personal Responsibility HE.1.R.2.2: Establish a <b>short-term goal</b> as a class and take action toward achieving the goal. HE.1.R.2.4: Describe how <b>individual actions</b> can affect others.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Worry - a not so good feeling similar to being angry</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Identify the benefits of sharing and cooperation.</li> <li>Establish a short-term goal as a class and take action toward achieving the goal.</li> <li>Describe how individual actions can affect others.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>Introduce curriculum and provide a brief overview of topics.</li> <li>Discuss goals for the lesson.</li> </ul> <p>Group Rules</p> <ul style="list-style-type: none"> <li>Discuss group rules as stated above.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>"Wemberly Worried", by Kevin Henkes             <ul style="list-style-type: none"> <li>Which character was worried?</li> <li>Do you think it was a good or not so good feeling?</li> <li>What did the character look like when he or she was worried?</li> <li>What did the character do when he or she was worried?</li> <li>Describe how the actions of the individual characters affect one another.</li> </ul> </li> </ul> <p>Feelings Check In</p> <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> <p>Show and Define Worry</p> <ul style="list-style-type: none"> <li>Use supplement 7.1 (page 112) to show different examples of worried faces.</li> <li>Describe what your body feels like when it is worried.</li> <li>Use supplement 7.1 (page 112) for students to identify what they think made the children in the pictures worried.</li> <li>Using a chart paper have students generate a list of synonyms or words that make them think of worried thoughts.</li> </ul> <p>Worrying Calm Down Strategy</p> <ul style="list-style-type: none"> <li>Use supplement 7.2 (page 113) to introduce the students to The Stop, Count, In, Out Strategy.</li> <li>Create a Stop, Count, In, Out Strategy Chart with all of the student names. Develop a class goal where the students will check off when they use the strategy for one week with a group-determined goal. They will work toward achieving the goal.</li> <li>Discuss how <b>individual actions</b> can affect others when working towards this determined goal.</li> <li>The importance of <b>sharing and cooperation</b> will be introduced to the students.</li> </ul>		
<b>Assessment</b>	Using the sample script on page 111, the students will be assessed using The Stop, Count, In, Out Strategy, will identify the benefits of sharing and cooperation, <b>establish a short-term goal as a class and take action toward achieving the goal</b> , and describe how individual actions can affect others.		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 7.1 and 7.2 "Wemberly Worried" (Note: in Destiny)		Smart Board, in conjunction with this lesson plan	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time).



**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	Standard 1: HE.1.R.1: Character HE.1.R.1.2: Describe the traits of a good friend. HE.1.R.1.3: Identify the benefits of sharing and cooperation. HE.1.R.1.4: Define and give examples of honesty. Standard 3: HE.1.R.3: Mentorship and Citizenship HE.1.R.3.1: Identify characteristics of a leader in the school community. HE.1.R.3.2: Demonstrate the characteristics of a good citizen in school and the community.
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<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Good friend</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Describe the traits of a good friend.</li> <li>• Identify the benefits of sharing and cooperation.</li> <li>• Define and give examples of honesty.</li> <li>• Identify characteristics of a leader in the school community.</li> <li>• Demonstrate the characteristics of a good citizen in school and community.</li> </ul>
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<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>• Introduce lesson and objectives.</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>• Discuss group rules as stated above.</li> </ul> <p>Feelings Check-In</p> <ul style="list-style-type: none"> <li>• Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>• "My Best Friend" by Mary Ann Rodman             <ul style="list-style-type: none"> <li>○ Which people were friends in the story?</li> <li>○ How did they talk to each other?</li> <li>○ How did they become friends?</li> <li>○ What were some of the things they did together?</li> </ul> </li> </ul> <p>Talking and Listening</p> <ul style="list-style-type: none"> <li>• Communicate the necessary body clues for talking nicely, and give examples and nonexamples of a friendly voice.             <ul style="list-style-type: none"> <li>○ Model an example and a nonexample of a nice voice.</li> <li>○ Have children turn to their neighbor and practice their nice voices.</li> </ul> </li> <li>• Communicate the necessary body clues for listening, and give examples and nonexamples of being a good listener.             <ul style="list-style-type: none"> <li>○ Model and example and a nonexample of being a good listener.</li> <li>○ Have children turn to their neighbors and practice their listening skills.</li> </ul> </li> </ul> <p>Approaching Others</p> <ul style="list-style-type: none"> <li>• Explain how to begin a friendship or an activity with friends.</li> <li>• Make a list of ways to show others that you want to be friends.</li> </ul> <p>Sharing and Working Together</p> <ul style="list-style-type: none"> <li>• Explain the importance of maintaining friendships through sharing and working together.</li> </ul> <p>Make a Class Book</p> <ul style="list-style-type: none"> <li>• Have students make a page for a class book .</li> <li>• Using supplement 8.1 (page 124) ask students to dictate or write examples of characteristics of a good friend (honesty, funny, playful, etc.).</li> <li>• Discuss that characteristics of a good friend may also be found in leaders and good citizens in the school and community.</li> </ul> <p>Animal Friends</p> <ul style="list-style-type: none"> <li>• Use supplement 8.2 to make animal puppets or headbands. The students will pretend they are unlikely animal friends and ask questions to get to know one another.</li> </ul>
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<b>Assessment</b>	Use Extension Activity on page 121-122 and describe the traits of a good friend, identify the benefits of sharing and cooperation, define and give examples of honesty, and identify the qualities of a good citizen or leader in the school and/or community.
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
Supplement 8.1 and 8.2 "My Best Friend" (Note: in Destiny)	Smart Board, PowerPoint created by Student Wellness Team	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

	in conjunction with this lesson plan	
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<b>Strong Start Grade 1 - Lesson 7</b> (using concepts from lesson 9)	<b>Lesson Topic: Solving Problems</b>		Dawn Review 5/20/24 <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	HE.1.PHC.3.3-Prevention and Decision Making Explain the consequences of not following rules/practices when making healthy and safe decisions. HE.1.R.4.1-Critical Thinking and Problem Solving Identify the importance of working together to solve problems.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>None specific to lesson</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Be able to explain the consequences of not following rules/practices when making safe decisions.</li> <li>Be able to identify the importance of working together to solve problems.</li> <li>Review the ABCS of Positive Thinking.</li> <li>Practice problem-solving strategies.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Introduction: <ul style="list-style-type: none"> <li>Clearly communicate the lesson purpose and objective</li> </ul> Book from Literature <ul style="list-style-type: none"> <li>Read "The Knight and the Dragon" by Tomie dePaloa (This is an approved book in Destiny)</li> <li>Discuss all of the actions or ways in which the characters behave when they are acting on their feelings.             <ul style="list-style-type: none"> <li>-What was one of the feelings the character had?</li> <li>-Do you think it was a good or not so good feeling?</li> <li>-What was the problem?</li> <li>-What did the character do when he or she was faced with the problem?</li> <li>-How did the character solve his problem?</li> </ul> </li> </ul> Brainstorm Types of People Problems <ul style="list-style-type: none"> <li>Use Henry the stuffed mascot to help with activity</li> <li>Explain the idea of a disagreement or people problems</li> <li>Examples-not taking turns, arguing over toys, cutting in line, not working together</li> <li>Can chart ideas</li> <li>Discuss consequences of not following rules.</li> </ul> Review Ways that Help and Positive Thinking <ul style="list-style-type: none"> <li>Review strategies that help us when we get angry</li> <li>Stop, Count, In, Out Strategy</li> <li>Use supplement 9.1 (pg. 138)</li> <li>ABCS (use supplement 9.2-pg 139)</li> </ul> Introduce brainstorm a solution <ul style="list-style-type: none"> <li>Discuss that the strategies above help you to calm down so that you can figure out a solution to the problem that upset you.</li> <li>Use examples on pg. 135 to help walk the students the scenarios</li> </ul>		
<b>Assessment</b>	As a way to explain the consequences of not following the rules, and identify the importance of working together to solve problems, students will participate in a review activity in Jeopardy game format to assess knowledge of skills from the curriculum.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Literature book, Supplements-9.1, 9.2, Henry stuffed mascot	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Start Grade 1 - Lesson 8</b> (using concepts from lesson 10)	<b>Lesson Topic: Finishing Up</b>		Dawn Approval (5/20/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	HE.1.R.1.2-Character Describe the traits of a good friend. HE.1.R.2.3-Personal Responsibility Identify the characteristics of a responsible decision-maker. HE.1.R.4.1-Critical Thinking and Problem Solving Identify the importance of working together to solve problems. HE.1.R.4.2 Identify the importance of sharing thoughts and ideas as an individual and as part of a group. HE.1.R.4.3 Understand that conflict may arise when working together.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>None specific to this lesson</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Be able to describe the traits of a good friend.</li> <li>Identify the characteristics of a responsible decision-maker.</li> <li>Identify the importance of working together to solve problems.</li> <li>Identify the importance of sharing thoughts and ideas as an individual and as part of a group</li> <li>Understand that conflict may arise when working together.</li> <li>Review the ABCS of Positive Thinking and Stop, Count, In, Out Strategy.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Review of Topics <ul style="list-style-type: none"> <li>Understanding Your Feelings 1 and 2</li> <li>Use supplement 10.2 (pg. 149)-six basic feelings</li> <li>Identify feelings as good/not so good</li> <li>Identify okay and not okay ways of showing feelings</li> </ul> Understanding Other People's Feelings <ul style="list-style-type: none"> <li>Use supplement 10.2-pg. 149)</li> <li>Identify physical cues to understand how someone else is feeling.</li> <li>Review how people may have different feelings in the same situation.</li> </ul> When you are angry <ul style="list-style-type: none"> <li>Use 10.3 supplement (pg. 150)</li> <li>Identify how our bodies feel when we are angry</li> <li>Identify situations when we might feel angry</li> <li>Review Ways that Help and Ways that Hurt</li> </ul> When you are Happy <ul style="list-style-type: none"> <li>Use supplement 10.4</li> <li>Review ABCS of Positive Thinking</li> </ul> Solving People Problems <ul style="list-style-type: none"> <li>Review the Stop, Count, In, Out Strategy</li> <li>Review ways to comfort yourself</li> <li>Review how to be a friend</li> <li>Review how to brainstorm a solution.</li> </ul>		
<b>Assessment</b>	As a way to describe the traits of a good friend, characteristics of a good decision maker, importance of working together to solve problems and understanding that conflict may rise, students will participate in a review activity in Jeopardy game format to assess knowledge of skills from the curriculum.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Supplements- 10.2, 10.3, 10.4, Strong Start bulletin	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Start Grade 2 - Lesson 1</b> (Using concepts from lessons 1-3)	<b>Lesson Topic: The Feelings Exercise Group</b>	<b>Dawn Review (5/23/24)</b> <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	<p>Standard 1: HE.2.R.1 Character HE.2.R.1.1: Identify the benefits of showing kindness and treating others with respect</p> <p>Standard 2: HE.2.R.2: Personal Responsibility HE.2.R.2.2: Identify personal goals and strategies to achieve those goals. HE.2.R.2.3 Demonstrate healthy ways to express needs, wants, and listening skills. HE.2.R.2.4: Identify personal strengths and areas for improvement.</p>	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Basic feelings <ul style="list-style-type: none"> <li>○ See supplement 2.1 (page 52)</li> </ul> </li> <li>● Complex feelings</li> <li>● Good feelings</li> <li>● Not so good feelings</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify the benefits of showing kindness and treating others with respect</li> <li>● Identify personal goals and strategies to achieve those goals.</li> <li>● Demonstrate healthy ways to express needs, wants, and listening skills.</li> <li>● Identify personal strengths and areas for improvement.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>● Introduce the curriculum and provide a brief overview of the topics</li> <li>● See supplement 1.1 (page 42)</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above</li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>● Basic Feelings <ul style="list-style-type: none"> <li>○ Review supplement 2.1 (page 52)</li> </ul> </li> <li>● Complex Feelings <ul style="list-style-type: none"> <li>○ Worried</li> <li>○ Frustrated</li> <li>○ Excited</li> </ul> </li> <li>● Good Feelings <ul style="list-style-type: none"> <li>○ What are healthy ways to express our needs and wants, and feelings? <ul style="list-style-type: none"> <li>■ Smile more</li> <li>■ Have fun</li> <li>■ Be more friendly</li> <li>■ Use your words</li> </ul> </li> </ul> </li> <li>● Not So Good Feelings <ul style="list-style-type: none"> <li>○ What are some not as healthy ways we may express our needs or wants, and feelings? <ul style="list-style-type: none"> <li>■ Frown</li> <li>■ Have less fun</li> <li>■ Face turns red</li> <li>■ Yell/Scream</li> </ul> </li> </ul> </li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>● Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Feeling More than One Feeling</p> <ul style="list-style-type: none"> <li>● Henry found out he was going to be the student who competes for his class at Field Day. He was happy because he was chosen, but also worried he might not do a good job. <ul style="list-style-type: none"> <li>○ Dawn noticed that Henry was really worried. How could Dawn be kind to Henry?</li> <li>○ Discuss benefits of showing kindness and treating others with respect</li> </ul> </li> <li>● Henry was called on to answer the math question in class. proud he answered the question, and embarrassed because all his class was looking at him. <ul style="list-style-type: none"> <li>○ Henry was proud he answered the question and bragged that he was the only one who knew the answer and that meant that he was smarter than everyone else. <ul style="list-style-type: none"> <li>■ Was he treating his classmates with respect?</li> <li>■ Was he being kind?</li> <li>■ Discuss benefits of showing kindness and treating others with respect</li> </ul> </li> </ul> </li> </ul> <p>Healthy and Unhealthy ways to demonstrate needs, wants and feelings</p> <ul style="list-style-type: none"> <li>● See Supplement 3.2 (page 62)</li> <li>● Have students identify personal strengths and areas for improvement in healthy ways to demonstrate needs, wants, and feelings. <ul style="list-style-type: none"> <li>○ Work with students to set a personal goal and strategies to achieve these goals.</li> </ul> </li> </ul> <p>Activity: Writing Prompt</p> <ul style="list-style-type: none"> <li>● Yesterday, Henry was playing tag with his friends Caleb and Lucas at recess. Lucas was "it", and he accidentally tagged Henry too hard. Henry fell down. He wasn't hurt but he felt angry at Lucas for pushing him. Lucas said that he was sorry, but Henry stuck out his tongue and told Lucas that he never wanted to play with him again. Then he stomped away. <ul style="list-style-type: none"> <li>○ Write a sentence or two about if Henry demonstrated his wants, needs and feelings ? How could Henry respond differently?</li> <li>○ Did Henry demonstrate appropriate responses to unwanted, unsafe, and threatening situations.</li> <li>○ Turn and talk about this with your shoulder partner.</li> </ul> </li> </ul>	

