

I N S T R U C T I O N A L S U P P O R T

LESSON PLANS, STRATEGIES, AND ASSESSMENTS

SEL

TEEN LITERACY LIBRARY™



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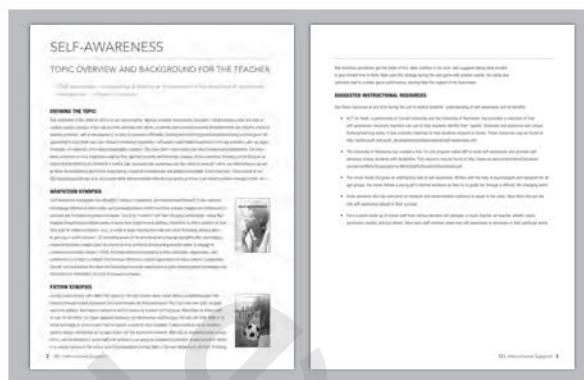
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INSTRUCTIONAL SUPPORT COMPONENTS

This guide contains instructional support for each topic in the *SEL Teen Literacy Library*. The nonfiction and fiction books as well as the emotion vocabulary cards and Emoti-Cards are addressed within each topic's pages.

TOPIC OVERVIEW AND BACKGROUND FOR THE TEACHER

(two pages for each topic): These introduction pages provide an overview of the topic and its books for the teacher. The synopses cover all of the information highlighted in the nonfiction book and all of the major plot points from the fiction book so that teachers have a thorough understanding of the content. Suggested instructional resources that can be used at any time during the unit to prepare students for the topic or extend their understanding are also listed.



SUGGESTED LESSON PLAN

(two pages for each topic): The lesson plan pages include four distinct sections: introductory scenario and discussion, topic introduction, suggested activities for exploring the topic, and book previews for the students.

INTRODUCTORY SCENARIO AND FOLLOW-UP DISCUSSION

The first section includes a short fictional scenario the teacher can use to introduce the SEL topic to the class. Each scenario is designed to be read aloud or acted out by classroom volunteers. The intention of this section is to get students to think about what caused the issue and begin to identify how events could have gone differently. To help them reflect on the scenario, four follow-up discussion questions are included.

INTRODUCE THE TOPIC

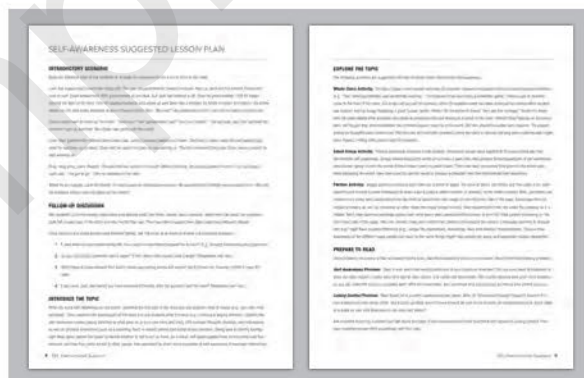
This section includes a short whole-class activity designed to introduce students to the SEL topic, its definition, and some real-world examples.

EXPLORE THE TOPIC

This section includes three different suggested activities to help provide concrete experiences with the SEL topic. Activities include whole class, small group, and partner scenarios.

PREPARE TO READ

This section includes two short previews that teachers should read to the students before they read the books. These previews are meant to intrigue students and motivate them to read the books.



VOCABULARY INSTRUCTION

(three pages for each topic): Because learning to recognize and define the emotion words featured in the books is such a critical part of both self-awareness and social awareness, extensive vocabulary instruction is included for the five words associated with each topic. The vocabulary pages include three distinct sections: introduction to the emotion words and their definitions using the emotion vocabulary cards and Emoti-Cards, matching and modeling activities, and emotion role-plays with follow-up discussion questions.



FEATURED EMOTION WORDS AND CARD ACTIVITIES

The five emotion words from the books and their definitions are introduced and reinforced using suggested activities for the emotion vocabulary cards and the Emoti-Cards. The emotion vocabulary cards are used to teach the words and definitions, while the Emoti-Cards focus on the facial and body language clues that help others recognize the emotions in everyday interactions.

MATCH THE CARDS AND MODEL THE EMOTIONS

Suggested activities for further exploration of the five emotions are provided.

EMOTION ROLE-PLAY AND FOLLOW-UP DISCUSSION

For each emotion vocabulary word, a role-play script is provided. Students can perform the role-play to show an everyday scenario in which that emotion might occur. Follow-up discussion questions are provided to allow for a deeper examination of each situation and the clues provided for the emotion.

