



## Congress Heights' Scope and Sequence

### Character Education

#### *Middle School*

*6th-8th*

Quarters	Units	Character Traits/Skills	Pacing	Key Understandings
1	1	<b>Communication</b>	22 Days	<ul style="list-style-type: none"> <li>Positively demonstrate and communicate the norms and expectations of their classroom spaces</li> <li>Demonstrate positive communication skills and strategies.</li> </ul>
	2	<b>Relationship Building</b>	23 Days	<ul style="list-style-type: none"> <li>Create positive peer relationships</li> <li>Understand that encouraging others demonstrates positive relationship building</li> </ul>
2	3	<b>Core Values</b>	21 Days	<ul style="list-style-type: none"> <li>Understand and model the meaning and importance of having good character</li> <li>Understand and rationalize the meaning and execution of being a scholar of excellence</li> <li>Define and practice the importance of being a steward of their school and community</li> </ul>
	4	<b>Conflict Resolution &amp; Tolerance</b>	22 Days	<ul style="list-style-type: none"> <li>Resolve conflict peacefully</li> <li>Define, demonstrate, and communicate tolerance</li> </ul>
3	5	<b>Leadership</b>	22 Days	<ul style="list-style-type: none"> <li>Discuss and rationalize what it means to be a leader</li> <li>Differentiate between a positive and negative influence</li> <li>Understand the importance of exercising self-regulation</li> <li>Facilitate a circle discussion on peer pressure</li> <li>Understand that consequences can be positive or negative</li> </ul>
	6	<b>Excellence</b>	22 Days	<ul style="list-style-type: none"> <li>Evaluate whether or not they are using class time effectively</li> <li>Identify when, and how to address academic challenges</li> <li>Develop positive study habits, and test taking skills</li> <li>Understand that having a positive self -esteem is important for success in school and at home</li> </ul>

- Understand that building a good work ethic is important for being successful in school and at home

## Quarter One

**\* This document is organized by discussion objectives and discussion questions. The activities are optional, but are suggested for use as they align to meet the objectives. Please use this as you see fit. \***

**45 Days**

**Character Skills**

**Unit 1: Communication**

**Unit 2: Relationship Building**

### Unit 1

Discussion Objective:	Discussion Questions	Potential Activities
<p>Students will be able to positively demonstrate and communicate the norms and expectations of their classroom spaces</p> <p>Students will be able to demonstrate positive communication skills and strategies</p>	<ol style="list-style-type: none"> <li>1. How do I appropriately communicate within' a classroom setting?               <ol style="list-style-type: none"> <li>1.1. How do I communicate (talk) with my teacher (s) and peer (s)?                   <ol style="list-style-type: none"> <li>1.1.1. Am I using clear and specific words?</li> <li>1.1.2. Am I using the correct tone?</li> <li>1.1.3. Am I greeting them respectfully?</li> </ol> </li> <li>1.2. How do I positively respond to given directions?                   <ol style="list-style-type: none"> <li>1.2.1. Am I able to repeat the directions given to me?</li> <li>1.2.2. Did I follow the directions given willingly?</li> <li>1.2.3. If I didn't, why?</li> </ol> </li> </ol> </li> <li>2. How do I communicate a concern?               <ol style="list-style-type: none"> <li>2.1. How do I communicate a concern?                   <ol style="list-style-type: none"> <li>2.1.1. Is this concern harmful to my peers or me?</li> </ol> </li> </ol> </li> </ol>	<p><b>Activities for students to practice how they should appropriately greet one another as well as their teachers. In these activities students will be practicing how to not only speak to one another using the proper tone and correct phrasing, but will also understand why it is important to greet and be kind to everyone who is in their school or community. (*These activities relate to discussion questions 1,2,3,4,5,6)</b></p> <ul style="list-style-type: none"> <li>• <b>The Ah, Um Game Found</b> <ol style="list-style-type: none"> <li>a. <b>Where to find:</b>                “<a href="http://www.greatgroupgames.com/ah-um-game.htm">http://www.greatgroupgames.com/ah-um-game.htm</a>”</li> </ol> </li> <li>• <b>Reach out Greeting pg. 217</b> <ol style="list-style-type: none"> <li>a. <b>Where to find:</b> “ Appendices”</li> </ol> </li> <li>• <b>Guess My Greeting pg. 219</b> <ol style="list-style-type: none"> <li>a. <b>Where to find:</b> “Appendices”</li> </ol> </li> <li>• <b>Mimic Greeting pg. 221</b> <ol style="list-style-type: none"> <li>a. <b>Where to find:</b> “ Appendices”</li> </ol> </li> </ul>