<b>Assessment</b>	Using supplement 3.2, students will be able to identify basic and complex feelings, in addition to identifying okay and not okay ways to show those feelings.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 1.1, 2.1, 3.2, paper, pencils	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade 2 - Lesson 2</b> (Using concepts from lessons 4)	<b>Lesson Topic: Understanding Other People's Feelings</b>	Dawn Review (5/23/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	<p>Standard 1: HE.2 .R.1: Character HE.2.R.1.1: Identify the benefits of showing kindness and treating others with respect.</p> <p>Standard 2: HE.2.R.2: Personal Responsibility HE.2.R.2.1: Identify ways to make positive contributions to the well-being of the school and the community.</p> <p>Standard 3: HE.2.R.4 Critical Thinking and Problem Solving HE.2.R.4.1: Identify strategies to work together to solve problems.</p> <p>Standard 3: HE.2.PHC.4: Advocacy HE.2.PHC.4.1: Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.</p>	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Face Clues</li> <li>• Body Clues</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify the benefits of showing kindness and treating others with respect.</li> <li>• Identify ways to make positive contributions to the wellbeing of the school and the community.</li> <li>• Identify strategies to work together to solve problems.</li> <li>• Demonstrate appropriate responses to unwanted, unsafe, and threatening situations.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Review</p> <ul style="list-style-type: none"> <li>• Review the previous lesson <ul style="list-style-type: none"> <li>○ Basic Feelings <ul style="list-style-type: none"> <li>■ See supplement 4.1 (page 74)</li> </ul> </li> <li>○ Complex Feelings</li> </ul> </li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>• Discuss group rules as stated above</li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>• Face Clues <ul style="list-style-type: none"> <li>○ Clues about how someone might be feeling based on clues their face is showing</li> </ul> </li> <li>• Body Clues <ul style="list-style-type: none"> <li>○ Clues about how someone might be feeling based on clues you can see in their body posture</li> </ul> </li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>• Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Understand How Others Feel</p> <ul style="list-style-type: none"> <li>• Face Clues <ul style="list-style-type: none"> <li>○ How do we know the person is HAPPY?</li> <li>○ How do we know the person is SAD?</li> <li>○ How do we know the person is AFRAID?</li> <li>○ How do we know the person is ANGRY?</li> <li>○ How do we know the person is SURPRISED?</li> <li>○ How do we know the person is DISGUSTED?</li> </ul> </li> <li>• Body Clues <ul style="list-style-type: none"> <li>○ Happy</li> <li>○ Sad</li> <li>○ Angry</li> <li>○ Scared</li> <li>○ Surprised</li> </ul> </li> <li>• Are these expressions and body clues a good or not so good response to unwanted/wanted, unsafe/safe, and threatening/ non threatening situations?</li> <li>• Discuss that when we use not so good reactions to things we can negatively affect our friends. When we use good reactions it can create positive outcomes to the well-being of the school and the community.</li> </ul> <p>Different Emotions, Same Situation</p> <ul style="list-style-type: none"> <li>• Henry and Ava were asked to climb a rope in gym class. How could Henry show kindness to Ava? Henry didn't understand how to climb the rope in gym, but Ava did. What could Ava do to help Henry? <ul style="list-style-type: none"> <li>○ Discuss the benefits of showing kindness and treating others with respect.</li> </ul> </li> </ul> <p>Activity: Writing Prompt</p> <ul style="list-style-type: none"> <li>• It is the first day of 2nd grade and Henry is feeling very excited. When he gets to his new classroom he sees his good friend Hazel in the art area. Henry rushes over expecting she will feel happy and excited like he is. When Henry gets close he notices she is not smiling, her head is bent down, and she is standing quietly by herself. Henry feels confused. He is also excited for school, and Hazel should be too. Think about some strategies Henry could use to work together to <b>help solve the problem</b>. <ul style="list-style-type: none"> <li>○ Do you think Hazel and Henry feel the same about their first day of 2nd grade? How do you know?</li> </ul> </li> </ul>	

- How do you think Hazel might be feeling?
- Is it okay for Hazel and Henry to have different feelings about the same thing?
- What advice could we give Henry? What can he say to his friend?

**Review and Assessment**

- Review lesson
- Present comprehension questions

<b>Assessment</b>	Using adapted supplement 4.2 (page 75), students will be able to identify how someone is feeling based on a description of face and body clues.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 4.1, Amended 4.2, Paper, Pencils	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade 2 - Lesson 3</b> (Using concepts from lessons 5)	<b>Lesson Topic: When You're Angry</b>	Dawn Review (5/23/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	Standard 1: HE.2.R.1 Character HE.2.R.1.2: Identify what a conflict is and how disagreements can happen. Standard 2: HE.2.R.2 Personal Responsibility HE.2.R.2.3: Demonstrate healthy ways to express needs, wants, and listening skills. Standard 3: HE.2.R.4: Critical Thinking and Problem Solving HE.2.R.4.2: Identify how disagreements can be settled using conflict resolution skills.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Anger</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Identify what a conflict is and how disagreements can happen.</li> <li>• Demonstrate healthy ways to express needs, wants, and listening skills.</li> <li>• Identify how disagreements can be settled using conflict resolution skills.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	Review <ul style="list-style-type: none"> <li>• Review the previous lesson</li> <li>• Introduce current lesson</li> </ul> Rules <ul style="list-style-type: none"> <li>• Discuss group rules as stated above</li> </ul> Focusing Activity <ul style="list-style-type: none"> <li>• Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>• Anger <ul style="list-style-type: none"> <li>◦ Anger is a strong feeling of annoyance, displeasure or hostility.</li> </ul> </li> </ul> Show and Define Anger <ul style="list-style-type: none"> <li>• Anger <ul style="list-style-type: none"> <li>◦ See Supplement 5.1 (page 87)</li> <li>◦ Synonyms for Anger</li> <li>◦ What does Anger feel like?</li> </ul> </li> </ul> Ways to Handle Anger <ul style="list-style-type: none"> <li>• Personal Reflection: Is this an area for personal improvement?</li> <li>• Stop, Count, In, Out <ul style="list-style-type: none"> <li>◦ See Supplement 5.2 (page 88)</li> </ul> </li> <li>• Helpful and Hurtful Ways to deal with Anger <ul style="list-style-type: none"> <li>◦ Henry's pencil broke during his math test. Henry stopped what he was doing and took a deep breath. <ul style="list-style-type: none"> <li>■ Is this a way that helps or hurts? Why?</li> </ul> </li> <li>◦ Henry's team lost the baseball game at P.E.. Henry threw his bat across the field. <ul style="list-style-type: none"> <li>■ Is this a way that helps or hurts? Why?</li> </ul> </li> </ul> </li> <li>• How can different ways of expressing anger lead to disagreements?</li> </ul> Body Tracing <ul style="list-style-type: none"> <li>• What does being angry feel like? <ul style="list-style-type: none"> <li>◦ You may feel hot</li> <li>◦ You may feel cold</li> <li>◦ Your muscles may feel tense</li> <li>◦ Your heart might beat fast</li> </ul> </li> <li>• What does being angry look like? <ul style="list-style-type: none"> <li>◦ May have a red or pale face</li> <li>◦ Lips look thin or tight</li> <li>◦ Nostrils may get wider</li> <li>◦ May sit in a tight ball or cross their arms</li> </ul> </li> </ul> Review and Assessment <ul style="list-style-type: none"> <li>• Review lesson</li> <li>• Extension Activity <ul style="list-style-type: none"> <li>◦ Henry and Eli were building Lego towers in STEAM, Eli took a piece from Henry. Henry felt red hot, before he could stop and think, he grabbed and smashed Eli's tower. <ul style="list-style-type: none"> <li>■ What was the spark for Henry's angry feelings?</li> <li>■ Henry and Eli are having a conflict about the Legos. <ul style="list-style-type: none"> <li>• Discuss what a conflict or a disagreement is.</li> </ul> </li> <li>■ Can you understand why Henry might have felt angry?</li> </ul> </li> </ul> </li> </ul>	

- Eli wanted the Lego, but Henry took it first.
      - Instead of taking the lego from Henry how could Eli have handled the situation in a healthy way?
    - Henry smashed Eli's lego tower.
      - Instead of smashing it, how could Henry have handled the situation in a healthy way?
  - Extension Writing Prompt
    - Writing Prompt: Let's give Henry a re-do. We know that learning how to handle our big feelings can be hard and we might make mistakes. That's okay, that's how we learn. Jot down some of our conflict resolution skills that we could use to handle this disagreement.