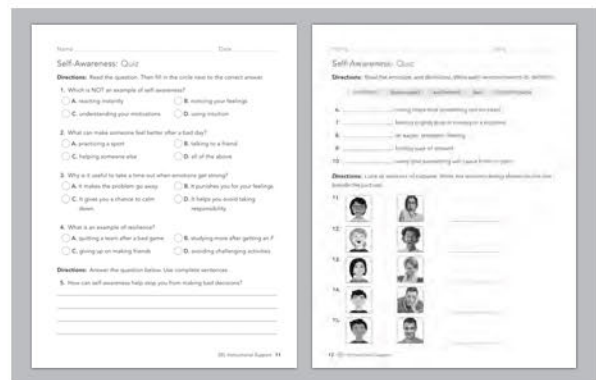
GUIDED READING QUESTIONS

(one page for the nonfiction book and one page for the fiction book): Comprehension questions are provided for both the nonfiction and fiction book for each topic. Use these questions after students initially read the books. They allow for a deeper rereading of the books and an exploration of key elements related to the topic. Questions are appropriate for whole class, small group, or individual instruction.



QUIZ

(two pages for each topic): The topic quiz consists of four multiple-choice questions, one short answer question, and ten vocabulary questions. The vocabulary questions require matching words to their definitions and identifying emotions based on photos and Emoti-Card illustrations. These can be considered summative assessments for each topic.



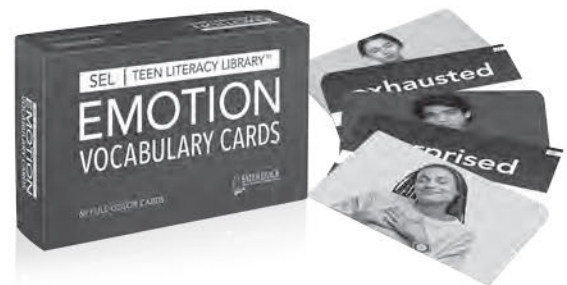
QUIZ PROGRESS CHART

(reproduce one for each student): A reproducible progress chart is provided on page 15 so that teachers can track student progress on the quizzes. As students read the books and complete the quizzes, record the score and the date the quiz was completed. Use the comments section to note any concepts or emotion vocabulary words that require reteaching.

| Student Name | Topic | Date | Score | Comments |
|-------------------------|--------------------|--------|-------|----------|
| Looking Within Yourself | Self-awareness | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| Looking Beyond Yourself | Self-awareness | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |
| | Emotion vocabulary | 1/1/15 | 15 | |

EMOTION VOCABULARY CARDS

(one set per box): The emotion vocabulary cards include 5 words from each of the 12 topics for a total of 60 cards. These are the same words highlighted and defined in the books. Each full-color, 3.5" x 5" card features a photograph on one side and a vocabulary word and definition on the other. These can be used for individual and partner vocabulary practice. The vocabulary pages for each topic incorporates these cards into the suggested activities. Each card has one rounded corner for ease of organization.



EMOTI-CARDS™

(one set per box): The Emoti-Cards are designed to be a unique approach for teaching students to recognize how others are feeling based on facial and body language clues. Featuring the same 60 common emotions, moods, and attitudes as the emotion vocabulary cards, the Emoti-Cards provide a road map to the nonverbal clues people often exhibit that reveal their inner feelings. Full-color illustrations of emotions, moods, and attitudes are featured on one side, with callouts to the facial and body language clues that people commonly exhibit. The corresponding emotion vocabulary words are listed on



the reverse side with a mini version of the illustrated face to further create a visual connection to the word. Featuring diverse male and female faces, the cards include the most obvious facial cues students can use to “read” people’s emotions accurately. The cards are organized on a metal ring for ease of handling. The square shape of the 3.5" x 3.5" cards makes them easy to hold in the palm of one’s hand.

