

SOCIAL EMOTIONAL LEARNING CURRICULUM PROJECT LESSON PLANS
FOR GIFTED STUDENTS IN A SCHOOL WITHIN A SCHOOL

By

Natalie Marie Polaschek

A capstone submitted in partial fulfillment of the requirements for
the degree of Masters of Arts in Education.

Hamline University

Saint Paul, Minnesota

August 2018

Primary Advisor: Laura Halldin
Content Expert: Teresa Kastendieck

TABLE OF CONTENTS

3 Year Overview.....	2
Recommended Resources	3
Overall Lesson Plan/Goals.....	4
Parent/Guardian Program Introduction Letter.....	5
Year 1 Lessons: 1-14	6
Year 2 Lessons 1-13.....	29
Year 3 Lessons 1-10.....	55
Optional/Extra Lessons 1-14	75
References for Capstone Curriculum Project	101

3 Year Overview:

Overall Program Goal: To help foster well adjusted students who understand the benefits and challenges of their gifts and talents.		
Year 1: 6th Grade	Year 2: 7th Grade	Year 3: 8th Grade
Identify: Personal and as Gifted Group	Community and Relationships	My Role in the World
Topics: Mind Up: Unit 1: How it works and Core Practices - How our Brains Work: Lesson 1 - Mindful Awareness: Lesson 2 - Focused Awareness: The Core Practice*: Lesson 3 What does it mean to be gifted?: Lesson 4 How do Gifted Students learn differently?: Lesson 5 What is your own Quest/Gifted Identity?: Lesson 6	Topics: Mind Up Unit 2: Mindful Actions and Senses - Mindful Listening: Lesson 1 - Mindful Seeing: Lesson 2 - Mindful Smelling: Lesson 3 - Mindful Tasting: Lesson 4 - Mindful Movement I: Lesson 5 - Mindful Movement II: Lesson 6 How and when to politely correct others*: Lesson 7	Topics: Introduction to MindUp (for NSTP): Y1 lesson: Optional Lessons 1-3 Introduction to what is gifted (for NSTP): Y1 lesson: Optional Lessons 4-6 Growth Mindset (for NSTP): Y1 lesson: Optional Lesson 7 Perfectionism (for NSTP): Y1 lesson: Optional Lesson 8 How and When to Politely Correct Others (for NSTP): Y2 lesson: Optional lesson 9 How to handle gifted expectations and other's perceptions of gifted students (for NSTP): Y2 Lesson: Optional Lesson 10 Depression and How to Support Our Friends: Lesson 11 Coping Strategies for 2E Students: Lesson 12 Procrastination: Lesson 13 Underachievement: Lesson 14
Introvert or Extrovert, which ones are you?: Lesson 7 Basic Problem solving Steps*: Lesson 8 - Common Vocabulary Organizational and Executive Functioning Skills*: L9 - Overarching concepts and Time Management: L10 Asynchronous Development: Lesson 11	How to respectfully disagree: Lesson 8 - Dialogue v. Debate* Empathy: Lesson 9 Active Listening*: Lesson 10 How to relate/deal with emotions of Introverts and Extroverts: Lesson 11 Dark Side of Competition: Lesson 12	Proud or Arrogant (Pride v. Pompous): Lesson 10 Self-Esteem v. Self Image: Lesson 9 Facade, Image and Stereotypes: Lesson 8 Underachievement: Lesson 14
How to learn from failures and challenges* - Lesson and Common Vocabulary - Dealing with Stress: Lesson 12 - Growth Mindset & GRIT: Lesson 13 - Perfectionism: Lesson 14	How to handle gifted expectations and other's perceptions of gifted students: Lesson 13 - Mindset Mindfulness	Overarching/Built-In Concepts/Ideas: Executive Functioning Skills Time to Reflect in a variety of ways Growth Mindset Mindfulness
		NSTP= New Students to Program

Recommended Resources for Implementing this Curriculum:

Some of the lessons have been pulled from different resources and adapted slightly for the gifted student, or personal teaching preference. That being said, the addition of these resources to your library would benefit you in additional resources, or helping you to implement these lessons.

** My school district has purchased all of these resources for the implementation of this curriculum. **

1. *Mind Up Curriculum for grades 6-8*: The Hawn Foundation
2. *Gifted Teen Survival Guide*: Judy Galbraith
3. *Gifted Kid Survival Guide*: Judy Galbraith
4. *Essential Guide to Talking to Gifted Teens*: Jean Peterson
5. *When Gifted Kids Don't Have All The Answers*: James Delisle & Judy Galbraith
6. *Stress Can Really Get on Your Nerves*: Trevor Romain & Elizabeth Verdick
7. *See You Later, Procrastinator*: Pamela Espeland & Elizabeth Verdick

Overall Lesson Plan/Goal:**Overall 3 Year Social and Emotional Learning Program**Adapted From — Wiggins & McTighe, *Understanding by Design***Stage 1: Identify Desired Results****Established Goals**

To help foster well adjusted students who understand the benefits and challenges of their gifts and talents.

Enduring***Students will understand that...***

- They are unique in the ways that they think because of their giftedness, and how they fit in the world.

Essential Questions

What are the benefits and challenges of being a gifted student?

How do I fit into the world that I am living in?

Students will be able to...

- Describe what it means to be gifted
- Explain the benefits and challenges of being gifted
- Identify strategies to help them overcome challenges they face
- See how their personal strengths and challenges help them fit into the world

Stage 2: Determine Evidence for Assessing Learning**Performance Tasks:**

- [Year 1 pre-post student survey](#): please copy the Google form so you can collect your own data and make changes as you see fit.
- [Year 2 pre-post student survey](#): please copy the Google form so you can collect your own data and make changes as you see fit.
- [Year 3 pre-post student survey](#): please copy the Google form so you can collect your own data and make changes as you see fit.

Other Evidence:

- As students participate in this curriculum, teachers will be able to observe, informally, their students' behavior and coping strategies. This observation can determine how well students are grasping the concepts and incorporating them into their everyday lives.

Stage 3: Build Learning Plan**Learning Activities:**

- Students will have a variety of lessons in 6th, 7th and 8th grade that will go into further depth for each key topic. The grade levels will layer on each other in forms of content, common vocabulary and goals.
- See Lesson breakdowns for each grade to see Learning Plan and individual concept assessments and goals.
- See 3 year lesson plan [here](#)

Parent/Guardian Program Introduction Letter:

Dear Parents/Guardians,

As a part of your child's gifted programming, our school is going to be implementing a three year social and emotional curriculum for your child. This curriculum will be added to the regular classroom curriculum in English, math, science and social studies courses throughout the three years they are in the middle school program. There will also be some small group activities and discussions that will take place at different times throughout the year.

Research shows that all students need social and emotional learning as a part of their education, and that, in many cases, gifted and talented students need this education more. These lessons have been tailored to meet the specific needs of our gifted student population. While we are aware that not every student will have the same needs at the same time, we hope that by presenting students with the skills they may need in the future will help them be successful as situations arise.

We are excited that throughout all three years we are going to be focusing on mindfulness, and the importance of being aware of yourself and your surroundings. We will be using the *Mind Up* curriculum from the Hawn Foundation for these lessons.

In addition to the overarching mindfulness lessons, each year we are going to have a theme to guide our lessons. Year 1 will be focused on self identity as a person and as a gifted person. Year 2 will be focused on community and relationships. Year 3 will be focused on the student's role in the world. Many of our topics will carry over from year to year and build on each other.

Some topics that will be covered include: What does it mean to be gifted? How do gifted students learn differently? Are you an introvert or extrovert and what does that mean for yourself and the student you work with? What is empathy? What is the difference between a dialogue and a debate? How do we handle the expectations presented to us as gifted learners? Self-esteem v. self-image, underachievement and more.

We look forward to working with you and your child this year.

Sincerely,

Resources for you as parents/guardians:

Asynchronous Development: <http://sengifted.org/asynchronous-developmen/>

Mind Up Curriculum Website: <https://mindup.org/>

Minnesota Council for Gifted and Talented: <http://mcgt.net/>

National Association for Gifted Children: <https://www.nagc.org/>

Responding to the Affective Needs of Gifted Learners:

<https://drive.google.com/file/d/0B9pLSNK6tuJMZkRra3d0UmRQRTA/view>

Social Emotional Needs in the Classroom:

<http://sengifted.org/a-case-for-affective-education-addressing-the-social-and-emotional-needs-of-gifted-students-in-the-classroom/>

Supporting the Emotional Needs of the Gifted: <http://sengifted.org/>

Year 1 Lessons:

Year 1 Social and Emotional Learning Program: Lesson 1*Adapted From — Wiggins & McTighe, Understanding by Design***Stage 1: Identify Desired Results****Established Goals**How Our Brains Work: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).**Enduring*****Students will understand that...***

there is a connection between the biology of the brain and the way that they think, feel, and react.

Essential Questions

What are the three main parts of the brain?

How do these parts of the brain work?

How do the different parts of the brain impact the way we think, feel, and react?

Students will be able to...

- identify three parts of the brain: the amygdala, the hippocampus, and the prefrontal cortex (PFC)
- understand what each part of the brain does

Stage 2: Determine Evidence for Assessing Learning**Performance Tasks:**

- Students will develop an analogy for the 3 main parts of the brain!

Other Evidence:

- Students will participate in discussion where the teacher will be able to determine if they are understanding the main ideas of the biology of the brain.
- Students will complete a visual to allow them to recall the information about the brain at later dates.

Stage 3: Build Learning Plan**Learning Activities:**

- Follow the Warm-Up Activity on pg 29 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - This is a discussion about how people get better at an activity or acquire new skills.
 - Try to focus on the role the mind plays in these situations
 - End with a question about what practices can they do or drills can they do to help their brain be more creative or focus better?
- Follow the Engage instructions on pg 30 of the *Mind Up Curriculum* (The Hawn Foundation, 2011). You will need to use the poster that comes with the book as well to share about the different components of the brain: Prefrontal Cortex, Hippocampus, and Amygdala.
 - Be sure that the students understand the different parts of the brain and the role that they play on their own.
 - After the discussion, have students complete step 1 of the [handout for this lesson](#).
- Next discuss how the brain works as a team using the Explore step on pg 30 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - Be sure that the students understand how the different parts of the brain work together.
 - After sharing the example, ask students to complete step 2 of the [handout for this lesson](#), coming up with their own analogy for the three main parts of the brain.
- Optional (good for students who finish early to dive deeper and use another way of thinking): have them create an image to represent their analogy (step 3 of the [handout for this lesson](#)).

- After all students have created their analogy, have them share with a partner or small group. If time allows, feel free to have some of them present to the class.
- To help them reflect, share the challenge scenarios on pg. 31 of the *Mind Up Curriculum* (The Hawn Foundation, 2011) where students listen to the example and then determine which part of the brain is doing what at that time and in that situation (there are 2 examples).
 - Optional: have students come up with their own example with a partner and determine which parts of the brain are doing what at the time and during their situation.

Optional Extensions: Journal Writing, and Health, Language Arts, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 32-33 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 1 Continued: Lesson 2

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
<p>Established Goals Mindful Awareness: Adapted from <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011).</p>	
<p>Enduring <i>Students will understand that...</i> the parts of their brain respond differently when a person is mindful or unmindful.</p>	<p>Essential Questions What is the difference between being mindful and unmindful? How can the process of being mindful impact your life?</p>
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Define and describe the difference between mindful and unmindful thoughts and actions ● Apply the concepts of mindful awareness to their own lives 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will determine if a series of actions are mindful or unmindful (pg. 153 in <i>Mind Up Curriculum</i> book (The Hawn Foundation, 2011). ● Students will reflect on mindful actions and the benefits of it in their life. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Students will participate in discussion where the teacher will be able to determine if they are grasping the concept of mindful and unmindful. ● Students will develop a plan for implementing the concept of mindful awareness into their own lives.
Stage 3: Build Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Start with the Warm-Up activity on pg 37 in the <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011). <ul style="list-style-type: none"> - Note that the activity you ask them to focus on and recall details can be anything you want. The book provides a poem, but you could use music with lyrics or another reading relevant to your curriculum if you would prefer. ● Then do the Engage/Explore activities on pg. 38 of the <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011). <ul style="list-style-type: none"> - Start by reflecting on the warm up activity, what was hard and what was easy for them to focus on? <ul style="list-style-type: none"> - Make sure to explain that paying attention is part of it but so is waiting to judge, keeping an open mind. Once you have considered the situation you can then add your judgement. - Have them think about a situation where it wasn't what it seemed at first, and after time and thinking they saw the truth...discuss. - This activity is going to connect the warm up to their previous lesson about the brain. - Pass out a copy of the Mindful or Unmindful examples on pg. 153 of the curriculum. <ul style="list-style-type: none"> - Encourage students to go through alone and determine what they think is mindful or unmindful. - Then have them compare with a partner. - As a class go through and share what they think. If they find one that is unmindful, ask them what could be changed so the example could be mindful. - *** It is important to note that the goal is not to say that mindful is good and unmindful is bad, it is to see the different approaches to both ways. ● Then move on to the reflect activity on pg 39 of the <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011). 	

- Discuss times in their lives where they were mindful, then do the same for unmindful situations.
- Then students will write a reflection: *How are they going to help themselves be more mindful during the day? What tricks or strategies would help them remember to be mindful? What are the benefits of being mindful vs unmindful?*
- Optional Extensions: Journal Writing, and Social Studies, Language Arts, Math, Social-Emotional Learning, and Literature Activities can be found on pgs 40-41 in the *Mind Up Curriculum* (The Hawm Foundation, 2011).

Year 1 Continued: Lesson 3

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

The Core Practice: Adapted from *Mind Up Curriculum* (The Hawm Foundation, 2011).

Enduring

Students will understand that...

breathing can help calm the body and increase the ability to focus.

Essential Questions

How can breathing help us better respond to stressful or anxiety producing situations?

What are the benefits of breathing on the brain?

Students will be able to...

- learn an exercise that combines listening and breathing to calm and focus their minds
- discover the importance of practicing focusing exercises regularly

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will journal about how this practice of breathing made them feel, the importance of it, and how they can implement it into their daily life.

Other Evidence:

- The teacher will be able to observe the students participating in the Core Practice strategies to determine their level of understanding and ability to do the exercises.

Stage 3: Build Learning Plan

Learning Activities:

- Start with the warm up activity on pg 45 in the *Mind Up Curriculum* (The Hawm Foundation, 2011).
 - This activity connects to the brain dynamics and the ability to focus their Pre-Frontal Cortex so it connects well to the two previous lessons. There is a script to get the students to relax and focus. Be sure to read in a quiet and calm voice, maybe dim the lights too.
 - If you prefer you can find an audio version of it [here](#), but it is nice when the students can hear you guide them through it.
 - After doing the breathing exercise, be sure to discuss with the students how it made them feel, what part of their brain was working or being calmed, and how difficult it was to focus on their breathing.
- Next do the Engage activity on pg 46 of the *Mind Up Curriculum* (The Hawm Foundation, 2011).
 - This part is going to have the students listen to a sound. You will need a chime or something that can continue making sound (calmly) for 10-20 seconds.
 - Students will listen to the sound and discuss what they heard.
 - Then students are going to sit in a upright, comfortable position, eyes closed, and play the sound again.
 - Repeat this a few times to allow students to become aware of their body and the movements or tensions they feel.
- Next do the Explore activity on pg 46 of the *Mind Up Curriculum* (The Hawm Foundation, 2011).
 - This is a combination of mindful listening and mindful breathing.
 - It is important that the students are in a comfortable position. Explain that this is belly breathing, meaning they are going to breathe in through their nose and out through their mouth, and their belly should go out and in, instead of their shoulders up and down. This allows for a greater amount of oxygen to enter their bodies.

- Students will begin with the tone of your instrument, and as the sound fades they will stay quiet and continue their breathing; then after about 10 seconds you can make the tone again, indicating they are to be quiet still but can open their eyes.

- Then do the Reflect activity on pg. 47 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - Have a discussion with the students about what they experienced and how it felt.
 - Remind them that it is okay to struggle with their mind wandering, as they find themselves doing that.

Encourage them to focus again on their breathing; it will get easier.

- Establish times in the day where you will do this as a class: the beginning of the class, before a test or big transition, etc. (If possible, ask the students for input on when it would be best for them to do this during their day-it gives them ownership).
- Have the students journal about how this activity made them feel, if they struggled with keeping their mind clear and focused on the sound, or if it was easy for them. Also, have them journal about how they can use this in their daily life.
- Optional Extensions: Journal Writing, and Science, Health, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 40-41 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 1 Continued: Lesson 4

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

What does it mean to be gifted? Adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008).

Enduring

Students will understand that...

what giftedness is, and how it pertains to their program.

Essential Questions

What does it mean to be gifted?

Students will be able to...

- understand how giftedness is interpreted and identified in their school.
- recognize that giftedness and intelligence are terms applied to abilities, characteristics, and skills.
- define what giftedness is in their own way.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will complete a questionnaire about what they think gifted is and how being in a gifted program has impacted them.
- Students will explain what their definition of giftedness is.

Other Evidence:

- Much of this is discussion based; the teacher will observe participation and answers to get an understanding of the student grasping the content.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the student fill out the [Student Questionnaire](#). Please be sure to emphasize that there are no right or wrong answers, and that this will be kept confidential. Many of these topics will be addressed throughout the year.
 - Here is a link to a [Google Form](#) of the same questions. Please make a copy for yourself so you can collect data on your students before having students take the questionnaire. Making a copy will also allow you to make changes to the form if you choose.
 - The goal of this survey is for you as the teacher to see where the students are coming from and what their needs are. While every question will not correlate to this lesson, you will refer back to some of them and throughout the year you will go back to the survey as well.
 - For this lesson you will refer to the questions:
 - What does “gifted” mean to you?
 - How do you feel about being gifted?
 - How were you selected for the program?
 - How do you feel about the selection process?
- After the survey, begin discussing with the students: *Modified from Discussion on pg 31-33 of The Essential Guide to Talking with Gifted Teens* (Peterson, 2008).
 - What do you understand about giftedness or being gifted?
 - Allow all answers to be expressed so you can find out where they are. The survey will help with this too, but it is important for the students to hear from each other.