<b>Assessment</b>	Using the extension writing prompt, students will be able to identify conflict resolution skills to help settle disagreements.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 5.1, 5.2	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

<b>Strong Start Grade 2 - Lesson 4</b> (using concepts from lesson 6)		<b>Lesson Topic: When You're Happy</b>	Dawn Approve (5/22/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 2: HE.2.R.2: Personal Responsibility HE.2.R.2.3: Demonstrate healthy ways to express needs, wants, and listening skills. HE.2.R.2.4: Identify personal strengths and areas for improvement.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Happy</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Demonstrate healthy ways to express needs, wants, and listening skills.</li> <li>Identify personal strengths and areas for improvement.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>Introduce lesson and objectives</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>Discuss group rules as stated above including ways to express needs, wants, and listening skills.</li> </ul> <p>Feelings Check-In</p> <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>Have students show their listening skills during the book reading to identify their favorite Oops in the book.</li> <li>"Beautiful Oops" By Barney Saltzberg <ul style="list-style-type: none"> <li>Discuss that sometimes accidents happen, when an accident happens we can use it as a way to improve next time.</li> <li>Demonstrate ways that we can ask for help, express needs, and wants.</li> </ul> </li> </ul> <p>Show and Define Happiness</p> <ul style="list-style-type: none"> <li>Use supplement 6.1 (page 98) to show different examples of happy faces</li> <li>Describe what your body feels like when happy</li> </ul> <p>Positive (Happy) Thinking</p> <ul style="list-style-type: none"> <li>Introduce the ABC's of Positive Thinking using supplement 6.2 (page 98).</li> <li>Provide the writing prompt (page 96) for students to generate a list of ideas to assist them in identifying Henry's strengths and areas of improvement to maintain a happy attitude. <ul style="list-style-type: none"> <li>Have students identify a personal strength of their own and an area they could improve on.</li> </ul> </li> <li>Discuss the following examples: <ul style="list-style-type: none"> <li>Henry's pencil broke when he was doing his homework. He threw it across the room. When his dad asked him what was wrong he stormed off to his room. <ul style="list-style-type: none"> <li>Did Henry use a healthy way to express his needs or wants? No.</li> <li>What could be a healthier way that he could express his needs?</li> <li>Did Henry use positive thinking?</li> <li>How could he use positive thinking?</li> </ul> </li> <li>David got two tests back today. On his math test he got a 100, but on his reading test he got a 75. David thinks that he is the worst student ever. <ul style="list-style-type: none"> <li>Have students identify David's strengths.</li> <li>What could be an area for improvement?</li> <li>Is David using positive thinking?</li> <li>How could he use positive thinking?</li> </ul> </li> </ul> </li> </ul>		
<b>Assessment</b>	Use examples about David and Henry to assess for understanding of healthy ways to express needs, wants, and listening skills and to identify personal strengths and areas for improvement.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Amended supplement 6.1, 6.2 "Beautiful Oops" (In Destiny)	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Start Grade - Lesson 5</b> <b>Grade 2 (using concepts from lesson 7)</b>	<b>Lesson Topic: When You're Worried</b>	Dawn Approve (5/22/24) ✓
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**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1:HE.2.R.1: Character HE.2.R.1.1: Identify the benefits of showing kindness and treating others with respect.</p> <p>Standard 2:HE.2.R.2: Personal Responsibility HE.2.R.2.3: Demonstrate healthy ways to express needs, wants and listening skills.</p> <p>Standard 3: HE.2.R.4: Critical Thinking and Problem Solving HE.2.R.4.1 Identify strategies to work together to solve problems.</p>
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<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Worry - a not so good feeling similar to being angry</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify the benefits of showing kindness and treating others with respect.</li> <li>Demonstrate healthy ways to express needs, wants and listening skills.</li> <li>Identify strategies to work together to solve problems.</li> </ul>
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<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>Introduce curriculum and provide a brief overview of topics.</li> <li>Discuss goals for the lesson.</li> </ul> <p>Group Rules</p> <ul style="list-style-type: none"> <li>Discuss group rules as stated above to include healthy ways to express needs, wants and listening skills and strategies to work together to solve problems.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>"The Good-Bye Book", by Judith Viorst <ul style="list-style-type: none"> <li>Which character was worried?</li> <li>Do you think it was a good or not so good feeling?</li> <li>What did the character look like when he or she was worried?</li> <li>What did the character do when he or she was worried?</li> </ul> </li> </ul> <p>Feelings Check In</p> <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> <li>Ask students to identify the following: <ul style="list-style-type: none"> <li>What does it mean to treat others with kindness?</li> <li>How do you feel when someone is being kind to you?</li> <li>How does it feel to be kind to someone else?</li> <li>What are ways that we can show kindness to others?</li> </ul> </li> </ul> <p>Show and Define Worry</p> <ul style="list-style-type: none"> <li>Describe what your body feels like when it is worried.</li> <li>Use supplement 7.1 (page 112) for students to work together to solve the following: <ul style="list-style-type: none"> <li>In this picture, Claire is worried about all the school work she has. <ul style="list-style-type: none"> <li>What is a way that we could show Claire kindness?</li> <li>How would that make her feel?</li> </ul> </li> <li>Here is Annabelle holding her teddy bear, she is worried about her first day in Pre-K. <ul style="list-style-type: none"> <li>What is a way we could show kindness to Annabelle?</li> <li>How would that make her feel?</li> </ul> </li> <li>James is upset because nobody will play with him at recess. <ul style="list-style-type: none"> <li>What is a way we could show kindness to him?</li> <li>How would that make him feel?</li> </ul> </li> <li>Mr. Wells is upset because the students he is teaching are not listening to anything that he is saying.</li> </ul> </li> <li>Using a chart paper have students generate a list of synonyms or words that make them think of worried thoughts.</li> </ul> <p>Worrying Calm Down Strategy</p> <ul style="list-style-type: none"> <li>Use supplement 7.2 (page 113) to introduce the students to The Stop, Count, In, Out Strategy. <ul style="list-style-type: none"> <li>When could we use this strategy to solve problems?</li> </ul> </li> </ul> <p>Feelings Journal</p> <ul style="list-style-type: none"> <li>Read sample script on page 111 and guide the following discussion for the Feelings Journal entry: <ul style="list-style-type: none"> <li>Henry is afraid he's going to need to go to the bathroom in the middle of the night. At his house, he is able to get up and go right to the bathroom. <ul style="list-style-type: none"> <li>What is one way Henry could handle this situation?</li> </ul> </li> </ul> </li> </ul>
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- Express his need to Kai and/or his parent
- Henry tells Kai that he is afraid of using the bathroom and Kai doesn't know how to respond. Let's help him together.
  - Have students work together to identify ways that Kai can be respectful towards Henry's feelings and show him kindness.
- Henry is also worried that he will miss his parents during the sleepover.
  - What is a way that Henry could handle this situation?
    - Express his needs or feelings to his parents.
- What is one thing that Henry can do right away to calm down and let go of his worry?
  - Stop, Count, In, Out Strategy
  - Express his needs/wants
- What is one thing that Henry can do when he gets to Kai's house to help him feel more comfortable and less worried?
  - Express his needs to Kai and his parents.
- Discuss and identify the benefits of showing kindness and treating others with respect as writing prompts are introduced.

**Assessment**

Students will effectively write an entry in their Feelings Journal, identify the benefits of showing kindness and treating others with respect, demonstrate healthy ways to express needs, wants and listening skills, and identify strategies to work together to solve problems.

**Materials**

Supplement 7.1 and 7.2  
"The Good-Bye Book (Note: in Destiny)

**Technology**

Smart Board, in conjunction with this lesson plan

**Accommodations (ESE, ESOL, 504, RTI)**

Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time).



<b>Strong Start Grade 2 - Lesson 6</b> (using concepts from lesson 8)	<b>Lesson Topic: Being a Good Friend</b>	Dawn Approve (5/22/24) ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1: HE.2.R.1: Character HE.2.R.1.1: Identify the benefits of showing kindness and caring. HE.2.R.1.3: Explain the importance of being truthful.</p> <p>Standard 2: HE.2.R.2: Personal Responsibility HE.2.R.2.3: Demonstrate healthy ways to express needs, wants, and listening skills.</p> <p>Standard 3: HE.2.R.3: Mentorship and Citizenship HE.2.R.3.1: Identify ways to benefit the school and the community.</p>	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Good friend</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify the benefits of showing kindness and caring.</li> <li>• Explain the importance of being truthful.</li> <li>• Demonstrate healthy ways to express needs, wants, and listening skills.</li> <li>• Identify ways to benefit the school and community.</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>• Introduce lesson and objectives.</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>• Discuss group rules as stated above.</li> </ul> <p>Feelings Check-In</p> <ul style="list-style-type: none"> <li>• Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>• "Enemy Pie" by Derek Munson <ul style="list-style-type: none"> <li>○ Which people were friends in the story?</li> <li>○ How did they talk to each other?</li> <li>○ How did they become friends?</li> <li>○ What were some of the things they did together?</li> </ul> </li> </ul> <p>Talking and Listening</p> <ul style="list-style-type: none"> <li>• Communicate the necessary body clues for talking nicely, and give examples and nonexamples of a friendly voice. <ul style="list-style-type: none"> <li>○ Model an example and a nonexample of a nice voice.</li> <li>○ Have children turn to their neighbor and practice their nice voices. <ul style="list-style-type: none"> <li>■ Discuss that when you use your nice voice with others you are showing kindness and caring qualities.</li> </ul> </li> </ul> </li> <li>• Communicate the necessary body clues for listening, expressing needs, and wants and give examples and nonexamples of each. <ul style="list-style-type: none"> <li>○ Model and example and a nonexample of being a good listener and expressing needs and wants.</li> <li>○ Have children turn to their neighbors and practice their listening skills, and expressing needs and wants.</li> </ul> </li> </ul> <p>Approaching Others</p> <ul style="list-style-type: none"> <li>• Explain how to begin a friendship or an activity with friends.</li> <li>• Make a list of ways to show others that you want to be friends.</li> </ul> <p>Sharing and Working Together</p> <ul style="list-style-type: none"> <li>• Explain the importance of maintaining friendships through sharing and working together.</li> <li>• Use sample script on page 120 to elicit examples from the students on sharing and working together.</li> </ul> <p>Make a Class Book</p> <ul style="list-style-type: none"> <li>• Have students make a page for a class book.</li> <li>• Using supplement 8.1 (page 124) ask students to dictate or write examples of what a good friend does (kind, caring, truthful, etc.) and how these traits can be beneficial.</li> <li>• Discuss that those who possess good friend traits may benefit the school and community.</li> </ul>	
<b>Assessment</b>	Use Extension Activity on page 121-122	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 8.1 "Enemy Pie", by Derek Munson (Note: in Destiny)	Smart Board, PowerPoint created by Student Wellness Team	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)