- 2.1.2. How do I know if this concern is actually a concern?
- 2.1.3. Can it be a circumstance addressed at a future time?
- 3. How do I listen and respond to my teacher and peers?
  - 3.1. Am I giving my undivided attention?
  - 3.2. Am I responding to everything that has either been asked of me or spoken to me?
- 4. How do I communicate how I am feeling?
  - 4.1. Am I using clear and specific words?
  - 4.2. Am I being respectful when communicating my feelings?
- 5. How do I appropriately express my thoughts and opinions?
  - 5.1. Do my thoughts and opinions; add to the conversation (s) that are happening?
  - 5.2. When sharing, am I being respectful of others thoughts and opinions?
  - 5.3. Am I giving others the opportunity to share their own thoughts and opinions?
  - 5.4. How do I show respect for someone else's differences
  - 5.5. How do I positively respond to differing thoughts and opinions?
- 6. How do I work with others?
  - 6.1. How do I participate in-group activities?
  - 6.2. How do I positively support my peers?

**Activities for students to practice active listening skills so that they are better able to respond to their teachers and peers. These activities also give students the opportunity to practice their oral language skills and practice formulating questions. (\*These activities relate to discussion questions 1, 2, 3, 4, 5)**

- **Knots pg. 247 in**
  - a. Where to find: "Appendices"
- **Four Corner Thinking pg. 240**
  - a. Where to find: "Appendices"
- **Freeze Game pg. 9**
  - a. Where to find: "MNLiteracy PDF"
- **Name Ten pg. 65**
  - a. "99 Greetings and Activities"
- **Inside- Outside Share pg. 230**
  - a. Where to find: Appendices

**Activities that teaches students how to communicate non verbally ensuring that they are using other forms of communication appropriately. (\*These activities relate to discussion questions 1, 2, 3, 4, 5)**

- **Line Ups pg. 247 \* Can be done Non Verbally)**
  - a. Where to find: "Appendices"
- **Electricity pg. 17**
  - a. Where to find: "MNLiteracy PDF"
- **Copy Cat pg. 237**
  - a. Where to find: "Appendices"

**Activities that teach students how to actively listen and follow the directions that are given to them. These activities also teach students the importance of remaining focused when**

- 6.3. How do I positively encourage my peers during a challenge?
- 6.4. Am I giving my peers the opportunity to participate?
- 6.5. How do we work together to accomplish our individual and collective goals?

**communicating with others. (\*These activities relate to discussion questions 1,2,3,4,5,6)**

- **Partner Share pg. 230**
  - a. Where to find: “ Appendices”
- **Take Sides pg. 20**
  - a. Where to find: “ 99 Activities and Greetings ”
- **Freeze Game pg. 9**
  - a. Where to find: “MNLiteracy PDF”
- **Name Ten pg. 65**
  - a. “ 99 Greetings and Activities”
- **I’ve Never pg. 17**
  - a. Where to find: “99 Activities and Greetings”
- **Inside- Outside Share pg. 230**
  - a. Where to find: Appendices

**Activities that ensure that all students take turns, allows others to speak, and actively participate in activities or discussions. (\*These activities relate to discussion questions 2,3,4,5,6)**

- **Partner Share pg. 230**
  - a. Where to find: “ Appendices”
- **Line Ups pg. 247 \* Can be done Non Verbally)**
  - a. Where to find: “Appendices”
- **Four Corner Thinking pg. 240**
  - a. Where to find: “ Appendices”
- **Name Ten pg. 65**
  - a. “ 99 Greetings and Activities”