- You can ask them to share their ideas with a partner and then a whole class discussion if you would prefer; this allows more voices to be shared.
- Be prepared to share the philosophy of your program, and the identification process your school uses. This will help guide the conversation, although remember this is their reality and try to avoid right and wrong.
 - Things you may want to know:
 - Does your school view participation in your program as an accommodation?
 - Is it a right or a privilege to be in your program?
 - What is the process/criteria for students to be admitted to your program?
- Make sure you note with the students that there are many different definitions of giftedness, and that different programs have different definitions to ensure the right students are in the program.
 - A common definition is from Dr. Annemarie Roeper. She was a holocaust survivor who also spent about 70 years studying the gifted. She says that “giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences” (Galbraith & Delisle, 2011, pg 9).
 - This is getting at the fact that being gifted is both something a person is and something that they do, there is action with it. (Galbraith & Delisle, 2011).
- Share with the students a [list of common characteristics of giftedness](#).
 - Do they agree with all of them? If so, why? If not, explain.
 - Does a student need to have all of these general characteristics in order to be labeled “gifted”? Explain.
 - Then give them time to think about which of the characteristics apply to themselves.
 - Ask them if any of the characteristics they marked for themselves surprised them?
 - Have them share which characteristics they seem to fit the most. This can be done as a large group, small groups, or partners.
 - Does their definition of giftedness change now that they have reflected on these characteristics?
 - Please remind students (this will be another lesson too), that they do NOT have to be perfect in order to be gifted; that learning from their mistake and challenges is a key part of who they are!

Year 1 Continued: Lesson 5

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How do gifted students learn differently?

Enduring

Students will understand that...

their brains are set up differently because of their giftedness, and that causes the way they learn to be different as well.

Essential Questions

How is a gifted brain different than other brains?
How does this difference in intelligence and brain function impact the way gifted students learn?

Students will be able to...

- explain how a gifted brain is different than other brains.
- explain how the difference in the brain function impacts the way gifted students learn.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will write down how they learn best.
- Students will reflect on their learning experiences and which ones have best met their needs.

Other Evidence:

- Much of this is discussion based, the teacher will observe participation and answers to get an understanding of the student grasping the content

Stage 3: Build Learning Plan

Learning Activities:

- **KEY NOTE:** During this lesson you will be discussing parts of the brain. If you have already introduced the *Mind Up* lessons, you can refer back to that. If not, it is fine to start with this. Also, please know that this unit talks about how gifted brains are larger in some areas, and that there are more connections (science to back it up). However, please make sure, as you are discussing with the students, that you ensure they do not get a mindset of being better than other people. The key is *to let them know that their brain is different, and that means they need to learn and process things differently!*
- For this discussion, it might be good to have the following [image of the brain](#) visible.
- Discuss with the students how their brains are bigger: *Modified from pg. 30-33 in The Gifted Kids' Survival Guide (Galbraith, 2009).*
- Ask the students if they think there is a link between how intelligent someone is and the size of their brains. Ask them why they think either way.
 - Tell them that there is a connection, although scientists do not know if a person was more intelligent because their brain was larger to begin with, or if it grew as they acquired the intelligence.
 - Data shows that the frontal lobe tends to be larger, this is where most of the intellectual processes take place in our brain.
 - Our brains get larger in the areas that have more connections (neurons).
 - Example: Einstein had a larger parietal lobe, that is where most math facts are stored and processed (15% larger than normal).
 - Example: Possible that J.K. Rowling has a larger frontal and left temporal lobe-main language centers of the brain.
 - At the same time, some parts of the gifted brain have been found to be smaller than normal, with less neuron connections. This means in some areas of the brain there are less connections and energy being used. This has confused many scientists, but a prediction is that the brain could be saving energy and working more efficiently.

- Some scientists believe that the gifted brain is faster. Some of this is due to genetics, but the other part is due to habits (practice, studying, etc.). Gifted brains take less time to learn (on average).
- The gifted brain also has more storage as it has been found to use not only the prefrontal cortex but also the occipital lobe (not common in most people). This extra memory allows gifted students to grasp concepts quickly and make more connections.
- Now that students have an understanding of how their brain is physiologically different, have them brainstorm (ideas they have come up with, or their own personal experiences) how they learn best and learn differently than maybe other students?
 - Have students do this on their own first, then discuss as a class. Are there common ideas?
 - Then have the students read this [article](#).
 - This article is written for teachers but was a simple explanation of the need for different education and five ways gifted students learn differently.
 - Have them write a reflection and then discuss different learning experiences that they have had that they think fits their needs the best. Also, have them discuss how their programming helps them meet their learning needs.
 - Note, you may need to remind them that a good learning opportunity may not have been their favorite, have them think about what it means to be gifted and how they learn differently.
 - Remember to reinforce the idea that just because they learn differently does not make them better than any other group of people; it makes them different with different needs.

Year 1 Continued: Lesson 6

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
<p>Established Goals What is your own gifted identity?</p>	
<p>Enduring <i>Students will understand that...</i> they have their own unique experience as a “gifted” student.</p>	<p>Essential Questions How is your identity impacted by being “gifted”? What other identities do you have besides “gifted”?</p>
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● reflect and explain what their own definition of giftedness is. ● reflect and explain how being labeled as “gifted” impacts their life. ● reflect on the different identities they have besides being “gifted”. 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will answer questions on the reflection sheet about their identity and impact of the identity of being gifted. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● There will be discussion as a part of this lesson; the teacher can see from observing the discussion if the students are grasping the concepts.
Stage 3: Build Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Now that we have talked about what it means to be gifted and how gifted learners learn differently, we are going to spend a little time reflecting on what it means to your life and what your identity as a gifted student is. ● On the reflection sheet I want you to think about your own life and your own experiences. You are going to answer a few questions. These answers are going to be saved and you will look back on them in 8th grade, so I want you to take time and answer the questions completely. The questions you will be asked to answer are: <ul style="list-style-type: none"> - What does it mean to you to be “gifted”? - Do you feel that you fit the definition of gifted, or do you think you are unique in any ways? - How does being “gifted” and a part of a gifted program impact your day to day life and life overall? - Is there anything else about your identity as a gifted student you want to share? ● After students have time to write, please encourage them to share what they have written with another student or the whole class. ● Also, take time to discuss what other identities they have in life: family, friends, school, activities, etc. Do these always work together? Do these roles always work along with the “gifted” identity? Why or why not? <ul style="list-style-type: none"> - Please note that it is okay if they feel their identities work together, but if they do not that is okay too. Take time to explore why they feel they do or do not. 	

Year 1 Continued: Lesson 7

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals Introvert or Extrovert	
Enduring <i>Students will understand that...</i> they are unique in how they handle situations based on their introversion or extroversion and how to use the strengths of their tendency to their advantage.	Essential Questions How does being an introvert or extrovert impact your life?
Students will be able to... <ul style="list-style-type: none"> ● define introvert and extrovert. ● determine if they are an introvert or extrovert. ● explore how being an introvert or extrovert can offer benefits and challenges. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will take a quiz to determine if they are an introvert or extrovert. 	Other Evidence: <ul style="list-style-type: none"> ● Through observing the discussion the teacher will be able to better grasp the students' understanding.
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ● NOTE: Please emphasize during this activity that introverts or extroverts are not better than the other, they are just different! Also, please let them know that even though they are maybe more like one group than another, they still may have qualities that make them similar to the other group in certain situations! ● Start by having the students come up with their own definitions for introvert and extrovert. <ul style="list-style-type: none"> - Allow them to collaborate with a partner or small group first, and then develop them as a class. - Note that Webster's Dictionary defines: <ul style="list-style-type: none"> - Introverted: possessing a reserved or shy nature typically with an inclination to solitude - Extroverted: possessing or arising from an outgoing and gregarious nature ● Then ask them to make a prediction about whether they think they are introverted or extroverted. ● Then have them take this online quiz to see if they are introverted or extroverted. <ul style="list-style-type: none"> - Note that this quiz is a short quiz and is an informal prediction of which way they may lead. ● After, have them get together in two groups (introverts and extroverts). If you have someone who is truly right in the middle, they are an ambivert and it depends on the situation. If you have enough of them for them to have their own group, that is fine; otherwise have them go to the group they most connect with. ● In their groups have them read about introverts, extroverts: handout. <ul style="list-style-type: none"> - Have them share which aspects are true for them in their own category, and then have them reflect on which aspects are true for them in the opposite category. - Ask them to reflect on how this information could help them be more successful in their relationships, school, etc. Then discuss as a class. 	

Year 1 Continued: Lesson 8

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Problem Solving Steps: Develop Common Vocabulary

Enduring

Students will understand that...

there is a basic set of steps in solving problems.

Essential Questions

What are the steps that are required when processing and solving a problem?

Students will be able to...

- list and define the steps to good problem solving.
- practice implementing the steps to solve a problem.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will process through a problem using the problem solving steps.

Other Evidence:

- Through the discussion and questions the teacher will be able to formatively assess student understanding.

Stage 3: Build Learning Plan

Learning Activities:

- This lesson is going to walk students through the problem solving process based on *The Power of Self-Advocacy for Gifted Learners* (Douglas, 2018), and their steps. Please show the [image of the steps](#) while discussing them. Encourage students to create their own or have copies for them.
- Go through each of the steps talking about the key pieces within each one. After going through the steps, the students will pick a problem (small one), and go through the steps together with a partner.
- It is important that our gifted students think about how they are going to solve problems and get the necessary information to make an informed decision.
- Step 1: Define the Problem
 - This is the first step of the process where you (referring to your students) answer these questions:
 - What would you like to change?
 - What about your education frustrates, bothers, or worries you?
 - Where is the issue? Home? School? Activity?
 - Whose issue is it? Personal? Peer?
 - What is your specific goal?
- Step 2: Identify Possible Solutions
 - Students then collect data to help them answer these questions:
 - What options are available to solve the problem?
 - What opportunities could I create?
 - What rights do I have with this situation?
 - What are related district policies, laws?
- Step 3: Evaluate and Choose a Solution
 - Then students think about:
 - How well the options match the desired outcome?
 - Do I find these solutions interesting and relevant?
 - What resources would I need for each option?
 - Is this something I can manage time wise?
 - Do I have the skills to complete this option?

- Step 4: Implement the Decision
 - Now students gather information about implementing:
 - What is the best plan to implement my option?
 - Where do I start?
 - Do I need approval?
 - Do I need others involved?
 - What is a good timeline?
- Step 5: Monitor and Control Decision Outcomes
 - Monitor your choices and see if the outcome was successful in solving your problem.
 - Reflect. Did it work or do I need to try something else?
 - Is there a next step?
- Throughout: Gather Information and Seek Feedback from relevant parties
- Note: Not all problems will require a lot of time at each of these steps. Sometimes we go through them quickly, and sometimes we need to spell out the answers to each of these questions before moving through.
- Have the students partner up and think of a problem (preferably smaller) that impacts them. Have them go through these steps to think of a good solution to the problem. Even if it is simple, have them document their thoughts at each of the phases.

Year 1 Continued: Lesson 9

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goal

The importance of organizational skills

Enduring

Students will understand that...

being organized and using a planner will help them save time.

Essential Questions

How does using a planner and being organized impact your life?

Students will be able to...

- explain how using a planner and being organized will help them save time.
- set up their planner and organizational system

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will set up their planner and organizational system.

Other Evidence:

- Through observing the discussion, the teacher will be able to formatively see their understanding of the concepts.

Stage 3: Build Learning Plan

Learning Activities:

- NOTE: You will need to personalize this lesson to match the organizational system that your school/program uses. There is the assumption that your program uses a planner and some sort of common organizational system.
- Start by having 2 students come up to the front of the class. One will be the messy/unorganized kid, and one will be the organized one.
 - Prior to the lesson, please set up 2 different planners: one that has detailed information, and one that is barely or not filled out.
 - Also, set up 2 binders, 2 backpacks, 2 of whatever organizational system you require in your classroom.
 - The two students will each have the same things: one will have them where they need to be, and the other will have to search for it.
 - Ask them a series of questions, when is _____ due? (This should be labeled in one of the planners and not the other).
 - Then time them. See which student can find the information/handout/notes/permission slip/etc. the fastest.
 - After doing a few examples, it should become clear that the student who wrote in their planner and kept things in the organizational way that was established as a class/program/school was more efficient than the other student.
- Then discuss: What did you notice? Which student saved the most time? Which student would be prepared if they forgot a deadline? What can we take away from this?
- Afterward, give the students time to set up their planners and organizational system.

NOTE: This cannot be a one and done lesson, it is important to refer back to the lesson and give students time to ensure they are using their planners and systems to the best of their ability!

Year 1 Continued: Lesson 10

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals Time Management	
Enduring <i>Students will understand that...</i> they spend their time in a variety of ways, and some of their time is set up for them, and other parts of their time are choice times.	Essential Questions How do I spend my time?
<i>Students will be able to...</i> <ul style="list-style-type: none"> ● record their use of time for about a week. ● analyze their use of time. ● reflect on how their use their time. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will document their time, and how it was spent for about a week. ● Students will categorize their time and determine how much time is spent in each category. ● Students will reflect on how they use their time, and if they should be spending it differently. 	Other Evidence: <ul style="list-style-type: none"> ● Through discussions, the teacher will monitor the discussion to check for formative understanding of the objectives.
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ● Start by sharing with the students there are 168 hours in a week, which means there are 10,080 minutes and 604,800 seconds. That is a lot of time that they have each week. ● Try to explain that we “spend” money; we spend it on the activities that we choose to do or are forced to do. ● To start this activity have each student get a handout of a 24 hour calendar for each day of the week. Try to have them do 5-7 days. Explain that they are going to write down how they spend their time each day for the time period you specify. ● NOTE: This is not to judge students, it is to make them aware of how they spend their time. It would be good for you to fill it out along with the students. ● After the students fill out their times for the length of time you determine, have them determine categories for how they spend their time: school, church, sports, sleep, hanging out (free time)-students may need to sub this out with computer/reading/etc. if they have a lot in one area, etc. Have them color code or create another key for this. ● Once they have them coded have them add up the amount of time in each of the areas. ● Then have them complete the reflection on their own, then share their answers with a partner, and finally discuss the responses as a class. ● Use this as a starting block for a discussion about a larger project that you are doing, or something that is on-going for your class. How can they use this awareness of their time to plan time to finish the project, or for students that are chronic late work students, time to work on assignments, etc.? 	

Year 1 Continued: Lesson 11

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals Asynchronous Development	
Enduring <i>Students will understand that...</i> asynchronous development is common in gifted individuals, and that this is important to be aware of.	Essential Questions What is asynchronous development and what are the effects of this?
Students will be able to... <ul style="list-style-type: none"> ● Define asynchronous development. ● Reflect on areas in their life where they may have experienced it. ● Explain the implications of asynchronous development. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will define asynchronous. 	Other Evidence: <ul style="list-style-type: none"> ● This is a heavy discussion based lesson, the teacher will monitor the discussion to check for formative understanding of the objectives.
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ● Start by putting the word synchronous on the board. Have students come up with a class definition. (Note: Webster’s Dictionary defines it as: happening, existing, or arriving at precisely the same time.) ● Then put the word asynchronous on the board. Have students come up with a class definition. (Note: Webster’s Dictionary defines it as: not simultaneously or concurrent in time.) ● Then ask the students if any of them have heard of asynchronous development, especially in gifted people? (Note: the Columbus Group who did gifted research defines asynchronous development as: <i>“Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gift renders [children] particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally”</i> (Galbraith & Delisle, 2015, p. 136). <ul style="list-style-type: none"> - Take some time to take a part this definition and make sure they understand it. There are 2 parts, the definition and the necessary awareness of it in a variety of areas in their life. ● Then have them take the unable survey. <ul style="list-style-type: none"> - Have them discuss things that they want to do but cannot, or situations they want to solve but feel too young, etc. These are simple examples of asynchronous development. - Try to get to the deeper discussion, that with asynchronous development their intelligence is often above their grade level, but their ability to cope with their thoughts and ideas and their emotional level can often be a couple of years behind. ● Then ask them things that we can do to help support them with their asynchronous development. ● Note: it is important to note that not all gifted students experience asynchronous development. It does not mean that one student is gifted and the other one not because they experience more or less of it. It is just something that is common among this demographic of students. 	

Year 1 Continued: Lesson 12

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals:

What is stress and how to best handle it: Adapted from: *Stress Can Really Get on Your Nerves*: (Romain & Verdick, 2018).

Enduring

Students will understand that...

stress is a part of our everyday lives and if we do not acknowledge it and learn how to cope with it, it can have negative consequences on us.

Essential Questions

What is stress and how can we prevent or cope with it?

Students will be able to...

- define what stress is.
- reflect on what kinds of stress are in their lives.
- reflect on ways to manage their stress levels.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will complete the stress test.
- Students will write a reflection about what coping and stress prevention strategies they would like to use and keep it somewhere they can access it in times of stress.

Other Evidence:

- Through discussion the teacher can formatively assess the student's understandings of the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the students take out a piece of paper. Using the *Stress Can Really Get on Your Nerves* (Romain & Verdick, 2018) book start at the beginning and have them answer yes or no to each statement. Then have them count the number of yes answers and the number of no answers.
 - If they answered mostly yes, then they are experiencing or experience a lot of stress, and this lesson will help them to better manage it.
 - If they answered some of each, then they do experience some stress and this lesson will help them manage their level of stress.
 - If they answered no to everything, then remind them that at some point in their lives they will experience stress, and this lesson will give them the tools to manage it once they experience it.
- Then continue reading through the book...this can be done with the teacher leading, or in small groups depending on the class and the number of books available.
 - The book continues by talking about what stress is. It uses an acronym for stress:
 - Seems to take over your mind, and body, and causes...
 - Tension in your muscles. It's a...
 - Reaction to things that are new, scary or different. It's...
 - Especially common in kids who are shy, have many pressures at home or school, or want "the best." It's also a...
 - Source of headaches and stomachaches. And it's...
 - Something that lots of kids don't recognize until they understand the symptoms.
 - On page 12-13 the book lists some words that describe stress (or can be). Before sharing with the class, have them brainstorm a list of words that they think describes stress. Then share with them.

- Then the book goes on to talk about the different kinds of stress: big stress that hits you all at once, sneaky stress that comes out of nowhere, and the continuous stress.
- Then you will discuss the facts about stress: it talks about the levels of stress and the students look at the levels and determine where they are right now.
 - Talk about how a little stress is actually a good thing. The book has example of motivation and safety.
 - Then the book leads you through a brief explanation of the physical symptoms of stress. Discuss with the students if they have ever experienced any of these symptoms.
 - The book lists some sources of stress. Have the students brainstorm their own sources of stress prior to showing them. What stressors are impacting them today? Or this week?
 - Then the book goes into ways to help cope with stress with both examples and non-examples. Have the students think about times they have done both the positive and negative coping strategies. What works for them? Does it depend on the different situations? What doesn't work for them and why?
 - Then the book talks about different stressful situations,, and specifically what would be a good strategy in those situations.
 - The last part is for the class to learn about ways to prevent stress from happening. Ask the students which of these they do on a regular basis? Do they have other strategies?
- Have the students write down what coping strategies they do when they get stressed and what strategies they plan on doing to prevent stress in their lives. Have them keep this somewhere that they can easily refer back to it in times of stress.

