## Christina School District SEL Choice Board
**for grades 6-8** Optional

<table>
<thead>
<tr>
<th>Reflection Letter</th>
<th>Explain why it is important to understand your own individual strengths and challenges</th>
<th>Write emails to your family and friends to check in on them.</th>
<th>Even In—Even Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Think of three to five things you’ve learned this year that you want to remember. They can be academic or social, and they don’t have to be things students learned in school.</td>
<td></td>
<td></td>
<td>1. We are going to focus on making our inhales and exhales even. Try to stay with my count, but do not force or hold your breath.</td>
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<td>2. Now imagine yourself one year from now. You’re going to write a short letter to that future you. Make sure you describe the things you’ve learned this year and why you want to remember them.</td>
<td></td>
<td></td>
<td>2. Inhale deeply through the nose for a count of one.</td>
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<tr>
<td>3. Write your name on an envelope and seal your letter inside.</td>
<td></td>
<td></td>
<td>3. Exhale for a count of 1.</td>
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<tr>
<td>4. Read your letter at a later date with your family. How do you think the things you wrote in your letter will help you next year?</td>
<td></td>
<td></td>
<td>4. Inhale (1, 2)</td>
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<tr>
<td>Create your own movie or book title for a story about a great friendship.</td>
<td>Using your strengths, write a short speech convincing your principal that you should be class</td>
<td>Practicing Positive Self Talk</td>
<td>Setting Goals and Making Plans</td>
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<tr>
<td>Practicing Positive Self Talk</td>
<td>Self-talk means: the act or practice of talking to oneself either</td>
<td></td>
<td></td>
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<tr>
<td>Setting Goals and Making Plans</td>
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| **President.** | **Aloud or silently.** Think of it as that little voice you hear inside your head. What we think to ourselves when something makes us feel bad or upset can really hurt us more or make us feel better. For example, if you found out you weren’t invited to a friend’s birthday party how would that make you feel? We have the power to help ourselves feel better by using positive self-talk. For example, the next time something like that happens, say to yourself “it’s OK, I know I’m a great friend and I’ll get invited to other parties.” You can also use the link below to a worksheet On this worksheet, you’ll see a list of positive self-talk phrases on one side and on the other side are different feelings. Take your time to read each of those feelings. Then draw a line to the positive phrase you can tell yourself. [https://media.centervention.com/pdf/Positive-Thoughts-Worksheet.pdf](https://media.centervention.com/pdf/Positive-Thoughts-Worksheet.pdf) | **Step 1: Write down your goal (the thing that you want)**  
**Step 2: Think about how you can make it happen**  
**Step 3: Make a plan and write it down**  
**Step 4: Follow your plan and don’t give up!**  
**Step 5: Set a date when you will reach this goal** | **A goal is something we dream about or desire to happen. A lot of people say ‘follow your dreams’ or ‘dream big’ and we should, but we need to have a plan in place to work towards it. Some steps we can take to do this are:**  
**Step 1: Write down your goal (the thing that you want)**  
**Step 2: Think about how you can make it happen**  
**Step 3: Make a plan and write it down**  
**Step 4: Follow your plan and don’t give up!**  
**Step 5: Set a date when you will reach this goal** |

| **The Missouri Department of Elementary and Secondary Education created social emotional lesson plans for students K-12. Though the** | **Write down, rip up, and throw away your stress:** Have your students write down their expectations and **Quote of the day:** Introduce a quote relevant to what your students are learning or to a shared experience—  
**What You Need:** Boundaries worksheet (can use on screen without printing) |
<table>
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<th>Standards may not apply, the activities can be tweaked to meet the learning needs of the students in CSD.</th>
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<td>insecurities, rip them up, and throw them away. This emotional check-in takes about three minutes. By acknowledging how your students are feeling at the start of each class, you’ll acknowledge their barriers to learning and create a safe space for your students to overcome them.</td>
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<td>for example, an act of violence in the community. You can facilitate a whole-class discussion, group students into pairs, or have each student share a one-word response to the quote. This gives students the space to reflect on their beliefs and experiences and whether they agree or disagree with the quote and other students’ opinions, and it gives them insight into their peers’ perspectives and feelings.</td>
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| What to Do: To most students, boundaries are the lines drawn between states or nations. Explain that boundaries also pertain to relationships—rules that tell us what we can and can’t do. Talk about the boundaries that apply in families, school, and society. Next, hand out the Boundaries worksheet and talk about the types of rules—rigid (hard-and-fast), clear (firm but appropriate), and fuzzy (inconsistent or nonexistent). Have students work in small groups to evaluate the boundaries listed on the worksheet to determine the type of boundary described in each. Review the answers as a class and discuss what life would be like without boundaries. Are they frustrating but important to have? Work with students to create a list of classroom boundaries, organized by physical (respect one
What You Need: Worksheet and answer key (can use on screen without printing)

