



thriving classroom



CURRICULUM GUIDE

5th – 6th Grades



CREATED BY:



IN PARTNERSHIP WITH:



CONTACT

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UNIT 2

SELF-MANAGEMENT

I AM CAPABLE

UNIT 2 | OVERVIEW

SELF-MANAGEMENT | I AM CAPABLE

It's hard to make progress in your day-to-day life if you're surrounded by disorganized papers, clutter, and unfinished tasks and you don't have a plan to get organized. Perhaps you need a system to pull it all together. To maximize life satisfaction in your internal life, it's helpful to have a variety of tools to help you organize and manage your thoughts and feelings.

Like you, students have many things in their lives to manage, including their thoughts, emotions, and behavior. Self-management gives students the tools to organize these key aspects of their lives, ultimately helping them to become more successful.

Self-management is a crucial element of social and emotional learning. In developing self-management skills, students learn to regulate their emotions, thoughts, and behaviors in a variety of environments. This helps them cope with stress as well as manage impulsive behavior. They begin to learn more deeply about honesty and integrity. When one is honest, taking responsibility for one's own life decisions goes more smoothly.

In developing self-management skills, students learn to regulate their emotions, thoughts, and behaviors in a variety of environments.

Through the development of self-management skills, decision-making becomes informed by a thoughtful approach, tied both to increased self-awareness and a willingness to look deeply at what it means to be "true to yourself." Self-management enables students to set and reach meaningful goals.

As you work through Unit 2 activities with students, they will acquire new self-management skills with a focus on learning more about strengths that support their efforts. By effectively working through the activities in this unit, students will:

1. Manage and express feelings, thoughts, and behaviors in constructive ways in a variety of environments.
2. Use personal strengths to prevent and/or deal with problems and stress.
3. Use strengths to make decisions and set goals.
4. Deepen their understanding of the strengths of self-control, honesty, perseverance, and love of learning.

STRENGTH HIGHLIGHTS

In the Self-Management Unit, students use their strengths to support growth in self-responsibility, the backbone of self-management. Students will explore how using their signature strengths can lead to optimal performance at home and school.

The Self-Management Unit also spotlights some individual strengths particularly linked to the goals of the unit. In Unit Two, they will investigate the following strengths in depth:

Self-control — the ability to manage strong emotions, think before speaking and acting, and make thoughtful decisions in a timely manner.

Honesty — the quality of being fair and truthful, and of living your life in a genuine and authentic way.

Perseverance — the act of persisting in a goal-directed action even in the face of challenges, difficulties, and discouragement.

Love of learning — the act of engaging new information and skills with passion and excitement.

Each module includes a basic description of the strengths and lists behaviors you may see when someone is using the strength. Quotes about the strengths are also included and could be posted around your classroom when you're focusing on this strength. Consider spending time at the beginning of

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SELF-MANAGEMENT | I AM CAPABLE

each module simply helping students become familiar with the strengths vocabulary and learning the nuances of what these strengths look like in day-to-day life.

SUPPORTING RESEARCH

In this unit, students learn how to manage feelings, speak honestly, and control their actions. Behavior becomes balanced through careful decision-making. Developing these skills is linked to greater ability to regulate emotions, with students staying calm during tense times. These skills can also lead to students having fewer problems in school and to an increased likelihood of completing school (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). In Unit 2, students continue to practice using strengths in new ways. Strengths-based school programs that support students practicing a variety of strengths have been associated with improved social skills in students and their increased engagement in school (Park & Peterson, 2009a).

Students will have opportunities to practice goal-setting in Unit Two. Setting goals is foundational to self-management. Establishing small goals, feeling good about progress on those goals, and setting another goal are linked to a spiral of positive change (Ryff & Singer, 1998).