Year 1 Continued: Lesson 13

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals Growth Mindset and GRIT	
<p>Enduring <i>Students will understand that...</i> the way they think about situations can actually impact how well they do in school and life!</p> <p>that GRIT has more impact on their success than their IQ score.</p>	<p>Essential Questions How can I change my thinking to allow me to be more successful in life?</p> <p>How can I lead a life of more GRIT?</p>
<p>Students will be able to...</p> <ul style="list-style-type: none"> ● identify what type of mindset they currently hold. ● reflect on how this mindset has impacted their life and ways that they can improve their mindset if needed. ● explain the benefit of having a growth mindset. ● define GRIT and how it impacts their success in life. 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will complete a mindset survey ● Students will discuss how they think their life could be changed from having a growth mindset. ● Students will make a plan to help them be more aware of their mindset. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● The teacher will listen to the discussions to determine how well the students are grasping the objectives.
Stage 3: Build Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● NOTE: This cannot be a one and done lesson. The ideas presented in this lesson need to be returned to frequently to remind students of the growth mindset. For some students this will be a very opposite way of thinking for them, remind them that is okay. ● Start by having the students complete the growth v. fixed mindset survey. This will allow them to determine their current mindset without the prejudice of previous discussion. ● Then, before discussing, have them watch the following video about growth v. fixed mindset. After the video, and they have a better understanding of both types of mindsets, have them discuss with a partner or small group (you are welcome to split them up by mindset type, or mix them). Have them talk about if they agree with the quiz, if they were surprised by the results, how this mindset impacts their life, etc. ● Take time to go over the growth v. fixed mindset pathways. What do they think about the ultimate path that the fixed and growth mindset go down? ● Then go over the 10 growth mindset statements. What do the students notice about trends in the comments. How can this apply to their own life? Have the students think of a time when they had a more fixed mindset. Then have them share how they could have changed their mindset to a more growth mindset. Start in pairs, then have a few students share with the entire class. ● Note: remind students that they can change their mindset...it is not stuck. If they are more fixed, then they can train their brain to be a growth mindset. On the opposite side, if they are in a growth mindset they can fall into the trap of the fixed mindset if they are not mindful. Also, remind them that for certain situations 	

they may be more likely to have a growth or fixed mindset. Have them share with a partner what situations for them they think that might be.

- Before the lesson ends, have them develop a plan for how they are going to be more aware of their thinking and how they can strengthen their growth mindset.
 - To expand on this idea of growth mindset talk about GRIT. This can be done the same day, or as a separate lesson if you want. The reason this lesson connects the two concepts is because growth mindset is linked to helping people improve their GRIT.
 - Start by asking students if they agree with or disagree with the following statement: *How successful you are in life is **not** directly related to your IQ or intellectual ability.* Hopefully students will, after talking about growth mindset, see that this is true, and that IQ does not directly indicate if you are going to be successful.
 - Having a high IQ means that you have a lot of potential, but it is what you do with that potential that determines your success in life and how far you can go. This action, is GRIT.
 - Show the following [TED Talk](#) about GRIT.
 - After, ask students what they think. Do they see the connection between GRIT and success? Do they see the connection between GRIT and growth mindset?
 - Have them discuss with a partner or small group, when have there been times in my life that I have shown GRIT and have been successful with something? When are there times that I did not show GRIT and was not successful or as successful as I should have been?
 - Encourage your students to try and use the Growth Mindset to show learning and implement more GRIT in their lives so that they can utilize their full potential.

Here is a [Growth Mindset Poster](#) to use in your classroom. (*We Are Teachers*)

Year 1 Continued: Lesson 14

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
<p>Established Goals Perfectionism: Parts adapted from <i>The Essential Guide to Talking with Gifted Teens</i> (Peterson, 2008) pg. 48-51.</p>	
<p>Enduring <i>Students will understand that...</i> perfectionism is something that exists and can be a negative thing in their life. They will understand that there are ways to help cope with perfectionism.</p>	<p>Essential Questions What is perfectionism, and what can you do to understand and prevent it?</p>
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● reflect on if they are a perfectionist or not. ● define perfectionism. ● understand the factors that contribute to perfectionism. ● explore ways to combat perfectionism. 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will take a perfectionism quiz to see how prone they are to perfectionist tendencies. ● Students will reflect on the ways that they experience perfectionism. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through observing the discussion the teacher can see how well students are grasping the objectives.
Stage 3: Build Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Start by having students define perfectionism. (NOTE: Webster’s Dictionary defines it as: “a disposition to regard anything less than perfect as unacceptable.”) ● Then have the students take this quiz to see how much of a perfectionist they are or are not. You can also read the questions and have the kids mark their answers on a piece of paper. The more yeses they have the more likely they have some level of perfectionism in their life. Let the students know that it is okay to have some yes answers, and if they have a lot, we are going to talk about it today. If they do not have any or a few, they may find that at some point in their life they develop a perfectionist tendency towards something and these strategies will help. ● Share with the students that there is a difference between perfectionism and striving for excellence (or trying your best). Have them brainstorm times when striving to do their best can cross over into perfectionism and cause problems? In other words what are some of the problems associated with perfectionism?. <ul style="list-style-type: none"> - Students may come up with ideas such as: setting attainable goals, never satisfied, can't enjoy the moment because they are worried about the next thing, critical of other people and themselves, have relationship problems because of unrealistic expectations, are afraid to make mistakes, experience a lot of stress and anxiety... ● Then have them take a moment and reflect on what areas of their life they may be a perfectionist, or have some perfectionist tendencies. Have them think on their own, then share as a class. <ul style="list-style-type: none"> - Ask them what is the worst thing that could happen to them if something was not done perfectly? Use their example.. - Ask if their perfectionism comes from themselves or someone else? <ul style="list-style-type: none"> - If they say themselves, ask them to think about what they say to themselves in these situations. 	

- If they say someone else, ask them what do they say, or what do you assume from them?
- Ask them to raise their hand if they think these statements apply to them:
 - People expect me to be perfect.
 - I am supposed to be the perfect child in my family.
 - I am concerned about letting other people down.
 - If I am not perfect, I get criticized.
 - Everything around me is in chaos, the only way I feel in control is if I am perfect.
 - I have to be perfect for people to like me and accept me.
- Then reflect on if any of these statements are true beyond our own minds. NOTE: They are not wrong to feel this way, this is their reality. Next we will discuss how to help them cope.
- Then have the class (first in small groups and then combine) brainstorm strategies to help cope with and combat perfectionism. Examples could be: being average for the day, doing activities that are not graded, allow yourself to make some mistakes throughout the day, etc.
- Have the students write a reflection about how much they feel perfectionism impacts their life, if not at all then, have them share that. Then have them reflect on some strategies they can use to combat perfectionism, or strategies to have in their toolbox in the event that they start showing signs of perfectionism in something.
- NOTE: Feel free to bring this discussion back to the Mindfulness discussion that you had and that failure or making a mistake is not a permanent situation, rather an opportunity to learn something new and try again.

Year 2 Lessons:

Year 2 Social and Emotional Learning Program: Lesson 1Adapted From — Wiggins & McTighe, *Understanding by Design*

Stage 1: Identify Desired Results	
Established Goals Mindful Listening: Adapted from <i>Mind Up Curriculum</i> (The Hawm Foundation, 2011).	
Enduring <i>Students will understand that...</i> <ul style="list-style-type: none"> there is a connection between how mindful they listen and their ability to be successful and communicate more effectively. 	Essential Questions How can mindful listening help you communicate and be more successful?
<i>Students will be able to...</i> <ul style="list-style-type: none"> Train their attention on specific sounds and try to identify those sounds Learn how mindful listening skills can help them communicate more successfully. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> Students will analyze noises and determine what they heard and what it reminded them of; their ability to complete this task will show their understanding. Students will reflect on and make connections from Mindful thinking to their own lives and real life jobs. 	Other Evidence: <ul style="list-style-type: none"> The teacher will observe their mindful listening and responses during discussion.
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> Start by doing the Warm-up on pg 55 in the <i>Mind Up Curriculum</i> (The Hawm Foundation, 2011). <ul style="list-style-type: none"> You are going to get the kids listening to sounds and creating sounds with this activity. Make a rhythmic pattern using snaps and claps (3-5 beats) and then have them repeat it. Have them try their own and have a partner repeat it; allow them to increase to 6-8 beats. Then get the class into circles (groups) of 6-10 students. They are going to start with a simple beat that you create, then each student will offer a variation on it and the group repeats it. Have the group return to the original beat in between the variations. Afterward, discuss what they did to keep track of the pattern. Also, have them compare this listening to the listening done in the classroom, with parents, or with friends. Then you will do the Engage activity on page 56 of the <i>Mind Up Curriculum</i> (The Hawm Foundation, 2011). <ul style="list-style-type: none"> Be sure to review the parts of the brain from last year and how they relate to listening. Discuss why listening is important in a variety of areas of their life. Also, ask them if they think listening is a skill or a talent? Be sure students understand the difference between the two words and explain the difference. (Think about a skill being something you work on and a talent something you have inherently). Ask them what strategies they use to help them listen when it is noisy, and what are some times where they can pick out a single sound in a loud area. Then you will do the Explore activity on page 56 of the <i>Mind Up Curriculum</i> (The Hawm Foundation, 2011). 	

- Students are going to close their eyes and sit comfortably. You will make noises with objects that are out of their sight (encouraging students to close their eyes would be best).
 - Audio can be items in the room (deck of cards, textbook dropping, pencil tapping, etc.) or sounds you have preloaded on the computer. You will need 5 sounds.
- Start by making one sound, repeat it a few times. Have students reflect on the sound and record their answers on the audio alert page found on pg. 154 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
- Next, you will do the Reflect activity on page 57 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Then as a class you will discuss the fact that their brain was using energy to identify each sound and to concentrate on the characteristics of it.
 - Discuss: the ways that this experience was different to the way they normally hear sound. For students who got distracted, ask them what got in the way. Discuss how they think this type of listening can affect the brain and how this exercise was an example of mindful listening.
- Have students think about a job that requires mindful listening.
 - This can be done in groups, or as individuals.
 - Have them discuss what would happen if that person did not listen mindfully during their job, the consequences.
 - Feel free to have students present their ideas to the class. Are there any trends?
- OPTIONAL: Students can reflect by creating a T-chart where they look at the differences between mindful listening and everyday listening. Then have them think about why they are different.

Optional Extensions: Journal Writing, and Science, Health, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 58-59 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 2 Continued: Lesson 2

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Mindful Seeing: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

there is a connection between mindful seeing and their ability to understand and grasp the small details in their surroundings or activities.

Essential Questions

How can mindful seeing help us to notice more details and be more aware of our surroundings?

Students will be able to...

- Practice focusing their attention on an object and describe the visual details they observe.
- Strengthen their visual vocabulary and memory through mindful seeing.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will write about the mindful seeing activity, how it made them feel and connections they have to other areas of their life when this strategy could be beneficial.
- Students will engage in mindful seeing.

Other Evidence:

- The teacher will be observing the act of mindful seeing and see how well they are grasping the concepts.
- Also, through class discussions and examples, the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by doing the Warm-Up on page 63 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - This activity asks you to show the students images that have different visual appeal. The students will then observe them and describe their visual components (line, color, texture, etc.).
 - After this, try to get them to dive deeper; how would the artist have described it, or what details would the artist have noticed that they might have missed?
 - Pick 2 images and have the students compare and contrast them using a venn diagram, again focusing on descriptive language.
- Then you will begin the Engage activity on pg 64 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Share with the students that using mindful seeing is important in so many areas of school, the shapes in geometry, the emotion on a characters face in a picture, looking at species in biology, etc.
 - Define a specimen, an object that is used for study.
- Next, you will do the Explore activity on pg 64 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have students form small groups.
 - Then give them a group of specimens that are similar but not identical.
 - The students will pick one of them and observe it silently for a minute, looking for ways that they can find details unique to the object.
 - Then collect the specimens and group them together. Can the students find their original one? Why or why not?
- Then you will do the Reflect activity on pg 65 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Discuss what details made their specimen unique, and how much effort this kind of seeing took. How is it different from our normal way of seeing?
 - Compare the mindful seeing to mindful listening, which was easier for them? Why?

- Think about different situations where mindful seeing could be very important: a witness to a crime? or a sportscaster...other jobs?
- Then have the students write a reflection about how they felt during the mindful seeing activity and how they could see it help them in different situations.

*** OPTIONAL: Have someone unknown to the students come in the room and ask a random question, and then leave. The person can be in for 15-30 seconds and it would be fine. Then, have someone they know (administrator?) come in and ask them if they saw anyone unusual in the classroom recently? Ask the students to describe the person. Are their observations accurate/consistent? Then lead into the activity.

Optional Extensions: Journal Writing, and Math, Language Arts, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 66-67 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 2 Continued: Lesson 3

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Mindful Smelling: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

the brain releases dopamine when we smell something good, and our ability to focus our attention on small can help us better experience situations.

Essential Questions

How can mindful smelling help us to make connections to our world and our past?

Students will be able to...

- focus attention through their sense of smell and describe observations
- identify thoughts and feelings triggered by various scents

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will engage in describing the scent, and connecting the scent to a memory.
- Optional: Students will keep track and analyze the different scents they smell for a week.

Other Evidence:

- The teacher will be observing the act of mindful smelling and see how well they are grasping the concepts.
- Also, through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by doing the warm-up on pg 71 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - This is going to help connect the sense of smell to the amygdala and hippocampus.
 - Share the concept of a smell bringing back a memory.
 - Bring up common scents and ask students what memories it brings.
 - Then discuss how we can use scents to change our mood, or what scents make you feel relaxed? How can finding a relaxing smell help us focus in class?
- Then do the Engage activity on pg 72 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Make connections to the mindful listening and mindful seeing that we did before.
 - Make a list of smells that they have been exposed to today
 - If needed, walk them through some parts of their day to help them think about the smells. Help them see that things we use also have smells: textbook, pencil, etc.
- Then do the Explore activity on pg 72 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - You will need to have 5 familiar scents in containers where they can smell them, but not see them. Do this for as many groups as you have (groups of 4-6 kids). The scents should be the same. Use common scents and feel free to use some more unpleasant scents too (Cinnamon, coffee, vinegar, pickle juice, baby powder, chocolate...)
 - Students are going to smell the food, but not react to it. This will allow everyone to experience the smell based on the smell, not the reaction of others.
 - Students will use the reflection sheet on pg 154 of the *Mind Up Curriculum* (The Hawn Foundation, 2011) to help them reflect on what they are smelling and a memory that may be attached.
- Next, do the Reflect activity on pg 73 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - This is where the students will be able to find out what the item is. Have them describe it, share their memory, and what they think it is with their groups; then discuss as a class with the correct answers.
 - Reflect on how this mindful smelling can be a tool; can it help them focus?

Optional: Students can keep track of the smells that stand out to them for a week. Jot down the most memorable smells at the end of each day. Then discuss as a class.

Optional Extensions: Journal Writing, and Social Studies, Health, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 74-75 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 2 Continued: Lesson 4

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Mindful Tasting: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

- mindful tasting can be a valuable way to practice mindful awareness.
- mindful tasting can help students identify the complex taste and texture and fully appreciate the eating experience.

Essential Questions

How can being mindful of your tasting help you better experience the foods you eat?

Students will be able to...

- focus their attention on savoring a piece of food and describe their experience.
- identify ways that mindful tasting can help them eat healthy.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will participate in mindful tasting.
- Students will create a menu for a mindful tasting of their choice and explain why they would pick the foods and what different textures, etc. would be involved.

Other Evidence:

- The teacher will be observing the act of mindful tasting and see how well they are grasping the concepts.
- Also, through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start with the warm-up activity on pg 79 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Help students understand the job of the taste buds too: determine 4 types of flavors: sweet, sour, bitter and salty
 - Have students pick a food that they think fits each of those flavor types.
 - Have the student picture the food in front of them, imagine the smell, and imagine bringing it to their mouth and truly enjoying the taste. (repeat for all 4 foods).
 - Discuss: How did your body respond differently to each flavor? Could any of you actually taste your food? Any physical responses?
- Then do the Engage activity on pg 80 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Connect to the past mindful sense activities: listening, seeing, and smelling.
 - Share that we often will eat without thinking, kind of like we breathe without thinking. When we do that, we do not truly taste the food we consume.
 - By mindfully tasting we are training our brain to focus on what we are eating, the flavors and textures.
 - The prefrontal cortex will be what we use today, trying to get every detail possible.
- Then do the Explore Activity on pg 80 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - You will need to prepare small pieces of food for the students to try.
 - Please have students wash hands prior to consuming the food
 - Also, be aware of food allergies
 - Try to get a variety of types of food to allow for a variety of observations
 - Give a piece to each student and guide them through the mindful tasting. It starts with having them truly observe it with their eyes, then close their eyes and smell it. Then they put it in their mouth, but

do not chew, just notice the texture and taste. Then, finally allow them to chew focusing on what it feels and tastes like.

- Repeat for different types of food
- Then do the Reflect activity on pg 81 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Discuss with students how eating this way is different than how they normally eat.
 - Share that it takes 10-15 minutes for the stomach to know it is full...if we eat fast what can happen?
 - Also, the speed at which we eat can encourage us to grab more flavorful, saltier food...what are the implications of this?
- Have students create a menu for a meal they would like to mindfully taste. What would be included? Drinks? Desserts? What textures would it include, why would they pick the items they did?

OPTIONAL: give students a small cup of regular and diet soda...have them compare the two. (Different sugar and artificial sweetener is the difference).

Optional Extensions: Journal Writing, and Social Studies, Language Arts, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 82-83 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 2 Continued: Lesson 5

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Mindful Movement I: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011)

Enduring

Students will understand that...

there is a connection between their heart rate and breathing.

Essential Questions

How can I control my heart rate?

What are the benefits of being able to control my heart rate?

Students will be able to...

- focus their attention on internal physical sensations, in both a relaxed and active state.
- monitor their own heart rate and exercise control over breathing and heart rate

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will write down a list of ways to increase and decrease their heart rate.
- Students will fill out a person and the symptoms our body creates, along with ways to slow our heart rate and situations where these strategies could be helpful.