- **I've Never pg. 17**
  - a. **Where to find: "99 Activities and Greetings"**
- **Inside- Outside Share pg. 230**
  - a. **Where to find: Appendices**
- **Continuous Tale pg. 237**
  - a. **Where to find: Appendices**
- **Connections pg.237**
  - a. **Where to find: "Appendices"**

**Activities that energize students as well as helps students understand the importance of cooperating with their teachers and peers. (\*These activities relate to discussion questions 5, 6)**

- **Line Ups pg. 247 (\* Can be done Non Verbally)**
  - a. **Where to find: "Appendices"**
- **Take Sides pg. 20**
  - a. **Where to find: "99 Activities and Greetings "**
- **Four Corner Thinking pg. 240**
  - a. **Where to find: " Appendices"**
- **Freeze Game pg. 9**
  - a. **Where to find: "MNLiteracy PDF"**
- **Name Ten pg. 65**
  - a. **" 99 Greetings and Activities"**
- **I've Never pg. 17**
  - a. **Where to find: "99 Activities and Greetings"**
- **Connections pg.237**
  - a. **Where to find: "Appendices"**

Students will be able to develop positive peer and teacher relationships

Students will be able to develop effective communication skills necessary for personal growth

1. Have I been effectively communicating with my teacher (s) about my needs as a student?
  - 1.1. How many check-ins should I have with my teacher?
  - 1.2. Why is check-ins important for my growth and development?
2. How did my teacher (s) help me to resolve personal conflicts?
  - 2.1. Have I maintained positive communication practices?
    - 2.1.1. (Eye Contact, Tone, Body Language, and Words)
    - 2.1.2. Did I provide enough clarity for my teacher (s) to know how I am feeling?
    - 2.1.3. Have I been considerate of what my teacher (s) have been communicating to me?
    - 2.1.4. Have I been effectively communicating with my peer (s)?
3. Have I shown my peer (s) the same respect that I would want given to me?
4. (Making sure not to interrupt when one is speaking)
5. How can I improve in the way that I communicate with others?
  - 5.1. How have I positively addressed conflicts with my peer (s)?
  - 5.2. How can I further improve/develop my conflict resolution skills?
  - 5.3. Who do I trust to help me resolve personal conflicts?
6. How do I show respect for someone else's differences?  
How do I positively respond to differing thoughts and opinions?

**Activities that help students understand how to create relationships with peers and teachers through the sharing of common interests so that they are better able to communicate. (\*These activities relate to discussion questions 1,2,3,4,5,6,7,8,9,10)**

- **Partner Share pg. 230**
  - a. Where to find: “ Appendices”
- **Take Sides pg. 20**
  - a. Where to find: “ 99 Activities and Greetings ”
- **Name Ten pg. 65**
  - a. “ 99 Greetings and Activities”
- **I've Never pg. 17**
  - a. Where to find: “99 Activities and Greetings”
- **A Warm Wind Blows pg. 18**
  - a. Where to find: “MNLiteracy PDF”

**Activities that teaches students how to develop relationships by respecting others opinions, as well as practice how to appropriately respond when their peers and teachers are sharing information. (\*These activities relate to discussion questions 1,3,4,5,6,7)**

- **Name Ten pg. 65**
  - a. “ 99 Greetings and Activities”
- **Partner Share pg. 230**
  - a. Where to find:“ Appendices”
- **I've Never pg. 17**
  - a. Where to find: “99 Activities and Greetings”
- **Inside- Outside Share pg. 230**
  - a. Where to find: Appendices

	<p>7. How do I work with others?</p> <p>7.1 How do I participate in-group activities?</p> <p>7.1.1 How do I positively support my peers?</p> <p>7.1.2 How do I positively encourage my peers during a challenge?</p> <p>7.1.3 Am I giving my peers the opportunity to participate?</p> <p>7.1.4 How do we work together to accomplish our individual and collective goals?</p>	<ul style="list-style-type: none"> <li>● <b>Connections pg.237</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> </ul> <p><b>Activities that give students the opportunity to build relationships with their peers by teaching them how to work together. (*These activities relate to discussion questions 1,5,7)</b></p> <ul style="list-style-type: none"> <li>● <b>Partner Share pg. 230</b> <ul style="list-style-type: none"> <li>a. <b>Where to find:“ Appendices”</b></li> </ul> </li> <li>● <b>I’ve Never pg. 17</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “99 Activities and Greetings”</b></li> </ul> </li> <li>● <b>Continuous Tale pg. 237</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: Appendices</b></li> </ul> </li> <li>● <b>Steps of a Problem Solving Meeting pg. 274</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> <li>● <b>Connections pg.237</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> </ul>
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## Quarter 2