Through learning activities in Unit 2, students focus on the strengths of self-control, honesty, perseverance, and love of learning. Young children who are able to delay gratification, a fundamental skill of **self-control**, are more likely to be successful academically and socially as young adults (Mischel, Shoda & Peake, 1988). Other studies have found that students with high self-control get better grades (Wolfe & Johnson, 1995), have fewer behavior problems (Murphy & Eisenberg, 1997), and demonstrate better social functioning overall (Eisenberg, Fabes, Guthrie, & Reiser, 2000). **Honesty**, which involves both awareness of the truth and a conscious decision to speak that truth, is linked to an improved ability to make and maintain sound relationships and improved mental and physical

health (Kelly & Wang, 2012). **Perseverance** has been linked to academic achievement (Park & Peterson, 2009a), and **love of learning** is supported as students explore new strengths and apply them in life situations. Offering your students a variety of learning venues can heighten this strength.

PARENT INVOLVEMENT

What are some ways you can continue to involve parents and guardians in using a strengths-based approach with their child at home?

Sending home a customized version of the *Unit 2 Sample Parent Letter* (Appendix A) is a good way to remind parents that this is an ongoing program and to cue them into the specific strengths you will be focusing on over the next couple of months. Self-management skills are critically important in the home setting as parents and guardians are pulled in many directions, often leaving children alone to complete homework, finish chores, and manage friendships. Consider assigning students an activity that requires practicing one of the highlighted strengths at home. Ask parents to “sign-off,” acknowledging that they’ve witnessed their child using that strength. In the section titled “Beyond the Classroom,” each learning module will offer additional ideas on how parents can support their child in practicing the use of strengths as a tool to improving self-management skills.

UNIT 2 | LEARNING MODULE TWO

DISCOVERING MY ABILITIES

TIME REQUIRED: **2** WEEKS



LEARNING TARGETS

Students will:

1. Discover how strengths, such as perseverance, can help them manage stress and cope during difficult times.
2. Acquire knowledge of the steps needed for effective goal-setting and use perseverance to work on small steps toward their goals.



SEL CONCEPTS

In this learning module, students take a closer look at different ways they can manage themselves responsibly. Students will explore ways to manage and cope with stress as they build and strengthen friendships. In addition, students have the opportunity to begin working on setting and achieving small goals, a skill inherent in all aspects of social and emotional learning.



STRENGTHS

Students strive to use different strengths as they work on managing their emotions and goal-setting tasks. In this module, they will learn about and practice **perseverance**, the ability to stay with a task, no matter how challenging. Perseverance refers to the effort required to do something and keep doing it until the task is complete, even if it's incredibly difficult.

Highlighted Strength

Perseverance — persistence and determination in doing something despite difficulty or delay in achieving success. It implies not giving up against all odds.



QUOTES

"If at first you don't succeed, try, try, again."

– Old American Proverb

"Success consists of getting up just one more time than you fall."

– Oliver Goldsmith

"Every strike brings me closer to the next home run."

– Babe Ruth

"You never know what's around the corner. It could be everything. Or it could be nothing. You keep putting one foot in front of the other, and then one day you look back and you've climbed a mountain."

– Tom Hiddleston

UNIT 2 | LEARNING MODULE TWO

DISCOVERING MY ABILITIES



PROFESSIONAL PRACTICE TIPS

Students may struggle in this unit as they learn about naming their emotions, using self-control, and working to set and achieve new goals. Perseverance can be a tough strength to master, but the pay-offs in terms of progress and success can be dramatic. This strength increases the likelihood that goals are pursued and attained. It is not surprising, then, that perseverance is linked to academic success. You can support all of your students' efforts in working on and persisting with goals by supporting their perseverance as well as other strengths you see them using.