	in conjunction with this lesson plan	
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**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	<p>HE.2.PHC.3.3-Prevention and Decision Making Compare the consequences of following/not following rules/practices when making healthy and safe decisions.</p> <p>HE.2.R.1.2-Character Identify what a conflict is and how disagreements can happen.</p> <p>HE.2.R.1.1 Identify the benefits of showing kindness and treating others with respect.</p> <p>HE.2.R.4.1-Critical Thinking and Problem Solving Identify strategies to work together to solve problems.</p> <p>HE.2.R.4.2 Identify how disagreements can be settled using conflict resolution skills.</p>
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<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• None specific to lesson</li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare the consequences of following/not following rules/practices when making healthy and safe decisions.</li> <li>• Identify what a conflict is and how disagreements can happen.</li> <li>• Identify the benefits of showing kindness and treating others with respect.</li> <li>• Identify strategies to work together to solve problems-ABCs of positive thinking, In/Out</li> <li>• Identify how disagreements can be settled using conflict resolution skills.</li> <li>• Practice problem-solving strategies.</li> </ul>
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<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Clearly communicate the lesson purpose and objective</li> </ul> <p>Book from Literature</p> <ul style="list-style-type: none"> <li>• Read "The Knight and the Dragon by Tomie dePaloa</li> <li>• Discuss all of the actions or ways in which the characters behave when they are acting on their feelings.</li> <li>• Compare the <b>consequences</b> of these actions in the story.             <ul style="list-style-type: none"> <li>-What was one of the feelings the character had?</li> <li>-Do you think it was a good or not so good feeling?</li> <li>-What was the problem?</li> <li>-What did the character do when he or she was faced with the problem?</li> <li>-How did the character solve his problem?</li> </ul> </li> </ul> <p>Brainstorm Types of People Problems</p> <ul style="list-style-type: none"> <li>• Explain the idea of a <b>disagreement</b> or people problems- What is conflict?</li> <li>• Examples-not taking turns, arguing over toys, cutting in line, not working together</li> <li>• Can chart ideas</li> </ul> <p>How do we show kindness</p> <ul style="list-style-type: none"> <li>• Students will discuss ways to show <b>kindness</b></li> <li>• Students will identify how to treat others with <b>respect</b></li> </ul> <p>Review Ways that Help and Positive Thinking</p> <ul style="list-style-type: none"> <li>• Review strategies that help us when we get angry</li> <li>• Stop, Count, In, Out Strategy</li> <li>• Use supplement 9.1 (pg. 138)</li> <li>• ABCS (use supplement 9.2-pg 139)</li> </ul> <p>Introduce brainstorm a solution</p> <ul style="list-style-type: none"> <li>• Discuss that the strategies above help you to calm down so that you can figure out a <b>solution</b> to the problem that upset you.</li> <li>• Use examples on pg. 135 to help walk the students the scenarios</li> </ul>
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<b>Assessment</b>	As a way to identify kindness and treat others with respect, demonstrate knowledge of the problem solving skills, ability to identify conflict and compare consequences of not following the rules, and strategies for problem solving, students will participate in a review activity in Jeopardy game format to assess knowledge of skills from the curriculum.
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
Literature book, Supplements-9.1, 9.2,, Strong Smart bulletin (p.140)	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade 2 - Lesson 8</b> (using concepts from lesson 10)		<b>Lesson Topic: Finishing Up</b>	
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	HE.2.R.1.1-Character Identify the benefits of showing kindness and treating others with respect. HE.2.R.1.2 Identify what a conflict is and how disagreements can happen. HE.2.R.2.3-Personal Responsibility Demonstrate healthy ways to express needs, wants, and listening skills. HE.2.R.4.1-Critical Thinking and Problem Solving Identify strategies to work together to solve problems. HE.2.R.4.2-Identify how disagreements can be settled using conflict resolution skills.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>None specific to this lesson</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Identify the benefits of showing kindness and treating others with respect..</li> <li>Identify what a conflict is and how disagreement can happen</li> <li>Demonstrate healthy ways to express needs, wants and listening skills.</li> <li>Identify strategies to work together to solve problems.</li> <li>Identify how disagreements can be settled using conflict resolution skills- review the ABCS of Positive Thinking and Stop, Count, In, Out Strategy.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Review of Topics <ul style="list-style-type: none"> <li>Understanding Your Feelings 1 and 2</li> <li>Use supplement 10.2 (pg. 149)-six basic feelings</li> <li>Identify feelings as good/not so good</li> <li>Identify okay and not okay ways of showing feelings</li> </ul> Understanding Other People's Feelings <ul style="list-style-type: none"> <li>Use supplement 10.2-pg. 149)</li> <li>Identify physical cues to understand how someone else is feeling.</li> <li>Review how people may have different feelings in the same situation.</li> </ul> When you are angry <ul style="list-style-type: none"> <li>Use 10.3 supplement (pg. 150)</li> <li>Identify how our bodies feel when we are angry</li> <li>Identify situations when we might feel angry</li> <li>Review Ways that Help and Ways that Hurt</li> </ul> When you are Happy <ul style="list-style-type: none"> <li>Use supplement 10.4</li> <li>Review ABCS of Positive Thinking</li> </ul> Solving People Problems <ul style="list-style-type: none"> <li>Review the Stop, Count, In, Out Strategy</li> <li>Review ways to comfort yourself</li> <li>Review how to be a friend</li> <li>Review how to brainstorm a <b>solution</b>.</li> </ul>		
<b>Assessment</b>	As a way to identify kindness and treat others with respect, demonstrate knowledge of the problem solving skills, ability to identify conflict, and strategies for problem solving, students will participate in a review activity in Jeopardy game format to assess knowledge of skills from the curriculum.		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplements- 10.2, 10.3, 10.4, Strong Start bulletin		Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade KG - Lesson 1</b> (Using concepts from lessons 1-3)	<b>Lesson Topic: The Feelings Exercise Group</b>	<b>Dawn Review (3/11/24)</b> <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	<p>Standard 1: HE.K.R.2: Personal Responsibility  HE.K.R.2.2: Demonstrate the ability to follow rules and directions.  HE.K.R.2.4: Identify and recognize basic feelings.</p> <p>Standard 2: HE.K.PHC.3: Prevention and Decision Making  HE.K.PHC.3.2: Recognize healthy options to personal health-related issues or problems.</p> <p>Standard 3: HE.K.R.4: Critical Thinking and Problem Solving  HE.K.R.4.1: Identify when help is needed and who to ask for help.</p>	
<b>Group Rules:</b>	<p>In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.</p>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Basic feelings <ul style="list-style-type: none"> <li>○ See supplement 2.1 (page 52)</li> </ul> </li> <li>● Complex feelings</li> <li>● Good feelings</li> <li>● Not so good feelings</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Be introduced to the curriculum and the plan for regular instruction</li> <li>● Learn the expected behaviors for participation in the curriculum</li> <li>● Identify emotions, understand others' emotions, and identify thoughts and behaviors with emotions</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Overview</p> <ul style="list-style-type: none"> <li>● Introduce curriculum and provide a brief overview of topics</li> <li>● See supplement 1.1 (page 42)</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>● Discuss group rules as stated above</li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>● Basic Feelings <ul style="list-style-type: none"> <li>○ See supplement 2.1 (page 52)</li> </ul> </li> <li>● Complex Feelings <ul style="list-style-type: none"> <li>○ Worried</li> <li>○ Frustrated</li> <li>○ Excited</li> </ul> </li> <li>● Good Feelings <ul style="list-style-type: none"> <li>○ When we have good feelings we may <ul style="list-style-type: none"> <li>■ Smile more</li> <li>■ Have fun</li> <li>■ Be more friendly</li> </ul> </li> </ul> </li> <li>● Not So Good Feelings <ul style="list-style-type: none"> <li>○ When we have not so good feelings we may <ul style="list-style-type: none"> <li>■ Frown</li> <li>■ Have less fun</li> <li>■ Face turns red</li> </ul> </li> </ul> </li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>● Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Feeling More than One Feeling</p> <ul style="list-style-type: none"> <li>● Henry found out he was going to be the student who competes for his class at Field Day. He was happy because he was chosen, but also worried he might not do a good job.</li> <li>● Henry was called on to answer the math question in class. proud he answered the question, and embarrassed because all his class was looking at him.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>● "The Most Magnificent Thing"- by Ashley Spires (Note: In Destiny) <ul style="list-style-type: none"> <li>○ What feelings did you hear about in the story?</li> <li>○ What was one of the feelings the character had?</li> <li>○ What did the character do when he or she was feeling that way?</li> <li>○ Do you think it was a good or not so good feeling</li> </ul> </li> </ul> <p>Okay and Not Okay ways to Show Feelings</p> <ul style="list-style-type: none"> <li>● See Supplement 3.2 (page 62)</li> </ul>	
<b>Assessment</b>	<p>Using supplement 3.2, students will be able to identify basic and complex feelings, in addition to identifying okay and not okay ways to show those feelings.</p>	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>

Supplement 1.1, 2.1, 3.2, Book: "The Most Magnificent Thing"- by Ashley Spires (Note: In Destiny)	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)
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<b>Strong Start Grade KG - Lesson 2</b> (Using concepts from lessons 4)	<b>Lesson Topic: Understanding Other People's Feelings</b>	Dawn Review (3/11/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/ Resiliency Standards</b>	Standard 1: HE.K.R.2: Personal Responsibility HE.K.R.2.2: Demonstrate the ability to follow rules and directions. HE.K.R.2.4: Identify and recognize basic feelings. Standard 2: HE.K.PHC.3: Prevention and Decision Making HE.K.PHC.3.2 :Recognize healthy options to personal health-related issues or problems. Standard 3: HE.K.R.4: Critical Thinking and Problem Solving HE.K.R.4.1: Identify when help is needed and who to ask for help.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Face Clues</li> <li>● Body Clues</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● You will learn to use physical clues to understand how someone else is feeling!</li> <li>● You will learn that different people can have different feelings in the same situation!</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	Review <ul style="list-style-type: none"> <li>● Review the previous lesson             <ul style="list-style-type: none"> <li>○ Basic Feelings                 <ul style="list-style-type: none"> <li>■ See supplement 4.1 (page 74)</li> </ul> </li> </ul> </li> </ul> Rules <ul style="list-style-type: none"> <li>● Discuss group rules as stated above</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>● Face Clues             <ul style="list-style-type: none"> <li>○ Clues about how someone might be feeling based on clues their face is showing</li> </ul> </li> <li>● Body Clues             <ul style="list-style-type: none"> <li>○ Clues about how someone might be feeling based on clues you can see in their body posture</li> </ul> </li> </ul> Focusing Activity <ul style="list-style-type: none"> <li>● Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> Book Reading <ul style="list-style-type: none"> <li>● "Yoko" by Rosemary Wells (Note: In Destiny)             <ul style="list-style-type: none"> <li>○ What was one of the feelings the character had?</li> <li>○ Do you think it was a good or not so good feeling?</li> <li>○ What clues did the character use to help him or her understand how other people were feeling?</li> <li>○ How did understanding how other people feel help the character?</li> <li>○ Was there a time in the story when two people had different feelings in the same situation?</li> </ul> </li> </ul> Understand How Others Feel <ul style="list-style-type: none"> <li>● Face Clues             <ul style="list-style-type: none"> <li>○ How do we know the person is HAPPY?</li> <li>○ How do we know the person is SAD?</li> <li>○ How do we know the person is AFRAID?</li> <li>○ How do we know the person is ANGRY?</li> <li>○ How do we know the person is SURPRISED?</li> <li>○ How do we know the person is DISGUSTED?</li> </ul> </li> <li>● Body Clues             <ul style="list-style-type: none"> <li>○ Happy</li> <li>○ Sad</li> <li>○ Angry</li> <li>○ Scared</li> <li>○ Surprised</li> </ul> </li> </ul> Different Emotions, Same Situation <ul style="list-style-type: none"> <li>● Henry and Ava were asked to climb a rope in gym class. How could Henry feel about this? Could Ava feel differently?</li> </ul> Review and Assessment <ul style="list-style-type: none"> <li>● Review lesson</li> <li>● Present comprehension questions</li> </ul>	
<b>Assessment</b>	Using adapted supplement 4.2 (page 75), students will be able to identify how someone is feeling based on a description of face and body clues.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 4.1, Amended 4.2, Book: Yoko (Note: In Destiny)	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