**\* This document is organized by discussion objectives and discussion questions. The activities are optional, but are suggested for use as they align to meet the objectives. Please use this as you see fit. \***

**43 Days**

**Character Skills**

**Unit 3: Core Values**

**Unit 4: Conflict Resolution and Tolerance**

### Unit 3

Discussion Objective	Discussion Questions	Potential Activities
Students will understand and model the meaning	<p>1. What is character?</p> <p>1.1. Who/What displays a positive example of character?</p>	<p><b>Activities that reinforce the objectives and expectations learned in Quarter 1. These activities also serve to help students practice the characteristics necessary for building</b></p>

<p>and importance of having good character</p> <p>Students will understand and rationalize the meaning and execution of being a scholar of excellence.</p> <p>Students will define and practice the importance of being a steward of their school and community.</p> <hr/> <p><b>Class Service Trip Planning Portion:</b></p> <p>Students will define and practice the importance of being a steward of their school and community.</p>	<ol style="list-style-type: none"> <li>1.2. Self reflection- Do I have good character?</li> <li>1.3. How do I build and show character?</li> <li>1.4. What characteristics do I need to display to build and show character?</li> <li>1.5. Self Reflection- Do I have good character?</li> </ol> <p>2. What is “Excellence”?</p> <ol style="list-style-type: none"> <li>2.1. Who is an example that demonstrates excellence in school? In the community? In the world?</li> <li>2.2. How am I displaying excellence? <ol style="list-style-type: none"> <li>2.2.1. In my attitude, in my work, in my words, and in my day-to-day life?</li> </ol> </li> </ol> <hr/> <p>3. What is “Service” and why is it important?</p> <ol style="list-style-type: none"> <li>3.1. What does it mean to serve?</li> <li>3.2. Who/ What organizations or individuals demonstrate “service”?</li> <li>3.3. What resources can I access to find service opportunities?</li> <li>3.4. How am I being of service to my school and community?</li> <li>3.5. What service can I/my peers offer and execute to the school and/or our community?</li> </ol>	<p><b>character, and excellence. (*These activities relate to discussion questions 1, 2)</b></p> <ul style="list-style-type: none"> <li>● <b>Carousel pg. 235</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ol> </li> <li>● <b>Can You Guess? Pg. 11</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “99 Activities and Greetings”</b></li> </ol> </li> <li>● <b>Mix and Mingle pg. 248</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ol> </li> <li>● <b>One- Minute Talk pg. 251</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ol> </li> </ul> <p><b>Activities that allows students to practice and discuss what it means to provide a service to others, and the importance of collaborating with others to do so. These activities also provide students with the opportunity to collaborate and work together to accomplish a common goal. *These activities are related to discussion questions 1,2,3 for Character, Excellence, and the Service portion)</b></p> <ul style="list-style-type: none"> <li>● <b>Media Mania pg. 248</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ol> </li> <li>● <b>Mix and Mingle pg. 248</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ol> </li> <li>● <b>Park Bench pg. 251</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ol> </li> </ul> <p><b>Create and Plan a service experience within’ the school community</b></p>
<b>Unit 4</b>		
<b>Discussion Objective</b>	<b>Discussion Questions</b>	<b>Potential Activities</b>



Students will be able to resolve conflict peacefully.

Students will be able to define, demonstrate, and communicate tolerance.