IMPLEMENTATION OPTIONS

The lesson plans and strategies in this Instructional Support guide are designed for individual students, pairs, and small groups, depending on your classroom structure and instructional needs. Here are some options for implementation:

- Teach each topic in the order presented for each strand (Looking Within Yourself and Looking Beyond Yourself). Use the provided lesson plan pages to plan instruction. Use the vocabulary lesson pages, the emotion vocabulary cards, and the Emoti-Cards to pre-teach the five featured emotions for the topic. Introduce both books to the class and provide time for students to read the books. Because there are three copies of each book included in the box, partners or small groups can read at the same time. As students complete the books, use the guided reading questions to spur discussion about the main idea, key plot points, and how the emotion vocabulary words are used in context. Use the quiz to assess comprehension and vocabulary mastery.
- Form small groups. Assign each group a topic and provide both the nonfiction and fiction book for that topic. Provide the five emotion vocabulary cards and Emoti-Cards for that topic to the group and have them use the cards to master the vocabulary prior to reading the books. After groups read the books, provide the guided reading questions to spur discussions and deeper reading. Ask the group to present their topic to the class using real-world examples. Use the quiz to assess comprehension and vocabulary mastery.
- Display the books as part of a classroom library and allow students to self-select titles. Use the quiz for each topic to monitor comprehension.

BOOK OVERVIEW CHART

| Book | Nonfiction/ Fiction | Theme | Readability Level | Lexile Level | Word Count |
|------|------------------------|-------|----------------------|-----------------|---------------|
|------|------------------------|-------|----------------------|-----------------|---------------|

Looking Within Yourself

| | | | | | |
|---------------------|----|---|-----|--------|------|
| Self-Awareness | NF | recognizing one's own feelings and reactions | 2.5 | HL230L | 1099 |
| Losing Control | F | a teen faces the consequences of his actions on the soccer field | 2.1 | HL210L | 1300 |
| Self-Management | NF | learning to regulate emotions, reduce stress, and use time effectively | 2.5 | HL230L | 1071 |
| Running Strong | F | learning to manage freshman-year anxieties and focus on long-term goals | 2.4 | HL270L | 1299 |
| Moods and Attitudes | NF | managing one's outlook; focusing on the positive | 2.5 | HL250L | 1076 |
| A New Attitude | F | turning around a bad grade by being proactive | 2.4 | HL280L | 1247 |
| Decision-Making | NF | strategies for making smart choices and evaluating their outcomes | 2.5 | HL210L | 1073 |
| Finders Keepers | F | figuring out what to do after finding a wallet full of cash | 2.0 | HL260L | 1294 |
| Physical Health | NF | benefits of eating well, being active, and getting enough sleep | 2.4 | HL290L | 1074 |
| The Bet | F | changing eating, exercise, and sleep habits to prepare for a race | 2.0 | HL240L | 1180 |
| Finding Purpose | NF | exploring ways to identify activities that give meaning to one's life | 2.5 | HL250L | 1091 |
| Change in Plans | F | how caring for a younger sibling changes a teen's perspective | 2.1 | HL280L | 1298 |

Looking Beyond Yourself

| | | | | | |
|---------------------------|----|--|-----|--------|------|
| Social Awareness | NF | learning to "read" how others are feeling and respond appropriately | 2.4 | HL240L | 1086 |
| Finding Common Ground | F | using social awareness to deal with a negative coworker | 2.4 | HL290L | 1295 |
| Relationship Management | NF | learning how to develop and maintain strong, healthy connections | 2.5 | HL210L | 1090 |
| Another Chance | F | trying to resolve conflict and hurt feelings to maintain a friendship | 2.3 | HL290L | 1297 |
| Communicating Effectively | NF | choosing words wisely and actively listening when speaking to others | 2.5 | HL250L | 1099 |
| The Project | F | two cousins must learn to communicate openly to complete a task | 2.0 | HL270L | 1300 |
| Kindness and Respect | NF | benefits of caring for others and showing they are valued | 2.5 | HL250L | 1016 |
| An Act of Kindness | F | helping an elderly man off the bus leads to a new friendship | 1.7 | HL230L | 1294 |
| Problem-Solving | NF | tackling problems step by step | 2.5 | HL240L | 1100 |
| Trail to Nowhere | F | an impulsive decision leads to a challenging situation on a camping trip | 2.1 | HL240L | 1271 |
| Finding Help/Resources | NF | how to get support when life seems overwhelming | 2.5 | HL230L | 991 |
| Cry for Help | F | two teenage sisters seek support in the midst of a family crisis | 2.1 | HL270L | 1292 |

