SOCIAL EMOTIONAL LEARNING GRADES 6-8

Remote Learning Activities

Expect great things.

Pittsburgh Public Schools
Dear Families/Caregivers,

Mindfulness is the awareness and acceptance of the present moment. Developing a practice of mindfulness nurtures a sense of quiet inner peace, improves one’s ability to learn, and promotes deeper and more meaningful relationships. Studies show that a practice of mindfulness helps students focus better, leading to increased learning, improved mental health and wellbeing, and better decision-making and social skills.

In this lesson students practice gratitude to develop mindfulness. Gratitude, or feeling thankful for the good things in our lives, helps us change our perspective on bad days. It helps us to stay positive, even when things don’t go as planned.

Some strategies to practice gratitude include:

- Make a gratitude list
- Keep a gratitude journal
- Write thank you letters

Here are a couple of ways that you can encourage your teen to practice gratitude:

- Provide a model by practicing gratitude for yourself. Start your own gratitude journal and make writing down the things you are grateful for part of your daily routine.
- Make it a family habit to write thank you notes once a week or once a month. The thank you notes can be for anything, but setting aside intentional time to practice gratitude as a family will show your teen that one of your family values is gratitude.

Gratitude takes practice. A mindful practice can make a difference in the way your teen experiences life and help him or her feel more positive and optimistic.
My Gratitude
JOURNAL

Developing Mindfulness Through Gratitude

My Gratitude List from A to Z

A
B
C
D
E
F
G
H
I
J
K
L
M

continue on the next page
My Gratitude List from A to Z

N
O
P
Q
R
S
T
U
V
W
X
Y
Z

A grateful mind is a great mind which eventually attracts to itself great things.

- Plato
At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.

- Albert Schweitzer
Write 3 Things You Are Grateful For

Day 1

Day 2

The best way to show my gratitude is to accept everything, even my problems, with joy.

- Mother Teresa

Day 3

Day 4

Day 5
Dear Families/Caregivers,

Resilience is the ability to manage and recover from daily setbacks and adversity. It is the inner resolve that although a situation may be out of the person’s control, he or she can control his or her perception and response.

We have been learning about positive reframing. Positive reframing can help us manage life’s challenges. Here are some strategies for positive reframing:

**Recognize Your Control.**
You can’t always control what happens, but you can control your reaction. Accept your emotions and learn how to react to them.

**Put the Situation in Perspective.**
It’s been said that life is 10% what happens to you and 90% how you perceive it.

**Watch Your Words.**
Get rid of negative words – both thoughts and spoken words.

**Focus on Your Resiliency.**
You’re a lot tougher than you may feel at times.

**Look for the Possible Good.**
Think about what you can learn or how you can grow from a negative situation.

Encourage your teen to use some of these strategies to develop his or her persistence when things get hard. Praise your child as much for his or her effort as his or her success.
REFRAME IT!

WHAT'S THE ADVERSE SITUATION?

WHAT'S OUT OF YOUR CONTROL?

WHAT'S IN YOUR CONTROL?

HOW IMPORTANT IS IT?

WILL IT MATTER IN FIVE YEARS?

WHAT'S THE WORST THING THAT COULD HAPPEN?

HOW CAN YOU CHANGE YOUR NEGATIVE WORDS TO POSITIVE WORDS?

HOW HAVE YOU SHOWN RESILIENCE IN OTHER ADVERSE SITUATIONS?

WHAT POSSIBLE GOOD COULD COME OF THIS?

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BEND, BUT NOT BREAK

Storms of Adversity
- failing a class
- a death in the family
- a friend moves away
- serious illness
- break up

Emotions of Adversity
- sad
- stressed
- anxious
- tired
- afraid

Bend to the Storm and Grow Stronger
- Accept the change.
- Be patient.
- Journal to work through your emotions.
- Talk to a friend, trusted adult, or counselor.
I BEND, I DON'T BREAK

Storms of Adversity
What's your storm?


Emotions of Adversity
How do or did you feel?


Bend to the Storm and Grow Stronger
How did you bend to the storm and grow stronger?


