

DOERS DO

VARSIITY // BRANDS
BELIEVE IN
YOU

EPISODE TWO / SEASON THREE

JASON GREEN

SOCIAL AND EMOTIONAL LEARNING GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org

EPISODE TWO **SEASON 3**



TEACHER NOTES *Inside the Resources*

SOCIAL AND EMOTIONAL LEARNING COMPETENCY OUTCOMES

➤ **Social Awareness (Empowerment)**

- Students will be able to identify and use family, school, and community resources and supports in the pursuit of defined personal and collective community goals, and to actively work toward personal and community healing.

➤ **Responsible Decision-Making (Empowerment)**

- Students will be able to make constructive choices about personal behavior and social interactions in the active pursuit of individual and collective goals.

WHAT'S INSIDE?

- **Episode Video:** Join Kevin as he works with inspirational leaders from around the United States. This guide focuses on Season 3: Episode 2 (Jason Green).
- **Community Circle Building Guide:** Community circles are proactive environments that help students build community, relationships, and communication skills for supporting, encouraging, and cooperating with their classmates, teachers, and adult mentors.
- **Letter Writing Guide:** For thousands of years, letter writing has been an important way to build and maintain relationships between people. We can use letter writing exercises in social and emotional learning to practice relationship skills, communication skills, and empathy.
- **Peer Interview Guide:** The process of conducting and then writing about an interview can be an effective way to teach students important communication skills — specifically listening skills. The best interviews are guided by active listening, because it can lead to meaningful but previously unscripted follow-up questions. An interview can also build social awareness because it provides the person being interviewed with a platform to express their experiences and points of view.
- **Academic Language Cards:** Critical vocabulary from this Believe In You episode.

COMMUNITY CIRCLES



Implementation Tips

GUIDELINES FOR CIRCLE LEADERS

- **Sit in a circle.** This may seem obvious, but it's an important part of the process. If you're facilitating the discussion online via video call, there's little you can do to form an actual circle. Instead, have all students turn their cameras on so that everyone's nonverbal communication can be a part of the overall conversation.
- **Set norms or agreements** regarding how the group will communicate (listening and speaking). If possible, create and display visual reminders. Norms and agreements should be focused on respect for self and others, trust, and inclusion.
- **Use a talking piece.** This is an object that students will hold when it's their time to talk. This object can also be placed on the floor near the speaker's feet if there are concerns about sharing an object through touch.
- **Choose a formal leader.** This can be an adult or student. It's often effective to start with an adult facilitator and then progress to student leaders.
- **Use prepared discussion questions.** The first question should set the tone with a specific topic, and then a follow-up question should provide a reflection or connection to another important concept.
- **Close the discussion with everyone sharing.** A great way to do this is with everyone sharing "their weather." Students feeling happy and enthusiastic may say, "My weather is clear and sunny." Students feeling uncertain may say, "My weather is cloudy with a chance of thunderstorms." This provides students an opportunity to express their feelings without exposing personal details that they're not ready to share. Although this may be somewhat awkward when first implemented, it gets easier and provides a window into student emotions so that others can rally to help.



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GREEN**

COMMUNITY
Circle Building Guide
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Community circles are social environments that work to empower those who join the circle to support one another through active listening and courageous dialogue. Seek and provide support within this community of peers and mentors.

Watch Season 3: Episode 2 (Jason Green) and then use the questions below to help facilitate purposeful discussion in your community circle.

Community Circle Discussion Questions

• **Focus Question 1a:** Early in the video, Jason encourages us to start now with what's in front of us. What current issue is affecting our school community now and needs to be addressed?

- **Follow-Up Question 1b:** How can you get started on that issue as an individual? How can we get started as a community?

• **Focus Question 2a:** Jason tells us that his motto is "doers do" and that there is power in taking action. Describe a time when you were inspired by the action of a classmate, teammate, or family member.

- **Follow-Up Question 2b:** What was inspirational about their action?

• **Focus Question 3a:** What do the words "doers do" mean to you?

- **Follow-Up Question 3b:** Let's work on being a community of doers. What is one thing you can do today to be a doer?

LETTER WRITING



Implementation Tips

GUIDELINES FOR LETTER WRITING EXERCISES

- **Empathize with the reader.** Before students begin writing, instruct them to visualize and imagine the intended reader. Who are they? How are they feeling? What is the best way to communicate with that person?
- **Define the purpose of the letter.** Is this a letter of encouragement? Is the writer trying to persuade the reader in some way? Instruct students to define and formally write the purpose of the letter in 1 or 2 sentences before beginning to draft the letter itself.
- **Consider the reader's reaction to the letter.** Instruct students to consider the various ways that a reader might react to the letter.
 - First, what if they react positively to the purpose of the letter? What is it that the writer is asking them to do in response? Write to create a desired action, even if it is a simple one. For example, a thank-you note is a letter meant to create a feeling of appreciation transferred from the writer to the reader. The desired action is simple but important — I'm grateful for you, please feel appreciated by me.
 - Next, consider the possibility that the reader does not react positively and has a response that doesn't match the purpose of the letter. What can the writer expect the reader to do in response, and how can the student learn from that response? For example, a letter written to a community leader asking for a policy change may not be enough to get the policy in question actually changed. The desired action in this instance could be an explanation of why the policy cannot be changed. Asking the reader to respond with specific reasons and facts may help the writer work to improve an argument or possibly reconsider and revise a viewpoint or approach on the issue.