<b>Strong Start Grade KG - Lesson 3</b> (Using concepts from lessons 5)	<b>Lesson Topic: When You're Angry</b>	<b>Dawn Review (3/11/24)</b> <input checked="" type="checkbox"/>
<b>Program Guidelines: This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.</b>		
<b>Florida Health Education/ Resiliency Standards</b>	<p>Standard 1: HE.K.R.2: Personal Responsibility  HE.K.R.2.2: Demonstrate the ability to follow rules and directions.  HE.K.R.2.4: Identify and recognize basic feelings.</p> <p>Standard 2: HE.K.PHC.3: Prevention and Decision Making  HE.K.PHC.3.2: Recognize healthy options to personal health-related issues or problems.</p> <p>Standard 3: HE.K.R.4: Critical Thinking and Problem Solving  HE.K.R.4.1: Identify when help is needed and who to ask for help.</p>	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Anger</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be able to accurately describe how someone's body feels when they are angry.</li> <li>• Be able to list synonyms for the word anger.</li> <li>• Be able to identify situations that might make someone feel angry.</li> <li>• Be able to identify ways that help, and ways that hurt when handling anger</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Review</p> <ul style="list-style-type: none"> <li>• Review the previous lesson</li> <li>• Introduce current lesson</li> </ul> <p>Rules</p> <ul style="list-style-type: none"> <li>• Discuss group rules as stated above</li> </ul> <p>Focusing Activity</p> <ul style="list-style-type: none"> <li>• Sit crisscross applesauce or with both feet on the floor, close your eyes if you are comfortable. Pretend you have a balloon in your belly and take a deep breath in through your nose, blowing up that balloon. Breathe out through your mouth, making the balloon small. Take three more balloon breaths.</li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>• Anger <ul style="list-style-type: none"> <li>◦ Anger is a strong feeling of annoyance, displeasure or hostility.</li> </ul> </li> </ul> <p>Show and Define Anger</p> <ul style="list-style-type: none"> <li>• Anger <ul style="list-style-type: none"> <li>◦ See Supplement 5.1 (page 87)</li> <li>◦ Synonyms for Anger</li> <li>◦ What does Anger feel like?</li> </ul> </li> </ul> <p>Ways to Handle Anger</p> <ul style="list-style-type: none"> <li>• Stop, Count, In, Out <ul style="list-style-type: none"> <li>◦ See Supplement 5.2 (page 88)</li> </ul> </li> <li>• Helpful and Hurtful Ways to deal with Anger <ul style="list-style-type: none"> <li>◦ Henry's pencil broke during his math test. Henry stopped what he was doing and took a deep breath. <ul style="list-style-type: none"> <li>■ Is this a way that helps or hurts? Why?</li> </ul> </li> <li>◦ Henry's team lost the baseball game at P.E.. Henry threw his bat across the field. <ul style="list-style-type: none"> <li>■ Is this a way that helps or hurts? Why?</li> </ul> </li> </ul> </li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>• "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst (Note: In Destiny) <ul style="list-style-type: none"> <li>◦ Which Character was angry?</li> <li>◦ Do you think this was a good, or not so good feeling?</li> <li>◦ What did the character look like when they were angry?</li> <li>◦ What did the character do when they were angry?</li> <li>◦ Did the character use helpful or hurtful ways to deal with their anger?</li> </ul> </li> </ul> <p>Review and Assessment</p> <ul style="list-style-type: none"> <li>• Review lesson</li> <li>• Extension Activity <ul style="list-style-type: none"> <li>◦ Henry and Eli were building Lego towers in STEAM, Eli took a piece from Henry. Henry felt red hot, before he could stop and think, he grabbed and smashed Eli's tower. <ul style="list-style-type: none"> <li>■ What was the spark for Henry's angry feelings?</li> <li>■ Can you understand why Henry might have felt angry?</li> <li>■ Did Henry handle this in a way that helps or a way that hurts?</li> </ul> </li> </ul> </li> </ul>	
<b>Assessment</b>	Using the extension lesson students will be able to identify how others are feeling, and if a reaction to the situation is a way that helps or hurts.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>

Supplement 5.1, 5.2, Book: "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst (Note: In Destiny	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)
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<b>Strong Start Grade K - Lesson 4 (using concepts from lesson 6)</b>		<b>Lesson Topic: When You're Happy</b>		<b>Dawn Review (3/11/24) ✓</b>	
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.					
<b>Florida Health Education/Resiliency Standards</b>		Standard 1: HE.K.R.2: Personal Responsibility HE.K.R.2.2: Demonstrate the ability to follow rules and directions. HE.K.R.2.4: Identify and recognize basic feelings.			
<b>Group Rules:</b>		In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.			
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li>Happy</li> </ul>			
<b>Lesson Goals &amp; Objectives</b>		Students will: <ul style="list-style-type: none"> <li>Describe actions and situations that make them feel happy</li> <li>Accurately list synonyms for the word happy</li> <li>Understand the ABC's of Positive Thinking</li> </ul>			
<b>Instructional Delivery (Activities/Strategies)</b>		Overview <ul style="list-style-type: none"> <li>Introduce lesson and objectives</li> </ul> Rules <ul style="list-style-type: none"> <li>Discuss group rules as stated above</li> </ul> Feelings Check-In <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> Book Reading <ul style="list-style-type: none"> <li>"I Like Myself!" By Karen Beaumont (Note: In Destiny) <ul style="list-style-type: none"> <li>Which character was happy?</li> <li>Do you think it was a good or not so good feeling</li> <li>What did the character look like when he or she was happy?</li> <li>What did the character do when he or she was happy?</li> </ul> </li> </ul> Show and Define Happiness <ul style="list-style-type: none"> <li>Use supplement 6.1 (page 98) to show different examples of happy faces</li> <li>Describe what your body feels like when happy</li> <li>Use supplement 6.1 (page 98) for students to identify what they think made the children in the picture happy</li> <li>Using a chart paper have students generate a list of synonyms or words that make them think of happiness</li> </ul> Positive (Happy) Thinking <ul style="list-style-type: none"> <li>Introduce the ABC's of Positive Thinking using supplement 6.2 (page 99)</li> </ul>			
<b>Assessment</b>		<ul style="list-style-type: none"> <li>Use examples from the table on pages 94-95. Students will demonstrate the concept of positive thinking by identifying whether Henry is stuck in negative thoughts or is using positive thinking.</li> </ul>			
<b>Materials</b>		<b>Technology</b>		<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Amended supplement 6.1, 6.2 "I Like Myself" (In Destiny)		Smart Board		Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	

<b>Strong Start Grade - Lesson 5 Kindergarten</b>	<b>Lesson Topic: When You're Worried</b>		Dawn Review (3/12/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 2:HE.K.R.2: Personal Responsibility HE.K.R.2.4: Identify and recognize basic feelings.</p> <p>Standard 4:HE.K.R.4: Critical Thinking and Problem Solving HE.K.R.4.2: Identify the importance of sharing thoughts and ideas to solve problems. HE.K.R.4.3: Discuss ways to work together to solve problems.</p>		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Worry - a not so good feeling similar to being angry</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Accurately describe how their bodies feel when they are worried</li> <li>Accurately list synonyms for the word worried</li> <li>Identify situations that might make people worried</li> <li>Apply the ABCs of Positive Thinking and the Stop, Count, In, Out strategy when they are worried</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Overview</p> <ul style="list-style-type: none"> <li>Introduce curriculum and provide a brief overview of topics.</li> <li>Discuss goals for the lesson.</li> </ul> <p>Group Rules</p> <ul style="list-style-type: none"> <li>Discuss group rules as stated above.</li> </ul> <p>Book Reading</p> <ul style="list-style-type: none"> <li>Use "The Girl Who Never Made Mistakes", by Mark Pett and Gary Rubinstein (Note: in Destiny) <ul style="list-style-type: none"> <li>Which character was worried?</li> <li>Do you think it was a good or not so good feeling?</li> <li>What did the character look like when he or she was worried?</li> <li>What did the character do when he or she was worried?</li> </ul> </li> </ul> <p>Feelings Check In</p> <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> <p>Show and Define Worry</p> <ul style="list-style-type: none"> <li>Use supplement 7.1 (page 112) to show different examples of worried faces.</li> <li>Describe what your body feels like when it is worried.</li> <li>Use supplement 7.1 (page 112) for students to identify what they think made the children in the pictures worried.</li> <li>Using a chart paper have students generate a list of synonyms or words that make them think of worried thoughts.</li> </ul> <p>The ABCs of Positive Thinking</p> <ul style="list-style-type: none"> <li>Use Sample Script and The ABC's of Positive Thinking Chart (page 108) to demonstrate to students that there are helpful ways to let go of worries.</li> </ul> <p>The Stop, Count, In, Out Strategy</p> <ul style="list-style-type: none"> <li>Use the Sample Script and The Stop, Count, In, Out strategy chart (page108) to demonstrate to students that there are helpful ways to let go of worries.</li> </ul>		
<b>Assessment</b>	Students will use the Sample Script and chart examples (pages 108-109) to effectively problem solve and demonstrate strategies for managing worry.		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplement 7.1 and 7.2 "The Girl Who Never Made Mistakes" (Note: in Destiny)		Smart Board, in conjunction with this lesson plan	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time).