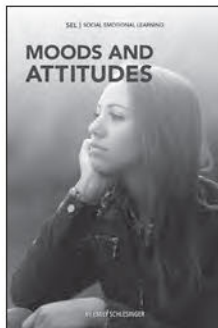
LOOKING WITHIN YOURSELF



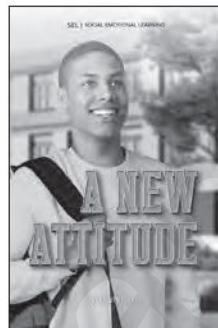
Self-Awareness



Self-Management



Moods and Attitudes



Decision-Making



Physical Health



Finding Purpose



SELF-AWARENESS

TOPIC OVERVIEW AND BACKGROUND FOR THE TEACHER

"Self-awareness—recognizing a feeling as it happens—is the keystone of emotional intelligence." —Daniel Goleman

DEFINING THE TOPIC

Self-awareness is the ability to reflect on our own thoughts, feelings, behavior, preferences, and skills. This knowledge opens the door to making positive changes in the way we treat ourselves and others. Emotional states provide powerful information that can indicate a need to address problems, take a new approach, or care for ourselves differently. Sensing and identifying emotions before acting on them gives the opportunity to stop, think, and plan instead of behaving impulsively. Self-aware people observe patterns in the way emotions, such as anger, frustration, or insecurity, often lead to predictable reactions. This gives them more control over their behavior and relationships. For many teens, emotions are in a heightened state as they deal with puberty and hormonal changes. At the same time, finding out who they are as people and establishing an identity is a central task. Increased self-awareness can give teens a sense of control over their behavior as well as boost the confidence that comes from getting to know themselves well and feeling comfortable in their own skin. The purpose of the Self-Awareness book pair is to show teens what self-awareness looks like in practice and how it can lead to positive changes in their lives.

NONFICTION SYNOPSIS

Self-Awareness investigates how thoughts, feelings, motivations, and habits shape behavior. It also explores how paying attention to inner states can give people more control over their actions. Readers are introduced to practical tips for becoming more self-aware. One is to “check in” with their thoughts and feelings, noting that negative thoughts may indicate areas of worry they might need to address. Another is to notice patterns in how they react to certain emotions—e.g., a surge of anger causing them to lash out or frustration leading them to give up on a task too soon. By becoming aware of the emotional and physical signs that often accompany impulsive behavior, readers gain the control to stop and think before acting and the power to engage in constructive activities instead. Finally, the book explores how getting to know strengths, weaknesses, and preferences can lead to a respect for individual differences and an appreciation of every person's uniqueness. Overall, the book makes the case that becoming more self-aware not only gives people greater knowledge and acceptance of themselves, but also the power to change.



FICTION SYNOPSIS

Losing Control begins with Nate's first game on his high school soccer team. Nate is a talented player who breezed through tryouts to become the only freshman on the varsity team. This has made him a bit arrogant about his abilities. Now Nate is certain he will be chosen as a starter for the game. When Nate is instead left to wait on the bench, he grows agitated and angry. By the time the coach brings him onto the field, Nate is so tense and eager to prove himself that he makes a series of rash mistakes. These include a foul for pushing another player, contributing to his team's loss. On the way home, however, Nate has an experience that causes him to see his behavior in a new light. He watches as an angry and impatient customer shoves ahead of others in a grocery store line. The man's lack of consideration reminds Nate of his own behavior on the field. Realizing



that emotions sometimes get the better of him, Nate confides in his mom, who suggests taking deep breaths to give himself time to think. Nate uses this strategy during the next game with positive results: his clarity and calmness lead to a better game performance, earning Nate the respect of his teammates.

SUGGESTED INSTRUCTIONAL RESOURCES

Use these resources at any time during the unit to extend students' understanding of self-awareness and its benefits.

- ACT for Youth, a partnership of Cornell University and the University of Rochester, has provided a collection of free self-awareness resources teachers can use to help students identify their “sparks” (interests and passions) and unique thinking/learning styles. It also includes materials to help students respond to stress. These resources may be found at http://actforyouth.net/youth_development/professionals/sel/self-awareness.cfm.
- The University of Oklahoma has created a free 10-unit program called *ME!* to build self-awareness and promote self-advocacy among students with disabilities. This resource may be found at <http://www.ou.edu/content/dam/Education/zarrow/me/Me%20copyright/rev.Me%20all%20units%20combined.pdf>.
- The movie *Inside Out* gives an entertaining look at self-awareness. Written with the help of psychologists and designed for all age groups, the movie follows a young girl's internal emotions as they try to guide her through a difficult, life-changing event.
- Invite someone who has overcome an obstacle and demonstrated resilience to speak to the class. Have them discuss the role self-awareness played in their success.
- Form a panel made up of school staff from various domains (for example, a music teacher, art teacher, athletic coach, lunchroom monitor, and bus driver). Have each staff member share how self-awareness is necessary in their particular arena.

