

GROWTH: Lesson 1 (3-5)**GROWTH: Manage Yourself**

Develop Problem-Solving Skills
Practice Mindfulness
Persevere

Example Practices That Address Self-Management:

- Encourage students to take pride/ownership in work and behavior
- Encourage students to reflect and adapt to classroom situations
- Assist students with being ready in the classroom
- Assist students with managing their own emotional states

The Goals:

As an Arkansas graduate, I am:

- Reflective about my personal needs and manage my emotions effectively
- An effective choice maker and am able to demonstrate increasing levels of independence in setting goals and achieving them for college, career, and community engagement
- Able to manage time in order to set tasks and goals and achieve them

Personal Competency Addressed: In late elementary (3-5), I am learning to:

- ✓ Identify situations where I might need to ask for assistance as well as identify alternate solutions to problems
- ✓ Distinguish between fact and opinion
- ✓ Identify emotions that I am feeling and the situations that might cause them
- ✓ Identify and develop techniques to calm myself when in a pressure situation
- ✓ Identify how my actions impact others and understand that there are consequences to behaviors
- ✓ Effectively participate in group decision-making process
- ✓ Describe the steps of a decision-making model
- ✓ Describe, create, and implement steps in reaching a concrete goal
- ✓ Evaluate progress towards my goals for success in the classroom
- ✓ Adapt to change that may occur in the classroom, school, or in a social situation

Learning Objectives:

I can self-assess my strengths and struggles.

I can learn routines and procedures.

Materials and Preparation:

- [Mindfulness Check-In](#)
- [Gym Selfie and Reflection](#)
- [Growth Pre/Post Assessment - Printable](#)
- [Growth Pre/Post Assessment - Digital](#)
- [Positive Affirmations Nameplates](#)
- Internet and device for digital media

Key Vocabulary:

Mindfulness: being aware of something or someone

Perseverance: persistence in doing something despite difficulty

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

Problem Solving: the process of finding solutions

Self-Management: taking responsibility for one's own behavior and well-being

Introduction: (5 mins)

Explain that we will begin each class with a [Mindfulness Check-in](#). Some days we struggle with certain areas more than others. Your body may be feeling tired or injured. You may be feeling worried about an upcoming event. You may be trying to understand a problem. The teacher will ask the students to stand closest to the poster that represents their biggest area of concern in that particular moment. On the posters, students will have access to positive affirmations that relate directly to that area. Remind students that struggling is normal, and being aware of what's causing us to struggle can help lead us to solutions.

Explicit Instruction/Teacher Modeling: (5 mins)

[Growth Overview](#)

Lesson Activities: (3 mins)

In order to grow stronger, we will all need to persevere and not give up. For the plank challenge, some students would have had factors that made them struggle more than others. Have students practice perseverance by balancing a coin or pencil on their finger. Split up the class and take turns so that half of the class can focus on encouraging the other half during their turn. Discuss how that felt in comparison to planking during the [Growth Overview](#) presentation.

Guided Practice: (5 mins)

[Growth Pre/Post Assessment - Printable](#)

[Growth Pre/Post Assessment - Digital](#)

Use the preferred version of the above assessment and complete section 1. Teacher will read each statement and explain any unknown vocabulary while students respond.

Independent Work Time: (5 mins)

[Growth Pre/Post Assessment - Printable](#)

[Growth Pre/Post Assessment - Digital](#)

Use the preferred version of the above assessment and complete section 2. Students will complete this section independently.

Differentiation:

The Pre-Assessment may need modifications. You can offer a communication board so that students can touch their responses in section 1.

Students may need writing modifications for section 2 based on their IEPs or 504s.

Assessment: (5 mins*)

[Gym Selfie and Reflection](#)

Prompt: If you had the superpower of strength, how would you use it?

*Students who are unfamiliar with Flipgrid will need additional instructions on how to use the software.

Review and Close: (2 mins)

As a class, quickly make a list of words that students will want to use to describe themselves by the end of the year. Keep this list as a reference when discussing goals throughout the year.

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Intervention/Support:

Pre Assessment results will be gathered to determine student weaknesses and the subsequent lessons will have intervention options available in each area.

Enrichment/Extension:

Pre Assessment results will be gathered to determine student strengths and the subsequent lessons will have enrichment options available in each area.

Teacher Self-Care:

Think of something that you are struggling with right now. Think of obstacles in your life that you have overcome with perseverance. Write a positive affirmation about what you are currently facing and post it where you can see it as encouragement to keep going: You are enough. You choose your attitude. You are capable of so much. You are going to get through this and be able to help and encourage others because of your experience.

Sources:

“Core Strengthening Activities for Children: Plank.” 2015. American Physical Therapy Association. February 19, 2015

<https://www.choosept.com/children/activities/detail/core-strengthening-activities-children-plank#:~:text=Have%20your%20child%20hold%20the>

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

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Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?