<b>Strong Start Grade K - Lesson 6</b> (using concepts from lesson 8)		<b>Lesson Topic: Being a Good Friend</b>	Dawn Review (3/12/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1: HE.K.R.1: Character HE.K.R.1.1: Define and give examples of kindness and caring HE.K.R.1.2: Demonstrate the ability to take turns and share with others. HE.K.R.1.3: Describe ways to show respect to others Standard 3: HE.K.R.3: Mentorship and Citizenship HE.K.R.3.2: Identify characteristics of a good citizen in school and the community.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>good friend</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Discriminate between a nice voice and a not so nice voice</li> <li>Practice listening skills</li> <li>Learn the importance of eye contact and body language when relating to others</li> <li>Learn how to initiate and maintain friendships</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Overview <ul style="list-style-type: none"> <li>Introduce lesson and objectives</li> </ul> Rules <ul style="list-style-type: none"> <li>Discuss group rules as stated above</li> </ul> Feelings Check-In <ul style="list-style-type: none"> <li>Have students give a thumbs up or down to check in with how students are feeling.</li> </ul> Book Reading <ul style="list-style-type: none"> <li>"Peanut Butter and Cupcake" by Terry Border (Note: In Destiny) <ul style="list-style-type: none"> <li>Which people were friends in the story?</li> <li>How did they talk to each other?</li> <li>How did they become friends?</li> <li>What were some of the things they did together?</li> </ul> </li> </ul> Talking and Listening <ul style="list-style-type: none"> <li>Communicate the necessary body clues for talking nicely, and give examples and nonexamples of a friendly voice. <ul style="list-style-type: none"> <li>Model an example and a nonexample of a nice voice</li> <li>Have children turn to their neighbor and practice their nice voices</li> </ul> </li> <li>Communicate the necessary body clues for listening, and give examples and nonexamples of being a good listener <ul style="list-style-type: none"> <li>Model and example and a nonexample of being a good listener</li> <li>Have children turn to their neighbors and practice their listening skills</li> </ul> </li> </ul> Approaching Others <ul style="list-style-type: none"> <li>Explain how to begin a friendship or an activity with friends</li> <li>Make a list of ways to show others that you want to be friends</li> </ul> Sharing and Working Together <ul style="list-style-type: none"> <li>Explain the importance of maintaining friendships through sharing and working together</li> </ul> Make a Class Book <ul style="list-style-type: none"> <li>Have students make a page for a class book</li> <li>Using supplement 8.1 (page 124) ask students to dictate or write examples of what a good friend does</li> </ul>		
<b>Assessment</b>	Using supplement 8.1 (page 124) to have students define and give examples of kindness and caring, demonstrate the ability to take turns and share with others, describe ways to show respect to others and identify characteristics of a good citizen in school and the community		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Supplement 8.1, "Peanut Butter and Cupcake" by Terry Border (Note: In Destiny)	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	

<b>Strong Start Grade K - Lesson 7</b> (using concepts from lesson 9)		<b>Lesson Topic: Solving Problems</b>	Dawn Review (4/16/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	<p>HE.K.PHC.3.3-Prevention and Decision Making Recognize the consequences of not following rules/practices when making healthy and safe decisions.</p> <p>HE.K.R.1.3-Character Describe ways to show respect to others</p> <p>HE.K.R.4.2-Critical Thinking and Problem Solving Identify the importance of sharing thoughts and ideas to solve problems.</p> <p>HE.K.R.4.3 Discuss ways to work together to solve problems.</p>		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>None specific to lesson</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Students will describe problems that might occur between friends.</li> <li>Students will review Ways that Help in dealing with anger.</li> <li>Students will review the ABCs of Positive Thinking.</li> <li>Students will practice problem-solving strategies.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	<p>Introduction:</p> <ul style="list-style-type: none"> <li>Clearly communicate the lesson purpose and objective</li> </ul> <p>Book from Literature</p> <ul style="list-style-type: none"> <li>Read "The Knight and the Dragon" by Tomie dePaloa (In Destiny)</li> <li>Discuss all of the actions or ways in which the characters behave when they are acting on their feelings. <ul style="list-style-type: none"> <li>-What was one of the feelings the character had?</li> <li>-Do you think it was a good or not so good feeling?</li> <li>-What was the problem?</li> <li>-What did the character do when he or she was faced with the problem?</li> <li>-How did the character solve his problem?</li> </ul> </li> </ul> <p>Brainstorm Types of People Problems</p> <ul style="list-style-type: none"> <li>Use Henry the stuffed mascot to help with activity</li> <li>Explain the idea of a disagreement or people problems</li> <li>Examples-not taking turns, arguing over toys, cutting in line, not working together</li> <li>Can chart ideas</li> </ul> <p>Review Ways that Help and Positive Thinking</p> <ul style="list-style-type: none"> <li>Review strategies that help us when we get angry</li> <li>Stop, Count, In, Out strategy</li> <li>Use supplement 9.1 (pg. 138)</li> <li>ABCs (use supplement 9.2-pg 139)</li> </ul> <p>Introduce brainstorm a solution</p> <ul style="list-style-type: none"> <li>Discuss that the strategies above help you to calm down so that you can figure out a solution to the problem that upset you.</li> <li>Use examples on pg. 135 to help walk the students the scenarios</li> </ul>		
<b>Assessment</b>	To check for understanding, the teacher will ask students to identify some of the problem solving strategies discussed in the lesson (Stop, Count, In, Out ABCS, ).		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Literature book, Supplements-9.1, 9.2, Henry stuffed mascot		Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Start Grade K - Lesson 8</b> (using concepts from lesson 10)		<b>Lesson Topic: Finishing Up</b>	<b>Dawn Review (4/16/24)</b> <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	HE.K.R.1.3-Character Describe ways to show respect to others HE.K.R.2.2-Personal Responsibility Demonstrate the ability to follow rules and directions. HE.K.R.2.4-Identify and recognize basic feelings. HE.K.R.4.2-Critical Thinking and Problem Solving Identify the importance of sharing thoughts and ideas to solve problems. HE.K.R.4.3 Discuss ways to work together to solve problems.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>None specific to this lesson</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Students will review the purpose of Strong Start-Grades K-2.</li> <li>Students will name feelings and describe okay and not okay ways of expressing feelings.</li> <li>Students will review the ABCS of Positive Thinking and Stop, Count, In, Out Strategy.</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Review of Topics <ul style="list-style-type: none"> <li>Understanding Your Feelings 1 and 2</li> <li>Use supplement 10.2 (pg. 149)-six basic feelings</li> <li>Identify feelings as good/not so good</li> <li>Identify okay and not okay ways of showing feelings</li> </ul> Understanding Other People's Feelings <ul style="list-style-type: none"> <li>Use supplement 10.2-pg. 149)</li> <li>Identify physical cues to understand how someone else is feeling.</li> <li>Review how people may have different feelings in the same situation.</li> </ul> When you are angry <ul style="list-style-type: none"> <li>Use 10.3 supplement (pg. 150)</li> <li>Identify how our bodies feel when we are angry</li> <li>Identify situations when we might feel angry</li> <li>Review Ways that Help and Ways that Hurt</li> </ul> When you are Happy <ul style="list-style-type: none"> <li>Use supplement 10.4 (page 151)</li> <li>Review ABCS of Positive Thinking</li> </ul> Solving People Problems <ul style="list-style-type: none"> <li>Review the Stop, Count, In, Out Strategy</li> <li>Review ways to comfort yourself</li> <li>Review how to be a friend</li> <li>Review how to brainstorm a solution.</li> </ul>		
<b>Assessment</b>	As a way to demonstrate knowledge of the problem solving skills, ability to name feelings and okay and not okay of expressing feelings, students will participate in a review activity in Jeopardy game format to assess knowledge of skills from the curriculum.		
<b>Materials</b>		<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplements- 10.2, 10.3, 10.4		Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)



<b>Strong Teens 9th grade - Lesson 1</b> (Using concepts from lessons 1-4)	<b>Lesson Topic: About Strong Teens: Emotional Strength Training and Understanding Emotions</b>		<b>Dawn Review (3/1/24)</b> ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.912.R.1: Character HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies. HE.912.R.1.3: Adjust behavior to respect the needs of others. Standard 1 HE.912.R.4: Critical Thinking and Problem Solving HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict. HE.912.R.4.4: Identify the importance of perseverance when facing difficulty solving a problem.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• resilience</li> <li>• adversity, troubles and failure</li> <li>• perseverance</li> <li>• emotion</li> </ul>	<ul style="list-style-type: none"> <li>• comfortable</li> <li>• uncomfortable</li> <li>• emotional intensity</li> <li>• sympathy/empathy</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>• Be introduced to the curriculum and the plan for regular instruction</li> <li>• Learn the expected behaviors for participation in the curriculum</li> <li>• Identify emotions, understand others' emotions, and identify thoughts and behaviors with emotions</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Overview <ul style="list-style-type: none"> <li>• Introduce curriculum and provide a brief overview of topics</li> <li>• See supplement 1.4 (page 58)</li> </ul> Rules <ul style="list-style-type: none"> <li>• Discuss group rules as stated above</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>• Use definitions without examples in supplement 1.5 (page 59)</li> <li>• Use definitions without examples in supplement 2.2 (page 73)</li> <li>• Use definitions without examples in supplement 3.2 (page 89)</li> <li>• Use definitions without examples in supplement 4.1 (page 102)</li> </ul> The Brain <ul style="list-style-type: none"> <li>• Review the frontal lobe, Limbic system and Amygdala</li> <li>• See supplement 1.1 (page 55)</li> </ul> Emotions/Activity <ul style="list-style-type: none"> <li>• See supplement 1.6 (page 60). Have students describe what could have happened to cause each of these individuals to express the identified emotions</li> <li>• Identify physical feelings and link them to emotions (page 68)</li> <li>• Rate potential emotional intensity with supplement 2.4 (page 75) for only scenarios 4 and 6 in supplement 2.3 (page 74)</li> <li>• See supplement 3.1 (page 88) and use to discuss how thoughts, behaviors and emotions are linked Practice scenarios:             <ul style="list-style-type: none"> <li>○ Emma shared her math homework with Eli.</li> <li>○ Liam is at risk of failing the class and not earning enough credits.</li> </ul> </li> <li>• Determine if examples are helpful or unhelpful ways of expressing emotions             <ul style="list-style-type: none"> <li>○ Latisha feels overwhelmed and stressed. She talks to her teacher about how to get started on her project and what she needs to finish by the end of the week.</li> <li>○ Michael is hungry and really tired from being at school all day. He feels irritable. When he gets home, he yells at his mom when she asks how his day went.</li> <li>○ Ling was surprised to find out she didn't make the soccer team this year. When her friend asks her if she made it, she snaps, "It's none of your business!" and walks away.</li> <li>○ Eli is having a hard time thinking of what to write about for the language arts assignment that's due tomorrow, and he's feeling stressed. As he's writing, his pen leaks ink all over his paper. He bangs his fist on the desk, hurting his hand, and other people look at him.</li> <li>○ Marcella saw her best friend talking to the new girl at school. She's worried her friend isn't going to hang out with her anymore. She takes a couple of deep breaths and decides she could be friends with the new girl, too.</li> <li>○ Ahmed has a stomachache and hasn't been feeling well all day. He feels a little sad, too. He thinks he'll talk to his grandmother tonight and go to bed a little early.</li> </ul> </li> <li>• Activity A Emotion Charades (page 96)</li> <li>• Review supplement 4.3 (page 104)</li> <li>• Review supplement 4.4 (page 105)</li> </ul>		
<b>Assessment</b>	Use supplement 4.5 (page 106) for students to accurately identify emotions and practice empathy in scenarios to assess for comprehension		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Adapted supplements 1.1, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.3, 4.4, 4.5	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



