



## Congress Heights' Scope and Sequence Character Education *Elementary Grades* 3-5

<u>Quarters</u>	<u>Units</u>	<u>Character Traits/Skills</u>	<u>Pacing</u>	<u>Key Understandings</u>
<b>1</b>	<b>1</b>	<b>Communication</b>	<b>22 Days</b>	<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>
	<b>2</b>	<b>Relationship Building</b>	<b>23 Days</b>	<ul style="list-style-type: none"> <li>● Create positive peer relationships</li> <li>● Understand that encouraging others demonstrates positive relationship building</li> </ul>
<b>2</b>	<b>3</b>	<b>Core Values</b>	<b>21 Days</b>	<ul style="list-style-type: none"> <li>● Rationalize what character, excellence, and service looks like, sounds like, and feels like.</li> <li>● Apply knowledge of service</li> </ul>
	<b>4</b>	<b>Conflict Resolution &amp; Tolerance</b>	<b>22 Days</b>	<ul style="list-style-type: none"> <li>● Resolve conflict peacefully</li> <li>● Define, demonstrate, and communicate tolerance</li> </ul>
<b>3</b>	<b>5</b>	<b>Leadership</b>	<b>22 Days</b>	<ul style="list-style-type: none"> <li>● Identify, define, and interpret what it means to be a leader</li> <li>● Differentiate between a positive and negative influence</li> <li>● Display how to exercise self-regulation</li> <li>● Facilitate a circle discussion on peer pressure.</li> <li>● Understand that consequences can be positive or negative</li> </ul>

	<b>6</b>	<b>Excellence</b>	<b>22 Days</b>	<ul style="list-style-type: none"> <li>● Evaluate whether or not they are using time in class effectively.</li> <li>● Demonstrate how to avoid classroom distractions.</li> <li>● Identify when, and how to address challenges.</li> <li>● Understand that having a positive self -esteem is important for success in school and at home.</li> <li>● Understand that building a good work ethic is important for being successful in school and at home.</li> </ul>
--	----------	-------------------	----------------	---

## 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 communicate (talk) with my teachers and peers?               <ol style="list-style-type: none"> <li>1.1.1. Am I greeting my teachers and peers appropriately?</li> <li>1.1.2. Am I yelling when I speak?</li> </ol> </li> <li>2. How do I listen and respond to my teacher (s) and peer (s) ?               <ol style="list-style-type: none"> <li>2.1.1. Am I giving my undivided attention?</li> </ol> </li> <li>3. How do I positively respond to given directions?               <ol style="list-style-type: none"> <li>3.1. Am I able to repeat the directions given to me?</li> </ol> </li> <li>4. How do I communicate how I am feeling?</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 1,2,3,4,5,9,10)</b></p> <ul style="list-style-type: none"> <li>● <b>Introduction Greeting pg. 220</b> <ol style="list-style-type: none"> <li>a. <b>Where to find: “Appendices</b></li> </ol> </li> </ul>