SELF-AWARENESS SUGGESTED LESSON PLAN

INTRODUCTORY SCENARIO

Read the following story to the students or arrange for volunteers to act it out in front of the class.

Jack has always had a hard time sitting still. One day, his grandmother needed computer help, so Jack and his brother Dylan went over to visit. Dylan worked with their grandmother at her desk, but Jack had nothing to do. Soon he grew restless. First he began tapping his feet on the floor. Then he started tossing a sofa pillow up and down like a football. He threw it higher and higher. The pillow landed on the side table, knocking a vase of flowers to the floor. "My vase!" his grandmother cried. Jack felt his face turn bright red.

Dylan rushed over to clean up the mess. "Thank you!" their grandmother said. "You're so helpful." This annoyed Jack. He had been too startled to get up and help. Now Dylan was getting all the credit.

Later their grandmother offered them some cake. Jack's face was twisted in a frown. She tried to make small talk and asked Dylan what he had been up to lately. Dylan told her about the play he was starring in. Then he mentioned the Eagle Scout service project he was working on.

Brag, brag, brag, Jack thought. The cake felt like sand in his mouth. Without thinking, he slammed down his fork. "I'm not hungry," Jack said. "I've got to go." Then he walked out the door.

When he got outside, Jack felt foolish. He had caused an embarrassing scene. His grandmother's feelings were probably hurt. Why did his behavior always seem to spiral out of control?

FOLLOW-UP DISCUSSION

Ask students to turn to nearby classmates and discuss what they think caused Jack's behavior. Have them talk about the emotions Jack felt in each part of the story and why he felt that way. Then have them suggest how Jack could have behaved instead.

Once partners and small groups have finished talking, ask the class as a whole to answer the following questions:

1. If Jack knew he had trouble sitting still, how could he have better prepared for the visit? (e.g., brought a device to play a game on)
2. Do you think Dylan deserved Jack's anger? If not, what really caused Jack's anger? (Responses will vary.)
3. What physical clues showed that Jack's mood was getting worse and worse? (face turned red, frowned, couldn't enjoy the cake)
4. If you were Jack, how would you have behaved differently after the accident with the vase? (Responses will vary.)

INTRODUCE THE TOPIC

Write the word *Self-Awareness* on the board. Underline the first part of the word and ask students what it means (e.g., your own mind and body). Then underline the second part of the word and ask students what it means (e.g., noticing or paying attention). Explain that self-awareness means paying attention to what goes on in your own mind and body. This includes thoughts, feelings, and motivations, as well as physical sensations (such as a pounding heart or sweaty palms) that signal strong emotions. Being able to identify feelings right away gives people the power to decide whether or not to act on them. As a result, self-aware people have more control over their behavior and how they come across to other people. Ask volunteers to share some examples of self-awareness in everyday interactions.

EXPLORE THE TOPIC

The following activities are suggestions to help students better understand self-awareness.

Whole Class Activity: On slips of paper, write several examples of scenarios between two people that could cause negative emotions (e.g., “Your friend accidentally says something insulting.”; “An opponent trips you during a basketball game.”) Have a pair of students come to the front of the room, pull a slip, and act out the scenario. After the negative event has been acted out but before either student has reacted, hold up a sign displaying a giant “pause” button. Motion for the actors to freeze. Then ask the “wronged” student to share with the class exactly what emotions and physical sensations they are feeling as a result of the event. Record these feelings on the board. Next, tell the pair they will demonstrate two different ways of reacting to the event. The first should be sudden and negative. The second should be thoughtful and constructive. After the pair acts out both scenarios, invite the class to discuss the long-term outcome each might have. Repeat, inviting other pairs to act out scenarios.

Small Group Activity: Provide collections of poems to the students. Have small groups work together to find poems they like that demonstrate self-awareness. Groups should analyze the words and choose a poem they feel contains the best examples of self-awareness. Instruct each group to write the words of their chosen poem on poster board. Then have each group read their poem to the whole class while displaying the words. Have them point to specific words or phrases and explain how they demonstrate self-awareness.