<b>Strong Teens 9th grade - Lesson 2 (using concepts from Lesson 5)</b>	<b>Lesson Topic: Dealing with Anger</b>	<b>Dawn Review (3/1/24) ✓</b>
<b>Program Guidelines: This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.</b>		
<b>Florida Health Education/Resiliency Standards</b>	<p>Standard 1 HE.912.R.1: Character  HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies.  HE.912.R.1.3 Adjust behavior to respect the needs of others.</p> <p>Standard 4 HE 912 R.4 Critical Thinking and Problem Solving  HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.</p>	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• anger</li> <li>• aggression</li> <li>• anger management</li> <li>• reaction</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Name and describe helpful anger management skills; for example, considering consequences with if-then statements, listening to another, and focusing on breathing</li> <li>• Develop an awareness of personal anger triggers</li> <li>• Apply anger management skills to situations</li> </ul>	
<b>Instructional Delivery (Activities/ Strategies)</b>	<p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>• Go over the vocabulary words for understanding (see Supplement 5.1 pg 117)</li> </ul> <p>Anger Management Skills and Strategies</p> <ul style="list-style-type: none"> <li>• Discuss the different strategies for handling anger</li> <li>• See Supplement 5.5 (pg. 122)</li> </ul> <p>Anger Model</p> <ul style="list-style-type: none"> <li>• Introduce a model of how anger develops (See Supplement 5.6 pg. 123)</li> <li>• Students will identify different parts of the scenario and how they relate to the anger developing</li> </ul> <p>Applying Anger Management Strategies</p> <ul style="list-style-type: none"> <li>• Discuss that anger is a normal emotion</li> <li>• Discuss that each person has different things that “trigger” anger reactions (Do not ask for personal examples)</li> </ul> <p>Apply Understanding to Scenario</p> <ul style="list-style-type: none"> <li>• Walk students through a given scenario (see supplement 5.7 pg. 124)</li> </ul>	
<b>Assessment</b>	Use supplement 5.8( pg 125)-Anger Management Worksheet to have students work through the Anger Model and identify different anger management skills that they have learned and how they can be used.	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>
Supplements-5.1, 5.5, 5.6, 5.7, 5.8	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





**Program Guidelines:** This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.

<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.912.R.1: Character HE.912.R.1.3: Adjust behavior to respect the needs of others. Standard 1 HE.912.R.2: Personal Responsibility HE.912.R.2.2: Analyze different perspectives to inform responsible decision-making. Standard 1 HE.912.R.4: Critical Thinking and Problem Solving HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict.
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<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.
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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Thoughts                         <ul style="list-style-type: none"> <li>○ These are ideas or opinions in the mind.</li> </ul> </li> <li>● Self-talk                         <ul style="list-style-type: none"> <li>○ This is a type of thought aimed at oneself or the things we say to ourselves.</li> </ul> </li> <li>● Thinking traps                         <ul style="list-style-type: none"> <li>○ These are thoughts or patterns of thoughts that are inaccurate, unrealistic, or distorted interpretations of events.</li> </ul> </li> </ul>
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<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Understand the influence of thoughts on emotions and behaviors.</li> <li>● Develop an awareness of their own thoughts.</li> <li>● Identify common thinking traps that affect behavior, thoughts, and emotions.</li> </ul>
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<b>Instructional Delivery</b> (Activities/Strategies)	Overview/ Rules <ul style="list-style-type: none"> <li>● Introduce lesson topic and objectives.</li> <li>● Discuss group rules as stated above.</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>● Discuss key terms and definitions as listed above.</li> </ul> Thoughts Associated with Emotions <ul style="list-style-type: none"> <li>● Review the connection of thoughts and emotions.</li> <li>● See supplement 6.3 and 6.4 (page 136 and 137)</li> </ul> Thinking Traps <ul style="list-style-type: none"> <li>● See supplement 6.5- just definitions (page 138-139)</li> <li>● Binocular Vision                         <ul style="list-style-type: none"> <li>○ Looking at things in a way that makes them seem bigger or smaller than they really are.</li> <li>○ Example: Someone has a small pimple on their face. They feel that is all people see when they look at them.</li> </ul> </li> <li>● Black and White Thinking                         <ul style="list-style-type: none"> <li>○ Looking at things in only extreme or opposite ways.</li> <li>○ Example: Someone makes a bad grade on a test. Now they feel "I always get bad grades. I never get anything right."</li> </ul> </li> <li>● Dark Glasses                         <ul style="list-style-type: none"> <li>○ Thinking about only the negative parts of things</li> <li>○ Example: A teacher reviews a student's essay. Later, when thinking about the assignment, the student only remembers the corrections the teacher made.</li> </ul> </li> <li>● Fortune Telling                         <ul style="list-style-type: none"> <li>○ Making predictions about what will happen in the future without enough evidence.</li> <li>○ Example: A student avoids applying to a college recommended by his advisor because he thinks he will not get accepted.</li> </ul> </li> <li>● Making it Personal                         <ul style="list-style-type: none"> <li>○ Blaming yourself for things that are not your fault or thinking things are about you when they are not.</li> <li>○ Example: A student sees a group of students laughing. The student immediately thinks the students are laughing at them, even though there is no reason for them to be laughing at them.</li> </ul> </li> <li>● Blame Game                         <ul style="list-style-type: none"> <li>○ Blaming others for things that are not your responsibility</li> <li>○ Example: A student stays up all night playing video games instead of studying for an exam. They do poorly on the exam and think the teacher made the test too hard.</li> </ul> </li> <li>● All Alone:                         <ul style="list-style-type: none"> <li>○ Thinking you have problems that no one else understands</li> <li>○ Example: A student starts a new job as a cashier, they are very nervous. They think everyone else is more confident and no one understands how they feel.</li> </ul> </li> <li>● Broad Brush                         <ul style="list-style-type: none"> <li>○ Judging something based on one experience with it.</li> <li>○ Example: A student tried the cafeteria food once, and now thinks "All school food is gross."</li> </ul> </li> </ul>
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<b>Assessment</b>	Use Supplement 6.6 (Questions 3-6) for students to accurately identify thinking traps to assess for comprehension.
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Materials	Technology	Accommodations (ESE, ESOL, 504, RTI)
Supplement 6.3, 6.4, 6.6	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)





Strong Teens Grade 9 - Lesson 4		Lesson Topic: Clear Thinking 2		Dawn Review (3/6/24) <input checked="" type="checkbox"/>	
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.					
<b>Florida Health Education/Resiliency Standards</b>		<p>Standard 1: HE.912.R.1: Character HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies.</p> <p>Standard 2: HE.912.R.2: Personal Responsibility HE.912.R.2.3: Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.</p> <p>Standard 3: HE.912.R.4: Critical Thinking and Problem Solving: HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes. HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflict. HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts. HE.912.R.4.4: Identify the importance of perseverance when facing difficulty solving a problem.</p>			
<b>Group Rules:</b>		In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.			
<b>Vocabulary</b>		<ul style="list-style-type: none"> <li>Evidence</li> <li>Reframing</li> </ul>			
<b>Lesson Goals &amp; Objectives</b>		<p>Students will:</p> <ul style="list-style-type: none"> <li>Develop the ability to notice or observe thoughts</li> <li>Discriminate healthy thought patterns that promote resilience from thought patterns that may be less helpful and hinder social and emotional growth</li> <li>Learn and apply techniques to reframe thinking traps</li> </ul>			
<b>Instructional Delivery (Activities/ Strategies)</b>		<p>Overview</p> <ul style="list-style-type: none"> <li>Introduce lesson topic and objectives</li> <li>Discuss group rules as stated above</li> </ul> <p>Key Terms and Definitions</p> <ul style="list-style-type: none"> <li>See Supplement 7.3 (page 154)</li> <li>Evidence <ul style="list-style-type: none"> <li>Clues that help find out if something is true or realistic, evidence can give you information to help you solve a problem. We can use evidence to help us figure out if our thoughts and self-talk are realistic or logical or if they are distorted.</li> <li>Example: Using the scientific method, a scientist uses evidence to help solve a problem. Detectives use evidence, like fingerprints, to solve a crime.</li> </ul> </li> <li>Reframing <ul style="list-style-type: none"> <li>Looking at things differently or seeing things from another perspective; by using reframing you can change the way someone thinks and feels about things.</li> <li>Example: We can use reframing to see a difficult situation as a challenge rather than a problem.</li> </ul> </li> </ul> <p>Thinking Traps</p> <ul style="list-style-type: none"> <li>Review Binocular vision, Black-and-white thinking, Dark glasses, Fortune telling, Making it personal, Blame game, All alone, Broad brush. (Review definitions only from Lesson 6). See Supplement 7.1 (page 152).</li> <li>Mindfulness-Based Focused Activity. See Supplement 7.2 (page 153).</li> </ul> <p>Recognizing Thinking Traps</p> <ul style="list-style-type: none"> <li>Use Supplement 2.4 (page 75), the Emotions Intensity Scale with Supplement 7.4 (page 155).</li> <li>Looking for Evidence to Find Thinking Trap Activity See Supplement 7.5 (page 156).</li> </ul> <p>Using Evidence and Reframing Thinking Traps</p> <ul style="list-style-type: none"> <li>Identify thinking traps and use thought reframing. See Supplement 7.6 (page 157.)</li> <li>Reframing Using Evidence. See Supplement 7.7 (page 158.)</li> </ul>			
<b>Assessment</b>		Student responses to discussion questions will illustrate they have an understanding of thinking traps and how they apply to their lives.			
<b>Materials</b>		<b>Technology</b>		<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Supplements 7.1, 7.2, 7.3, 7.4 & 7.6 Adapted Supplements 7.5, & 7.7.		Smart Board		Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	



Strong Teens 9th Grade - Lesson 5 (Using concepts from lesson 8)		Lesson Topic: Solving People Problems	Dawn Review (3/1/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.912.R.1: Character HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies. HE.912.R.1.3: Adjust behavior to respect the needs of others. Standard 2 HE.912.R.2 : Personal Responsibility HE.912.R.2.1: Describe the importance of leadership skills in the school and the community. HE.912.R.2.2: Analyze different perspectives to inform responsible decision-making. Standard 1 HE.912.R.4: Critical Thinking and Problem Solving HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflicts. HE.912.R.4.3: Describe ways to anticipate, avoid, or de-escalate conflicts. HE.912.R.4.4: Identify the importance of perseverance when facing difficulty solving a problem.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>responsible</li> <li>attitude</li> <li>conflict</li> <li>problem solving/conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>resolution</li> <li>resolve</li> <li>respectful</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Learn ways to be aware of one's actions and maintain a healthy attitude</li> <li>Distinguish between helpful and unhelpful decision making strategies to resolve conflict</li> <li>Identify and apply the steps of a problem-solving model to resolve conflicts</li> </ul>		
<b>Instructional Delivery</b> (Activities/ Strategies)	Overview <ul style="list-style-type: none"> <li>Introduce curriculum and provide a brief overview of topics</li> <li>Discuss goals for the lesson</li> </ul> Group Rules <ul style="list-style-type: none"> <li>Discuss group rules as stated above</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>See supplement 8.2, page 173, for definitions and examples</li> </ul> Conflict Resolution <ul style="list-style-type: none"> <li>Focusing Activity Page 163, Sample Script</li> <li>See supplement 8.1, page 172</li> </ul> Conflict Resolution <ul style="list-style-type: none"> <li>What Can I Do?</li> <li>See supplement 8.3, page 174</li> </ul> Four Step Problem-Solving Model <ul style="list-style-type: none"> <li>See supplement 8.5, page 176, numbers 1-4</li> <li>Review four step process for problem-solving</li> </ul>		
<b>Assessment</b>	Students will effectively demonstrate the Four Step Problem-Solving Model for Conflict Resolution (supplement 8.5, page 176) using situation 1 on page 168.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Supplements 8.1, 8.2, 8.3, 8.5	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	