	<p>4.1.1. Am I using clear and specific words?</p> <p>4.1.2. Am I being respectful when communicating my feelings?</p> <p>4.2. How do I communicate a want vs. need?</p> <p>4.2.1. Am I using clear and specific words?</p> <p>4.2.2. Have I determined if what I am asking for is actually a want or a need?</p> <p>4.2.3. What are the procedures for communicating a want or need? (i.e. Raising of hand...)</p> <p>5. How do I communicate a concern?</p> <p>5.1. Is this concern harmful to my peers or me?</p> <p>5.2. How do I know if this concern is actually a concern?</p> <p>6. How do I take turns?</p> <p>6.1. Am I ensuring that everyone has had the opportunity to participate?</p> <p>6.2. Am I ensuring that everyone has had the opportunity to speak?</p> <p>6.3. Am I ensuring that everyone has had the opportunity to use classroom materials?</p> <p>7. How am I using positive communication practices?</p> <p>7.1. Am I using the correct tone, body language, eye contact, and words?</p> <p>7.2. Am I giving my peer and/or teacher the opportunity to speak?</p> <p>7.3. Am I actively listening to what my peer and/or teacher is saying?</p> <p>8. How do I know that I have been clear in my communication with my peers, and teachers?</p>	<ul style="list-style-type: none"> <li>● <b>The Ah, Um Game</b> (<a href="http://www.greatgroupgames.com/ah-um-game.htm">http://www.greatgroupgames.com/ah-um-game.htm</a>)</li> <li>● <b>Reach out Greeting pg. 217</b> <ul style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ul> </li> <li>● <b>Guess My Greeting pg. 219</b> <ul style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ul> </li> <li>● <b>Mimic Greeting pg. 221</b> <ul style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ul> </li> </ul> <p><b>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 1,2,3,4,5,7,8,9,10,11)</b></p> <ul style="list-style-type: none"> <li>● <b>Freeze Game pg. 9</b> <ul style="list-style-type: none"> <li>a. Where to find: “MNLiteracy PDF”</li> </ul> </li> <li>● <b>Can you guess? Pg. 12</b> <ul style="list-style-type: none"> <li>a. Where to find: “99 Activities and Greetings”</li> </ul> </li> <li>● <b>Getting to Know You pg. 14</b> <ul style="list-style-type: none"> <li>a. Where to find: “99 Activities and Greetings”</li> </ul> </li> <li>● <b>I’ve Never pg. 17</b> <ul style="list-style-type: none"> <li>a. Where to find: “99 Activities and Greetings”</li> </ul> </li> <li>● <b>Four Corner Thinking pg. 240</b></li> </ul>
--	--	---

	<p>8.1. Can I restate the main idea from my communication with others?</p> <p>9. How do I create a safe environment for my peers to share their opinions and concerns?</p> <p>10. What are some conflict resolution practices I can use throughout the school year?</p> <p>10.1. How do these practices apply if and when I have a conflict with my peer and/ or teacher?</p>	<p><b>a. Where to find: “Appendices”</b></p> <ul style="list-style-type: none"> <li>● <b>Interview Share pg. 230</b> <ul style="list-style-type: none"> <li><b>a. Where to find: “Appendices”</b></li> </ul> </li> </ul> <p><b>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, 5, 6, 7, 10)</b></p> <ul style="list-style-type: none"> <li>● <b>Line Ups pg. 247 * Can be done (Non Verbally)</b> <ul style="list-style-type: none"> <li><b>a. Where to find: “Appendices”</b></li> </ul> </li> <li>● <b>Partners and Pairs pg. 69</b> <ul style="list-style-type: none"> <li><b>a. Where to find: “99 Activities and Greetings”</b></li> </ul> </li> <li>● <b>The Thing in the Bag pg. 83</b> <ul style="list-style-type: none"> <li><b>a. Where to find: “99 Activities and Greetings”</b></li> </ul> </li> <li>● <b>Electricity pg. 17</b> <ul style="list-style-type: none"> <li><b>a. Where to find: “MNLiteracy PDF”</b></li> </ul> </li> </ul> <p><b>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 communicating with others. (*These activities relate to discussion questions 1, 2, 3, 4,5,7,8, 9, 10, 11)</b></p> <ul style="list-style-type: none"> <li>● <b>Freeze Game pg. 9</b> <ul style="list-style-type: none"> <li><b>a. Where to find: “MNLiteracy PDF”</b></li> </ul> </li> </ul>
--	---	---

- **Take sides pg. 20 in**
  - a. **Where to find: “99 Activities and Greetings”**
- **The Thing in the Bag pg. 83**
  - a. **Where to find: “ 99 Activities and Greetings” Book**

**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 1,2,3,4,5,6,7, 8,9,10,11)**

- **Greet and Meet Meeting pg. 218**
  - a. **Where to find: “Appendices”**
- **Line Ups pg. 247**
  - a. **Where to find: “Appendices”**
- **Can you guess? Pg. 11**
  - a. **Where to find: “99 Activities and Greetings”**
- **Getting to Know You pg. 14**
  - a. **Where to find: “99 Activities and Greetings”**
- **I’ve Never pg. 17**
  - a. **Where to find: “99 Activities and Greetings”**
- **Four Corner Thinking pg. 240**
  - a. **Where to find: “Appendices”**
- **Interview Share pg. 230**

a. Where to find: "Appendices"

