

SELF-MANAGEMENT

VARSITY // BRANDS
BELIEVE IN
YOU

EPISODE SEVEN / SEASON THREE
WALKER HIGH SCHOOL
SOCIAL AND EMOTIONAL LEARNING GUIDE

CREATED IN COLLABORATION WITH



— AND —

OPENPhysEd.org

EPISODE SEVEN

SEASON 3

TEACHER NOTES

Inside the Resources

SOCIAL AND EMOTIONAL LEARNING COMPETENCY OUTCOMES

➤ **Self-Management (Safety)**

- Students will be able to define and apply strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

➤ **Social Awareness (Empowerment)**

- Students will be able to identify and utilize family, school, and community resources and supports in the pursuit of defined personal and collective community 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 7 (Walker High School).
- **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

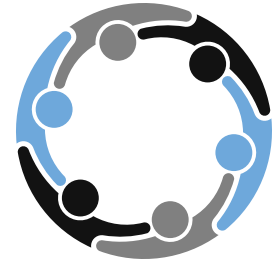
GUIDELINES FOR CIRCLE LEADERS

- **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.



WALKER HIGH SCHOOL

COMMUNITY Circle Building Guide SELF-MANAGEMENT



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 7 (Walker High School) and then use the questions below to help facilitate purposeful discussion in your community circle.

Community Circle Discussion Questions

- **Focus Question 1a:** The work done at Walker High School by the administrators, teachers, and students is an exceptional example of what can happen when a community comes together. If you could visualize one improvement that your school community could make, what would it be?
 - **Follow-Up Question 1b:** What is one small step that you can take in the next week to start making that vision become a reality?

- **Focus Question 2a:** Walker High School's principal encourages his students and teachers to create a vision and then put that vision on paper. What does he mean by *create a vision* and how can someone put a vision on paper?
 - **Follow-Up Question 2b:** Have you ever had a vision that became a reality? What was it and how did it happen?

- **Focus Question 3a:** In the video, Kevin talks with a student who emailed the principal with an idea for a new program. Sending that email took courage. What is one thing that you've done in the past year that took courage?
 - **Follow-Up Question 3b:** When is the last time you encouraged a friend or family member to act courageously? What was the result of their action?

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 to the issue.



WALKER HIGH SCHOOL

WRITING YOU Letter Writing Guide SELF-MANAGEMENT



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 building and communication skills.

Watch Season 3: Episode 7 (Walker High School) and then use the exercises below to help draft a letter focused on building a support network to help build healthy habits and making good wellness choices.

Letter Writing Guide

- **The reader.** Write this letter to a school administrator. Choose an administrator with who you have had communications in the past.
- **The purpose.** This letter is an idea proposal. Tell the administrator about your vision for a program that could improve the school or benefit the school community. Create your vision by outlining the why, what, how, and when of your vision.
- **The desired action.** You want the reader to give you feedback on your idea. Understand that the reader will not be able to immediately approve of your plan. Ask for specific feedback that will help your vision become more realistic and more beneficial to your school community.
- **Now, write the letter.** Type your letter. Then, ask a peer or teacher to proofread it and help you improve on your idea. After that, make your revisions and give the letter to your administrator. Hey, you never know!
- **Use this letter.** No matter what the outcome of your letter, writing and describing your visions and goals is an important skill to practice as often as you can. Stay optimistic and keep dreaming big dreams!

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.



WALKER HIGH SCHOOL

LISTEN/LEARN Peer Interview Guide SELF-MANAGEMENT



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 7 (Walker High School) and then use the guide below to create and conduct an interview with a fellow student who has a vision for a new program that will improve your school or your greater community. Take notes, then write a 1-page summary of your interview.

Interview Guide

- **The purpose of this interview:** Learn about a peer’s vision for a new program and understand the idea that built that vision. Why does this person want to create a new program? Who will benefit from the program? How will the program work? What steps are being taken to help make the vision become a reality?
- Write 4 questions, each with 1 related follow-up question. Start your first question with why, your second question with how, your third question with when, and your fourth question with who.
- Use the following question as your final leading question: “Why do you want to work to make your vision a reality?” Next, write 1 possible follow-up question.

COMMUNITY

(noun)

A group of people living or working in the same place, sharing space and resources, and having common characteristics.

The entire Walker High School *community* benefits from the ideas and courage of the school's students, teachers, and administrators.

PROPOSAL

(noun)

A formal plan,
often written or
formally presented
for consideration or
discussion by others.

Students are encouraged to
submit *proposals* for program
ideas that are designed to benefit
members of the school community.

VISON

(noun)

A mental image
of what the future
will or could be like.

The teachers of Walker High School had a *vision* for a program that would teach students about banking and financial health.