What to Do: How often do your students think about their own thinking? Distribute the Brain Freezers worksheet. (can use on screen without printing)

Have students work individually or in small groups to answer all of the riddles as quickly as possible. (You might set a time limit, such as 10 or 15 minutes.) When students are done, ask them which riddles were difficult and which were easy. (They will likely say that riddles in the first column were easier.) Invite students to share their

What You Need: What Sets You Off? Worksheet (can use on screen without printing)

What to Do: Managing emotional responses is difficult for many adolescents, who are still developing neurologically—the emotional centers of the brain develop more rapidly than the executive centers.

Hand out the What Sets You Off? worksheet. Have students recall a time when they got really angry and then write down “just the facts” about the incident. Students should detail three different experiences on the worksheet. Then, challenge

What You Need: Two worksheets: What’s Their Attitude? Part I and Part II (can use on screen without printing)

What to Do: Introduce students to four communication styles: assertive (standing up for yourself and respecting others), passive (doing anything to avoid conflict), aggressive (standing up for yourself and not caring who gets hurt), and passive-aggressive (secretly angry). Give examples of these styles using characters from a book you’ve recently read in class.

Hand out the first

Make a list of 15 kinds of things you can do for others.
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| answers. As they do so, write the most common responses on the board. After reviewing the answers and explanations using the supplied answer key, ask students if they have changed their minds about which riddles were easy. Elicit that the riddles in the first column seemed easy, but actually should have made them stop and think. Their wrong answers were the result of “fast thinking.” Conversely, the riddles in the second column seemed to require a lot of thought, when the solutions were actually simple; “slow thinking” likely bogged them down. Use this activity as an opportunity to talk about times that “fast thinking” or “slow thinking” got them in trouble: “Fast thinking” can cause you to jump to conclusions, while “slow thinking” can make you dwell too much on problems. | them to look for patterns as to what sets them off. Have they gotten angry at least twice over the same situation or with the same person? This can reveal that certain people or behaviors (e.g., teasing) act as triggers for them. Likewise, it will help identify “danger zones” for confrontations (the locker room, for instance). When you debrief students’ experiences, focus on the suggestion “Don’t react! Respond.” Discuss the difference (reaction is knee-jerk, while response is something you do after careful thought) and how a response might have de-escalated an encounter. Use this activity as an opportunity to talk about times that “fast thinking” or “slow thinking” got them in trouble: “Fast thinking” can cause you to jump to conclusions, while “slow thinking” can make you dwell too much on problems. | worksheet, What’s Their Attitude? Part I, to learn how these different styles play out in conflicts. Then, create a fictional disagreement, inviting student volunteers to role-play it. Dissect the conflict by identifying who was involved, what each person wanted, how the individuals communicated what they wanted, and if it was resolved, including who “won.” Talk about the different communication styles each actor exhibited. To wrap up, have students complete the questions at the bottom of the worksheet and on the second worksheet (What’s Their Attitude? Part II) to anticipate how they might best act during a conflict. Refer back to these win-win solutions the next time a disagreement occurs in class. |

| emotional-skills/ | ument/d/1sWnjOl6J0iATwN1mi6fuql2Hxa-R7Ivbkb3u-FAO_Y/edit |

- Links are case sensitive, please type exactly how they appear.