1. How do I resolve a conflict that I may have with my teacher?
  - 1.1. How do I approach my teacher to address the conflict?
    - 1.1.1. What resources and supports have been given that would allow me to address a conflict with my teacher? (i.e. advisory period, written form, etc....)
  - 1.2. How do I know when I should involve my parents or other school leaders?
2. How do I tell my peer when something is wrong or bothering me?
  - 2.1. Body Language
  - 2.2. Eye Contact
  - 2.3. Words
  - 2.4. Tone
3. How do I use “I” statements to communicate positively?
4. How do I create a safe environment for my peers to share their opinions and concerns?
  - 4.1. Who can I talk to, to help me through conflicts?
  - 4.2. What should I do if I have a conflict with my parent(s)/guardian(s)?
    - 4.2.1. What supports and resources do I have?
      - 4.2.1.1. Counselor
      - 4.2.1.2. Teachers
      - 4.2.1.3. SROs

**Activities that reinforce the objectives of how students should interact with their peers. These activities give students the opportunity to work through disagreements by practicing how to engage in discussions/conversations. (\*These activities relate to discussion questions 1,2,3,4)**

- **Post-it Share using pros and cons pg. 231**
  - a. **Where to find: “Appendices”**
- **Think, Ink, Pair, Share pg. 231**
  - a. **Where to find: “Appendices”**
- **I Sit in the Grass pg. 245**
  - a. **Where to find: “Appendices”**
- **Take Sides pg. 20**
  - a. **Where to find: “99 Activities and Greetings”**
- **Commonalities pg.12**
  - a. **Where to find: “99 Activities and Greetings”**
- **Steps of a Conflict Resolution pg. 272**
  - a. **Where to find: “Appendices”**

**Activities that help students to see that they can use their similarities and differences to develop stronger peer relationships, as well as positively deal with conflict. (\*These activities relate to discussion questions 5,6,7)**

- **A Warm Wind Blows pg. 18**
  - a. **Where to find: “MNLiteracy PDF”**
- **Take Sides pg. 20**
  - a. **Where to find: “99 Activities and Greetings”**
- **Inside Outside Circle (Problem- Solving Focus) pg. 245**
  - a. **Where to find: “Appendices”**
- **Me too pg. 248**

5. What are the de-escalation tools that are available to me
  - 5.1. How do I serve as a peacemaker within' my school?
  - 5.2. How do I remain flexible when developing solutions to different problems?
    - 5.2.1. How do I implement a solution that I may be uncomfortable with?
      - 5.2.1.1. Am I considering all other parties who are involved?
      - 5.2.1.2. How do I ensure that everyone's ideas are included when creating solutions to the problems?
6. How are we all the same?
  - 6.1. What characteristics do we have that are alike? (i.e. we are all able to blink, we all have emotions, we attend the same school, etc.... )
7. How are we all different?
  - 7.1. What characteristics do we have that are different? (i.e. we may live in different communities, like different foods; participate in different activities, etc....)
  - 7.2. Being different is good for our classroom, school, community, and world
    - 7.2.1. Should I ever treat anyone that is different from me, differently?
      - 7.2.1.1. Someone who looks differently

**a. Where to find: "Appendices"**

- **Chain Reaction pg. 19**
  - a. **Where to find: MNLiteracy PDF**
- **Steps of a Conflict Resolution pg. 272**
  - a. **Where to find: "Appendices"**

**Practice communication skills and review strategies for conflict resolution by offering scenarios for students to work on in groups.**

- 7.2.1.2. Someone who dresses differently
- 7.2.1.3. Someone who is in a wheelchair

## Quarter 3

**\* This document is organized by discussion objectives and discussion questions. The activities are optional, but are suggested for use as they align to meet the objectives. Please use this as you see fit. \***