Other Evidence:

- The teacher will be observing the act of mindful movement and see how well they are grasping the concepts and ability to check their own pulse.
- Also, through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by doing the Warm-up activity on pg 87 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - There are 3 facts listed; ask students to tell you if they think it is true or false. (Hint: all are true!)
 - Then help each student to find their own pulse!
- Then you will continue to the Engage activity on pg 88 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Explain how the heart pumps oxygen and blood around the body; the more you are working the faster it needs to pump. Also, during times of stress when our Amygdala is in control and ready to fight, flee or freeze.
 - We have the power to control and lower our heart rates during these times!!
 - Normal pulse: 60-100 bpm, ask them to predict their pulse. Then have them check it (15 seconds x 4)
 - Have them write down their ideas for increasing and decreasing their heartbeat.
- Then you will do the Explore activity on pg 88 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have them get their current pulse (if you did not above)
 - Then pick an activity that would increase the heart rate...do this activity as a class to increase the pulse. Then have them check their pulse again.
 - Then split class into 2 groups, one sits quietly and reads or draws, etc. The other will sit and do mindful breathing. (5 minutes)
 - Have both groups check their heart rate.
- Next you will do the Reflect activity on pg 89 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - What signals was your body telling you that your pulse was fast and needed to slow down?
 - Are there other times, not exercising, that your body will give you signals like this?
 - Which group had a lower heart rate after the 5 minutes? Why would that be?

- Have students draw the outline of a body and draw or label symptoms their body creates to show them that they need to relax or slow down. Inside the body (or in a thought bubble, etc.) have them write ways that they can slow their heart rate down. On the back, have them reflect on what experiences, or situations they would benefit from using this strategy.

Optional Extensions: Journal Writing, and Math, Language Arts, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 90-91 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 2 Continued: Lesson 6

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals	
Mindful Movement II: Adapted from <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011).	
Enduring <i>Students will understand that...</i> there is a connection with being balanced physically and helping them be balanced in life.	Essential Questions How can being physically mindful and balanced help us with our life overall?
Students will be able to... <ul style="list-style-type: none"> ● mindfully control their balance and describe the sensations that they experience. ● connect mindful balancing to being well balanced in life. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will participate in mindful balance exercises. ● Students will journal about a part of their life that is not balanced and what they can do to try and balance it. 	Other Evidence: <ul style="list-style-type: none"> ● The teacher will be observing the act of mindful balancing and see how well they are grasping the concepts and applications. ● Also, through class discussions and examples the teacher can formatively see their understanding.
Stage 3: Build Learning Plan	
Learning Activities:	
<ul style="list-style-type: none"> ● Start with the warm-up activity on pg 95 of the <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011). <ul style="list-style-type: none"> - The class will get into 4 teams. Each team gets a spoon, cup of water and an empty cup. The goal is to fill the spoon with water and walk it from the full cup to the empty cup. - While it appears to be a relay race, the speed is not important. The goal is to be mindful of balance. - Introduce the terms and concepts of balance, steady and stable. - Each team member will do it once. Make sure teams are even or have another student go twice. - Discuss: What group was the most successful (most water transferred?), What was the best strategy? How did you keep the spoon stable and water from spilling? What did you learn? - ***If water is an issue, you can have kids make a card tower and discuss the balance and shakiness caused during that activity! ● Then you will do the Engage activity on pg 96 of the <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011) <ul style="list-style-type: none"> - Reflect on the sensations and signs our body gives us to calm down and use our breathing and mindfulness to slow our heart rate. How does this relate to our warm-up activity? - What helped you feel balanced and steady while carrying the water? What make you feel shaky and unstable? - What are the times in your life where you have felt either balanced or unbalanced? - Make the connection between focus and balance and being steady. ● Next, you do the Explore activity on pg 96 of the <i>Mind Up Curriculum</i> (The Hawn Foundation, 2011) <ul style="list-style-type: none"> - Then do the first balancing exercise: <ul style="list-style-type: none"> - Start with them standing in an open space, focusing on breathing and then their feet flat on the ground - Have students balance next on their tip toes for 1 minute. For students who are struggling, encourage them to find one spot on the wall to focus on. Also let them know they can put their heels down and reset if needed. 	

- The second balance is to balance on one leg for 1 minute, then switch legs. Keep reminding them like you did in the first exercise.
- If you want, you can have the students do mindful walking. Breathe in as they take a step forward, breathe out as they lift the other foot focussing intently on their breathing and the steps they are taking. What does their foot feel like at every step.
 - It would be good to have students spaced and either work their way across a room/hallway or in a circle to avoid collisions. You want them focused on their movements, not others.
- Then you do the Reflect activity on pg 97 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - Discuss the increased challenge with one foot vs. the tip toes.
 - Did anyone close their eyes? What helped you balance?
 - What was your brain saying? Did you need to quiet your brain to focus and balance? If so, how did you do that?
 - When in your life could you practice mindful balancing? Why might it be helpful?
- After, have students journal and reflect on something in their life that is unbalanced. Have them think of ideas to improve the situation. Think about ways you can adjust the time, energy, and brain space you use for the situation.

Optional Extensions: Journal Writing, and Art, Social Studies, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 98-99 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 2 Continued: Lesson 7

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How and When to Politely Correct Others

Enduring

Students will understand that...

there are times that you need to correct someone, and there are times when you can let it go. Also, that there is a positive and negative way to correct someone.

Essential Questions

When and how should a person correct another person?

Students will be able to...

- list times that they should and should not correct someone.
- explore ways that are best to correct someone

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will list times they have seen corrections, and then sort them into needs to be corrected or not groupings.
- Students will perform a skit to show their understanding of the best ways to correct someone.
- Students will be aware of corrections throughout their day and discuss how they went and if they could have been better.

Other Evidence:

- Throughout the discussion the teacher will observe the comments and how well students are getting the information

Stage 3: Build Learning Plan

Learning Activities:

- Start by discussing the following:
 - Why do we correct people?
 - In what situations do we correct people?
 - Challenge their answers, what would happen if we did not correct them in this situation?
 - In some cases, a big consequence, in others it would not be a big deal.
 - Have students recall a time, recently, where they were corrected.
 - What was it about?
 - What would have happened if you were not corrected?
 - How did you feel about being corrected?
 - Could this have been different depending on *how* you were corrected?
 - How do we correct people?
 - Are some ways better than others?
 - Public v. private
 - Insulting tone v. helpful tone, etc.
 - Do we need to correct every mistake that we notice or correct someone on everything?
 - Try to get the class to feel like no, they do not. Sometimes it is okay to let things go.

- When the outcome would not be negative or not correcting them would not hurt them, or when correcting them might embarrass them, etc.
- Then do a scenario activity:
 - Have students brainstorm a list of scenarios where they might correct, or have corrected someone.
 - Then turn that one list into 2: 1 for situations that we should correct the person, and 1 for the situations we could just let go.
 - Using those lists have students get into groups of 2-4 students and come up with some skits for the scenarios where we should correct someone.
 - They will prepare 2 skits for each scenario:
 - Skit 1 will be the wrong/inappropriate way to correct someone in that situation. The students will need to explain why what they did was wrong: embarrassed the person, rude, interrupted, etc.
 - Skit 2 will be the correct/appropriate way to correct someone in that situation. The students will need to explain why what they did was correct.
- Then have students look for times when they correct someone, someone corrects them, or they observe a correction. (Have them observe and write down the times for 2-3 days).
 - Then discuss:
 - What situations of correction did you observe?
 - Did they need to be corrected? Why or why not?
 - Did the correcting happen in a positive or negative way? Explain.
 - This can be done in small groups or the whole class.
- If this is a big issue for your class you can ask them to develop a code word or signal for times when someone begins correcting another student/person for a non-issue, or if they are correcting in a negative way.
- NOTE: This cannot be a one time lesson. Refer back to this discussion as situations come up throughout the year!

Year 2 Continued: Lesson 8

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals How to Respectfully disagree: Dialogue v. Debate	
Enduring <i>Students will understand that...</i> there is a difference between dialogue and debate and that they can use this knowledge to help them respectfully disagree with someone who thinks differently than they do.	Essential Questions What is the difference between dialogue and debate? How can I best respectfully disagree with someone?
Students will be able to... <ul style="list-style-type: none"> ● define dialogue and debate ● explain the difference between dialogue and debate ● practice respectful dialogue skills in a situation where someone disagrees with them on an issue. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will be able to articulate the difference between dialogue and debate. ● By participating in a dialogue the students will show their understanding of the concepts learned. 	Other Evidence: <ul style="list-style-type: none"> ● Throughout the discussion the teacher will observe the comments and how well students are getting the information
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ● Ask students to think about things they have disagreed with someone. ● Are some things that we disagree about easier to accept than others? If so, why and what are some examples? ● Are disagreements avoidable? <ul style="list-style-type: none"> - Students may say yes, but disagreeing is a part of who we are as unique individuals. Try to get them to see that we are not always going to agree, but how we handle ourselves when we disagree is important. ● Are there good ways and bad ways to disagree with someone? If so, what are they? ● Can anyone share a time when they handled a disagreement well? or did not handle a disagreement well? ● There are a variety of steps that we can use to help us go through disagreements in a more positive way. Here are a couple: <ul style="list-style-type: none"> - Watch the video from Kid President. While watching, have the students write down the steps that he goes through to help him handle disagreements. <ul style="list-style-type: none"> - 1. Treat People like they are People - 2. Listen - 3. Pause, Breathe, Love - 4. Distract the Other Person (change the subject) - 5. Acceptance - 6. Dance (this is not always a step, but for Kid President it is! :)) - Then, students can read this article on the 6 Smart Ways to Disagree With Someone Respectfully <ul style="list-style-type: none"> - 1. Focus on Facts - 2. Don't Get Personal - 3. Recognize the Good - 4. Remember to Listen 	

- 5. Use “I” Statements
- 6. Know when to move on.
- Ask the students to look at the different steps that were presented. What steps would best help them to disagree respectfully? Have them write down their steps and keep them with them.
- Then, ask the students if they think all discussions have a goal to prove someone wrong? (Debate). For many students, this is their reality. They cannot share an idea without the background goal of proving someone wrong.
- Discuss dialogue v. debate. Students should know the difference.
 - Start by having the students define both words:
 - Webster’s Dictionary Defines them as:
 - Dialogue: A conversation between 2 or more people.
 - Debate: a discussion between people in which they express different opinions about something
 - Then share the [visual](#) here that goes into more detail about the difference between the two.
 - Ask the students if they can more clearly see the difference between the two.
 - Make the connection that knowing the difference between the two can also help them better with disagreements.
- Then have them practice having a dialogue about something in your class. The topic should be something that the students can talk about without their own opinions, maybe a problem to solve.
- Then, have the students practice debate, reminding them to recall their steps to disagree respectfully. You will participate in a philosophical chairs activity.
 - Students will need to be given a statement that can be agreed with or disagreed with.
 - Examples: The school year should be all year long, students should be able to have cellphones in class, students should be able to bring food into the classroom, something either related to your class, or something the kids are interested in.
 - The students may be able to come up with a question too.
 - In your room have one side agree with the statement, and the other side is disagrees. This turns your classroom into a spectrum. Students should stand along the spectrum where it matches their opinion.
 - Remind students not to stand where their friend is, but to go where they can defend their position.
 - One student talks at a time
 - If a student changes their opinion, they can move along the spectrum, but they have to be able to explain why they moved.
 - Make sure the students are practicing good debate and respectful disagreeing with each other. Call out good examples and help those who are not following the steps to rephrase when necessary.
 - Try to allow every student a chance to speak.
 - After, reflect on the difference between discussing and debating. How do they think it went.

NOTE: This cannot be a one and done lesson. Keep reminding students of the best ways to disagree with each other and good practice for these skills.

Year 2 Continued: Lesson 9

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals Understanding Empathy	
Enduring <i>Students will understand that...</i> empathy is a gateway to better understand people and help them during different times of their life.	Essential Questions What is empathy and how can we use it in our everyday lives?
Students will be able to... <ul style="list-style-type: none"> ● define empathy. ● compare and contrast empathy to sympathy. ● explain how showing empathy can better connect someone to the person/situation they are showing empathy about. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will develop a definition for empathy ● Students will compare and contrast empathy with sympathy ● Students will reflect on ways they show empathy or have been shown empathy. 	Other Evidence: <ul style="list-style-type: none"> ● Much of this is discussion based; the teacher will observe the discussions to check for understanding.
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ● Start by defining Empathy. <ul style="list-style-type: none"> - Webster’s Dictionary defines it as: the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner. - If you want, there is a Sesame Street introduction in this short video. (optional) ● Then share the difference between empathy and sympathy. To start this conversation here is a video that goes through the concepts. <ul style="list-style-type: none"> - Have the students compare and contrast sympathy and empathy. - After the video, ask the students if they can think of a time where they showed another person empathy or were shown empathy. Have them share with a partner, then discuss as a class. ● Then have them discuss the importance of empathy in people's' lives. Why does it matter if we are empathetic or not? - think about perspectives and how we can understand someone better if we can see things from their point of view or perspective. ● Have them discuss times when it has been hard to show empathy. What can we do in those situations? ● How can empathy help us expand our view on events/people/the world? <p>Note: This concept of empathy should be continued. Look for places in your curriculum that you can continue the conversation.</p> <ul style="list-style-type: none"> - Is there a person or group in history that you are discussing? How could empathy help you better understand their experience? - Is there a book that you are reading? Does the book talk about empathy or can you guide your students to better understand a character by being empathetic to their situation? 	

- Is there a group of people or a person in a current event, can you guide the students through understanding the group/person better by showing them empathy.

Year 2 Continued: Lesson 10

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
Established Goals Active Listening	
Enduring <i>Students will understand that...</i> in order to truly understand another person (empathize) they need to learn and practice active listening.	Essential Questions What is active listening and how can it help with communication with others?
Students will be able to... <ul style="list-style-type: none"> ● list the steps and components of active listening. ● explain how active listening can help them communicate better with others. ● practice active listening with a classmate. 	
Stage 2: Determine Evidence for Assessing Learning	
Performance Tasks: <ul style="list-style-type: none"> ● Students will list reasons they listen throughout the day. ● Students will practice active listening with a partner. 	Other Evidence: <ul style="list-style-type: none"> ● Some of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.
Stage 3: Build Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ● Start by talking about who we listen to during the day? (Brainstorm a list). <ul style="list-style-type: none"> - Why do we listen? To get information, to understand something, for enjoyment, and to learn about something. ● Are we always listening to everything a person is telling us? How much do you think you actually hear during the day? Can we improve this? ● Steps to listening: <ul style="list-style-type: none"> - 1. Pay Attention <ul style="list-style-type: none"> - Discuss how that looks and sounds like...face the person talking, eye contact, avoid distractions around you, put your own thoughts on the back burner, etc. - Show you are listening...nod, smile, and give small responses like uh huh, or oh...do not interrupt them though with your own ideas or with what you think they are going to say next. - 2. Provide Feedback <ul style="list-style-type: none"> - Paraphrase what the person said to ensure you are understanding them correctly. Ask them questions if there are things you need clarifying or more detail. - Note: these are things that many students already do, but doing it mindfully will help them retain more information and be a better listener in general. You are welcome to tie this lesson to the mindful listening that we did in lesson 1 of this year's lessons, but you do not have to. ● Then have students practice. Give them a series of questions about something that is personal to them to start with. Sort of a get to know you list of questions. It can be related to your class, or life in general. Give them time to actively listen to a partner, then have the students share what they heard about their partner with the class or a small group. How well did they do? Did they find parts of the active listening to be harder than others? Which ones and why? <ul style="list-style-type: none"> - Example questions: What is your name (if they do not know yet)? What is something you enjoy doing during your free time and what is it about this activity that you enjoy? Tell me about a trip or vacation 	

you went on, what were your favorite parts or your most frustrating parts? If you could travel anywhere in the world, where would you go and why?, etc.

- Discuss how students can include active listening in their day to day life. If they were more active with their listening, how would that benefit them?
- Remind the students that active listening will help them with the dialogue v. debate discussions, and with using empathy in our day to day lives.

Year 2 Continued: Lesson 11

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How to relate and work with the emotions of introverts and extroverts

Enduring

Students will understand that...

they might be an introvert or extrovert, but that there are people around them that are different than them and the importance of being aware of that and how this awareness can help them better work with other people.

Essential Questions

How can I better relate to people who are introverted/extroverted?

Students will be able to...

- review if they are an introvert or extrovert.
- explain how they can work with people who are introverted and also those who are extroverted.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will take the online introvert/extrovert quiz.
- Students will make a list of things that they do differently being introvert/extrovert and what they would benefit from if their classmates were aware of.
- Students will journal about what they learned and how this will help them better understand and work with their classmates.

Other Evidence:

- Some of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Have students recall the discussion last year about introverted and extroverted people. (They focused in year 1 on which one they were).
- Then have them take this [online quiz](#) to see if they are introverted or extroverted (Same as year 1...most will stay the same, but some might have changed).
 - Note that this quiz is a short quiz, and is an informal prediction of which way they may lead.
- Discuss their results and the characteristics of introverts and extroverts again using the [chart](#) from last year.
- Then you are going to talk more about how people can help introverts and extroverts and how they can better relate and work with people who may be the opposite of them.
- Have them look at the chart again after reviewing it. Have them get into groups of introverts and groups of extroverts. If you have people who truly are in the middle, then group them together. If there are only a couple, then have them go to the side that they relate to most.
 - Using the information from the chart, and their own life experiences, have them develop a list of things that they would want the opposite group to be aware of, or do if they were working together. Encourage them to think of stories from their own experience to bring these moments to life (no names, or made up names please)

- Example for *Introvert*: please be aware of the fact that I think about what I am going to say before I say it. Give me some time to think about my answer before expecting me to speak. Also, pause before you jump in to ensure that all voices are heard in a discussion.
- Example for *Extrovert*: I will often brainstorm or process my idea and answer out loud. Ask me questions about my thinking or comments. Allow me to change my mind or way of thinking once I have processed it.
- Then have them share what they came up with and experiences where this did or did not happen.
 - Remind the students to practice empathy and active listening during this time.
- Have them journal about what they learned about themselves and how they can better be aware of their classmates with this new knowledge.

NOTE: Please model this in future lessons and class activities. Pay attention to the situations your students brought up and praise it when extroverts give introverts time before responding to a question, etc. This will vary depending on the class discussion.

Year 2 Continued: Lesson 12

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Dark Side of Competition: Adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008) pg 191-192

Enduring

Students will understand that...

competition can have a good and bad side and how to manage it.