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WRITING YOU
Letter Writing Guide
DOERS DO



For thousands of years, letter writing has been an important way to build and maintain relationships. We can use letter writing exercises to practice relationship skills, communication skills, and empathy.

Watch Season 3: Episode 2 (Jason Green) and then use the exercises below to help draft a letter focused on cultivating a relationship.

Letter Writing Guide

- **The reader.** Write this letter to a young Claudette Colvin. Do a Google search and learn a little bit about her role in the civil rights movement of the 1950s. Then write to a young 15-year-old Claudette, right after she was arrested for refusing to give up her seat on a public bus.
- **The purpose.** This is a letter of empowerment. It took an incredible amount of courage for Claudette to take action, but she saw a need and took action. Think about the need that you would like to take action on. Write this letter asking Claudette for advice and encouragement.
- **The desired action.** Claudette is no longer a 15-year-old high school student. As you write your letter, you can only imagine what her response would be. However, write as if you are asking her to write a letter to you in response.
- **Now, write the letter.** Type your letter and share it with a classmate. Read your classmate's letter from the perspective of a young Claudette Colvin.
- **Use this letter.** After you've read a classmate's letter to Claudette Colvin, write a follow-up letter back to your classmate in the voice of Claudette. Imagine what she might say to your friend and write a letter that encourages and empowers your classmate to be a leader and take action today.

PEER INTERVIEWS



Implementation Tips

GUIDELINES FOR CONDUCTING INTERVIEWS

- **Define the purpose of the interview.** Is this an open-ended interview meant to learn more about a person? Or is it a focused interview meant to gather a unique perspective on a specific subject or event? Write the purpose of the interview in 1 or 2 sentences before you begin drafting the interview questions.
- **Prepare targeted leading questions** with a follow-up question for each one. All questions should be crafted to get at the purpose of the interview. It's important to remember that follow-up questions can and should change to bring out interesting and alternative perspectives that come naturally from the interview process. Avoid yes/no types of questions and be prepared to rephrase a question if needed.
- **Listen and document what you hear**, not what you want to hear. An interview is meant to gather a diverse set of experiences and perspectives. Allow the interviewee to express themselves without casting a filter on what's being shared.
- **Start questions with open-ended pronouns:** who, what, where, when, why, and how. These types of questions help you avoid yes/no questions.
- **Allow some awkward silence.** If asked the right questions, the interviewee will need time to think about a meaningful response. Allow time for thinking and don't rush the process.
- **Stay in the moment.** Listen as the interviewee responds to your questions, document what you hear, and then ask follow-up questions. The best follow-up questions are influenced by the stories that are being shared. Don't allow your mind to wander to the next question. Be in the moment and listen carefully to what's being said.



**JASON
GREEN**

LISTEN/LEARN
Peer Interview Guide

DOERS DO



The process of conducting and writing about an interview can be an effective way to teach students important communication skills — specifically listening skills. The best interviews are guided by the use of active listening, because it can lead to meaningful but previously unscripted follow-up questions. An interview can build social awareness because it provides the person being interviewed with a platform to express their experiences and points of view.

Watch Season 3: Episode 2 (Jason Green) and then use the guide below to create and conduct an interview with a classmate, friend, or family member. Take notes, then write a 1-page summary of your interview.

Interview Guide

- **The purpose of this interview:** Learn a new perspective on how we can heal the divisions in our communities. What does the interviewee think about current events and the challenges we face, both as a country and as smaller communities? What does the interviewee think we can do to heal from those divisions?
- Write 3 questions, each with 1 related follow-up question. Start your first question with why, your second question with how, and your third question with when.
- Use the following question as your final leading question: “What is 1 thing that you think young people can do today to begin healing our community?” Next, write 1 possible follow-up question.

ACTION

(noun)

The process of doing something to achieve a goal or outcome.

The students took *action* to heal their community by organizing a series of young leaders' town hall discussion events.

DOER

(noun)

A person who acts rather than merely talking or thinking.

Even though Claudette was only 15 years old, she was a **doer**. She saw racism in her community and took action against it.

LEADER

(noun)

A person who gives direction and inspiration to a group, organization, or nation.

Jason is a *leader* who is inspiring young people to take action today in an effort to become the kind of person that they want to be.