Partner Activity: Assign partners and have each take out a sheet of paper. Tell them to fold it into thirds and then open it up. Give students one minute to work individually to draw a quick picture, either realistic or abstract, in the middle section. Next, give them one minute to list every word association they can think of about their own image on the left-hand side of the page. Encourage them to include emotions as well as memories or other ideas the image brings to mind. Have students fold their list under the drawing so it is hidden. Next, have partners exchange papers and write every word association that comes to mind for their partner's drawing on the right-hand side of the page. After one minute, have pairs unfold their sheets and compare the results. Encourage partners to discuss why they might have reacted differently (e.g., unique life experiences, knowledge, likes and dislikes, interpretations). Discuss how awareness of the different ways people can react to the same things might help people get along and appreciate unique viewpoints.

PREPARE TO READ

Show students the covers of the two books for this topic. Ask them what they notice on the covers. Read them the following previews:

Self-Awareness Preview: Does it ever seem like words tumble out of your mouth on their own? Do you ever react to situations in ways you later regret? Luckily, there is a way to take control. It is called self-awareness. This means learning how your mind operates so you can make the choices you really want. With self-awareness, you can shape who you become as well as how others see you.

Losing Control Preview: Nate thinks he is a pretty awesome soccer player. After all, he breezed through tryouts to become the only freshman on the varsity team. But it turns out Nate doesn't know himself as well as he thought. An embarrassing first game leads to a wake-up call. Will Nate learn to be more self-aware?

Ask students to turn to a partner and talk about the topic of self-awareness and what they think will happen in *Losing Control*. Then have volunteers share their predictions with the class.

VOCABULARY INSTRUCTION

FEATURED EMOTION WORDS

Point out that each of the books students just previewed includes five emotion words that are highlighted in the text. These words are five emotions that people feel and exhibit. Learning the meaning and visual cues for these emotions helps students become more self-aware. Introduce the emotions and their definitions below using the emotion vocabulary cards in the *SEL Teen Literacy Library* box.

confident: feeling sure of oneself

discouraged: losing hope that something will succeed

excitement: an eager, energetic feeling

fear: worry that something will cause harm or pain

uncomfortable: feeling slightly bad or uneasy in a situation

EMOTION VOCABULARY CARD ACTIVITIES

Display the photo side of each of the five emotion vocabulary cards for this topic. Have students name the emotion represented by each photo and then brainstorm situations where someone might feel that emotion.

Display the word and definition side of each vocabulary card. Have students copy each word on an index card and then trace the letters as they say the word. Emphasize proper pronunciation.

Have students work with partners. Instruct each pair to choose two emotions from the list of five. Have partners draw cartoon strips to represent someone experiencing each emotion. Ask students to share their cartoon strips with the class.

EMOTI-CARD ACTIVITIES

Introduce the Emoti-Cards for the five emotion vocabulary words for this topic. First show the illustration and point out the facial cues noted on the illustration. Ask students to name the emotion depicted and then turn the card to reveal if they were correct. Then turn the card back to the illustration side. Write the facial cues on the board and model each one. Have students practice each modeled facial cue while saying the emotion out loud. For example, for fear, model opening your eyes wide while drawing in your breath suddenly and have students mimic you as they say “fear.”

Display the illustration side of the Emoti-Cards. Have students update their emotion vocabulary index cards by adding a drawing of the emotion, using the facial cues listed on the Emoti-Card.

Provide students with small mirrors. Have students practice displaying each emotion in the mirror by using the facial cues listed on the illustration side of the Emoti-Cards.

MATCH THE CARDS

Display the photo side of the emotion vocabulary cards and the illustration side of the Emoti-Cards. Ask for volunteers to come up to the front of the room to make a match and have them explain their reasoning. Then instruct them to turn the cards over to confirm the match. Set up a station in the classroom where individual students or pairs can practice matching the emotion vocabulary cards to the Emoti-Cards as time permits.

MODEL THE EMOTIONS

The following activities are suggestions to help students make further connections between the emotions and unspoken clues.

Whole Class Activity: Ask volunteers to come to the front of the classroom and model any of the five emotions without using verbal clues. Have the class guess which emotion it is and identify what in the volunteer's facial expression and body language communicates that emotion. Display the Emoti-Card for that emotion and compare the facial cues listed on the card to the clues provided by the volunteer.

Partner Practice: Assign pairs and have them sit facing each other. Instruct students to take turns modeling any of the five emotions for this topic while their partners guess what the emotion is and explain what facial and body language clues tipped them off. Continue until all five emotions have been modeled by each partner.

EMOTION ROLE-PLAY

Use the following scripts or have students develop their own to help the class understand how the five emotions may be expressed in everyday life.