Strong Teens Grade 9 Lesson 6 (Using concepts from lessons 9-10)	Lesson Topic: Letting Go of Stress and Positive Living		Dawn Review (3/1/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/ Resiliency Standards</b>	Standard 1: HE912.R.1: Character HE.912.R.1.1: Demonstrate effective and respectful communication skills and strategies. Standard 2: HE.912.R.2: Personal Responsibility HE.912.R.2.3: Formulate a plan to attain a personal goal that addresses strengths, needs, and risks. Standard 3: HE.912.R.4: Critical Thinking and Problem Solving: HE912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes. HE912.R.4.4: Identify the importance of perseverance when facing difficulty solving a problem. Standard 4: Core Concepts HE.912.PHC.1.1: Evaluate personal health practices and overall health status to include all dimensions of health. Standard 5 HE.912.PHC.3 Prevention and Decision Making HE.912.PHC.3.1: Determine the value of applying a thoughtful decision making process in health-related situations. HE.912.PHC.3.2: Assess whether individual or collaborative decision making is needed to make a healthy decision. HE.912.PHC.3.3: Identify protective factors that help to mitigate the risks of suicide and mental health disorders.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Stress</li> <li>● Excellence</li> <li>● Perfectionism</li> <li>● Helpful and Healthy Stress</li> </ul>	<ul style="list-style-type: none"> <li>● Situational Triggers</li> <li>● Relaxation</li> <li>● Realistic/Unrealistic Expectations</li> </ul>	<ul style="list-style-type: none"> <li>● Habit</li> <li>● Moderation</li> <li>● Choice</li> <li>● Unhelpful and Unhealthy stress</li> </ul>
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Identify helpful and unhelpful stress and stress triggers.</li> <li>● Understand the effect stress can have on a person's emotional and physical well-being</li> <li>● Learn relaxation and coping techniques to reduce stress</li> <li>● Learn the value associated with positive daily choices</li> <li>● List activities that can contribute to a healthy lifestyle</li> </ul>		
<b>Instructional Delivery (Activities/ Strategies)</b>	Overview <ul style="list-style-type: none"> <li>● Review Previous Lesson</li> </ul> Rules <ul style="list-style-type: none"> <li>● Review group rules as stated above</li> </ul> Key Terms and Definitions <ul style="list-style-type: none"> <li>● Review Key Terms and Definitions               <ul style="list-style-type: none"> <li>○ See Supplement 9.2 Using Definitions only and not examples (page 188-189)</li> <li>○ See Supplement 10.1 Using definitions only and not examples (page 204)</li> </ul> </li> </ul> Signs and Symptoms of Stress <ul style="list-style-type: none"> <li>● Discuss Signs and Symptoms of Stress with School Based Example               <ul style="list-style-type: none"> <li>○ Bottom of Supplement 9.2 (page 189)</li> <li>○ Example Discussion "Mark"                   <ul style="list-style-type: none"> <li>■ Mark forgot he had a history test today and didn't study for it. The teacher passes out the test and Mark sits and stares at his test. All he can think about is that he will fail the test, get a bad grade, and not make it to the next grade.                       <ul style="list-style-type: none"> <li>● Review symptoms of stress                           <ul style="list-style-type: none"> <li>○ Physical (How might he feel stress in his body?)</li> <li>○ Emotions, Thoughts, Behaviors (What of these might be occurring?)</li> <li>○ Expectations (Were his expectations realistic or unrealistic?)</li> <li>○ How might this be stressful for Mark (What level of stress could he be feeling, and how could he deal with this stress?)</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> Relaxation/Stress Reduction <ul style="list-style-type: none"> <li>● Introduce Relaxation Techniques               <ul style="list-style-type: none"> <li>○ See Supplement 9.5 (pages 192-193)</li> </ul> </li> <li>● Feel good activities/ Healthy Habits               <ul style="list-style-type: none"> <li>○ See Supplement 10.2 and 10.3 (pages 205-214)</li> </ul> </li> </ul> Weekday Habits <ul style="list-style-type: none"> <li>● Discuss how habits play an important role in mental health               <ul style="list-style-type: none"> <li>○ See Supplement 10.5 (page 215)</li> </ul> </li> </ul>		
<b>Assessment</b>	Using supplement 10.4 (page 217), students will be able to read an example situation and identify healthy choices to make.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Adapted supplements 9.2, 9.5, 10.1 Full supplements 10.2, 10.3, 10.4, 10.5	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	





Strong Teens Grade 9 - Lesson 7 (concepts from Lesson 11)	Lesson Topic: Creating Strong and SMART Goals	Dawn Review (3/6/24) ✓
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.		
<b>Florida Health Education/Resiliency Standards</b>	Standard 2 HE.912.R.2: Personal Responsibility HE.912.R.2.2: Analyze different perspectives to inform responsible decision-making. HE.912.R.2.3: Formulate a plan to attain a personal goal that addresses strengths, needs, and risks. HE.912.R.2.4: Implement strategies and monitor progress in achieving a personal goal. Standard 3 HE.912.PHC.3: Prevention and Decision Making HE.912.PHC.3.1: Determine the value of applying a thoughtful decision-making process in health-related situations. HE.912.PHC.3.9: Implement strategies and monitor progress in achieving a personal health goal.	
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Healthy Living</li> <li>● Goals</li> <li>● Goal setting</li> <li>● Goal attainment</li> </ul>	
<b>Lesson Goals &amp; Objectives</b>	Students will: <ul style="list-style-type: none"> <li>● Understand the importance of increasing and maintaining healthy activities</li> <li>● Increase responsible decision-making</li> <li>● Set SMART goals</li> <li>● Monitor progress toward goals</li> </ul>	
<b>Instructional Delivery</b> (Activities/ Strategies)	<p><b>Overview</b></p> <ul style="list-style-type: none"> <li>● Introduce lesson and provide a brief overview of topics</li> </ul> <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>● Review group rules as stated above</li> </ul> <p><b>Key Terms and Definitions</b> Supplement 11.2, page 230</p> <ul style="list-style-type: none"> <li>● <b>Healthy Living</b></li> <li>● <b>Goals</b></li> <li>● <b>Goal Setting</b></li> <li>● <b>Goal Attainment</b></li> </ul> <p><b>Activity: Child vs Teen</b></p> <ul style="list-style-type: none"> <li>● Have students describe and discuss differences in a young child versus teenage individual in terms of abilities, knowledge, and behaviors.</li> </ul> <p><b>Activity: Healthy Living Domains</b></p> <ul style="list-style-type: none"> <li>● Introduce healthy living domains: physical health, emotional health, school, family and community.</li> <li>● Have students identify actions in each domain that contribute to well-being.</li> <li>● Have students identify actions in each domain that hinder well-being.</li> <li>● Discuss ways making an improvement in one domain may affect other areas, as well as ways neglecting one area might affect other domains.</li> </ul> <p><b>Goal Setting</b></p> <ul style="list-style-type: none"> <li>● Introduce goals and goal setting.</li> </ul> <p><b>Activity: Examples and Nonexamples of Goal Setting</b> Supplement 11.4, page 232</p> <ul style="list-style-type: none"> <li>● Read and discuss examples and non examples of goal setting</li> </ul> <p><b>Setting Specific, Measurable, Attainable, Relevant, and Timely (SMART) Goals</b> Supplement 11.5, page 233</p> <ul style="list-style-type: none"> <li>● Read (or ask students to read) and discuss elements of SMART goals</li> </ul> <p><b>Activity: Steps to Setting and Attaining Goals</b> Supplement 11.6, page 234</p> <ul style="list-style-type: none"> <li>● Describe and discuss steps to set and attain goals</li> </ul>	
<b>Assessment</b>	Students will set a SMART (Specific, Measurable, Attainable, Relevant, and Timely) goal (Supplement 11.6, page 234).	
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>

Supplement 11.2, 11.4, 11.5, 11.6	Smart Board, PowerPoint created by Student Wellness Team in conjunction with this lesson plan	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)
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<b>Strong Teens 9th grade - Lesson 8</b> (Using concepts from lessons 12)	<b>Lesson Topic: About Strong Teens: Emotional Strength Training and Understanding Emotions</b>		Dawn Review (3/6/24) <input checked="" type="checkbox"/>
<b>Program Guidelines:</b> This non-clinical educational resiliency lesson aligned to the standards below will be provided by trained members of the Student Wellness Team, Professional School Counselors and/or DOE Certified Teachers.			
<b>Florida Health Education/Resiliency Standards</b>	Standard 1 HE.912.R.4: Critical Thinking and Problem Solving HE912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes. HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflicts. HE.912.R.4.3: Describe ways to anticipate, avoid, or de-escalate conflicts. HE.912.R.4.4: Identify the importance of perseverance when facing difficulty solving a problem.		
<b>Group Rules:</b>	In our learning community, we: respect others by listening quietly while someone else is speaking, come prepared and do our best work, and understand privacy cannot be guaranteed. This is not a time to share personal stories. After each lesson, review what we learned with your parent, guardian, and/or preferred adult.		
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Review of key terms:            Resilience, adversity, troubles and failure, perseverance, emotion, comfortable, uncomfortable, emotional intensity, sympathy/empathy, anger, aggression, anger management, reaction, thoughts, self-talk, thinking traps, evidence, reframing, responsible, attitude, conflict, problem solving/conflict resolution, communication, resolution, resolve, respectful, Stress, Excellence, Perfectionism, Helpful and Healthy Stress, Situational Triggers, Relaxation, Realistic/Unrealistic Expectations, Habit, Moderation, Choice, Unhelpful and Unhealthy stress, Healthy Living, Goals, Goal setting, Goal attainment</li> </ul>		
<b>Lesson Goals &amp; Objectives</b>	Students will <ul style="list-style-type: none"> <li>● Review major concepts and skills in the Strong Teens curriculum to include             <ul style="list-style-type: none"> <li>○ Comfortable and uncomfortable feelings and distinguish between healthy and unhealthy ways to express emotions</li> <li>○ How thoughts, feelings and behaviors are connected</li> <li>○ The anger model and the problem-solving process</li> <li>○ How to set and attain SMART goals</li> <li>○ Common thinking traps and reframing them</li> <li>○ Signs of stress and strategies for managing stress</li> <li>○ Strategies for increasing habits for positive living</li> </ul> </li> </ul>		
	Overview <ul style="list-style-type: none"> <li>● Review of Lessons 1-7 content             <ul style="list-style-type: none"> <li>○ As listed above</li> <li>○ Adapted Supplement 12.1 (p. 245-248)</li> </ul> </li> <li>● Enhance understanding of resilience and persistence             <ul style="list-style-type: none"> <li>○ Identify ways to persist in adversity</li> <li>○ The importance of SEL to healthy decision making</li> <li>○ Supplement 12.2 (p. 249)</li> </ul> </li> <li>● Posttest             <ul style="list-style-type: none"> <li>○ Complete a posttest assessment (Adapted Appendix A p. 256-259)</li> </ul> </li> </ul>		
<b>Assessment</b>	Students will complete a post-assessment (Amended Appendix A) to test their knowledge of key concepts in the <i>Strong Teens</i> curriculum.		
<b>Materials</b>	<b>Technology</b>	<b>Accommodations (ESE, ESOL, 504, RTI)</b>	
Adapted Supplement 12.1, Supplements 12.2, Appendix A (adapted)	Smart Board	Already in place via the classroom host teacher (visual organizers; oral and visual cues; flexible seating; differentiated instruction per student needs; extended time)	