- Steps of a Conflict Resolution pg. 272
  - a. Where to find: "Appendices"
- Count up pg. 238
  - 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 2,3,4,9,10,11)

- Freeze Game pg. 9
  - a. Where to find: "MNLiteracy PDF"
- Line Ups pg. 247
  - a. Where to find: "Appendices"
- Take sides pg. 20 in
  - a. Where to find: "99 Activities and Greetings"
- Getting to Know You pg. 14
  - a. Where to find: "99 Activities and Greetings"
- I've Never pg. 17
  - a. Where to find: "99 Activities and Greetings"
- Four Corner Thinking pg. 240
  - a. Where to find: "Appendices"
- Steps of a Conflict Resolution pg. 272
  - a. Where to find: "Appendices"

## Unit 2

Students will be able to develop positive peer and teacher relationships

Students will be able to understand that encouraging others demonstrates positive relationship building

1. How am I a friend?
  - 1.1. How do I show kindness to others?
  - 1.2. What is sharing and how do I do it?
    - 1.2.1. Am I sharing classroom materials with my peers?
    - 1.2.2. Should I share all of my personal objects with my peers?
2. Why is it important to share?
  - 2.1. What types of items should/shouldn't I share?
  - 2.2. With who should I share?
  - 2.3. Do I only share with those that I like?
3. How do I work and play with others?
  - 3.1.1. Am I being aggressive?
  - 3.1.2. Do I understand when my peers do or don't want to work or play with me?
    - 3.1.2.1. What should I do if they don't want to work or play with me?
  - 3.2. How do I participate in-group activities?
    - 3.2.1. Am I ensuring that everyone has been given the chance to participate?
    - 3.2.2. Am I listening to everyone in my group?
  - 3.3. How do I listen and respond to my classroom friends?
  - 3.4. How do I show respect for someone else's differences?

**Activities that help students understand how to create relationships with peers and teachers through the sharing of common interests. (\*These activities relate to discussion questions 1,2,3)**

- **Take sides pg. 20 in**
  - a. **Where to find: "99 Activities and Greetings"**
- **Affinity Process pg. 233**
  - a. **Where to find: "Appendices"**
- **Me Too pg. 248**
  - a. **Where to find: "Appendices"**
- **Brown Bag Share pg. 229**
  - a. **Where to find: "Appendices"**
- **One Thing You Like to Do pg. 61**
  - 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 3,4,5)**

- **Can you guess? Pg. 11**
  - a. **Where to find: "99 Activities and Greetings"**
- **The Real Me pg. 78**

4. What is encouragement?
  - 4.1. How do we display encouragement towards our peers?
  - 4.2. What are the characteristics of someone who is an encourager?
  - 4.3. Why is it important to encourage our peer (s) and us?
  
5. How does displaying encouragement help to build unity within my school and community?
  - 5.1. What strategies can I use to encourage myself when I am facing challenges academically and socially?
    - 5.1.1. Who can I seek encouragement from when I need to keep myself going?
  - 5.2. What strategies can I use to encourage my peers when they are facing challenges academically and socially?
    - 5.2.1. What are some encouraging statements I can say to help my peers?

a. **Where to find: “99 Activities and Greetings”**

- **If I Were pg. 16**
  - a. **Where to Find: “99 Activities and Greetings”**
  
- **Me Too pg. 248**
  - a. **Where to find: “Appendices”**

**Activities that gives students the opportunity to build relationships with their peers by teaching them how to work and play together. (\*These activities relate to discussion questions 1,2,3,4,5)**

- **Count up pg. 238**
  - a. **Where to find: “Appendices”**
  
- **Affinity Process pg. 233**
  - a. **Where to find: “Appendices”**
  
- **Continuous Tale pg. 237**
  - a. **Where to find: “Appendices”**
  
- **Knot pg. 25**
  - a. **Where to find: “Appendices”**
  
- **Everybody Up pg. 44**
  - a. **Where to find: “MNLiteracy PDF”**
  
- **CARES Acknowledgement pg. 234**
  - a. **Where to find: “Appendices”**
  
- **Popcorn Acknowledgements pg. 253**
  - a. **Where to find: “Appendices”**
  
- **Can you guess? Pg. 11**



a. Where to find: “99 Activities and Greetings”

