



GROWTH: Lesson 5 (6-8)

<p><u>GROWTH: Manage Yourself</u> Develop Problem-Solving Skills Practice Mindfulness Persevere</p> <p><u>Example Practices That Address Self-Management:</u></p> <ul style="list-style-type: none"> ● 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 	<p><u>The Goals:</u> As an Arkansas graduate, I am:</p> <ul style="list-style-type: none"> ● 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
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<p><u>Personal Competency Addressed: In middle/junior high school, I can:</u></p> <ul style="list-style-type: none"> ✓ Identify my own personal characteristics and values (e.g., dependable, integrity, ethical) ☐ Demonstrate an ability to present my own perspective in a situation ☐ Reflect on possible consequences, both positive and negative, before expressing my thoughts ☐ Analyze how thoughts and emotions affect decision making and responsible behavior ✓ Practice effective communication (e.g., listening, reflecting, and responding) ☐ Demonstrate flexibility in my thinking or my actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes) ☐ Identify and apply the steps of a decision-making model ☐ Analyze factors that lead to goal achievement and success (e.g., managing time, adequate resources, confidence) ☐ Apply goal-setting skills to promote academic, career, and lifelong success ☐ Persevere and be flexible when faced with change ☐ Stay with a challenging task until completed
<p><u>Learning Objectives:</u> I can practice mindfulness.</p>
<p><u>Materials and Preparation:</u></p> <ul style="list-style-type: none"> ● Scrap paper and craft supplies for DIY “Thank you” notes created by students Or Purchase “Thank you” notes Or Download and copy TPT "Thank you" Note Template ● Device and internet access for digital materials
<p><u>Key Vocabulary:</u> <u>Mindfulness:</u> being conscious or aware of something <u>“Thankful” synonyms</u> - grateful, content, pleased, satisfied</p>
<p><u>Introduction (1 min):</u> Today we will practice being mindful of others.</p>

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

Lesson Activities (20 mins):

Introduction

Thank you note modeling

Thank you note writing

Closing

Explicit Instruction/Teacher Modeling (3 mins):

“When we closed the last lesson, we discussed the different mindfulness strategies to practice. During the lesson we also discussed a variety of scenarios where our thinking, actions, and words positively and negatively impact situations. Each of our decisions has an impact. It is important that the decisions we make are reflective of our values. Although it is important to be mindful of ourselves. It is also important to be mindful of others. Today, we will be mindful of someone in our school building. We are going to be writing “thank you” notes to members of our faculty and staff. You may write to a teacher, custodian, secretary, cafeteria staff, maintenance team, etc. You can write as many notes as you wish today. The goal is to be mindful of others around you.”

Guided Practice (4 mins):

Teacher does a whole group or small group guided practice of writing thank you notes.

Independent Work Time (10 mins):

Students write their thank you notes.

Differentiation:

Model how to write a thank you note before allowing students to complete their own.

Post a sample note that is fill-in-the-blank style for students to use as a model.

Assessment:

Optional exit ticket in [Guide for Life Journal](#)

Review and Close (2 mins):

“In closing, mindfulness matters. Mindfulness is important for you to practice for yourself and for others. Today, we focused on being mindful of others. I am thankful for the time you spent sharing your gratitude for someone in our school. How could we go beyond this lesson or even our school walls to extend the idea that mindfulness of others matters?” (Have a few students answer aloud or share some personal ways you practice the mindfulness of others)

Thank you note distribution--Teacher may collect all notes to distribute to staff OR allow time to deliver with students OR for students to distribute on their own.

Optional Activities:

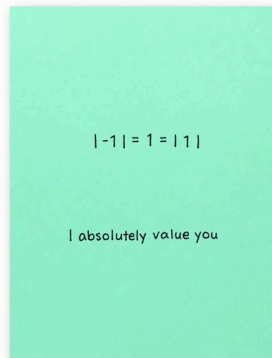
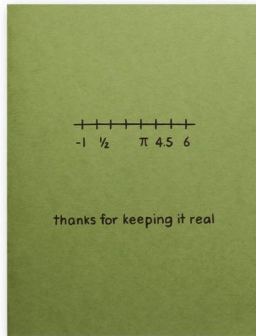
Continue this activity throughout the year. Allow it to be something that is practiced.

Intervention/Support:

- For ELLs, write in your native language to someone who speaks your native language.
- For advanced learners, write notes to community members or others outside of the building.
- For students with exceptional needs, provide a structured note to complete the assignment that includes a fill in the blank style for completion OR model with the students.

Enrichment/Extension:

STEM- Create a math related drawing for the cover of the thank you note that expresses how much you are thankful for the recipient of the note.



Literacy/ELA- Write a poem or song for the recipient rather than writing a thank you note.

ELL - Students could write the poem or song in their native language and help an English speaking student translate it and vice versa.

Teacher Self-Care:

Find ways to belly laugh! When you let out a biiiiig belly laugh the levels of cortisol and adrenaline—*stress hormones*—reduce, and your brain starts producing endorphins, natural pain killing substances. As a result, your body produces more defense cells, which help strengthen the immune system. ***Laughing can be the best medicine!***

Sources:

“Thank You Notes TEMPLATE.” *Teachers Pay Teachers*.

<https://www.teacherspayteachers.com/FreeDownload/Thank-You-Notes-TEMPLATE-3211696>.

https://docs.google.com/presentation/d/1kAkRAKu3I-Gxv3-e_1IDp7bvHOSU4b4p5NNn_CiTluY/edit#slide=id.p

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

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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?

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?