Try these tips to further embed strengths-based learning throughout the classroom:

- Consider using your class meeting or another time when the class can come together to practice strength spotting or conduct a strengths “shout out.” This is a time for the class to talk about strengths they use to solve problems and manage feelings during recess, lunch, on the bus, and in the classroom. Be prepared to share a couple of examples of strengths you see your students using. Because it’s a focus for this module, pay close attention to examples of perseverance ... when students are staying focused through long hours of testing or sticking with it to solve a math problem.
- Create a box where students can nominate themselves and others in the moment. You can use the *Caught Ya! Cards* (Appendix C) and read several completed ones to the class during the day. Send notes home with students as well. That’s a great way to encourage parents to acknowledge their children for using their strengths.
- Try using daily mindfulness as a way to help students calm themselves down. Mindfulness can help students as they work to achieve goals, as this practice can help them focus and concentrate their efforts. You could have students take a few calming breaths when they come in after recess. Remind them to focus on their sense of hearing to pay attention to what is happening around them. And don’t forget to remind them to take a few mindful minutes just before taking a test. This can go a long way to helping students focus!
- Explore strategies for teaching your students the basics of goal-setting: [SMART Goal Setting With Your Students](#).

UNIT 2 | LEARNING MODULE TWO

DISCOVERING MY ABILITIES



ACTIVITIES AT A GLANCE

THRIVING CLASSROOM ACTIVITIES

ACTIVITY	TIME	MATERIALS NEEDED	HAPPIFY
Flexing My Strengths	15 min	<ul style="list-style-type: none"> Activity sheet: <i>Flexing My Strengths</i> – Appendix C 	Set 1
If You Don't Give Up, You Can't Fail	15 min	<ul style="list-style-type: none"> Video: Derek Redmond <i>Character Strengths Definitions</i> – Appendix B 	Set 3
Building My Perseverance Muscle	15 min	<ul style="list-style-type: none"> Strengths journal <i>Character Strengths Poster</i> – Perseverance 	Set 3
Goal Setting by and for Kids	30 min	<ul style="list-style-type: none"> Video (3:28): A Pep Talk from Kid President to You <i>Character Strengths Definitions</i> – Appendix B Strengths journal 	Set 2

STUDENT ACTIVITIES IN *HAPPIFY* — Students choose one activity per set.

TRACK 2, PART 2: A FRESH LOOK AT MYSELF		FOCUS OF ACTIVITY
Set 1	<ol style="list-style-type: none"> Is School Gettin' to Ya? Stretching Our Strengths Problem Bashers 	Using different strengths to manage difficult times and challenging problems.
Set 2	<ol style="list-style-type: none"> Picture This! Success with Goals 	Opportunity to establish steps in setting and following through on goals.
Set 3	<ol style="list-style-type: none"> Using Perseverance Where Does It Work for You? Building the Perseverance Muscle 	Exploration of ways to use the strength of perseverance.
Set 4	<ol style="list-style-type: none"> Post-it Strengths Be Your Own Hero Your Big Prouds 	Opportunity to acknowledge and name successes.
Polls and Quizzes		Help students explore goal-setting, perseverance, and long-term friendships.

UNIT 2 | LEARNING MODULE TWO

DISCOVERING MY ABILITIES

FLEXING MY STRENGTHS*

15 MIN.



Pick a common “upset” in your classroom (e.g. getting “out” in a game, name calling, etc.), or have students pick one of their own. Explain that getting over an upset can happen in many ways; some people bounce back really quickly, some people need time to cool down, and some people may say or do hurtful things when they are feeling hurt. Explain to the class that now that they have learned about character strengths, they are going to practice flexing different strengths to get over an imagined upset. Have them complete the *Flexing My Strengths* activity sheet (See Appendix C). If you have time, have students work in pairs or in small groups and discuss how strengths can help them manage difficult times.

*  Look for similar activities in *Happify, Track 2, Part 2: Discovering My Abilities, Set 1*.

IF YOU DON'T GIVE UP, YOU CAN'T FAIL*

15 MIN.



Have your students watch the Derek Redmond video clip with their copies of *Character Strengths Definitions* in front of them. Ask them to place a checkmark next to (or write in their strengths journals) any of the character strengths they observe athlete Derek Redmond using in his race. Ask them to star any character strengths they notice Derek Redmond's father using.

