Team 1- SEL Playlist Schedule

	TEAM 1			
Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
1	Finalize story arc, story boards, shot list, and pre-interview protocols	Finalize story arc, story boards, shot list, and pre-interview protocols	Finalize story arc, story boards, shot list, and pre-interview protocols	Finalize story arc, story boards, shot list, and pre-interview protocols
2	Filming	Filming	Filming	Filming
3	Responsible Decision Making	Self Awareness	Social Awareness	Self Management
4	Relationship Skills	Social Awareness	Self Awareness	Self Management
5	Responsible Decision Making	Relationship Skills	Social Awareness	Responsible Decision Making
6	Post-Production-Editing	Post-Production-Editing	Post-Production-Editing	Post-Production-Editing

SEL Playlist

Responsible Decision Making

1	☐	Good Choices
2	☐	Rules and Decision-Making
3	☐	Logical Consequences

Self-Awareness

1	☐	Design a Self- Portrait
2	☐	Identify Strengths and Challenges
3	☐	Introduction to Mindful Breathing

Self-Management

1	☐	Practice Goal Setting
2	☐	Time Management Challenge
3	☐	What Can I Control?

Social Awareness

1	☐	Building Positive Relationships
2	☐	Discovering Leadership
3	☐	Recognizing Emotion

Relationship Skills

1	☐	I Appreciate You
2	☐	Active Listening
3	☐	It's How You Say It

GOOD Choices	
Essential Question(s)	What are the qualities of a good choice? How can we make good choices even when it is hard?
Engaging Strategies	SCENARIO 1: Janie and her bestie, Jasmine, go to different schools. They've been friends since grade school, but since Jasmine transferred to another school for 11th grade, they've started to grow apart. Jasmine has been exploring substances and has been acting really differently. You notice her choices affect everything, including school, home, and all of her long-time relationships. What do you do to help your friend that you really care about? SCENARIO 2: Jane has trusted her friend of many years Amaya. She confidently shares that she has been cutting school to meet up with a group friends who are participating in risky activities. Jane's parents are really concerned about how she has changed over the last few months and are worried about her. Should Amaya keep Jane's secret or risk their long friendship by telling someone who can help? SCENARIO 3: Chris and Tyree have been friends for a very long time. They go to their new high school together, where people immediately gravitate to Chris and think Tyree is a bit corny. Slowly, students start to roast Tyree and try to convince Chris that being friends with him will hurt his reputation. What should Chris do?
Reflective Closure	Have you ever faced a conflict or situation where you could have made a better choice but didn't? Share out. What would you have done differently? When working with others, how does making good choices affect your team?

Rules and Decision-Making

Essential Question(s)	When there is no clear rule, how do we make the best decision?
Engaging Strategies	When is it hard to follow a rule? Is it ever okay to break a rule? How do we make good decisions even when no clear rule is in place? Scenario 1: Walking home from school, you know you should go straight home so you won't be late. Your friend from school is walking with you and starts to cry, asking if you can stay and talk. What do you do? Scenario 2: You are in the bathroom and hear a group of older students walk past a younger student and call him a negative name. He is upset but doesn't say anything as the older students walk away. What do you do? Scenario 3: You are in the lunchroom and see someone from your class sitting alone at a table and your group of friends at another table. There is only one seat at the table where your friends are sitting. What do you do?
Reflective Closure	Think about how hard responsible decision-making can be. Consider the moments when you need to make a decision that needs more extra thought and remember these scenarios.

Responsible Decision Making

Logical Consequences	
Essential Question(s)	What is a logical consequence? How do logical consequences hold us accountable?
Engaging Strategies	Logical consequences refer to the actions or responses that are implemented following a students inappropriate behavior that serve to discourage the student from engaging in the behavior again. Logical consequences are used as an alternative to punishment strategies such as reprimands or scolding. Logical consequences are presented as a choice (*vanderbilt.edu)* Think about these behaviors. Think about the consequences to them and complete the IF > THEN in your journals
Reflective Closure	Why do you think logical consequences are important to holding students accountable for their behaviors and choices.