## 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
<p>Students will understand and model the meaning and importance of having good character</p> <p>Students will understand and rationalize the meaning and execution of being a scholar of excellence.</p>	<ol style="list-style-type: none"> <li>1. What is character?               <ol style="list-style-type: none"> <li>1.1. Who/What displays a positive example of character?</li> <li>1.2. Self reflection- Do I have good character?</li> </ol> </li> <li>2. What is “Excellence”?               <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 do I show excellence?</li> </ol> </li> </ol>	<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 character, and excellence. (*These activities relate to discussion questions 1,2)</b></p> <ul style="list-style-type: none"> <li>● Individual Share pg. 229               <ol style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ol> </li> <li>● If I were pg. 16 from               <ol style="list-style-type: none"> <li>a. Where to find: “99 Activities and Greetings”</li> </ol> </li> <li>● Partner Share pg. 230               <ol style="list-style-type: none"> <li>a. Where to find: “ Appendices”</li> </ol> </li> </ul>

	<p>2.2.1. In my attitude, in my work, in my words, in my day-to-day life?</p>	<ul style="list-style-type: none"> <li>● <b>One- Minute Talk pg. 251</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> </ul>
<p><b>Class Service Trip Planning Portion:</b> 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. What is “Service” and why is it important? <ol style="list-style-type: none"> <li>1.1. What does it mean to serve?</li> <li>1.2. How do I participate in service?</li> <li>1.3. What service resources do I have access to?</li> </ol> </li> <li>2. Why is it important to give to others?</li> <li>3. What can I do to provide a service to my community? <ol style="list-style-type: none"> <li>3.1. What organizations can I join to help provide services to my school and community?</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● <b>Around the World pg. 24</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “99 Activities and Greetings”</b></li> </ul> </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>If I were pg. 16 from</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “99 Activities and Greetings”</b></li> </ul> </li> <li>● <b>Count Up pg. 238</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> <li>● <b>Around the World pg. 24</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “99 Activities and Greetings”</b></li> </ul> </li> <li>● <b>One- Minute Talk pg. 251</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> <li>● <b>Media Mania pg. 248</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “Appendices”</b></li> </ul> </li> <li>● <b>Scavenger Hunt pg. 47</b> <ul style="list-style-type: none"> <li>a. <b>Where to find: “MNLiteracy PDF”</b></li> </ul> </li> </ul> <p><b>Execute a service experience for students to participate in within the school building, their classroom, or neighboring community.</b></p>

## Unit 4

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to resolve conflict peacefully.</p> <p>Students will be able to define, demonstrate, and communicate tolerance.</p>	<ol style="list-style-type: none"> <li>1. How do I communicate with my peers when something is wrong or bothering me?               <ol style="list-style-type: none"> <li>1.1. Body Language</li> <li>1.2. Eye Contact</li> <li>1.3. Words</li> <li>1.4. Tone</li> </ol> </li> <li>2. How do I use “I” statements to communicate positively?</li> <li>3. Who can I talk to to help me through conflicts? Who is my school counselor? What supports and resources do I have?</li> <li>4. How are we all the same?               <ol style="list-style-type: none"> <li>4.1.1. Parts of the body ( i.e. ears, hair, eyes, arms etc...)</li> <li>4.1.2. Attend the same school</li> <li>4.1.3. In the same class</li> </ol> </li> <li>5. How are we all different?</li> <li>6. Being different is good for our classroom, school, community, world</li> <li>7. Should I ever treat anyone that is different from me, differently?               <ol style="list-style-type: none"> <li>7.1. Someone who looks differently</li> <li>7.2. Someone who dresses differently</li> <li>7.3. Someone who is in a wheelchair</li> </ol> </li> </ol>	<p><b>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)</b></p> <ul style="list-style-type: none"> <li>● <b>Individual Share pg. 229</b> <ol style="list-style-type: none"> <li>a. Where to find: “ Appendices”</li> </ol> </li> <li>● <b>Count Up pg. 238</b> <ol style="list-style-type: none"> <li>b. Where to find: “Appendices”</li> </ol> </li> <li>● <b>If I were pg. 16 from</b> <ol style="list-style-type: none"> <li>a. Where to find: “99 Activities and Greetings”</li> </ol> </li> <li>● <b>Book Character Greeting pg. 217</b> <ol style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ol> </li> <li>● <b>Partner Share pg. 230</b> <ol style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ol> </li> <li>● <b>Chain Reaction pg. 19</b> <ol style="list-style-type: none"> <li>a. Where to find: MNLiteracy PDF</li> </ol> </li> <li>● <b>Take Sides pg. 20</b> <ol style="list-style-type: none"> <li>a. Where to find: “ 99 Activities and Greetings”</li> </ol> </li> </ul> <p><b>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 4,5,6,7)</b></p> <ul style="list-style-type: none"> <li>● <b>Me too pg. 248</b> <ol style="list-style-type: none"> <li>a. Where to find: “Appendices”</li> </ol> </li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Name Ten pg. 65</b> a. “99 Activities and Greetings”</li> <li>• <b>Huddle Up Greeting pg. 219</b> a. Where to find: “Appendices”</li> <li>• <b>Inside- Outside Greeting pg. 219</b> a. Where to find: “Appendices”</li> <li>• <b>A Warm Wind Blows pg. 18</b> a. Where to find: “MNLiteracy PDF”</li> </ul>
--	--	---

