



SEL Unit: Resilience, We Can do Hard Things **Version 2.0**

[Resilience Unit Teacher Guide](#), [Original Lesson](#) (Some content may be different)

Lesson 3, Grades 6-8, Who Are Our Helpers?

Lesson Objectives

Students will be able to

- connect with their teacher and peers;
- identify and practice tools and habits that can help them develop skills of individual and community resilience; and
- identify at least one *Helper*.

Materials Needed

The Lion and the Mouse , Aesop Fable (English & Spanish)	Google Check in Form
Slide Deck	Family Connect Resource

Lesson Activities

Warm Welcome:

- Welcome each student to class with a friendly greeting and using each student's name. When possible, as a class name the students who aren't in class to remember them as community members even in their absence.
- Virtual Learning Confidentiality Review: Please take a moment to review classroom agreements that support the confidentiality of these community meeting times.
- Invite students to share something they have recently done that was fun. Let students know that sharing their ideas may help their peers by giving them a new idea of something to do while stuck at home.



- Emotional Check in (Here's an idea or choose your own)
 - Use this [Google Check in Form](#).

Engaging Activity:

- This week's lesson is about finding ways to help us get through the challenges that we are facing--specifically identifying our *Helpers*.
- Review the concept of resilience with students (the ability to bounce back from challenging experiences). Please review the [Unit Teacher Guide](#) on culturally responsive ways to talk about "Resilience."
- Ask students what was one hard thing they have done recently. (This can be something big or small.) How did they manage to do the hard thing even though it was challenging? What helped them to get through it?
- Have students read this short fable: [The Lion and the Mouse](#)
- *Lion and the Mouse* discussion questions:
 - Do you think the lion could have gotten out of the hunter's net without the help of the mouse? Why or why not?
 - How do you think the lion felt that it was a tiny mouse that saved his life?
 - The lion was obviously upset that he was caught in the net. We can tell because of his "angry roaring" while in the net. Have you ever felt angry when you couldn't solve a problem on your own?
- Re-Introduce the concept of *Helpers* and how helpers can help us get through hard things. Helpers can be people that we live with or don't live with. Helpers can also be objects, animals, or things in nature.
 - Help students to identify helpers in their lives. It can be helpful if you share a couple of your Helpers--a human helper and other comfort objects.
 - Ask students to identify a helper in their lives that they would like to go to or utilize to help them get through the challenges that they may be having now.

Optimistic Closure:

- Have students share their helpers that help them to get through difficult times. They can write it on a piece of paper, put in the chat box or you can all have them say their helpers out loud at the same time during the meeting.
- If you have time, check in with them about their [Personal Resiliency List](#) habit that they were going to try.



[Feedback Form](#) Teachers, please take 2 minutes to complete the lesson feedback form AFTER you teach the lesson. This will help the PPS Social Emotional Learning team develop lessons that meet your needs.

Teacher Wellness

The SEL team here in PPS appreciates you and we acknowledge the amazing work you do every day. We believe that we can only support our students when our own wellness is healthy and thriving. We have compiled a list of [Wellness Resources for Educators](#) that you may find helpful. Thank you for all you do for our students. 🧡

Family Resource

Connecting with families is one way to reinforce and extend student learning. The SEL team has developed a [Family Connect Resource](#) (translated in 5 languages), available for teachers to share with families if they feel it will be a valuable resource.



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