BEHAVIORS (IF)	POSSIBLE CONSEQUENCES (THEN)
You just got a new bike. You were told to use the bike lock when taking it out. You did not use it, and your bike got stolen.	*You now have to save money to buy a new bike for yourself*
You are misusing the new film materials in the class.	*Abuse it, lose the privilege to lose it.*
You have been playing basketball after school but have not completed your HW on time and your grade is dropping.	
You are affecting your peers' ability to get their projects done by distracting them & disrupting their workflow.	
You use a rude tone when speaking to a teacher.	
You don't contribute to the final project with your team	

Design a Self-Portrait
Objective: To explore and express individual self-awareness through artistic representation.

Essential Question(s)	● How can you use art to demonstrate your self-awareness by creating a self-portrait? ● How can this creative process increase or support your self-awareness?
Engaging Strategies	● Use provided art supplies (paper, markers, crayons, etc.). ● Create a self-portrait that reflects various aspects of yourself, both visible and internal.
Reflective Closure	● What aspects of yourself did you choose to represent in your self-portrait? ● How did the colors and symbols you used reflect your emotions and personality?

Identify Strengths and Challenges
Objective: To identify personal strengths and challenges and share them with peers.

Essential Question(s)	• What are some common and unique challenges? • How can we use individual and collective strengths as support during challenging times?
Engaging Strategies	• Share one strength and one challenge with the group. • Discuss commonalities and strategies for overcoming challenges.
Reflective Closure	• What strengths do you rely on during challenging times? • How can understanding your challenges contribute to personal growth?

Introduction to Mindful Breathing
Objective: To promote self-awareness through mindfulness and focused breathing.

Essential Question(s)	● What is the impact of mindfulness on wellness? ● How can you incorporate mindfulness into your everyday life?
Engaging Strategies	● Set a timer, close your eyes and sit quietly for 5 minutes. ● Pay attention to your thoughts and feelings during the exercise. ● Record some of the thoughts that come to mind after your 5-minute meditation and breathing.
Reflective Closure	● What did you observe about your thoughts and feelings during the mindful breathing exercise? ● How can incorporating mindfulness into your routine enhance self-awareness?

Practice Goal Setting
Objective: To develop skills in setting and managing achievable goals.

Essential Question(s)	● How do you choose your goals, and why are they important to you? ● What strategies do you use to break down your goals into smaller tasks?
Engaging Strategies	● Identify a personal goal you would like to achieve. ● Break the goal into smaller, manageable tasks and create a plan.
Reflective Closure	● Share and discuss your individual goals within the group. ● Reflect on the importance of breaking down goals and creating a plan for success.

Time Management Challenge
Objective: To improve time management skills in a collaborative setting

Essential Question(s)	● What is the importance of effective time-management in achieving goals?
Engaging Strategies	● Select one task from your film plan that is related to storytelling/pre-production or production. Decide on the amount of time you need to complete the task. ● Work together to prioritize tasks and manage your time effectively to complete the assignment.
Reflective Closure	● How did your group prioritize tasks to meet the deadline? ● What challenges did you face in managing time, and how did you overcome them?

Self-Management

What Can I Control?	
Objective: To examine circumstances and other factors that are within and outside of our control	
Essential Question(s)	• How can you identify circumstances that are inside or outside of your control? • How does shifting your thinking about locus of control change your response to circumstances?
Engaging Strategies	• Divide your space into two "sides": one for "in my control" and the other for "outside of my control." • Draw from a list of these sample topics: -effort/hard work, school schedule, study habits, game/rehearsal schedule, emotions and behaviors, others' emotions and behaviors, kindness, etc. • Move from one "side" to the other to indicate whether you can control the example provided or if it is outside of your control.
Reflective Closure	• What similarities and differences can you identify among circumstances that are inside/outside of your control? • What happens if you change your thinking about circumstances based on whether or not they are within or outside of your control?

How Are The Children

Building Positive Relationships	
Essential Question(s)	What skills are necessary to build positive relationships? What are the qualities of a positive relationship?
Engaging Strategies	● Journal and Jot- Write down 1 positive relationship you have in your life right now. It can be a teacher, family member, friend, partner, etc. ● What makes the relationship positive for you? ● What qualities does the person have that you truly appreciate?
Reflective Closure	What are some qualities I value in a positive relationship? How can I make sure to show those qualities in my other relationships?