## 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 identify, define, and interpret what it means to be a leader.</p> <p>Students will be able to differentiate between a</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. Who are the leaders in my school and why are they important?</li> <li>1.3. How do I become a leader within my classroom?</li> </ol> </li> </ol>	<p><b>Activities that teach students how to be led and why it is important to follow directions. These activities also gives students the opportunity to practice decision making skills (*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>Follow the leader pg. 7</b></li> </ul>

<p>positive and negative influence.</p> <p>Students will facilitate a circle discussion on peer pressure.</p> <p>Students will be able to display how to exercise self-regulation.</p> <p>Students will understand that consequences can be positive or negative.</p>	<ol style="list-style-type: none"> <li>1.4. What are my responsibilities as a leader?</li> <li>2. How do I influence my peers to make good choices? <ol style="list-style-type: none"> <li>2.1. What is the difference between a good and bad choice?</li> <li>2.2. What causes us to make these kinds of decisions?</li> <li>2.3. How do I encourage others to be leaders?</li> <li>2.4. Who are the leaders in my class?</li> <li>2.5. How do I become a leader in my school?</li> <li>2.6. Who are the leaders in my school?</li> </ol> </li> <li>3. How do you know when someone is making the wrong or right choices? <ol style="list-style-type: none"> <li>3.1. How do you respond to a peer or peers making the right choices?</li> <li>3.2. How do you respond to a peer or peers who are making the wrong choices?</li> <li>3.3. When should I speak up? When should I notify an adult? Do I know the appropriate adults to tell?</li> </ol> </li> <li>4. <b>***Circle***</b></li> <li>5. What is peer pressure, and how should we respond to peer pressure? <ol style="list-style-type: none"> <li>5.1. Have I ever fallen peer pressure?</li> <li>5.2. Why do we fall to peer pressure?</li> <li>5.3. Why do people pressure their peers?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>a. <b>Where to find: “MNLiteracy PDF”</b> <ul style="list-style-type: none"> <li>• <b>Freeze Game pg. 9</b></li> </ul> </li> <li>a. <b>Where to find: “MNLiteracy PDF”</b> <ul style="list-style-type: none"> <li>• <b>Pop pg. 30</b></li> </ul> </li> <li>a. <b>Where to find: “ MNLiteracy PDF”</b> <ul style="list-style-type: none"> <li>• <b>Quick Decisions/ Personal Choices pg. 134</b></li> </ul> </li> <li>a. <b>Where to find: HIPP Manual</b> <ul style="list-style-type: none"> <li>• <b>Serial News pg. 100</b></li> </ul> </li> <li>a. <b>Where to find: HIPP Manual</b> <ul style="list-style-type: none"> <li>• <b>What would you do pg. 260</b></li> </ul> </li> <li>a. <b>Where to find: “Appendices”</b> <ul style="list-style-type: none"> <li>• <b>Power Sculptures pg. 131</b></li> </ul> </li> <li>a. <b>Where to find: HIPP Manual</b> <ul style="list-style-type: none"> <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></li> </ul> </li> <li>a. <b>Where to find: N/A Teacher led activity</b></li> </ol> <p><b>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 by practicing trust building skills. (*These activities relate to discussion questions</b></p> <ol style="list-style-type: none"> <li>• <b>Driven to Trust pg. 238</b></li> <li>• <b>Where to find: “Appendices”</b></li> <li>• <b>Charades pg. 235</b></li> </ol> <ol style="list-style-type: none"> <li>a. <b>Where to find: “ Appendices”</b></li> </ol>
---	--	--