Ask students: What strengths do you think Derek Redmond used to get through this race? What about his father? Record their responses. If they miss “perseverance” for Derek, use this as an opportunity to discuss this particular strength.

Continue with a class discussion using some of these questions:

- What does it mean to “persevere”?
- How was perseverance important to Derek during this race in particular?
- How do you think Derek felt when he tore his hamstring?
- How might he have felt if he had stopped in the middle of the track without going on?
- How do you think he felt when he crossed the finish line?
- How do you think his father felt?
- What times have you really stayed with something even though you wanted to quit?
- What ways will you use perseverance this week?

*  Look for similar activities in *Happify, Track 2, Part 2: Discovering My Abilities, Set 3*.

UNIT 2 | LEARNING MODULE TWO

DISCOVERING MY ABILITIES

BUILDING MY PERSEVERANCE MUSCLE*

15 MIN.



People who use the strength of perseverance choose to persist on a task even if it is hard. They push through challenges, difficulties, and discouragement, taking the time to finish the task. Perseverance is kind of like a muscle. The more it is used, the stronger it gets.

Discuss with your students what it would take for them to build their “perseverance muscle.” Some examples to prompt their thinking include:

- Setting a goal to finish homework and keep working on it until it’s done.
- Notice thoughts about stopping a task, and ignore them. Focus on what needs to get done.
- In class, try not to daydream and be distracted.
- Plan ahead. Use your assignment notebooks for homework and tests. Remembering what you’ve got to work on helps you get it done.

Next steps:

Decide whether you’d like students to write about, draw or act out this strength. Then have them take out the needed materials (Strengths Journal, paper and markers, or pairing up for a role play).

Write *perseverance* on the board if your students have a problem with spelling. Next, give the following prompt:

If I built my perseverance muscle this week, this is how my life would be different: _____.

Extension:

Have students commit to doing something every day for five days. Then, have them create mini calendars (or use their planners) to check off each day. Ask them to rank each day with a 1 to 5 scale to see how they did. Check in with them daily to assess *perseverance*. Wrap up the week with a discussion and celebration.

* Look for similar activities in *Happify, Track 2, Part 2: Discovering My Abilities, Set 3*.

UNIT 2 | LEARNING MODULE TWO

DISCOVERING MY ABILITIES

GOAL SETTING BY AND FOR KIDS*

30 MIN.



Though many students struggle to understand the importance of goal setting, it is vital to school success. Using their strengths will help them be more successful in setting and achieving goals. Start this activity with an example of a kid setting goals: Kid President. Watch the first video, [A Pep Talk from Kid President to You](#) with the class. Afterward, ask the students to identify what goal or goals they heard Kid President setting. Which strengths was he using in setting those goals?

Next, have the students pick from their top strengths and think of a goal. It can be small (making their bed every morning) or big (becoming president). Have them write in their strengths journals for 5-10 minutes on the following prompt:

- How could your strength help you get started toward your goal?

If they are ready for more writing, continue with:

- How could your strength help you when you meet an obstacle in reaching your goal?

If time permits, consider pairing students for “peer coaching” about goals and obstacles.

*  Look for similar activities in *Happify, Track 2, Part 2: Discovering My Abilities, Set 2.*



BEYOND THE CLASSROOM

- Your students have been practicing using their strengths to solve problems, manage their feelings and set goals. Appendix B includes a list of the strengths that you can send home to parents or guardians, if you haven’t already done so. This can help them support your work in their home.
- Consider sending home a tip during this learning module that encourages parents to find a time to discuss perseverance with their child. For example, you can point out to parents that if their child wants to stop working on homework before it’s done, they might say, “I’ve seen you use your strength of perseverance when you play basketball. Let me see you apply that same strength now and work all the way through until your homework is done.” Ask parents to pay attention to whether this change in focus alters their child’s behavior in completing tasks.