Essential Questions

What are the different sides of competition and how does that affect me?

Students will be able to...

- put competition into perspective.
- recognize that jealousy, envy, and other negative feelings are often found in competitive situations.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will journal about their own feelings about competition and the role it plays in their life.

Other Evidence:

- Some of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Ask the students to reflect on the following questions. It will get them thinking about competition in their lives.
 - How much are you aware of competition in school?
 - How much do you think about competition?
 - What kinds of situations are competitive in school?
 - What fuels that competition?
 - To what extent are the gifted kids apart of and not a part of the competition?
 - How much are you involved in the competition?
 - What is the upside of competition in school? The downside?
 - What feelings are involved in competition? Does that change for the type of competition? If so how?
 - What feelings might be directed at other people in competition?
- Then have the students think about what school would be like without competition. Note that there are some countries with even greater competition than the US, but there are other countries that value collaboration more than competition.
- Have them think about what they would be like if we were in a less competitive atmosphere. Would they behave the same way? Put in the same amount of effort? Would things change for them socially, health wise, overall?
- Have them journal on the following questions: What are my feelings about competition and why do I feel this way? Do I thrive in competition or avoid it and why? How big of a role do you think competition will play on your future? Explain.
- Then discuss with the class (or with a partner/small group if you feel it would be better).
- Then discuss past experiences:
 - Have you ever been jealous or envious of someone at school? If so, what was it like? How long did you feel that way? What effect did the feelings have on you?
 - What contributed to those feelings? What do you understand now, about yourself then.

- What advice or guidance might you give someone younger than you about such feelings?
- Make sure throughout this discussion that you talk to them about how competition can be a good thing, it can motivate you to challenge yourself and give more effort. But, if it leads to feelings of jealousy, envy, stress, worry, it can be a negative thing that can impact your efforts in a negative way. Be sure to try and balance this and be aware of what you do and do not have control of.

Year 2 Continued: Lesson 13

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How to handle gifted expectations and other people's perceptions of gifted students. Adapted from the *Gifted Teen Survival Guide: Smart, Sharp and Ready for Almost Anything* (Galbraith & Delisle, 2011) and the *Gifted Kids' Survival Guide* (Galbraith, 2009).

Enduring

Students will understand that...

people have an understanding of what giftedness means and is, but it may not be educated. Students have the ability to control how they deal with expectations and perceptions that people have.

Essential Questions

How can I manage my responses to the expectations and perceptions that people have about gifted students?

Students will be able to...

- express situations where people's perceptions or expectations did not match reality.
- list ways that they can better manage their own responses to the expectations.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will reflect on experiences where expectations and potential did not match reality.
- Students will develop a plan for the next time they are in this situation to allow them to not be frustrated by it, but instead help others understand.

Other Evidence:

- Some of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the students list the things that they have experienced in relation to the expectations or perceptions of others about them being gifted or the gifted class.
- Explain that many people do not fully understand what it means to be gifted, and as there are many different definitions for gifted, they may not have a true understanding of you as an individual, or us as a class.
 - This is not an excuse, but being aware of this can help students hopefully not take comments as personally.
- Then talk about the word "potential". I am sure that they have heard this many times before, and it is not something that is normally a positive for gifted students. Most of the time it is used as a way to remind them that they are not doing as good as they should be or what they are capable of doing. Even though the word means they have something to offer.
 - Have the students define potential. Note Webster's Dictionary defines it as potential benefits or expressing possibility.
 - Have the students define expectations. Note Webster's Dictionary defines it as the act of anticipating what should happen.
 - Have them brainstorm why adults might talk about potential or expectations that are not realistic to their dreams or ability?
 - How can they hear what the adult has to say, without letting it get them down?
 - How can they best communicate their feelings in these situations?

- This is not easy as it will depend on the adult. The main thing is to open up a line of communication.
- If it is their parent, find a time when they both have time to discuss the potential and the feelings.
- If it is a teacher, find a time when they both have time to discuss the comment and the feelings.
- If it is a sub, this might be harder to find time, talk to your teacher and see if they can contact the sub for you, or set up a time for all of you to talk.
- Then, depending on the class, there may be a specific situation that they have encountered multiple times, or a big situation. As a class, discuss the thoughts behind why the comment was made, and why they felt the way that they did and develop an action plan to resolve it.
- Example: the substitute said that because we were the gifted class we all should know the answers.
 - Have them explain how it made them feel to hear that.
 - Then explain why the substitute may have made that comment: they have not worked with gifted students before, they have a misconception about the definition of gifted students.
 - Then brainstorm ways to resolve the misconception/expectation: should the class write the substitute a letter explaining how the situation made them feel, and educating them on the fact that gifted kids do not have to know everything, they need to learn as well? Should they communicate to the substitute directly? Should the teacher communicate to the substitute on behalf of the students? Should there be a training that is created by the students (and teacher) to help break some of these misconceptions that some substitutes have? etc. Allow the students to take ownership.

Year 3 Lessons:

Year 3 Social and Emotional Learning Program: Lesson 1*Adapted From — Wiggins & McTighe, Understanding by Design***Stage 1: Identify Desired Results****Established Goals**

Perspective Taking: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring***Students will understand that...***

there are different perspectives in the world, and different people can look at the same situation and see something different.

Essential Questions

How do perspectives allow us to understand people differently and situations differently?

Students will be able to...

- identify different perspectives of characters in a story
- apply open minded perspective taking to social situations in their own lives.

Stage 2: Determine Evidence for Assessing Learning**Performance Tasks: .**

- Students will rewrite a story from a different perspective.
- Students will reflect on an argument from another person's perspective and discuss what it helped them learn.

Other Evidence:

- Through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan**Learning Activities:**

- Start with the warm-up activity on pg 105 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - There is a parable about 6 blind men and an elephant, each touches part of it, but no one sees the entire elephant. But, they each form their own conclusion.
 - Then read the parable to them.
 - Then make sure your students understand the terms *perspective* and *conflict*.
 - Discuss: Have them form 6 groups and describe the elephant only on the one part they have been assigned. Then they will create a statement that could be used in a debate about what the elephant is like. As a class discuss how the conflict of which group is right can be resolved?
 - Ask them: what might the elephant be used to represent? (any situation or problem...the elephant in the room!)
- Then continue with the Engage activity on pg 106 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - You will need a traditional story, myth, or fable to read aloud. (Preferably one with less characters)
 - Read the story.
 - How can the characters' actions and words help a reader determine their point of view? What other information can help us figure out the perspective of a character?
 - Have the class choose 1 character to study, and complete the character perspective sheet on pg 156 of the *Mind Up Curriculum* (The Hawn Foundation, 2011). If you want you can have the class form groups and fill out the sheet on different characters.

- Then continue with the Explore activity on pg 106 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have the students rewrite the story from a different character's perspective.
 - Have them think about how the perspective of that character can change the story.
 - What characters might share the same perspective and how does this character's perspective differ from a neutral perspective that a narrator might have?
 - This can be done alone or with a partner.
- Next, complete the Reflect activity on pg 107 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have them share some of the new stories with the class; think about how many ways this story could have been retold.
 - Connect this idea to stepping back from a situation to see all the different sides and other mindful exercises they have done.
 - Ask them to reflect on the idea that being mindful of their thoughts and feelings is like being mindful of their other senses.
 - Discuss what happens to our thinking once we make a judgement, are judgements ever appropriate? If so, when is the best time to make them? What would make you rethink a judgement?
- End with journaling and reflecting on the last disagreement you had with someone. Take the perspective of the other person and write yourself a letter from them. Then reflect on what you learned by thinking about the situation from their perspective.

Optional Extensions: Journal Writing, and Art/Math, Social Studies, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 108-109 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 3 Continued: Lesson 2

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Choosing Optimism: Adapted from the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

they have control over the way they think and that by choosing to be optimistic they can be happier.

Essential Questions

What is the difference between optimistic and pessimistic and the impact of the choice to be one over the other on your life?

Students will be able to...

- define optimistic and pessimistic mind-sets used to think about, react to, and approach a problem.
- practice strategies that help them to develop and maintain optimism.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will analyze the advice columns to determine if they are optimistic, pessimistic, or unrealistic.
- Students will determine if the statements are optimistic or pessimistic.

Other Evidence:

- Through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- You will start with the warm-up on page 113 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Explain that optimism isn't pretending that everything is sunshine and rainbows, even when there are problems.
 - Then create a chart that says Unrealistic, Optimistic, and Pessimistic. Have the students brainstorm situations that might cause them to worry, for each situation decide what each type of person would respond with.
 - Discuss: do unrealistic and pessimistic thinking have anything in common? What kind of thinking is most likely going to lead to action? What kind of thinking is more likely to see the world as good or bad? What type of thinking gives you the most control over the situation?
- Then continue with the Engage activity on pg 114 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Ask students to define optimism: Then what happens to your ability to solve problems when you are optimistic, what if you are overly optimistic?
 - Explain that there is a difference between how we feel about situations depending on what lense we take.
 - Read statements out loud and ask student to give a thumbs up if they think they are optimistic and down if they think they are pessimistic or unrealistic. You can also make up your own things you think would fit the students.
 - ex. If I fail at something, that means I am not gifted.
 - ex. If I try hard and fail, at least I learned something along the way.
- Next do the Explore activity on pg 114 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - You are welcome to pre-read some advice columns and have students hunt for the optimistic, pessimistic, and unrealistic thinking they see and discuss what they found OR
 - You can go to the following link from the [Huffington Post](#) or this [document](#) if the link gets broken.

- This link shares different characters that are pessimists. Discuss some of the characters that your students are familiar with. Why are these characters pessimistic? Who are their optimistic counterparts?
 - There are quotes on this page from each of the characters. Have the students change the quotes so they are optimistic instead.
 - How would the story change if we had these characters represented in a more optimistic way? How would their lives be different?
 - Can the students think of other very pessimistic or optimistic characters?
- You can then pick a problem that is in an article from your discussion, or a separate problem and use the handout on pg 157 to help them visually see the different thoughts to the problem.
 - Discuss what kind of thought use input from your prefrontal cortex? Which kind is influenced by the amygdala?
- Then do the Reflect activity on pg 115 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - As a class create a list of strategies students can use to become more optimistic to help their brain work better.
 - Have students create a personal list as well.

Optional Extensions: Journal Writing, and Science, Social Studies, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 116-117 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 3 Continued: Lesson 3

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Appreciating Happy Experiences: Adapted from the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

focusing on a happy or successful moment can help them stop being frustrated or sad and also help them remember information better.

Essential Questions

How can appreciating happy experiences help someone remember information longer and stop being frustrated or sad?

Students will be able to...

- visualize and describe their thoughts, feelings, and physical sensations during a happy/positive experience.
- use recalling a happy/positive experience as a way to build optimism.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will practice the process of appreciating happy experiences.
- Students will write about a happy memory.
- Students will write a letter explaining why the memory was so important to them.

Other Evidence:

- Through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by doing the warm-up on pg 121 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have the students think of a positive class memory, or you can come up with one too.
 - Have the students build on the memory so they have as much detail as you can. Try to get all kids participating.
 - It is bound to happen where students bring up negative aspects of the story. Feel free to acknowledge that it was a part of the story, but that today we are going to focus all of our energy on the good and happy parts of the story.
 - Discuss with the class how what we just did, remembering an event, can help us savor the happiness of the memory. Ask them how they can appreciate the good parts of a story, even if the experience wasn't completely happy? Ask them what part of the brain stores our memory?
- Then work on the Engage activity on pg 122 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Share with the class that one way to try and be more optimistic is to think about and savor happy thoughts.
 - Connect savoring happy thoughts in our minds to the mindful tasting that we did prior to this activity.
 - Have students write about a happy moment or time in their life.
 - After writing have them share their moment with a partner.
 - The partner should be listening and come up with a couple of questions to ask them that will help them get more detail from their happy memory.
 - Discuss: Did the questions your partner asked help you make your memory more clear or detailed? What type of information did you add?
- Next, do the Explore activity on pg 122 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - We are going to spend time now savoring the memory they wrote about. It is kind of like making a mini-movie in your mind about the event.

- Have students close their eyes (or look into their hands if they do not want to close their eyes) and start to see from start to finish the memory they wrote about.
- It would be good to use the chime or sound you use for the core practice to start and stop this visualization.
- Remind them to bring their full attention to their memory, to start the mini-movie in their minds and see who was involved and where things were. Guide them to remember things they saw, tasted, heard, smelled.
- Then do the Reflect activity on pg 123 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Take time to reflect as a class about how your body and brain felt after creating their mini-movie. Ask them what they think was happening to their brain and body, how was that similar or different to mindful movement?
- Have students write a letter to someone that was in their happy memory. (Students can pick another memory if they need or want to). Have the students write about the event, adding a lot of detail and explaining why the memory means so much to them.
 - Sending the letter is optional, but would be nice for them if they choose to do so.

Optional Extensions: Journal Writing, and Science, Social Studies, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 124-125 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 3 Continued: Lesson 4

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Expressing Gratitude: Adapted from the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

being aware of and thinking about what we are grateful for can help calm our bodies and allow us to think in a clearer way.

Essential Questions

What are the impacts of being aware of and thinking about gratitude?

Students will be able to...

- learn the meaning of gratitude and the importance of expressing gratitude.
- identify things in their life that they are grateful for.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will share what they are grateful for.
- Students will complete a journal of things they are grateful for.
- Students will develop a plan for how they can implement being grateful into their lives.

Other Evidence:

- Through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by doing the warm-up on pg 131 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have students practice the core breathing exercise.
 - Make sure students are aware of what gratitude means.
 - Then ask them to think about positive things others have done for them or that they have done for someone else.
 - Have them share with the class and put them into categories.
 - Have the students list all the ways that they can show gratitude; share with a partner.
 - Discuss the best ways to thank someone in the different categories you created. Ask them if it is different for someone you know really well or someone you do not know well? Does the amount of money or effort matter? How do you decide? Are some ways of expressing gratitude expected?
- Then begin with the Engage activity on pg 132 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have students think about the ways and reasons we thank people from the warm-up activity.
 - Then have the students think of 3 things that they are grateful for (you can have them write them down if you choose).
 - Remind the students that they are to pick things they are grateful for that are not objects, things that cannot be purchased in a store.
- Next, do the Explore activity on pg 132 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - We are going to share our things we are grateful for, have the students practice mindful listening.
 - While they share they are going to create a necklace or bracelet or bookmark to remind them to be grateful.
 - Students will get a piece of string.

- Have a bowl of beads and pass around the bowl 3 times, each time the student will share one thing they are grateful for.
- If a student does not want to share what they are grateful for, have them pause, think about what they are grateful for and then pass to the next student.
- Ask the students how it felt to share and hear what other people are grateful for.
- Then do the Reflect activity on pg 133 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have students journal for a few days about what they are grateful for and try to have them be aware of the things they are grateful for each day.
 - Then have them discuss how having their beads and being aware of things they are grateful for impacted their mood.
 - Discuss as a class how they can work on being grateful on a regular basis and what the impact of that could be on themselves and those around them.

Optional Extensions: Journal Writing, and Science, Social Studies, Math, Social-Emotional Learning, and Literature Activities can be found on pgs 134-135 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 3 Continued: Lesson 5

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Performing Acts of Kindness: Adapted from the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

performing acts of kindness leads to a happier life with greater connection to the people around us.

Essential Questions

How does performing acts of kindness impact the person doing the act and the person receiving the kindness?

Students will be able to...

- find three ways that they can show kindness and perform three acts of kindness.
- explore the benefits for themselves, and others, of being kind.
- explain the connection between optimism, gratitude, and perspective taking to their acts of kindness.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will perform acts of kindness and observe acts of kindness.
- Students will reflect on how performing acts of kindness and observing them makes them feel.
- Students will connect acts of kindness to optimism, gratitude, and perspective taking through a written reflection.

Other Evidence:

- Through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by doing the warm-up activity on pg 139 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have the class come up with compliments for themselves as a group. (Sample starter: we are a class that...) Focus on positive actions and effort not physical or material aspects of the class.
 - Then have each student write their name on an index card, place all cards in a box, and have the students each pick a card at random (keeping the name a secret).
 - Within a certain time frame (you decide) the students need to do an act of kindness for that student (no money should be spent).
 - Encourage students to be aware of the act of kindness that is done for them.
 - Encourage them to try and observe as many acts of kindness as they can.
 - After they have done that reflect on the acts of kindness that were done for them and ones that they noticed. Have them think about what felt better, doing the act of kindness or receiving the act of kindness. How do they recognize kindness?
- Then do the Engage activity on pg 140 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Review the warm-up activity and discuss what the students think kindness means. Develop a class definition! (This can be done as whole group, or in partners and then combined)
 - Discuss: Does being kind have to take a lot of time, cost money, or have any special experience? Who do you think deserves kindness? How do you feel after being kind or having someone be kind to you?
- Next, do the Explore activity on pg 140 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Make a connection to kindness and our past topics of gratitude, optimism, and perspective taking.

- Discuss: When we feel optimistic are we more or less likely to act kind to each other? Can being kind cause you to feel grateful? Can being grateful cause you to be kind?
- Ask them if there has ever been a time when seeing someone else's perspective helped them be kind to them and it made a difference?
- As a class fill out this [scavenger hunt checklist](#). Students will come up with ways that they can be kind to other people, after the discussion have them check off the things they do on the list that is kind.
- Then do the reflect activity activity on pg 141 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Students will do step 2 of the [scavenger hunt checklist](#) to reflect on their acts of kindness.
 - Then have them discuss their act with a partner, then as a whole class.

Optional Extensions: Journal Writing, and Science, Social Studies, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 142-143 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 3 Continued: Lesson 6

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Mindful Action in the World: Adapted from the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Enduring

Students will understand that...

by doing an act of kindness for the school, community or world, that they are a part of something bigger than themselves.

Essential Questions

What are the impacts of doing a large scale act of kindness?

Students will be able to...

- work cooperatively to plan and perform an act of kindness for the school, community, or world.
- reflect on their feelings as they make a positive difference through acts of kindness.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will complete a mindful action planner sheet to help them plan out their work in their groups.
- Students will complete a to-do list both as a large group and in their small committees.
- Students will complete an act of kindness for their school, community, or world.