	<p>5.4. How do I cope with peer pressure when I see it happening to myself and/or others?</p> <p>5.4.1. Share a time when you were pressured, or when you pressured another peer. How did this action make you feel?</p> <p>6. What is self- control?</p> <p>6.1. Why is it important to exercise self- control?</p> <p>6.2. What are some examples of how one can and can't exercise self-control?</p> <p>6.3. What can happen if I don't think before I act or speak?</p> <p>6.4. How can I display self-control in school and at home?</p> <p>6.5. How do we define what a consequence is?</p> <p>6.6. Why is it important to understand that there are consequences?</p> <p>6.7. What are examples of negative consequences?</p> <p>6.8. What are some best practices for avoiding certain consequences?</p>	<ul style="list-style-type: none"> <li>• <b>Knots pg. 247</b> a. <b>Where to find: " Appendices"</b></li> <li>• <b>Coseeki/ Follow the Leader pg. 45</b> a. <b>Where to find: "MNLiteracy PDF"</b></li> <li>• <b>CARES Acknowledgement pg. 234</b> a. <b>Where to find: "Appendices"</b></li> <li>• <b>Partners and Pairs pg. 69</b> a. <b>Where to find: "99 Activities and Greetings"</b></li> <li>• <b>Incorporations pg. 6</b> a. <b>Where to find: " MNLiteracy PDF"</b></li> <li>• <b>Find a Place pg. 8</b> a. <b>Where to find: "MNLiteracy PDF"</b></li> <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> a. <b>Where to find: N/A Teacher led activity</b></li> <li>• <b>Touch Someone Who pg. 259</b> a. <b>Where to find: "Appendices"</b></li> <li>• <b>YURT Circle pg. 109</b> a. <b>Where to find: HIPP Manual</b></li> <li>• <b>Power to the People pg. 132</b> a. <b>Where to find: HIPP Manual</b></li> <li>• <b>My Best Day pg. 82 and 83</b> a. <b>Where to find: HIPP Manual</b></li> </ul>
--	--	---

Discussion Objective	Discussion Questions	Potential Activities
<p>Students will be able to evaluate whether or not they are using time in class effectively.</p> <p>Students will be able to demonstrate how to avoid classroom distractions.</p> <p>Students will be able to identify when, and how to address challenges.</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. How do I show my best in my work?               <ol style="list-style-type: none"> <li>1.1. What are my work expectations?</li> <li>1.2. Have I asked any clarifying questions?</li> <li>1.3. Have I checked for mistakes in my work before handing it in to my teacher?</li> <li>1.4. Have I made corrections to my work given by my teacher?</li> <li>1.5. What is work ethic?</li> <li>1.6. Why is it important to have a good work ethic?</li> <li>1.7. How does having a good work ethic help others?</li> <li>1.8. What are the benefits of having a good work ethic for myself?</li> </ol> </li> <li>2. How do I avoid classroom distractions?               <ol style="list-style-type: none"> <li>2.1. Explain why it is important to stay on task</li> <li>2.2. How do I prioritize my classwork and homework responsibilities? (In school and at home)</li> <li>2.3. How do I effectively complete classroom tasks? (Putting away items, classroom roles and responsibilities etc....)</li> </ol> </li> <li>3. How do I pay attention in class?               <ol style="list-style-type: none"> <li>3.1. What does being on task look like?</li> <li>3.2. Why is it important to be on task and academically active in class?</li> <li>3.3. What may happen if I let my classmates distract me from my schoolwork?</li> </ol> </li> </ol>	<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 1,2,3,5,6)</b></p> <ul style="list-style-type: none"> <li>• <b>Maître D’ pg. 59</b> a. <b>Where to find: “99 Activities and Greetings”</b></li> <li>• <b>M&amp;M Game pg. 81 &amp; 82</b> a. <b>Where to find: HIPP Manual</b></li> <li>• <b>Description pg. 45</b> a. <b>Where to find: “MNLiteracy PDF”</b></li> <li>• <b>Is this seat taken pg. 246</b> a. <b>Where to find: “Appendices”</b></li> <li>• <b>Discuss with students the things that they are good at doing. Ask the student if what they are good at requires practice? If they said no follow up and ask them that even though they don’t need the practice, wouldn’t practice help in making them the best at what they do? Why is perseverance needed and helpful?</b> a. <b>Where to find: N/A this is a teacher led activity</b></li> <li>• <b>Partners and Pairs pg. 69</b> a. <b>Where to find: “99 Activities and Greetings”</b></li> <li>• <b>Ha, Ha Activity pg. 44</b> a. <b>Where to find: “ 99 Activities and Greetings”</b></li> <li>• <b>Chase the Caboose pg. 235</b> a. <b>Where to find: “Appendices”</b></li> <li>• <b>Knots pg. 247</b> a. <b>Where to find: “Appendices”</b></li> </ul>