**44 Days**

**Character Skills**

**Unit 5: Leadership**  
**Unit 6: Excellence**

### Unit 5

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to discuss and rationalize what it means to be a leader</p> <p>Students will be able to differentiate between a positive and negative influences</p> <p>Students will be to understand the importance of exercising self-regulation</p> <p>Students will facilitate a circle discussion on peer pressure</p>	<ol style="list-style-type: none"> <li>1. What is leadership?               <ol style="list-style-type: none"> <li>1.1. What are the characteristics of a leader?</li> <li>1.2. What/Who are some examples of a leader?</li> <li>1.3. How do I become a leader within' my classroom, school, and community?</li> <li>1.4. What are my responsibilities as a leader?</li> <li>1.5. Who are the leaders in my class, school, and community?</li> <li>1.6. What characteristics have they displayed that makes them leaders?</li> <li>1.7. How do I encourage others to be leaders, including myself?</li> </ol> </li> <li>2. What are the differences between negative and positive influences?               <ol style="list-style-type: none"> <li>2.1. What causes us to make positive and negative choices?</li> <li>2.2. How can we as leaders encourage our peers to make positive decisions and</li> </ol> </li> </ol>	<p><b>Activities that teach students how to be led and why it is important to follow directions. (*These activities relate to discussion questions)</b></p> <ul style="list-style-type: none"> <li>• <b>Macaroni and Cheese pg. 247</b> a. <b>Where to find: "Appendices"</b></li> <li>• <b>Power Sculptures pg. 131</b> a. <b>Where to find: HIPP Manual</b></li> <li>• <b>No, No, No pg. 66</b> a. <b>Where to find: "99 Activities and Greetings"</b></li> <li>• <b>What would you do pg. 260</b> a. <b>Where to find: "Appendices"</b></li> <li>• <b>Allow students to take on different leadership roles and to discuss how they felt while in that role and what was required of them.</b> a. <b>Where to find: N/A Teacher led activity</b></li> </ul>

Students will understand that consequences can be positive or negative

- be positive influences in school, at home, and in our communities?
- 2.3. How do you determine whether someone is making healthy or unhealthy choices?
  - 2.4. How should you respond when you notice a peer or peers are making these choices?
    - 2.4.1. Healthy Choices (Celebrate, Encourage)
    - 2.4.2. Unhealthy Choices (Speak Up, Notify an adult)
    - 2.4.3. How do I encourage my peer or peers to make the right decisions?
    - 2.4.4. Am I leader? How can I utilize my own influence to help my peers make the right choices?
3. What is self- regulation?
- 3.1. Why is it important to exercise self- regulation?
  - 3.2. What are some examples of how one can and can't exercise self- regulation?
  - 3.3. What can happen if I am not aware of my thoughts and actions while in school or at home?
  - 3.4. Why is it important to exercise self- control?
  - 3.5. What are some examples of how one can and can't exercise self- control?
  - 3.6. What can happen if I don't think before I act or speak?
  - 3.7. How can I display self-control in school and at home?

**Activities for students to critically think about how to make positive decisions when being led by others and when leading others. These activities also teach students how to be effective leaders. (\*These activities relate to discussion questions**

- **CARES Acknowledgement pg. 234**
  - a. **Where to find: "Appendices"**
- **Personality Inventory pg. 268**
  - a. **Where to find: "Appendices"**
- **Driven to Trust pg. 238**
  - a. **Where to find: "Appendices"**
- **My Best Day pg. 82 and 83**
  - a. **Where to find: HIPP Manual**
- **Improv pg. 6**
  - a. **Where to find: "MNLiteracy PDF"**
- **Coseeki/ Follow the Leader pg. 45**
  - a. **Where to find: "MNLiteracy PDF"**
- **Incorporations pg. 6**
  - a. **Where to find: "MNLiteracy PDF"**
- **Mirror pg. 24**
  - a. **Where to find: "MNLiteracy PDF"**
- **Serial News pg. 100**
  - a. **Where to find: HIPP Manual**
- **YURT Circle pg. 109**
  - a. **Where to find: HIPP Manual**
- **Power to the People pg. 132 and 133**
  - a. **Where to find: HIPP Manual**
- **Touch Someone Who pg. 259**
  - a. **Where to find: "Appendices"**