Other Evidence:

- Through class discussions and examples the teacher can formatively see their understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start with the warm-up activity on pg 147 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Talk to students about their locus of control, what areas do they have influence.
 - Represent their areas of control with a dot in the center being them, and then their other areas as circles around it (school, neighborhood/family, town, state, etc.)
 - Have them come up with an idea of something you can do as an act of kindness or a need in each of those areas.
- Then you can do the Engage activity on pg 148 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Continue your discussion of the rings of influence and come up with a list of acts of kindness for each ring.
 - Discuss problems and actions that might help; bring up possible projects that could help.
 - Narrow the list until the class has one problem and solution/project.
- Next, do the Explore activity on pg 148 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Have the students plan out the project, allow them to own it.
 - Discuss the steps that need to take place, timeline, committees needed, etc.
 - Feel free to use the *Mindful Action Planner Sheet* on pg 158 of the *Mind Up Curriculum* (The Hawn Foundation, 2011) to help students with timelines and deadlines for each step.
 - The rest of the steps for this will be determined by the service project your class chooses. Have fun, be patient and allow them to take ownership of the process.
- Then do the Reflect activity on pg 149 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).

- Have students discuss what they were able to accomplish.
- Also, share and discuss the problems that were encountered along the way and how they were solved.
- Invite them to reflect on how they felt about their act of kindness and problem before, during, and after the project.
- Did this project inspire you in any way?

Optional Extensions: Journal Writing, and Science, Social Studies, Math, Social-Emotional Learning, and Literature Activities can be found on pgs 150-151 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Year 3 Continued: Lesson 7

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Re-examine student's self identity as a gifted person. Adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008).

Enduring

Students will understand that...

- Their self identity or understanding of themselves may have changed or grown since year 1 (6th grade).

Essential Questions

What does it mean to be gifted?

How has my own identity as a gifted person changed or grown in the past 2 years?

Students will be able to...

- review and recognize the concept that giftedness and intelligence are terms applied to abilities, characteristics, and skills
- compare and contrast their own concept of personal identity from 2 years ago to now.
- define what giftedness means to them in their own way.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will complete a questionnaire about what they think gifted is and how being in a gifted program has impacted them.
- Students will explain what their definition of giftedness is.

Other Evidence:

- Much of this lesson is discussion based, the teacher will observe participation and answers to assess student understanding.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the students fill out the [Student Questionnaire](#). Make sure to tell them that it is the same as the one they took in year 1 (6th grade). There are no right or wrong answers, and they will be kept confidential.
 - Here is a link to the [Google Form](#) of the same questions. Please make a copy for yourself so you can collect data on your students before having students take the questionnaire. Making a copy will also allow you to make changes to the document if you choose. Make sure this is the same as the one you gave in year 1.
 - The goal of the survey is for you as the teacher to see where the students are coming from and how their understandings have changed. It is also a reflection on what the students have learned the past 2 years and how they have grown.
- Then pass out the survey they filled out in year 1 (or a printed copy of their results if you used Google Docs).
 - Give the students time to read through their answers from 2 years ago.
 - Then have them complete this [reflection](#).
- Then have the students share what they reflected on in small groups or partners.
 - Try to help the students see that some answers may or may not have changed, and that is ok. Our goal is that they are feeling more confident about who they are, and what they understand about themselves.

- Then as a class feel free to take examples of things that stayed the same or changed for individuals. Pay attention to areas that have grown, or not, and feel free to modify other lessons to address areas that are concerning to you, or return to practices from previous years if that would be helpful to your students.

Year 3 Continued: Lesson 8

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Facade, Image and Stereotype: Adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008).

Enduring

Students will understand that...

there are a lot of reasons we put on a face/facade and that it can help us, but it can also limit us.

Essential Questions

What are facades and how do they impact our lives?

Students will be able to...

- explore the idea of having a facade or face.
- consider how they do or do not fit the stereotypes that are assigned to them.
- explore the benefits and challenges that having a facade can create.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will define facade and stereotype.
- Students will reflect on their own facades and impacts of them.
- Students will reflect on the impact, both positive and negative, that facades create.

Other Evidence:

- The teacher will observe the discussions to help assess their understanding of the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having students define facade
 - Webster's Dictionary defines it as: a false or misleading appearance
 - Like a front: the front of a building, putting a new face on something
 - Have them make the connection to people
 - Have them think about what social purpose a facade might serve.
 - Help them fit into different groups, make them more comfortable, protect themselves, etc.
- Then discuss their personal facades.
 - What is your social facade?
 - Does it change depending on the situation or group of people?
 - What purpose does your facade play?
 - Does it ever cause problems for you or those around you?
- Then discuss places where students feel like they are so comfortable they can truly be themselves and not wear a facade.
 - Where can that happen?
 - What are you like when it is off?
 - Are people who know the real you, more, or less, respectful than those who don't?
- Then discuss how and when facades begin to develop.
 - When do kids start to become aware of social situations and become less spontaneous?
 - How might the facades of adults and teenagers differ?
 - What are some advantages and disadvantages of having a social facade?

- Have them think about the fact that people do not get to know the true you, and when you need help or support. Maybe you would not ask for help because you were afraid it would break your image?
- Then ask if they had an image or facade they felt they had to live up to. What part of your image would you like to keep or erase?
 - Think about terms like class clown, high achiever, underachiever, winner, jock, nerd, etc.
 - What are the costs of always living up to an image? Benefits?
 - What happens if you do not live up to your image?
- Then come up with a definition for stereotype.
 - Note: Webster's dictionary defines it as: an often unfair or untrue belief that many people have about all people or things with a particular characteristic.
 - Ask them what the stereotype of a gifted student is, and how they do or do not fit that stereotype.
 - How does this stereotype make them feel?
- Then have the students open up a little bit about themselves and their facades v. true identity.
 - This can be done as a whole class or in small groups
 - It might be good to share these questions with the class and then give them time to write and reflect on them before discussing
 - What do you wish your classmates knew about you or understood about you?
 - What do you wish your teachers knew about you or understood about you?
 - What do you wish your parents knew about you or understood about you?
- Then challenge the class to share their true self and not feel stuck in a certain facade or image or stereotype. This can be hard, but as they have discussed there are a lot of benefits.

Year 3 Continued: Lesson 9

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results	
<p>Established Goals Self-Esteem and Self-Image: Adapted from <i>The Essential Guide to Talking with Gifted Teens</i> (Peterson, 2008).</p>	
<p>Enduring <i>Students will understand that...</i> there is a difference between self-esteem and self-image, but they are connected and important to their success in life.</p>	<p>Essential Questions How are self-esteem and self image connected, and how do they influence my life?</p>
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● define self-esteem and self-image. ● evaluate their own level of self-esteem. ● reflect on how their self-esteem influences their self-image and their success in life. ● practice giving and receiving positive feedback. 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will define self-esteem and self-image. ● Students will explain the connection between self-esteem and self-image. ● Students will explain the implications of a low self-esteem or self-image on their life today and in the future ● Students will write compliments and practice accepting positive compliments. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Throughout the discussion the teacher will observe formatively how well students are grasping the objectives.
Stage 3: Build Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Start by having the students define self-esteem and self-image. <ul style="list-style-type: none"> - Webster's Dictionary defines them as: <ul style="list-style-type: none"> - Self-Esteem: a confidence and satisfaction in one's self. - Self-Image: one's idea about oneself or their role. - Basically, self-esteem is how someone feels about themselves, and self-image is how someone sees themselves, or how they think other people in their lives see them. ● Then have the students complete the rating scale on self-esteem. ● Next, have students share their ratings with a small group and how they determined how they were going to rate themselves. <ul style="list-style-type: none"> - Have them discuss either in small groups or the class: <ul style="list-style-type: none"> - What standards have you set for yourself in these categories? (Physical, academic, social and emotional) - What are the standards for these that your peer group has set? Your family? - What do you tell yourself, about yourself, in these areas? ● Then discuss the foundation of self-esteem. 	

- How much do you think a positive self-esteem is the result of praise, gifts, and attention? What about negative self-esteem?
- How can we develop a positive self-esteem?
- How much choice do we have in how we respond to messages and comments about us?
- How do you know that you are okay and valued?
- How is self-esteem connected to self-image?
 - How you see yourself, or assume other people see you can have a direct impact on your self-esteem.
- After understanding the connection between the two, and how they can create a negative cycle, ask students to brainstorm how having a negative self-image and self-esteem can impact their life now.
- Next, have them brainstorm how having a negative self-image and self-esteem can impact their life in the future.
 - Have them think about feeling inadequate or critical in a marriage/relationship, allowing yourself to be dominated in friendships (not equal), not being able to be as productive at work and lose out on promotions, etc., being stuck on your own flaws can limit your productivity, and even have a low contentment with life.
- Next have them think about ways that they can improve their self-esteem. (even if their self esteem is high right now, let them know that at different times in their life this could change, so having these tools ready to help them will be good!)
 - Ideas: compliment yourself instead of relying on others to do it, accept approval (don't always questions compliments), do something you are good at, try something new...even if you fail you tried it and took a risk, etc.
- Then have students get out a blank sheet of paper. They are to write their name on the top of the paper. This will be a compliment exercise.
 - Tell students that in order for this to work they need to write genuine compliments about their classmates, go over what that means. Not just your hair is nice, but something about them as a person, or an example of a time they were kind, etc.
 - The goal is when we are done with this exercise that each student will have a piece of paper with many compliments on it, so when they are feeling down they can read it and help them improve their self-image and self-esteem.
 - You can have the students walk around the room, from one page to the next, or you can pass around the papers.
- Once they are done, have the students read their compliments. Remind them, that in order to be more positive they need to think "thank you" about each one, and not question or deny the compliment.
 - You can also have some students share a compliment that they wrote on another student's paper, and have the person simply say thank you, again focusing on accepting the compliment and not denying it or explaining it away.

Year 3 Continued: Lesson 10

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Proud v. Arrogant/Pride v. Pompous: Adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008).

Enduring

Students will understand that...

there is a fine line between being proud and being arrogant/pompous. They will discuss how they can be proud of what they know, without alienating others a the same time.

Essential Questions

What is the difference between pride and arrogance/pompousness, and why does it matter in life?

Students will be able to...

- consider the difference between pride and arrogance/pompousness
- consider the impacts of pride and arrogance/pompousness

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks: .

- Students will define pride, arrogance, and pompous.
- Students will discuss the negatives to arrogance and pompousness.
- Students will create skits to demonstrate the difference between pride and arrogance/pompousness.

Other Evidence:

- the teacher will observe the discussion to see how well students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the students define pride and describe it.
 - Webster's dictionary defines it as: having proper self respect, displaying excessive self-esteem
 - What does it feel like? Look Like? When does a person experience it?
 - Have students write down times when they have experienced it. Then share some with the class.
 - Do you think there are times when it is easier to feel pride? Are there times when it is not appropriate to feel pride? Have them explain their thinking.
- Then discuss if they have ever felt negative about pride. Has someone told them that it is a bad thing? Is it possible to feel uncomfortable, vulnerable, or guilty when you feel proud?
- Then have the students define arrogance and pompousness.
 - Webster's dictionary defines arrogance as: an attitude of superiority over or about something
 - Webster's dictionary defines pompousness as: having or exhibiting self-importance
 - Are there other synonyms they can think of?
- Then discuss arrogance and being pompous.
 - Ask them if they have ever witnessed arrogance or pompous behavior? Felt it? Demonstrated these behaviors? Worried about being thought of as arrogant?
 - Do they see it as a problem? Why or why not?
 - Is there a cost for being arrogant or pompous? If so, who pays?
 - What do you feel when you see someone being arrogant? What would you want to say?
 - Is this a problem in school in general? What about with gifted students?

- Have students come up with situations where they could be proud about something and list them on the board.
 - Have the students get into groups of 2-4 students and recreate the scenes you brainstormed in two ways.
 - 1st way: arrogant and pompous about the situation
 - 2nd way: proud about the situation
 - Have the class discuss the difference and try to get them to understand that being proud of what they do or know is great, but try to avoid being arrogant about it because that can make others feel negatively about them.

Optional/Extra Lessons:

Optional/Stand Alone Lessons: Lesson 1*Adapted From — Wiggins & McTighe, Understanding by Design***Stage 1: Identify Desired Results****Established Goals**

How Our Brains Work: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).
(For new to program students who missed year 1)

Enduring

Students will understand that...

there is a connection between the biology of the brain and the way that they think, feel, and react.

Essential Questions

What are the three main parts of the brain?

How do these parts of the brain work?

How do the different parts of the brain impact the way we think, feel, and react?

Students will be able to...

- identify three parts of the brain: the amygdala, the hippocampus, and the prefrontal cortex (PFC)
- understand what each part of the brain does

Stage 2: Determine Evidence for Assessing Learning**Performance Tasks:**

- Students will develop an analogy for the 3 main parts of the brain.

Other Evidence:

- Students will participate in discussion where the teacher will be able to determine if they are understanding the main ideas of the biology of the brain.
- Students will complete a visual to allow them to recall the information about the brain at later dates.

Stage 3: Build Learning Plan**Learning Activities:**

- Follow the Warm-Up Activity on pg 29 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - This is a discussion about how people get better at an activity or acquire new skills.
 - Try to focus on the role the mind plays in these situations
 - End with a question about what practices can they do or drills can they do to help their brain be more creative or focus better?
- Follow the Engage instructions on pg 30 of the *Mind Up Curriculum* (The Hawn Foundation, 2011). You will need to use the poster that comes with the book as well to share about the different components of the brain: Prefrontal Cortex, Hippocampus and Amygdala.
 - Be sure that the students understand the different parts of the brain, and the role that they play on their own.
 - After the discussion, have students complete step 1 of the [handout for this lesson](#).
- Next discuss how the brain works as a team, using the Explore step on pg 30 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - Be sure that the students understand how the different parts of the brain work together.
 - After sharing the example, ask students to complete step 2 of the [handout for this lesson](#), coming up with their own analogy for the three main parts of the brain.

- Optional (good for students who finish early to dive deeper and use another way of thinking): have them create an image to represent their analogy (step 3 of the [handout for this lesson](#)).
- After all students have created their analogy, have them share with a partner or small group. If time allows feel free to have some of them present to the class.
- To help them reflect share the challenge scenarios on pg. 31 of the *Mind Up Curriculum* (The Hawn Foundation, 2011) where students listen to the example and then determine which part of the brain is doing what at that time and in that situation (there are 2 examples).
 - Optional: have students come up with their own example with a partner and determine which parts of the brain are doing what at the time and during their situation.

Optional Extensions: Journal Writing, and Health, Language Arts, Science, Social-Emotional Learning, and Literature Activities can be found on pgs 32-33 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Optional Lessons Continued: Lesson 2

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Mindful Awareness: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).
(For new to program students who missed year 1)

Enduring

Students will understand that...

the parts of their brain respond differently when a person is mindful or unmindful.

Essential Questions

What is the difference between being mindful and unmindful?

How can the process of being mindful impact your life?

Students will be able to...

- Define and describe the difference between mindful and unmindful thoughts and actions
- Apply the concepts of mindful awareness to their own lives

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will determine if a series of actions are mindful or unmindful (pg. 153 in *Mind Up Curriculum* book (The Hawn Foundation, 2011).
- Students will reflect on mindful actions and the benefits of it in their life.

Other Evidence:

- Students will participate in discussion where the teacher will be able to determine if they are grasping the concept of mindful and unmindful.
- Students will develop a plan for implementing the concept of mindful awareness into their own lives.

Stage 3: Build Learning Plan

Learning Activities:

- Start with the Warm-Up activity on pg 37 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Note that the activity you ask them to focus on and recall details can be anything you want. The book provides a poem, but you could use music with lyrics, or another reading relevant to your curriculum if you would prefer.
- Then do the Engage/Explore activities on pg. 38 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Start by reflecting on the warm up activity, what was hard and what was easy for them to focus on?
 - Make sure to explain that paying attention is part of it but so is waiting to judge, keeping an open mind. Once you have considered the situation you can then add your judgement.
 - Have them think about a situation where it wasn't what it seemed at first, and after time and thinking they saw the truth...discuss.
 - This activity is going to connect the warm up to their previous lesson about the brain.
 - Pass out a copy of the Mindful or Unmindful examples on pg. 153 of the curriculum.
 - Encourage students to go through alone and determine what they think is mindful or unmindful.
 - Then have them compare with a partner.
 - As a class go through and share what they think. If they find one that is unmindful, ask them what could be changed so the example could be mindful.
 - *** It is important to note that the goal is not to say that mindful is good and unmindful is bad, it is to see the different approaches to both ways.

- Then move on to the reflect activity on pg 39 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - Discuss times in their lives where they were mindful, then do the same for unmindful situations.
- Then students will write a reflection: *How are they going to help themselves be more mindful during the day? What tricks or strategies would help them remember to be mindful? What are the benefits of being mindful vs unmindful?*
- Optional Extensions: Journal Writing, and Social Studies, Language Arts, Math, Social-Emotional Learning, and Literature Activities can be found on pgs 40-41 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Optional Lessons Continued: Lesson 3

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

The Core Practice: Adapted from *Mind Up Curriculum* (The Hawn Foundation, 2011).
(For new to program students who missed year 1)

Enduring

Students will understand that...

breathing can help calm the body and increase the ability to focus.

Essential Questions

How can breathing help us better respond to stressful or anxiety producing situations?

What are the benefits of breathing on the brain?

Students will be able to...

- learn an exercise that combines listening and breathing to calm and focus their minds
- discover the importance of practicing focusing exercises regularly

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will journal about how this practice of breathing made them feel, the importance of it, and how they can implement it into their daily life.

Other Evidence:

- The teacher will be able to observe the students participating in the Core Practice strategies to determine their level of understanding and ability to do the exercises.

Stage 3: Build Learning Plan

Learning Activities:

- Start with the warm up activity on pg 45 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - This activity connects to the brain dynamics and the ability to focus their Pre-Frontal Cortex, so it connects well to the two previous lessons. There is a script to get the students to relax and focus. Be sure to read in a quiet and calm voice, maybe dim the lights too.
 - If you prefer you can find an audio version of it [here](#), but it is nice when the students can hear you guide them through it.
 - After doing the breathing exercise be sure to discuss with the students how it made them feel, what part of their brain was working or being calmed, and how difficult it was to just focus on their breathing.
- Next do the Engage activity on pg 46 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - This part is going to have the students listen to a sound, you will need a chime or something that can continue making sound (calmly) for 10-20 seconds.
 - Students will listen to the sound and discuss what they heard.
 - Then students are going to sit in a upright comfortable position, eyes closed and play the sound again.
 - Repeat this a few times to allow students to become aware of their body and the movements or tensions they feel.
- Next do the Explore activity on pg 46 of the *Mind Up Curriculum* (The Hawn Foundation, 2011).
 - This is a combination of mindful listening and mindful breathing.
 - It is important that the students are in a comfortable position. Explain that this is belly breathing, meaning they are going to breathe in through their nose and out through their mouth and their belly should go out and in, instead of their shoulders up and down. This allows for a greater amount of oxygen to enter their bodies.
 - Students will begin with the tone of your instrument, and as the sound fades they will stay quiet and continue their breathing, then after about 10 seconds you can make the tone again, indicating they are to be quiet still, but can open their eyes.