	<p>3.4. How do I help my classmates stay focused in class?</p> <p>3.5. How do I know if I am being a distraction in my class?</p> <p>3.6. What can I do to not be a distraction?</p> <p>4. How do I know when I need help in school or at home?</p> <p>4.1. Am I being clear about where I am having challenges?</p> <p>4.2. How do I tell my teacher (s) and/ or my parent (s) that I need help? (Classwork, homework)</p> <p>4.3. How do I maintain a consistent and positive growth mindset?</p> <p>5. How do I exemplify perseverance in school?</p> <p>5.1. What is perseverance?</p> <p>5.2. How do I define perseverance?</p> <p>5.3. How do I know if I am displaying perseverance?</p> <p>5.4. Why is perseverance important for achieving excellence?</p> <p>5.5. What words, tone, and body language must be used to communicate a challenge academically? Socially?</p> <p>6. How do we define what self- esteem is?</p> <p>6.1. Do we have a healthy view of who we are as individuals?</p> <p>6.2. Why is it important to have a positive self- esteem?</p>	<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.</b></p> <p><b>These activities also give students the opportunity to set goals and be open to help and encouragement from peers.</b></p> <p><b>(*These activities relate to discussion questions 4,5,6)</b></p> <ul style="list-style-type: none"> <li>• <b>Have students write a list of dreams and goals and help them to list them in order of importance.</b></li> <li>a. <b>Where to find: N/A teacher led activity</b></li> <li>• <b>Crystal Ball Greeting: pg. 217</b></li> <li>a. <b>Where to find: "Appendices"</b></li> <li>• <b>I've Never pg. 17</b></li> <li>a. <b>Where to find: " 99 Activities and Greetings"</b></li> <li>• <b>Around the World pg. 24</b></li> <li>• <b>Where to find: " 99 Activities and Greetings"</b></li> <li>• <b>I Like Everything pg. 48</b></li> <li>a. <b>Where to find:" 99 Activities and Greetings"</b></li> <li>• <b>Discuss with students what they do well. Ask them if these things require practice? If so, how much? Why do we need perseverance? Give students time to answer on a sheet of paper or in their notebooks for referencing.</b></li> <li>a. <b>Where to find: N/A this is a teacher led activity</b></li> <li>• <b>Write/ Discuss a time when you failed at doing something, but came back and tried again?</b></li> <li>a. <b>Where to find: N/A this is a teacher led activity</b></li> <li>• <b>Adjective Name Game pg. 78</b></li> <li>a. <b>Where to find: HIPP Manual</b></li> </ul>
--	---	--



	6.3. How does having a positive self esteem effect is in school and at home?	<ul style="list-style-type: none"><li>• <b>Concentric Circles Self- Esteem pg. 80 and 81</b></li><li>a. <b>Where to find: HIPP Manual</b></li><li>• <b>M&amp;M Game pg. 81 &amp; 82</b></li><li>a. <b>Where to find: HIPP Manual</b></li></ul>
--	--	--