	<p>4. <b>***Circle***</b></p> <p>5. What is peer pressure, and how should we respond to peer pressure?</p> <p>5.1. Have I ever fallen peer pressure?</p> <p>5.2. Why do we fall to peer pressure?</p> <p>5.3. Why do people pressure their peers?</p> <p>5.4. How do I cope with peer pressure when I see it happening to myself and/or others?</p> <p>5.5. Share a time when you were pressured, or when you pressured another peer. How did this action make you feel?</p> <p>6. How do we define what a consequence is? Why is it important to understand that there are consequences?</p> <p>6.1. What are examples of positive consequences?</p> <p>6.2. What are examples of negative consequences?</p> <p>6.3. What are some best practices for avoiding certain consequences?</p>	<ul style="list-style-type: none"> <li>• <b>Snap Debates: In this activity you split class into 2 teams, present a topic, and those teams are to choose a side to argue. They have 1 minute to create their argument, and 1 minute to present it. Once this has happened the facilitator decides who won the debate.</b></li> <li>a. <b>Where to find: N/A Teacher led activity</b></li> <li>• <b>Quick Decisions/ Personal Choices pg. 134 and 135</b></li> <li>a. <b>Where to find: HIPP Manual</b></li> </ul>
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## Unit 6

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to evaluate whether or not they are using class time effectively</p> <p>Students will be able to identify when, and how to address academic challenges</p>	<p>1. How do I avoid distractions and remain on task?</p> <p>1.1. How do I recognize what a distraction is?</p> <p>1.2. Am I finishing my work on time?</p> <p>1.3. Am I able to pay attention to the task that is in front of me?</p> <p>1.4. Am I fulfilling the expectations of my task (s)?</p>	<p><b>Activities that teach students the importance of paying attention, accepting one's own self, and how developing these skills creates a positive classroom environment socially and academically. (*These activities relate to discussion questions</b></p> <ul style="list-style-type: none"> <li>• <b>1. Radio pg. 29</b></li> <li>a. <b>Where to find: "MNLiteracy PDF"</b></li> <li>• <b>Observation Olympics pg. 250</b></li> <li>a. <b>Where to find: "Appendices"</b></li> </ul>