- Then do the Reflect activity on pg. 47 of the *Mind Up Curriculum* (The Hawn Foundation, 2011)
 - Have a discussion with the students about what they experienced and how it felt.
 - Remind them that it is okay to struggle with their mind wandering, as they find themselves doing that.

Encourage them to focus again on their breathing; it will get easier.

- Establish times in the day where you will do this as a class, the beginning of the class, before a test or big transition, etc. (If possible, ask the students for input on when it would be best for them to do this during their day-it gives them ownership).
- Have the students journal about how this activity made them feel, if they struggled with keeping their mind clear and focused on the sound or if it was easy for them. Also, have them journal about how they can use this in their daily life.
- Optional Extensions: Journal Writing, and Science, Health, Language Arts, Social-Emotional Learning, and Literature Activities can be found on pgs 40-41 in the *Mind Up Curriculum* (The Hawn Foundation, 2011).

Optional Lessons Continued: Lesson 4

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

What does it mean to be gifted? Adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008). (For new to program students who missed year 1)

Enduring

Students will understand that...

what giftedness is and how it pertains to their program.

Essential Questions

What does it mean to be gifted?

Students will be able to...

- understand how giftedness is interpreted and identified in their school.
- recognize that giftedness and intelligence are terms applied to abilities, characteristics, and skills.
- define what giftedness is, in their own way.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will complete a questionnaire about what they think gifted is and how being in a gifted program has impacted them.
- Students will explain what their definition of giftedness is

Other Evidence:

- Much of this is discussion based, the teacher will observe participation and answers to get an understanding of the student grasping the content.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the student fill out the [Student Questionnaire](#). Please be sure to emphasize that there are no right or wrong answers, and that this will be kept confidential. Many of these topics will be addressed throughout the year.
 - Here is a link to a [Google Form](#) of the same questions. Please make a copy for yourself so you can collect data on your students before having students take the questionnaire. Making a copy will also allow you to make changes to the form if you choose.
 - The goal of this survey is for you as the teacher to see where the students are coming from and what their needs are. While every question will not correlate to this lesson, you will refer back to some of them and throughout the year you will go back to the survey as well.
 - For this lesson you will refer to the questions:
 - What does “gifted” mean to you?
 - How do you feel about being gifted?
 - How were you selected for the program?
 - How do you feel about the selection process?
- After the survey begin discussing with the students: *Modified from Discussion on pg 31-33 of The Essential Guide to Talking with Gifted Teens* (Peterson, 2008).
 - What do you understand about giftedness or being gifted?
 - Allow all answers to be expressed so you can find out where they are at. The survey will help with this too. But, it is important for the students to hear from each other.
 - You can ask them to share their ideas with a partner and then a whole class discussion if you would prefer, this allows more voices to be shared.
 - Be prepared to share the philosophy of your program, and the identification process your school uses. This will help guide the conversation, although remember this is their reality and try to avoid right and wrong.

- Things you may want to know:
 - Does your school view participation in your program as an accommodation?
 - Is it a right or a privilege to be in your program?
 - What is the process/criteria for students to be admitted to your program?
- Make sure you note with the students that there are many different definitions of giftedness, and that different programs have different definitions to ensure the right students are in the program.
 - A common definition is from Dr. Annemarie Roeper. She was a holocaust survivor who also spent about 70 years studying the gifted. She says that “giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences” (Galbraith & Delisle, 2011, pg 9).
 - What this is getting at is the fact that being gifted is both something a person is and something that they do, there is action with it. (Galbraith & Delisle, 2011).
- Share with the students a [list of common characteristics of giftedness](#).
 - Do they agree with all of them? If so, why? If not, explain.
 - Does a student need to have all of these general characteristics in order to be labeled “gifted”? Explain.
 - Then give them time to think about which of the characteristics apply to themselves.
 - Ask them if any of the characteristics they marked for themselves surprised them?
 - Have them share which characteristics they seem to fit the most. This can be done as a large group, small groups, or partners.
 - Does their definition of giftedness change now that they have reflected on these characteristics?
 - Please remind students (this will be another lesson too), that they do NOT have to be perfect in order to be gifted, that learning from their mistake and challenges is a key part of who they are!

Optional Lessons Continued: Lesson 5

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How do gifted students learn differently? (For new to program students who missed year 1)

Enduring

Students will understand that...

their brains are set up differently because of their giftedness, and that causes the way they learn to be different as well.

Essential Questions

How is a gifted brain different than other brains?
How does this difference in intelligence and brain function impact the way gifted students learn?

Students will be able to...

- explain how a gifted brain is different than other brains.
- explain how the difference in the brain function impacts the way gifted students learn.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will write down how they learn best.
- Students will reflect on their learning experiences and which ones have best met their needs.

Other Evidence:

- Much of this is discussion based, the teacher will observe participation and answers to get an understanding of the student grasping the content.

Stage 3: Build Learning Plan

Learning Activities:

- **KEY NOTE:** During this lesson you will be discussing parts of the brain. If you have already introduced the *Mind Up* lessons you can refer back to that. If not, it is fine to start with this. Also, please know that this unit talks about how gifted brains are larger in some areas, and that there are more connections (science to back it up), however please make sure, as you are discussing with the students that you ensure they do not get a mindset of being better than other people. The key is *to let them know that their brain is different and that means they need to learn and process things differently!*
- For this discussion, it might be good to have the following [image of the brain](#) visible.
- Discuss with the students how their brains are bigger: *Modified from pg. 30-33 in The Gifted Kids' Survival Guide (Galbraith, 2009).*
- Ask the students if they think that there is a link between how intelligent someone is and the size of their brains. Ask them why they think either way.
 - Tell them that there is a connection, although scientists do not know if a person was more intelligent because their brain was larger to begin with, or if it grew as they acquired the intelligence.
 - Data shows that the frontal lobe tends to be larger, this is where most of the intellectual processes take place in our brain.
 - Our brains get larger in the areas that they have more connections (neurons).
 - Example: Einstein had a larger parietal lobe, that is where most math facts are stored and processed (15% larger than normal).
 - Example: Possible that J.K. Rowling has a larger frontal and left temporal lobe-main language centers of the brain.
 - At the same time, some parts of the gifted brain have been found to be smaller than normal, with less neuron connections. This means in some areas of the brain there are less connections and energy being used. This has confused many scientists, but a prediction is that the brain could be saving energy and working more efficiently.
 - Some scientists believe that the gifted brain is faster. Some of this is due to genetics, but the other part is due to habits (practice, studying, etc.). Gifted brains take less time to learn (on average).

- The gifted brain also has more storage as it has been found to use not only the prefrontal cortex, but also the occipital lobe (not common in most people). This extra memory allows gifted students to grasp concepts quickly and make more connections.
- Now that students have an understanding of how their brain is physiologically different have them brainstorm (ideas they have come up with, or their own personal experiences) how they learn best and learn differently than maybe other students?
 - Have students do this on their own first, then discuss as a class. Are there common ideas?
 - Then have the students read this [article](#).
 - This article is written for teachers, but was a simple explanation of the need for different education and five ways gifted students learn differently.
 - Have them write a reflection and then discuss different learning experiences that they have had that they think fits their needs the best. Also, have them discuss how their programming helps them meet their learning needs.
 - Note, you may need to remind them that a good learning opportunity may not have been their favorite, have them think about what it means to be gifted and how they learn differently.
 - Remember to reinforce the idea that just because they learn differently does not make them better than any other group of people, it makes them different with different needs.

Optional Lessons Continued: Lesson 6

Adapted From — Wiggins & McTighe, *Understanding by Design*

Stage 1: Identify Desired Results	
<p>Established Goals What is your own gifted identity? (For new to program students who missed year 1)</p>	
<p>Enduring <i>Students will understand that...</i> they have their own unique experience as a “gifted” student.</p>	<p>Essential Questions How is your identity impacted by being “gifted”? What other identities do you have besides “gifted”?</p>
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● reflect and explain what their own definition of giftedness is. ● reflect and explain how being labeled as “gifted” impacts their life. ● reflect on the different identities they have besides being “gifted”. 	
Stage 2: Determine Evidence for Assessing Learning	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will answer questions on the reflection sheet about their identity and impact of the identity of being gifted. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● There will be discussion as a part of this lesson, the teacher can see from observing the discussion if the students are grasping the concepts.
Stage 3: Build Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Now that we have talked about what it means to be gifted and how gifted learners learn differently we are going to spend a little time reflecting on what it means to your life, what your identity as a gifted student is. ● On the reflection sheet I want you to think about your own life and your own experiences. You are going to answer a few questions. These answers are going to be saved and you will look back on them in 8th grade, so I want you to take time and answer the questions completely. The questions you will be asked to answer are: <ul style="list-style-type: none"> - What does it mean to you to be “gifted”? - Do you feel that you fit the definition of gifted, or do you think you are unique in any ways? - How does being “gifted” and a part of a gifted program impact your day to day life and life overall? - Is there anything else about your identity as a gifted student you want to share? ● After students have time to write, please encourage them to share what they have written with another student or the whole class. ● Also, take time to discuss what other identities they have in life. Family, friends, school, activities, etc. Do these always work together? Do these roles always work along with the “gifted” identity? Why or why not? <ul style="list-style-type: none"> - Please note that it is okay if they feel their identities work together, but if they do not that is okay to. Take time to explore why they feel they do or do not. 	

Optional Lessons Continued: Lesson 7

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Growth Mindset and GRIT: For students who join the gifted program after year 1 and missed this lesson.

Enduring

Students will understand that...

the way they think about situations can actually impact how well they do in school and life!

that GRIT has more impact on their success than their IQ score.

Essential Questions

How can I change my thinking to allow me to be more successful in life?

How can I lead a life of more GRIT?

Students will be able to...

- identify what type of mindset they currently hold.
- reflect on how this mindset has impacted their life and ways that they can improve their mindset if needed.
- explain the benefit of having a growth mindset.
- define GRIT and how it impacts their success in life.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will complete a mindset survey
- Students will discuss how they think their life could be changed from having a growth mindset.
- Students will make a plan to help them be more aware of their mindset.

Other Evidence:

- The teacher will listen to the discussions to determine how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- NOTE: This cannot be a one and done lesson. The ideas presented in this lesson need to be returned to frequently to remind students of their growth mindset. For some students this will be a very opposite way of thinking for them, remind them that is okay.
- Start by having the students complete the [growth v. fixed mindset survey](#). This will allow them to determine their current mindset, without the prejudice of previous discussion.
- Then, before discussing have them watch the following [video](#) about growth v. fixed mindset. After the video, and they have a better understanding of both types of mindsets, have them discuss with a partner or small group (you are welcome to split them up by mindset type, or mix them). Have them talk about if they agree with the quiz, if they were surprised by the results, how this mindset impacts their life, etc.
- Take time to go over the [growth v. fixed mindset pathways](#). What do they think about the ultimate path that the fixed and growth mindset go down?
- Then go over the [10 growth mindset statements](#). What do the students notice about trends in the comments. How can this apply to their own life? Have the students think of a time when they had a more fixed mindset. Then have them share how they could have changed their mindset to a more growth mindset. Start in pairs, have a few students share with the entire class.
- Note: remind students that they can change their mindset...it is not stuck. If they are more fixed, then they can train their brain to be a growth mindset. On the opposite side, if they are in a growth mindset they can fall into the trap of the fixed mindset if they are not mindful. Also, remind them that for certain situations

they may be more likely to have a growth or fixed mindset. Have them share with a partner what situations for them they think that might be.

- Before the lesson ends, have them develop a plan for how they are going to be more aware of their thinking and how they can strengthen their growth mindset.
 - To expand on this idea of growth mindset talk about GRIT. This can be done the same day, or as a separate lesson if you want. The reason this lesson connects the two concepts is because growth mindset is linked to helping people improve their GRIT.
 - Start by asking students if they agree with or disagree with the following statement: *How successful you are in life is **not** directly related to your IQ or intellectual ability.* Hopefully students will, after talking about growth mindset, see that this is true and that IQ does not directly indicate if you are going to be successful.
 - Having a high IQ means that you have a lot of potential, but it is what you do with that potential that determines your success in life and how far you can go. This action, is GRIT.
 - Show the following [TED Talk](#) about GRIT.
 - After, ask students what they think? Do they see the connection between GRIT and success? Do they see the connection between GRIT and growth mindset?
 - Have them discuss with a partner or small group, when have there been times in my life that I have shown GRIT and have been successful with something? When are there times that I did not show GRIT and was not successful or as successful as I should have been?
 - Encourage your students to try and use the Growth Mindset to show learning and implement more GRIT in their lives so that they can utilize their full potential.

Optional Lessons Continued: Lesson 8

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Perfectionism: Parts adapted from *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008) pg. 48-51. (For students who missed year 1 of the curriculum)

Enduring

Students will understand that...

perfectionism is something that exists and can be a negative thing in their life. They will understand that there are ways to help cope with perfectionism.

Essential Questions

What is perfectionism and what can you do to understand and prevent it?

Students will be able to...

- reflect on if they are a perfectionist or not.
- define perfectionism.
- understand the factors that contribute to perfectionism.
- explore ways to combat perfectionism.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will take a perfectionism quiz to see how prone they are to perfectionist tendencies.
- Students will reflect on the ways that they experience perfectionism.

Other Evidence:

- Through observing the discussion the teacher can see how well students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having students define perfectionism. (NOTE: Webster's Dictionary defines it as: "a disposition to regard anything less than perfect as unacceptable.")
- Then have the students take this [quiz](#) to see how much of a perfectionist they are or are not. You can also read the questions and have the kids mark their answers on a piece of paper. The more yeses they have the more likely they have some level of perfectionism in their life. Let the students know that it is okay to have some yes answers, and if they have a lot we are going to talk about it today. If they do not have any or a few, they may find that at some point in their life they develop a perfectionist tendency towards something and these strategies will help.
- Share with the students that there is a difference between perfectionism and striving for excellence (or trying your best). Have them brainstorm times when striving to do their best can cross over into perfectionism and cause problems? In other words what are some of the problems associated with perfectionism?
 - Students may come up with ideas such as: setting attainable goals, never satisfied, can't enjoy the moment because they are worried about the next thing, critical of other people and themselves, have relationship problems because of unrealistic expectations, are afraid to make mistakes, experience a lot of stress and anxiety...
- Then have them take a moment and reflect on what areas of their life they may be a perfectionist or have some perfectionist tendencies. Have them think on their own, then share as a class.
 - Ask them what the worst thing that could happen to them if something was not done perfectly? Use their example..
 - Ask if their perfectionism comes from themselves or someone else?

- If they say themselves, ask them to think about what they say to themselves in these situations.
- If they say someone else, ask them what do they say, or what do you assume from them?
- Ask them to raise their hand if they think these statements apply to them:
 - People expect me to be perfect.
 - I am supposed to be the perfect child in my family.
 - I am concerned about letting other people down.
 - If I am not perfect, I get criticized.
 - Everything around me is in chaos, the only way I feel in control is if I am perfect.
 - I have to be perfect for people to like me and accept me.
- Then reflect on if any of these statements are true beyond our own minds. NOTE: They are not wrong to feel this way, this is their reality. Next we will discuss how to help them cope.
- Then have the class (first in small groups and then combine) brainstorm strategies to help cope with and combat perfectionism. Examples could be: being average for the day, doing activities that are not graded, allow yourself to make some mistakes throughout the day, etc.
- Have the students write a reflection about how much they feel perfectionism impacts their life, if not at all then, have them share that. Then have them reflect on some strategies they can use to combat perfectionism, or strategies to have in their toolbox in the event that they start showing signs of perfectionism in something.
- NOTE: Feel free to bring this discussion back to the Mindfulness discussion that you had and that failure or making a mistake is not a permanent situation, rather an opportunity to learn something new and try again.

Optional Lessons Continued: Lesson 9

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How and When to Politely Correct Others: For students who did not have year 2 of the curriculum (New to Program Students)

Enduring

Students will understand that...

there are times that you need to correct someone, and there are times when you can let it go. Also, that there is a positive and negative way to correct someone.

Essential Questions

When and how should a person correct another person?

Students will be able to...

- list times that they should and should not correct someone.
- explore ways that are best to correct someone

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will list times they have seen corrections, and then sort them into needs to be corrected or not groupings.
- Students will perform a skit to show their understanding of the best ways to correct someone.
- Students will be aware of corrections throughout their day and discuss how they went and if they could have been better.

Other Evidence:

- Throughout the discussion the teacher will observe the comments and how well students are getting the information

Stage 3: Build Learning Plan

Learning Activities:

- Start by discussing the following:
 - Why do we correct people?
 - In what situations do we correct people?
 - Challenge their answers, what would happen if we did not correct them in this situation?
 - In some cases a big consequence, in others it would not be a big deal.
 - Have students recall a time, recently, where they were corrected.
 - What was it about?
 - What would have happened if you were not corrected?
 - How did you feel about being corrected?
 - Could this have been different depending on *how* you were corrected?
 - How do we correct people?
 - Are some ways better than others?
 - Public v. private
 - Insulting tone v. helpful tone, etc.
 - Do we need to correct every mistake that we notice or correct someone on everything?
 - Try to get the class to feel like no, they do not. Sometimes it is okay to let things go.
 - When the outcome would not be negative or not correcting them would not hurt them, or when correcting them might embarrass them, etc.

- Then do a scenario activity:
 - Have students brainstorm a list of scenarios where they might correct, or have corrected someone.
 - Then turn that one list into 2: 1 for situations that we should correct the person and 1 for the situations we could just let go.
 - Using those lists have students get into groups of 2-4 students and come up with some skits for the scenarios where we should correct someone.
 - They will prepare 2 skits for each scenario:
 - Skit 1 will be the wrong/inappropriate way to correct someone in that situation. The students will need to explain why what they did was wrong: embarrassed the person, rude, interrupted, etc.
 - Skit 2 will be the correct/appropriate way to correct someone in that situation. The students will need to explain why what they did was correct.
- Then have students look for times when they correct someone, someone corrects them or they observe a correction. (Have them observe and write down the times for 2-3 days).
 - Then discuss:
 - What situations of correction did you observe?
 - Did they need to be corrected? Why or why not?
 - Did the correcting happen in a positive or negative way? Explain.
 - This can be done in small groups or the whole class.
- If this is a big issue for your class you can ask them to develop a code word or signal for times when someone begins correcting another student/person for a non-issue, or if they are correcting in a negative way.
- NOTE: This cannot be a one time lesson. Refer back to this discussion as situations come up throughout the year!