- **Confident:** [scene is a classroom where two students share a table]

Classmate 1: I can't wait to give my oral presentation. It's going to be the best.

Classmate 2: Really? I wish I could pretend I'm sick that day.

Classmate 1: I guess I'm just a natural performer. Crowds love me. That's why I'm not worried at all.

Classmate 2: Maybe you can give me a few tips before it's my turn.

- **Discouraged:** [scene is a mountain trail with two hikers]

Hiker 1: We're never going to get there. The peak is still two miles away. The sun is about to set. It's freezing cold. I don't even know if we're on the right trail.

Hiker 2: What if we try a shortcut? Maybe we could go straight up that hill.

Hiker 1: Last time we did that, we got really lost. I don't trust these maps at all. Let's not waste any more time. We should head back to our car.

- **Excitement:** [scene is a front porch with two siblings]

Sibling 1: Guess what! You know that empty lot down the street? I just found out what they're putting there.

Sibling 2: What? Another grocery store? A bank?

Sibling 1: No. They're putting in a sports arena with an ice rink.

Sibling 2: Are you kidding? That's amazing! Let's go as soon as it opens.

-
- **Fear:** [scene is a boat with a scuba instructor and a student perched on the edge]

Student: What happens if the oxygen hose rips while I'm down there? What if I see a shark? What if a stingray comes straight toward me?

Teacher: Relax. We covered all this in class, remember? Just stay calm and do what we talked about.

Student: I'm not sure I want to do this. Is it okay if we turn back?

Teacher: You're going to be fine. I'll be right next to you the whole time.

- **Uncomfortable:** [scene is a party with two people who have never met before]

Person 1: Hey! I've seen you around school.

Person 2: Oh. Um. Hi.

Person 1: Isn't this a fun party?

Person 2: Uh, yeah. Lots of fun.

Person 1: You're not much of a talker, are you?

Person 2: No. Sorry. Crowds are not my thing.

ROLE-PLAY FOLLOW-UP DISCUSSION

Talk about each emotion role-play as a class. Use the following questions as guides for each discussion:

1. What clues helped you pick up on the emotion the main character felt?
2. Should the main character have handled the situation any differently? If so, how?
3. How do you express this emotion in your daily life?
4. What are some good ways to react if you see someone experiencing this emotion?

GUIDED READING QUESTIONS

Self-Awareness

Questions for the Nonfiction Book

PAGES 4–9: What is an example of a time you used self-awareness? (Responses will vary.)

PAGES 10–13: How is intuition different from using your logic? (With intuition, you sense the answer but can't explain why.)

PAGES 14 AND 15: How could you be self-aware during a conversation? (e.g., control your facial expression and body language; choose words carefully) How could this make the other person feel good? (It could show you are interested in what they are saying.)

PAGES 16–19: Why might taking a break from devices force you to be more self-aware? (It removes distractions so you can pay better attention to your thoughts.)

PAGES 20 AND 21: How does an excited person move? (fast, energetically) What clues tell you the man is showing excitement? (Responses will vary.) Based on the context clues, what does the word *excitement* mean? (an eager, energetic feeling)

PAGES 22–29: Why might it be useful to identify the cause of a bad mood? (Then you can try to eliminate the cause or figure out how to think differently about it.)

PAGES 30–33: Have you ever snapped at a parent, teacher, or friend without thinking? What happened next? Did you regret it? (Responses will vary.)

PAGES 34 AND 35: What happens to your body when you feel fear? (Responses will vary.) Based on the context clues, what does the word *fear* mean? (worry that something will cause harm or pain)

PAGES 36 AND 37: What might be the long-term effects of saying something mean versus saying something nice? (Saying something mean could damage or end a relationship; saying something nice could keep it strong.)

PAGES 38–41: All of these activities help people feel better in the short term. How might they also help in the long term? (These activities build skills, make the world better, and deepen relationships, all of which pay off in the long term.)

PAGES 42 AND 43: How do people act when they feel discouraged? (complain, give up, look sad or angry) Which soccer player looks discouraged? (the one on the bench with his head resting on his hand) Based on the context clues, what does the word *discouraged* mean? (losing hope that something will succeed)

PAGES 44–49: Think about activities you really like. What do they have in common? Now think of activities you do not like. What do those have in common? (Responses will vary.)

PAGES 50–53: Based on context clues, what does the word *uncomfortable* mean? (feeling slightly bad or uneasy in a situation) What are some reasons an activity might feel uncomfortable? (It might be new to you; you might not be good at it; you might not like it.)