UNITS 1 – 4

CHARACTER STRENGTHS DEFINITIONS



24 CHARACTER STRENGTHS - definitions

APPRECIATION OF BEAUTY & EXCELLENCE	<p>You notice and admire beauty in many places (e.g. nature, art, music).</p> <p>You notice and enjoy watching people who are talented or very skilled at what they do.</p>
BRAVERY	<p>You do not avoid challenges or difficult situations.</p> <p>You speak up for what you think is right, even if others disagree with you.</p> <p>You're not afraid to face your fears.</p>
CREATIVITY	<p>You have good ideas.</p> <p>You think of new and original ways of doing things.</p> <p>You quickly come up with unique ways to solve problems.</p>
CURIOSITY	<p>You are interested in many things.</p> <p>You like to explore and discover new things.</p> <p>You ask questions to understand how things work.</p>
FAIRNESS	<p>You treat people the way you want to be treated.</p> <p>You relate to others in a fair and just way.</p> <p>You try to treat everyone equally.</p>
FORGIVENESS	<p>You forgive those who have done or said hurtful things.</p> <p>You give people a second chance after they've made a mistake.</p> <p>You don't hold grudges or try to get even.</p>
GRATITUDE	<p>You notice and appreciate good things that happen.</p> <p>You take time to express thanks to those who do nice things for you.</p>
HONESTY	<p>You are true to yourself.</p> <p>You allow others to see the real you.</p> <p>You speak the truth.</p> <p>You take responsibility for what you do and say.</p>

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UNITS 1 – 4

CHARACTER STRENGTHS DEFINITIONS



<p>HOPE</p>	<p>You expect good things to happen in the future. You work to make good things happen. You are a positive person.</p>
<p>HUMILITY</p>	<p>You do not like to draw attention to yourself. You let your accomplishments speak for themselves rather than pointing them out. You do not view yourself as better than others.</p>
<p>HUMOR</p>	<p>You are playful and lighthearted. You like to laugh and make others laugh. You see the funny side of things.</p>
<p>JUDGMENT/ CRITICAL THINKING</p>	<p>You like to think things through before making a decision. You look at all sides of a situation. You are able to change your mind if there is a good reason to do so. You listen to other people's ideas.</p>
<p>KINDNESS</p>	<p>You like helping others. You enjoy taking care of other people. You are generous.</p>
<p>LEADERSHIP</p>	<p>You like to encourage and work with others to help them get things done. You like to organize group activities and help make them happen. You set a good example for others.</p>
<p>LOVE</p>	<p>You show love to others. You like receiving love from others. You are compassionate.</p>
<p>LOVE OF LEARNING</p>	<p>You like learning new information. You enjoy learning how to do things. You look for new opportunities to build your knowledge.</p>
<p>PERSEVERANCE</p>	<p>You finish what you start. You find ways to overcome obstacles. You enjoy completing tasks.</p>

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UNITS 1 – 4

CHARACTER STRENGTHS DEFINITIONS



PERSPECTIVE	<p>You are able to give other people good advice.</p> <p>You are able to see the big picture.</p> <p>You learn from your mistakes.</p>
PRUDENCE	<p>You plan carefully when you make decisions.</p> <p>You don't take unnecessary risks.</p> <p>You avoid doing or saying things that you later regret.</p>
SELF-CONTROL	<p>You are in charge of your own feelings, thoughts, and actions.</p> <p>You avoid overdoing things.</p> <p>You don't lose your temper very often.</p>
SENSE OF MEANING	<p>You feel you are here for a reason.</p> <p>You feel your beliefs make your life important.</p> <p>You feel a sense of connection with something larger than yourself.</p>
SOCIAL INTELLIGENCE	<p>You are aware of other people's thoughts and feelings.</p> <p>You understand why people do what they do.</p> <p>You know how to get along with a wide variety of people.</p>
TEAMWORK	<p>You work well as a member of a group.</p> <p>You always do your share of the work in a team.</p> <p>You are loyal to the groups and teams to which you belong.</p>
ZEST	<p>You do what you do with energy and excitement.</p> <p>You view life as an adventure.</p>

The 24 character strengths are associated with six broad virtue categories.