Optional Lessons Continued: Lesson 10

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

How to handle gifted expectations and other people's perceptions of gifted students. Adapted from the *Gifted Teen Survival Guide: Smart, Sharp and Ready for Almost Anything* (Galbraith & Delisle, 2011) and the *Gifted Kids' Survival Guide* (Galbraith, 2009).

Enduring

Students will understand that...

people have an understanding of what giftedness means and is, but it may not be educated. Students have the ability to control how they deal with expectations and perceptions that people have.

Essential Questions

How can I manage my responses to the expectations and perceptions that people have about gifted students?

Students will be able to...

- express situations where people's perceptions or expectations did not match reality.
- list ways that they can better manage their own responses to the expectations.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will reflect on experiences where expectations and potential did not match reality.
- Students will develop a plan for the next time they are in this situation to allow them to not be frustrated by it, but instead help others understand.

Other Evidence:

- Some of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by having the students list the things that they have experienced in relation to the expectations or perceptions of others about them being gifted or the gifted class.
- Explain that many people do not fully understand what it means to be gifted, and as there are many different definitions for gifted, they may not have a true understanding of you as an individual or us as a class.
 - This is not an excuse, but being aware of this can help students hopefully not take comments as personally.
- Then talk about the word "potential". I am sure that they have heard this many times before, and it is not something that is normally a positive for gifted students. Most of the time it is used as a way to remind them that they are not doing as good as they should be or what they are capable of doing. Even though the word means they have something to offer.
 - Have the students define potential. Note Webster's Dictionary defines it as potential benefits or expressing possibility.
 - Have the students define expectations. Note Webster's Dictionary defines it as the act of anticipating what should happen.
 - Have them brainstorm why adults might talk about potential or expectations that are not realistic to their dreams or ability?
 - How can they hear what the adult has to say without letting it get them down?
 - How can they best communicate their feelings in these situations?

- This is not easy as it will depend on the adult. The main thing is to open up a line of communication.
- If it is their parent, find a time when they both have time to discuss the potential and the feelings.
- If it is a teacher, find a time when they both have time to discuss the comment and the feelings.
- If it is a substitute, this might be harder to find time, talk to your teacher and see if they can contact the substitute for you, or set up a time for all of you to talk.
- Then, depending on the class, there may be a specific situation that they have encountered multiple times or a big situation. As a class, discuss the thoughts behind why the comment was made, and why they felt the way that they did and develop an action plan to resolve it.
- Example: the substitute said that because we were the gifted class we all should know the answers.
 - Have them explain how it made them feel to hear that.
 - Then explain why the substitute may have made that comment: they have not worked with gifted students before, they have a misconception about the definition of gifted students.
 - Then brainstorm ways to resolve the misconception/expectation: should the class write the substitute a letter explaining how the situation made them feel, and educating them on the fact that gifted kids do not have to know everything, they need to learn as well? Should they communicate to the substitute directly? Should the teacher communicate to the substitute on behalf of the students? Should there be a training that is created by the students (and teacher) to help break some of these misconceptions that some substitutes have? etc. Allow the students to take ownership.

Optional Lessons Continued: Lesson 11

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

What is Depression and how to support our friends who are dealing with it? Adapted from: *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008)

- Meant to be a whole class lesson whenever it is appropriate for the group developmentally or if the need to address it comes up. Should be taught sometime in years 1-3

NOTE: If you have access to a school counselor, it might be good to get them involved in this lesson. It is a great way to get more expertise as well as a reminder of another person students can go to if they are struggling with depression.

Enduring

Students will understand that...

depression is a real disease and it can impact you or someone you know in a variety of ways. They will also understand that they can ask for help and help others get help if they are struggling with depression.

Essential Questions

What is depression and how can I help myself or someone who has depression or may have depression.

Students will be able to...

- define what depression is and how it presents itself in some people.
- learn that ups and downs are normal in life but feelings of depression should be taken seriously.
- learn where to go for help if they think someone they know or themselves are suffering from depression.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will define depression and discuss some of the signs of it.
- Students will reflect on times in their lives when they have been sad and understand how it is different from depression.

Other Evidence:

- Most of this lesson is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Ask the students how stressed they normally feel and what they get stressed about.
 - Stress and anxiety about things can connect to depression, it is an easier way to start the conversation.
- Then have the students watch this [video](#) about what depression is.
 - After watching, have the students discuss what they thought. Did anything surprise them?
 - Ask them about feeling sad and being depressed...are these the same? Why not?
 - Note that it has become common for students to say they are “depressed” when they are having a bad day or do not like something. Make sure students understand that feeling sad for a short time is not the same as being clinically depressed.
 - Hopefully this discussion will help students reduce or eliminate using the term depression in those ways.
- If you think that an article would be helpful for understanding more or in place of the video, have the students read this [article](#) or the [Google Doc](#) in case the link changes.
- Then discuss these questions:
 - What do you think adults don’t understand about teenage stress?

- Do you ever feel like everyone else around you is fine and things are great with them? Is that true? How could that impact someone who is depressed or very stressed?
- What might be causes of depression in teens? Think about society...
 - Examples: life is complicated, media, national disasters, divorce, unknown future, etc.
- How much do you think kids are understood when they are dealing with grief or stress?
- Ask students to think about times that they felt sad. How are these situations different than depression?
- Many of us may know someone who is or has been clinically depressed. (If you feel your group would be comfortable with this you can ask people who know someone who is depressed to raise their hand...this will show that it is more common than students think). What are some ways to tell when someone is depressed? Then discuss: As the video shared, not everyone experiences depression in the same way.
 - Discuss some of the symptoms from the video: over or undersleeping, look gloomy, change in appetite, low mood, loss of interest in things you would normally enjoy, feeling worthless, poor concentration, etc.
 - Share though, that some people have what is referred to as “smiling depression”. This is where a person puts on a facade (or face) that they are happy to compensate for their depressed feelings and to show others around them that they are ok. This is common in many teens and can make it more difficult to spot. Look for a change in attitude that is extreme happiness and out of the ordinary for that person.
- Then go over the steps of what to do if you think someone is down and possibly suffering from depression. Use this [handout](#) as a visual and something the students can keep as a reference for anytime moving forward.
 - Make sure that the students know who they can talk to about their own feelings or concerns about a friend: parent, teacher, school counselor, doctor, etc.
 - Make sure the students know that even if their friend does not say they want help, if they are concerned they should talk to a trusted adult anyways! Better safe than sorry!
 - Discuss why it is important for people who are depressed to get help.
 - Link to the negative effects of the symptoms of depression: lack of concentration, low energy, trouble sleeping, etc.
 - Also, you can bring up suicide if the depression gets too bad. Remind students that this is a part of the disease, but that we need to help people avoid permanent solutions to temporary problems.
 - Remind the students that depression is a disease and they cannot ask their friend, or themselves to will it away, or suck it up and just be happy...that diminishes their feelings. They can acknowledge their feelings and then find a way to get them help.
- Before ending the lesson be sure to ask if the students have any other questions. Also, let them know that this can be hard, but they do not need to get help for themselves or a friend alone, they can talk to a trusted adult who can guide them.

Optional Lessons Continued: Lesson 12

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Coping Strategies for Twice-Exceptional (2E) Students

**This lesson is designed to be used with students who are 2E, in a small group setting. It can be done at any point in the 3 years, but the sooner the better for students.

Enduring

Students will understand that...

being 2E means they are both gifted and have an exceptionality. They will also understand that they do not have to be limited by their exceptionality, instead, they can learn to cope with their challenges and can be very successful.

Essential Questions

What is twice exceptional, and how can I as a 2E student be as successful as I can be?

Students will be able to...

- define twice-exceptional.
- understand how their twice exceptionality impacts them.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will define twice-exceptional
- Students will reflect on what being twice-exceptional means for them

Other Evidence:

- Most of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- NOTE: This lesson needs to be modified to fit the needs and types of exceptionalities of the students you are working with. You can choose to pull in a variety of twice-exceptional students in order to show them that there are many types or you can just create a group of one type if that works better.
- First, ask the students if they have ever heard of the term “twice-exceptional” or “2E”?
 - If they have, ask them to define it.
 - If they haven’t, share with them that it is a term used to describe students and people who have been identified as gifted but also with another diagnosis: learning disability, emotional behavior disorder, physical disability, etc. It means that this group of students is gifted AND...
 - Make sure the tone and discussion is not a negative one. They are not lesser than, they are gifted and!
- After going through the definition, see if there are any questions they have right away.
- If the entire group is of one type of 2E, go ahead and explain what that is. If they are a variety, explain the different types that are in the group.
 - This is important so they know what you will focus on during the lesson.
 - Depending on the group what you share here will vary, be sure you know your students prior to sitting down with them and discussing.
- Then share with the group some people who have their type of disability, but have been very successful, or who are gifted in something. Here is a [link](#) to a list of 25 famous people who have an additional exceptionality. You can search for specific disabilities if your student’s is not listed here.
- Then discuss: What do you think it means for you to be 2E? What do you need to do differently to be successful?

- This will go a variety of directions depending on the students and their exceptionalities. Overall, you want to emphasize that they have the same potential as a “normal” gifted student, they just need to compensate for something else.
- List some ways to help them be successful (again this will vary depending on needs):
 - Advocate for your needs: if you need technology, audiotapes, notes printed, extra help, it is okay for you to ask for what you need to help you be successful.
 - Organization, this will give you a leg up and help you manage your time and materials so you can focus on other things.
 - Anything else specific to that student/those students.
- Then remind them that because they are capable of just as much as any other student, that they should participate in all activities in class and be treated the same way as other students.
- End with a brief discussion about anything else related to their exceptionalities or how that can impact their school/life.

Optional Lessons Continued: Lesson 13

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Procrastination: Adapted from: *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008)

**This lesson is designed to be used with students who are showing signs of procrastination, in a small group setting. It can be done at any point in the 3 years, but the sooner the better for students who are procrastinating a lot.

Enduring

Students will understand that...

procrastination can be detrimental and that there are ways to change your procrastination habits.

Essential Questions

What is procrastination and how do you overcome those habits?

Students will be able to...

- define procrastination.
- reflect on how procrastination affects them personally.
- look at what contributes to procrastinating and ways to fight it.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will define procrastination.
- Students will reflect on the reasons they procrastinate and write out a plan to change it.

Other Evidence:

- Most of this lesson is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- Start by defining procrastination.
 - Note that Webster's Dictionary defines it as: to put off intentionally and habitually
- Then discuss:
 - What does this mean to you?
 - Who in this group procrastinates on things?
 - On what sort of things do you procrastinate :
 - School work, chores, planning for things, other ideas?
 - Rank yourself, how much of a problem is procrastination: 1 being not at all, and 10 being all the time?
 - What problems can you associate with procrastination?
 - How much should you be concerned about this? What about teachers? Parents?
- Then see why they procrastinate? What benefit do they think they get from it? (if any).
 - What do they do instead of procrastinate? Is it productive?
 - How efficient and thorough are you when you do things at the last minute?
 - What feelings come with procrastination?
 - Has the amount you procrastinate changed over time?
- Then talk about ways that procrastination can connect to other issues.
 - On a scale of 1 to 10, 1 being almost never, and 10 being all the time, how much do people remind you to do something, or about all the things you need to do? How is your relationship with people impacted by this?
 - Is procrastination related to stress? Do you think that non-procrastinators have more or less stress...why?
- Then have them think about what would happen if they stopped procrastinating...
 - Who would be affected?
 - How would your life change?

- What would you gain/lose?
- How would you feel?
- Then discuss some ways that they can work on procrastinating less. Remind them that this is a choice, but not something that they can change about themselves overnight. Knowing why they procrastinate is the first step. Then what can they do?
 - Possible solutions: organization, use a planner; make a plan and stick to it, just start; think about the easiest part and do that first, or the hardest and do that; remind yourself how good it will feel to be done; break down big tasks; find an accountability partner; etc.
- Then have them write down why and when they tend to procrastinate and a plan to stop procrastinating in the future. Make a copy, one for them and one for you to keep so you can check in with them later on how it is going!

Optional Lessons Continued: Lesson 14

Adapted From — Wiggins & McTighe, Understanding by Design

Stage 1: Identify Desired Results

Established Goals

Underachievement: Adapted from: *When Gifted Kids Don't Have All The Answers* (Galbraith & Delisle, 2015)

**This lesson is designed to be used with students who are showing signs of underachievement, in a small group setting. It can be done at any point in the 3 years, but the sooner the better for students who are underachieving.

Enduring

Students will understand that...

they have been underachieving and that they can take steps to understand why and increase achievement.

Essential Questions

What is underachievement and how does it impact my life?

How can I go from underachieving to achieving?

Students will be able to...

- define underachievement.
- reflect on why they underachieve.
- discover ways to improve their achievement and effort.

Stage 2: Determine Evidence for Assessing Learning

Performance Tasks:

- Students will define underachievement.
- Students will reflect on why they are underachieving and how they can increase their achievement levels.

Other Evidence:

- Some of this is discussion based and the teacher will monitor the discussions to see how well the students are grasping the objectives.

Stage 3: Build Learning Plan

Learning Activities:

- First let's define underachievement: an imbalance between performance and ability.
- Then discuss how they think achievers view underachievers? and how do underachievers feel about achievers?
 - possible answers are stress from expectations, social concerns, etc.
- Then talk about what causes underachievement?
 - If a student is comfortable ask them to share when they first began to decrease their achievement or effort. What was going on at school or home? Were their grades or work ethic better before?
- Then discuss, as underachievers (remind them that this is not all the time, but some of the time):
 - Where do you let your intelligence show?
 - Who in your life thinks you are intelligent?
 - On a scale of 1-10, 1 being low, and 10 being high, how much do you focus on academics?
 - What is the most comfortable and least comfortable part of school?
 - What would you gain if you started achieving and putting more effort into your school work, what would you lose?
 - When you underachieve or achieve, who gives you attention?
 - What do you get from underachieving?
- Then brainstorm some ways they can begin to put forth more effort and achieve at a higher level.
 - This can be very personal, as each student may have different reasons and needs for underachieving. If they do not want to discuss this with the class, then you can have them write it down to share with you.

REFERENCES FOR CAPSTONE CURRICULUM PROJECT

- 25 famous people with learning disorders | special education degrees. Retrieved from
<https://www.special-education-degree.net/25-famous-people-with-learning-disorders/>
- Bingham, M. J. (2015, Thursday, November 5,). HPD4C: Working with school-age children and adolescents: Introverts and extroverts + thomas and chess' temperament theory. Retrieved from
<http://csshpd4c.blogspot.com/2015/11/introverts-and-extroverts-thomas-and.html>
- Bryan University (Producer), (2016, January 21,). *Growth mindset video*. [Video/DVD] Retrieved from
<https://www.youtube.com/watch?v=Xv2ar6AKvGc>
- Boogaard, K. (2016). 6 key tips for disagreeing with someone respectfully. Retrieved from
<https://www.inc.com/kat-boogaard/6-key-tips-to-respectfully-disagree-with-someone.html>
- Calendarpedia. Weekly calendar 2018 for word - 12 free printable templates. Retrieved from
<http://www.calendarpedia.com/weekly-calendar-2018-word-templates.html>
- Diceman, J. (2009). Consensus decision-making workshop. Retrieved from
<https://www.slideshare.net/jasondiceman/consensus-decisionmaking-workshop>
- Douglas, D. (2018). *The power of self-advocacy for gifted learners*. Minneapolis, MN: Free Spirit Publishing.
- Epilepsy Waikato Charitable Trust. (2013). Epilepsy types. Retrieved from
<https://ewct.org.nz/epilepsy-types/>
- Fifield, C. The mindset needed for sales success. Retrieved from
<https://www.baylor.edu/business/kellercenter/news.php?action=story&story=151765>

- Galbraith, J., M.A, & Delisle, J., Ph.D. (2011). *Gifted teen survival guide, the : Smart, sharp, and ready for (almost) anything*(4th ed.). Minneapolis, MN: Free Spirit Publishing. Retrieved from <http://lib.myilibrary.com?ID=505265>
- The Hawn Foundation. (2011). *The mindup curriculum grades 6-8*. USA: Scholastic Inc.
- Holmes, L. (2015, -08-06T11:02:45Z). 7 life lessons from pop culture's most popular pessimists. *Huffington Post* Retrieved from https://www.huffingtonpost.com/entry/the-most-beloved-pessimists-through-history_us_55bfac3ce4b0b23e3ce3773c
- Lyness, D. (2016). Why do people get depressed? Retrieved from <http://teenshealth.org/en/teens/why-depressed.html>
- Merriam-webster dictionary. (2018). Retrieved from <https://www.merriam-webster.com/>
- Original Author Unknown. (2018). Images of growth mindset pictures to - #FAN. Retrieved from <https://www.fanrto.com/topics/growth-mindset-pictures-to.html>
- Peterson, J. (2008). *The essential guide to talking with gifted teens*. Minneapolis, MN: Free Spirit Publishing, Inc.
- Pink, D. (2012, -12-30T19:17:41Z). Personality assessment. Retrieved from <https://www.danpink.com/assessment/>
- Romain, T., & Verdick, E. (2018). *Stress can really get on your nerves*. Minneapolis, MN: Free Spirit Publishing.
- Sesame street: Mark ruffalo: Empathy*. . (2011, October 14,).[Video/DVD] Retrieved from https://www.youtube.com/watch?v=9_1Rt1R4xbM

Sinclair, B. (Producer), & . (2016, June 1,). *Empathy vs sympathy - understand this and thrive!*

[Video/DVD] Retrieved from <https://www.youtube.com/watch?v=ttC0xOttY2c>

Supporting A friend. (2018). Retrieved from

<https://www.youthbeyondblue.com/help-someone-you-know/supporting-a-friend>

TED Talks Education (Producer), & Duckworth, A. L. (Director). (2013, April). *Grit: The power of passion and perseverance*. [Video/DVD] Retrieved from

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

Unknown.Mindset quiz. Retrieved from

<http://homepages.math.uic.edu/~bshiple/MindsetQuiz.w.scores.pdf>

We Are Teachers Staff. (2016). Classroom poster: 8 phrases that nurture growth mindset. Retrieved from

</classroom-poster-8-phrases-that-nurture-growth-mindset/>