PAGES 54 AND 55: Why do these two strategies require self-awareness? (You have to notice what you struggle with and why before you can decide how to solve it.)

PAGES 56–61: How does the teen in the photos show confidence? (Responses will vary.) Based on the context clues, what does the word *confident* mean? (feeling sure of oneself)

GUIDED READING QUESTIONS

Losing Control

Questions for the Fiction Book

PAGE 3: What do you think it means to be arrogant? (to feel like you are better than other people) Why does Nate feel arrogant? (He is the only freshman who made the varsity team; he knows he is really good; tryouts were easy for him.)

PAGES 4 AND 5: How do the players' faces show their excitement? (They are smiling and look energetic.) How does the last sentence show self-awareness? (Nate notices something about himself—he likes to be on a team.)

PAGES 6 AND 7: Why do you think Nate feels confident that he will be on the field soon? (He is certain that the coach thinks he is a good player.)

PAGES 8 AND 9: Why do you think Nate's face grows hot and he clenches his fists? (He is very frustrated that he is not on the field.) Would you feel discouraged if you were Nate in this situation? Why or why not? (Responses will vary.)

PAGES 10–13: What feeling causes Nate to leap forward? (excitement) Why might Nate have been better off waiting? (to see where the ball was headed)

PAGES 14 AND 15: Why do you think Nate ignores Rick? (He feels impatient and overconfident.)

PAGES 16 AND 17: What is a sign that Nate is getting out of control? (He felt tense enough to scream.)

PAGES 18–21: Does Nate seem self-aware on these pages? Why or why not? (no; He doesn't realize that his motivations are selfish; he doesn't realize that he is acting impulsively.)

PAGES 22 AND 23: What causes Nate to leave suddenly? (He feels uncomfortable.)

PAGES 24–27: What emotions cause the man to behave rudely? (He is impatient and angry.) Given his strong feelings, could the man have behaved any differently? (Yes, he could have noticed that his anger was getting out of control and made an effort not to act on it.)

PAGES 28 AND 29: How does Nate show that he is developing self-awareness? (He realizes he acted like he was more important than other people, just like the man at the store.)

PAGES 30 AND 31: What does Nate notice about his own behavior? (When he got wound up, he hurried his moves.)

PAGES 32 AND 33: What warnings does Nate get when he is about to lose control? (His body gets hot and he makes a fist.) How is learning these warning signs useful? (Whenever Nate feels them, he can stop himself from automatically doing something he will regret.)

PAGES 34–37: How is Nate putting his self-awareness into action? (He is making an effort to put the team first and to breathe deeply when he gets emotional.)

PAGES 38 AND 39: How does Nate cope with his fear? (He takes deep breaths to calm himself.)

PAGES 40–45: How does Nate handle himself differently than in the last game? (He pauses to consider actions before rushing to make moves.)

Self-Awareness: Quiz

Directions: Read the question. Then fill in the circle next to the correct answer.

1. Which is NOT an example of self-awareness?

- ☐ A. reacting instantly ☐ B. noticing your feelings
☐ C. understanding your motivations ☐ D. using intuition

2. What can make someone feel better after a bad day?

- ☐ A. practicing a sport ☐ B. talking to a friend
☐ C. helping someone else ☐ D. all of the above

3. Why is it useful to take a time out when emotions get strong?

- ☐ A. It makes the problem go away. ☐ B. It punishes you for your feelings.
☐ C. It gives you a chance to calm down. ☐ D. It helps you avoid taking responsibility.

4. What is an example of resilience?

- ☐ A. quitting a team after a bad game ☐ B. studying more after getting an F
☐ C. giving up on making friends ☐ D. avoiding challenging activities

Directions: Answer the question below. Use complete sentences.

5. How can self-awareness help stop you from making bad decisions?

Self-Awareness: Quiz

Directions: Read the emotions and definitions. Write each emotion next to its definition.

confident discouraged excitement fear uncomfortable

6. _____ losing hope that something will succeed
7. _____ feeling slightly bad or uneasy in a situation
8. _____ an eager, energetic feeling
9. _____ feeling sure of oneself
10. _____ worry that something will cause harm or pain

Directions: Look at each set of pictures. Write the emotion being shown on the line beside the pictures.

- | | | | |
|-----|---|---|-------|
| 11. |  |  | _____ |
| 12. |  |  | _____ |
| 13. |  |  | _____ |
| 14. |  |  | _____ |
| 15. |  |  | _____ |