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Dear Families/Caregivers,

According to research, a student’s belief in his or her ability to learn has a greater impact on the student’s academic success than his or her intelligence. Anyone can learn through hard work and effort. Helping students understand how they learn and how they can develop a growth mindset, positions them on the path for greater academic and personal success.

We have been looking at the differences between a fixed mindset and a growth mindset.

<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistakes prove I can’t do it.</td>
<td>Mistakes help me grow.</td>
</tr>
<tr>
<td>I’m afraid of new things. I might fail.</td>
<td>I love a challenge.</td>
</tr>
<tr>
<td>That didn’t work. I give up.</td>
<td>That didn’t work. I’ll try again.</td>
</tr>
<tr>
<td>This is too hard. I’ll never be able to do it.</td>
<td>This is too hard. I’ll keep practicing.</td>
</tr>
<tr>
<td>They think I’m no good. I’m so embarrassed.</td>
<td>Thanks for the feedback.</td>
</tr>
<tr>
<td>They are better than me. I’m no good.</td>
<td>Their success means I can succeed.</td>
</tr>
</tbody>
</table>

Here are a few activities to help your teen develop a growth mindset:

• Talk with your teen about his or her ‘successes’ and ‘failures’. Point out how in order to get better at anything, there must be ‘failures’. Failure is a part of the process.
• Look at some photos of your teen when he or she was younger and talk about how much he or she has grown and improved.
• Share some of your own ‘failures’ with your teen. Talk about how you persisted or even how you gave up and what was the outcome.
• Read a biography together with your teen about a person who has succeeded in an area he or she is interested in.

Developing a growth mindset is an important skill that will help your teen throughout his or her life.
A Tale of Two Brains

Growing Brain says:

- Mistakes help me grow!
- I love a challenge.
- That didn’t work. I’ll try another way.
- This is hard. I’ll try keep practicing.
- Thanks for the feedback. I can use it to improve.
- I can celebrate the success of others!

Fixed Brain says:

- Mistakes prove I can’t do it!
- I am afraid of trying new things. I might fail.
- That didn’t work. I give up.
- This is too hard. I’ll never be able to do it.
- They think I’m no good at this. I’m so embarrassed.
- They are better than me. I’m no good at this.
MINDING YOUR MINDSET

Choose a challenging goal you want to accomplish this week. Make a plan to reach your goal. As you work your plan, keep track of what you think and say. Record your results at the end of the week.

Growing Brain says:
- I can do it!
- I love a challenge!
- That didn’t work, I’ll try another way.

Fixed Brain says:
- I can’t do this.
- This is impossible.
- I give up.
- I’m not good at this.

MY GOAL ____________________________

What do you want to do?

MY PLAN ____________________________

How will you do it?

MY PROGRESS ____________________________

Write about your progress, including the words you say and think.

MY RESULTS ____________________________

Did you accomplish your goal? Did you use more fixed or growing brain language?
FEEDBACK: FUEL OR FAILURE?

Describe the activity and the feedback you received, including who you received it from.

__________________________________________________________________________
__________________________________________________________________________

STRATEGY 1: LISTEN AND RECEIVE THE FEEDBACK

How did it feel to receive the feedback?

__________________________________________________________________________
__________________________________________________________________________

STRATEGY 2: KNOW YOUR POWER

Will you try some or all of the feedback? Explain.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

STRATEGY 3: APPLY THE FEEDBACK

Was the feedback fuel or failure? Explain.

__________________________________________________________________________

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**DON’T WASTE A GOOD MISTAKE**

**EXPECT**  Expect Mistakes!

We all make them. What was your mistake?

______________________________

______________________________

______________________________

**RESPECT**  Respect your Mistake!

How is your mistake proof of your effort? What did you do right?

______________________________

______________________________

______________________________

**INSPECT**  Inspect your Mistake!

What went wrong? Do you need more practice? Did you go too quickly? What can you do differently?

______________________________

______________________________

______________________________

**CORRECT**  Correct your Mistake!

What will you do differently? What will your mistake look like when it’s not a mistake?

______________________________

______________________________

______________________________