<p>Students will be able to develop positive study habits, and test taking skills</p> <p>Students will understand that having a positive self-esteem is important for success in school and at home</p> <p>Students will understand that building a good work ethic is important for being successful in school and at home</p>	<ol style="list-style-type: none"> <li>1.5. What are the time constraints within my classroom environment?</li> <li>1.6. How do I recognize when I am being a distraction?</li> <li>1.7. How do I know if the classwork/homework I am doing is my best work?</li> <li>1.8. What are the classwork and homework expectations?</li> <li>1.9. Have I completed all the requirements for handing in my classwork and homework?</li> <li>2. What are S.M.A.R.T goals and why are they important? <ol style="list-style-type: none"> <li>2.1. How do I create S.M.A.R.T goals?</li> <li>2.2. How do I prioritize my school work?</li> <li>2.3. What assignments require the most attention and detail?</li> <li>2.4. How do I express when I am facing a challenge academically or socially? (At home and/or in school)</li> <li>2.5. How do I maintain a consistent check-in schedule with my teacher and peers?</li> </ol> </li> <li>3. How do I know if my schoolwork is becoming overwhelming? <ol style="list-style-type: none"> <li>3.1. How do I tell my teacher(s) / parent (s) that I am facing challenges in school?</li> <li>3.2. Am I able to specifically describe the challenges that I am facing?</li> <li>3.3. What classes am I having challenges in and how do I overcome those challenges?</li> <li>3.4. Am I on track to accomplishing my academic goals?</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>Post-It Share using Pros and Cons pg. 231</b> a. <b>Where to find: “Appendices</b></li> <li>• <b>Active Listening pg. 88 and 89</b> a. <b>Where to find: HIPP Manual</b></li> <li>• <b>Make a list of dreams and goals and have students prioritize them; variation time will take to complete, most important etc...</b> a. <b>Where to Find: N/A this is a teacher led activity</b></li> <li>• <b>Post it share pg. 231</b> a. <b>Where to find: “Appendices”</b></li> <li>• <b>4. Carousel pg. 235</b> a. <b>Where to find: “Appendices”</b></li> </ul> <p><b>Activities that gives students the opportunity to encourage one another as well as help to build self-esteem and morale within’ the classroom space. These activities also give students the opportunity to set goals and be open to help and encouragement from peers. (*These activities relate to discussion questions</b></p> <ul style="list-style-type: none"> <li>• <b>Crystal Ball Greeting: pg. 217</b> a. <b>Where to find: “Appendices”</b></li> <li>• <b>Around the World (Variation) pg. 234</b> a. <b>Where to find: “Appendices”</b></li> <li>• <b>I’ve Never pg. 17</b> a. <b>Where to find: “ 99 Activities and Greetings”</b></li> <li>• <b>Discuss with students the things that they are good at doing. Ask the students if what they are good at doing requires practice? If they say no, follow up and ask them that even though they don’t need the practice, wouldn’t</b></li> </ul>
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	<p>3.5. Am I remaining optimistic about accomplishing my academic goals?</p> <p>3.6. If I am having challenges in accomplishing my academic goals, how do I get back on track to accomplishing those goals? (Resilience)</p> <p>3.7. What is work ethic?</p> <p>3.8. Why is it important to have a good work ethic?</p> <p>3.9. How does having a good work ethic help others?</p> <p>3.10. What are the benefits of having a good work ethic?</p> <p>4. What resources are available to help me to achieve my academic goals?</p> <p>4.1. What resources are available to help me overcome academic challenges?</p> <p>4.2. How do I create positive study habits to ensure academic and personal success?</p> <p>4.3. How do I prioritize studying while in school and at home?</p> <p>4.4. What tools and resources are available to help me improve or maintain positive study habits?</p> <p>4.5. What are the benefits of studying? How does one study for success?</p> <p>4.6. What may or will happen if I don't study?</p> <p>4.7. How does studying affect my academic performance?</p> <p>4.8. How does studying affect how I feel about my own academic goals and myself?</p> <p>5. How do we define what self- esteem is?</p>	<p><b>practice help in making them the best at what they do? Why is perseverance needed and helpful?</b></p> <p><b>a. Where to find: N/A this is a teacher led activity</b> <b>This is an opportunity for teacher (s) and student (s) to do a goal check- in</b></p> <ul style="list-style-type: none"> <li>• <b>Think, Ink, Pair, Share pg. 231</b></li> </ul> <p><b>a. Where to find: "Appendices"</b></p> <ul style="list-style-type: none"> <li>• <b>Acknowledgement Buffet pg. 233</b></li> </ul> <p><b>a. Where to find: "Appendices"</b></p> <ul style="list-style-type: none"> <li>• <b>Is This Seat Taken pg. 246</b></li> </ul> <p><b>a. Where to find: "Appendices"</b></p> <ul style="list-style-type: none"> <li>• <b>Knots pg. 247</b></li> </ul> <p><b>a. Where to find: "Appendices"</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss with students people who have accomplished great things in their lifetime? Ask students what would have happened if they gave up because of "challenges"?</b></li> </ul> <p><b>a. N/A Teacher led discussion</b></p> <ul style="list-style-type: none"> <li>• <b>Around the World pg. 24</b></li> </ul> <p><b>a. Where to find: " 99 Activities and Greetings"</b></p> <ul style="list-style-type: none"> <li>• <b>Teachers use this time as a study hall and/or for students to review homework that they have to turn in for the day. Use this time also to help to find and discuss resources for academic help.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Human Camera pg. 11</b></li> </ul> <p><b>a. Where to find: "MN Literacy PDF"</b></p> <ul style="list-style-type: none"> <li>• <b>Adjective Name Game pg. 78</b></li> </ul> <p><b>a. Where to find: HIPP Manual</b></p> <ul style="list-style-type: none"> <li>• <b>Concentric Circles Self- Esteem pg. 80</b></li> </ul> <p><b>a. Where to find: HIPP Manual</b></p>
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	<p>5.1. Do we have a healthy view of who we are as individuals?</p> <p>5.2. Why is it important to have a positive self- esteem?</p> <p>5.3. How does having a positive self esteem affect me in school and at home?</p>	<ul style="list-style-type: none"><li>• <b>M&amp;M Game pg. 81</b> <b>a. Where to find: HIPP Manual</b></li> <li>• <b>YES pg. 262</b> <b>a. Where to find: “ Appendices”</b></li></ul>
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