

Welcoming Rituals

Starting Positive

Have each student tape a sheet of paper to their back and then walk around and write positive qualities about their peers on their desks.

Quote Of The Day

Introduce a quote relevant to what your students are learning or to a shared experience—for example, an act of violence in the community. You can facilitate a whole-class discussion, group students into pairs, or have each student share a one-word response to the quote. This gives students the space to reflect on their beliefs and experiences and whether they agree or disagree with the quote and other students' opinions, and it gives them insight into their peers' perspectives and feelings.

Write Down, Rip Up, and Throw Away Your Stress

Have your students write down their expectations and insecurities, rip them up, and throw them away. This emotional check-in takes about three minutes. By acknowledging how your students are feeling at the start of each class, you'll acknowledge their barriers to learning and create a safe space for your students to overcome them.

Word Association

This is another game that's useful for getting students to think on their feet. Again, everyone stands in a circle and the first student says a word, any word. The next student must say a word that is connected with the first. This continues around the class. For example, if the first student says "sun," the second may say "sky," as the sun is in the sky. To this, the third might say "blue," as the sky is blue. To make it more difficult a time element can be introduced to force the students to think quickly.

Who am I?

A good way to get students mingling more freely, this activity will require the use of Post-It notes. Each student writes the name of a famous person on a Post-It note and then sticks the note onto another student's back. The second student does not know the identity of their famous person, so they must find out by asking other people in the class questions. These questions can either be free or restricted to yes/no answers. The activity ends when all of the students have found out the identity of their famous person. It's a good idea to keep the

students moving by limiting how many questions they can ask each person in the class. This will encourage them to speak to different people, which is, after all, the purpose of the exercise.

Optimistic Closures

My Next Step

Ask students to think of their first next step based on what they learned during class. It might be a conversation, gathering additional resources, or thinking more about the topic.

2. After giving participants a minute to think about what that step would be, ask them to share their next step with a partner or at their table.

3. Ask participants to write their “next step” on a stickynote and post the note somewhere where they will be reminded of their task, such as on their desk, inside the cover of their related text, etc.

I Am Curious

At the end of class, ask participants to complete this sentence, "I am curious to learn more about..." or, "I am curious about..."

2. Give participants a minute to think and write a "note to self."

3. At the end of the minute ask participants to share their “curiosity” with a partner or their table group.

4. After 1-3 minutes of partner talk, ask for 2-3 people to share what they are curious about with the whole group.

5. Collect the “notes to self” if you are using this as a formative assessment for future planning.

Suit Yourself

Pass out a playing card to each participant. The suit the participant gets describes the category of their response as follows:

Hearts: generate conversations about something from the heart—how you felt, what it meant to you, etc.

Clubs: describe things that grow—new ideas, new thoughts, a new point of view. Diamonds: are gems that last forever. What are some of the gems of wisdom gathered from people or content?

Spades: used to dig in the garden, so generate conversation about planting new ideas or things participants dug up during class.

2. Provide 1-2 minutes of quiet time for each participant to jot down (or think about) their answer, then use one of the following three options:

Ask for one volunteer from each 'suit' to stand and share their response. Do not comment between sharing.

Ask participants to turn to a neighbor and share their response.

Invite each participant to answer aloud to you as they walk out door, or hand in their written response as an exit ticket.

Reflection

Think of:

- Something I learned today
- Someone I was able to help
- Something I want to share with an adult
- Something I am looking forward to doing tomorrow
- Something I enjoyed about the day
- Someone who was kind/helpful to me

Civics & Government Units of Study & SEAD Starters

C&G Units	Note Sections	Essential Question(s)
Unit 1: Introduction to Government: The Foundation of Citizenship	Unit 1, Sec. 1	What are two ways an individual may acquire U.S. citizenship?

SEAD Prompts: Welcoming Rituals / Engaging Practices / Optimistic Closures

Self-Awareness:

- The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
- The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
 - IDENTIFYING EMOTIONS
 - ACCURATE SELF-PERCEPTION
 - RECOGNIZING STRENGTHS
 - SELF-CONFIDENCE
 - SELF-EFFICACY

Social Awareness

- The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.
 - PERSPECTIVE-TAKING
 - EMPATHY
 - APPRECIATING DIVERSITY
 - RESPECT FOR OTHER

Responsible Decision Making

- The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
- The realistic evaluation of consequences of various actions, and a consideration of well-being of oneself and others.
 - IDENTIFYING PROBLEMS
 - ANALYZING SITUATIONS
 - SOLVING PROBLEMS
 - EVALUATING
 - REFLECTING
 - ETHICAL RESPONSIBILITY

Self-Management

- The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself.
- The ability to set and work toward personal and academic goals.
 - IMPULSE CONTROL
 - STRESS MANAGEMENT
 - SELF-DISCIPLINE
 - GOAL SETTING
 - ORGANIZATIONAL SKILLS

Relationship Skills

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
 - COMMUNICATION
 - SOCIAL ENGAGEMENT
 - RELATIONSHIP BUILDING
 - TEAMWORK

Unit 1 SEAD Prompts:

Self-Awareness:

- What is your role in society as a citizen?
- If you could change one thing in the world, what would it be?
- Why should government officials listen to you?
- How can you be the change you want to see in the world?

Social Awareness:

- Why is it important to be able to view controversial topics from a variety of points of view?
- Is it important to empathize with those who may have a different point of view than you do?
- In what ways are you different from other people? In what ways are you the same? How does a diversity of perspectives enrich the whole?
- Is tolerance important? Can tolerance have limits? Why or why not?

Responsible Decision Making:

- In your opinion, what are the biggest problems facing society today? Why do people sometimes act out unconstructively?
- Why is it important to consider the context of a problem before jumping to a conclusion?
- Can there be more than one way to solve a problem? Can a solution lead to other unintended consequences or results?
- How can evaluating a possible course of action help you (and elected / appointed decision makers) make better decisions in the future?
- Is it important to stop and reflect on something you (or the government) has done? What are the benefits of reflection and self-examination?
- Should ethics always guide a choice? Why or why not?
- Do you owe anything to society and your fellow man? Does society and your fellow man owe anything to you?

Self-Management:

- Is it important to have a cool head during a stressful situation? What do you do to help yourself stay calm and refocused when you are stressed?
- When do you know you need to back off a tense situation? Is it important for government leaders to do the same?
- How can friends and a support system help a person during stressful times?
- Is it essential to establish daily routines? Is self-discipline essential for success? Why or why not?
- How can goals help to motivate a person? Should goals always be established for a high degree of success or should the goal setter also be pragmatic when setting goals?
- Is it important for a person or government official to be willing to learn how to be effective? Does one's effectiveness also reflect one's personal motivation?

Relationship Skills:

- Why is it important to effectively communicate in a variety of formats: speaking/ tone, word choice, body language, and writing clarity and effectiveness? Should government and government officials communicate to citizens in different ways?
- Why is it important to build relationships in order to effectively do one's job? Why is that important for government officials?
- Is it important to try to relate to others who you work with even though they may be different from you?