- | | |
|--|---|
|  Courage |  Temperance |
|  Humanity |  Transcendence |
|  Justice |  Wisdom |

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UNIT 2

REFERENCED HYPERLINKS

UNIT 2: SELF-MANAGEMENT — I AM CAPABLE

LEARNING MODULE ONE: UNDERSTANDING MY ABILITIES

- *Breathing Meditation*: http://marc.ucla.edu/mpeg/01_Breathing_Meditation.mp3

LEARNING MODULE TWO: DISCOVERING MY ABILITIES

- *Smart Goal-setting with Students*: <http://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>
- *Derek Redmond*: <https://www.youtube.com/watch?v=kZIXWp6vFdE>
- *A Pep Talk From Kid President*: <https://www.youtube.com/watch?v=l-gQLqv9f4o>

LEARNING MODULE THREE: A FRESH LOOK AT MY ABILITIES

- *Chasing Honesty*: <http://www.values.com/inspirational-stories-tv-spots/112-purse>

LEARNING MODULE FOUR: WHAT I'VE LEARNED ABOUT MY ABILITIES

- *Meditation on Lovingkindness*: <http://www.jackkornfield.com/meditation-on-lovingkindness/>
- *Loving Kindness Meditation*: http://marc.ucla.edu/mpeg/05_Loving_Kindness_Meditation.mp3
- *Elementary Problem-Solving: Manual* <http://www.jefferson.k12.ky.us/Departments/AcademicsActivitiesAthletics/ProblemSolvingElem.pdf>
- *What's Your Learning Style*: <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- *What Kids Learn From Hearing Family Stories*: <http://www.theatlantic.com/education/archive/2013/12/what-kids-learn-from-hearing-family-stories/282075/>

UNIT 2 | LEARNING MODULE TWO

FLEXING MY STRENGTHS

Name: _____



Flexing My Strengths

Select five strengths that you think would help you get over an upset. Then think how you could “flex” each strength to feel better. For each strength you select, finish the sentence:

When I use my _____, I am able to _____.

When I use my:	I am able to:
Example: When I use my <u>hope</u> ,	Example: I am able to <u>believe that tomorrow will be better</u> .
When I use my _____,	I am able to _____.
When I use my _____,	I am able to _____.
When I use my _____,	I am able to _____.
When I use my _____,	I am able to _____.
When I use my _____,	I am able to _____.

UNIT 2 | LEARNING MODULE TWO

CAUGHT YA! CARDS

Caught Ya! Cards

Use these cards whenever you notice your students using one of the 24 character strengths. Read a couple out loud to the class at the end of the school day. Everyone benefits from strengths-spotting!

 <p>Caught Ya!</p> <p>I saw _____ using their strength of _____ when _____ _____.</p> <p>Way to go!</p> <p>© Copyright 2015, Mayerson Academy. All rights reserved.</p>	 <p>Caught Ya!</p> <p>I saw _____ using their strength of _____ when _____ _____.</p> <p>Way to go!</p> <p>© Copyright 2015, Mayerson Academy. All rights reserved.</p>
 <p>Caught Ya!</p> <p>I saw _____ using their strength of _____ when _____ _____.</p> <p>Way to go!</p> <p>© Copyright 2015, Mayerson Academy. All rights reserved.</p>	 <p>Caught Ya!</p> <p>I saw _____ using their strength of _____ when _____ _____.</p> <p>Way to go!</p> <p>© Copyright 2015, Mayerson Academy. All rights reserved.</p>
 <p>Caught Ya!</p> <p>I saw _____ using their strength of _____ when _____ _____.</p> <p>Way to go!</p> <p>© Copyright 2015, Mayerson Academy. All rights reserved.</p>	 <p>Caught Ya!</p> <p>I saw _____ using their strength of _____ when _____ _____.</p> <p>Way to go!</p> <p>© Copyright 2015, Mayerson Academy. All rights reserved.</p>