Discovering Leadership	
Essential Question(s)	How can I find the leader in me? How can I find the leader in others?
Engaging Strategies	Journal and Jot- ● What makes a good leader? ● What qualities/skills do you think a good leader must possess? ● Who do you think is a good leader in your eyes? ● How can you become a leader or a better leader? ● Who do you think is a good leader in your class/on your team and why?
Reflective Closure	We are all leaders in a special way. When we begin to find the leadership in ourselves, it helps us see the leadership in others. How can we apply leadership skills to our filmmaking project?

Social Awareness

Recognizing Emotion	
Essential Question(s)	How do we recognize the emotions of others? How does recognizing the emotions of others build empathy?
Engaging Strategies	● Reference the Feelings Worksheet ● Select a peer in your group to work with and interview ● Go through each discussion card
Reflective Closure	What did I learn about myself today? What did I learn about my peer?

Active Listening

Essential Question(s)	● What is active listening? ● What is passive listening?
Engaging Strategies	Let's review the following definitions: ● **Active Listening:** the process of listening intently to someone who is speaking to understand what they are saying, how they are feeling about the subject, and their perspective ● **Passive Listening:** the process of hearing someone who is speaking but not understanding the content, their perspective, or remembering it Use the chart below as a group and brainstorm when you would use these skills.

Active Listening Skill	What is it?	Example in Action	Real Life Experiences: When have you used this skill before?
Body Language/ Nonverbal Communication	Movements you make or things you say that indicate to the speaker you are listening to what they are saying.	Making eye contact, nodding your head up and down, using facial expressions	
Paraphrase	Restate or paraphrase what the person said and check for accuracy. This can help the listener understand the speaker's meaning or purpose.	(Person 1) *"I think this is the best option for our group project. It is easy for us, and we know how to do it. If we choose something else, we might not finish in time."* (Person 2) *"That's a great idea.* *I agree with you that it will help us finish on time."*	
Reflecting Emotions	Acknowledge the emotions that the speaker is feeling.	(Person 1) *"I don't know what to do. I've been studying for math but still can't do well*	

		on a test or quiz." (Person 2) *"It sounds frustrating to have worked hard and then be disappointed with the result."*	
Clarifying Questions	Ask the other person a question to get a better understanding of what they are saying.	(Person 1) *"My friend has been making me angry because he has been ignoring me after school."* (Person 2) *"Did you and your friend have plans to hang out after school?"*	
Open-Ended Questions	Ask the person a follow-up question that provides more information to you about the situation.	(Person 1) *"I've been really loving doing my hair and makeup differently!"* (Person 2) *"That's awesome! What is your favorite thing to do with your hair and makeup?"*	
Reflective Closure	● When might you use these skills?		

I Appreciate You

Essential Question(s)	● What are prosocial behaviors?
Engaging Strategies	Let's review the definition of prosocial behaviors. **Prosocial Behaviors**: behaviors that benefit others, create a positive environment, and build relationships ● **Break it down:** ○ **Pro**: positive ○ **Social**: relating to a group or organization ○ **Behavior**: the way in which one acts or conducts oneself, especially toward others When we recognize others' strengths and importance, we start to see each other's strengths, as well as our own. Recognizing others' positive traits helps promote a positive classroom climate. This Prosocial Behaviors chart shows some examples of behaviors that we can appreciate. As a group complete the rest of the examples together:

Behaviors	Examples of How to Show Appreciation
Helping others	I really appreciated when Elena helped me by letting me borrow her notes.
Encouraging others during a challenging situation	Vincent encouraged me by listening to me practice my presentation and
Applauding the hard work of others	After giving my presentation, I really appreciated it when everyone clapped and told me that I did a great job.
Empathizing, comforting others who are upset	
Peacemaking, settling disagreements	
Cooperation, teamwork	
Including others	

	Respect for others	
	Honesty, trustworthiness	
Reflective Closure	● What were some takeaways from this activity?	

Relationship Skills

It's How You Say It	
Essential Question(s)	• What is the tone of voice? • What is intonation? • Why are these important when conversing with other individuals?

Engaging Strategies	• Let's review the following definitions:
	  ○ **Tone of Voice**: the way a person is speaking to someone
	  ○ **Intonation**: the rise and fall of the voice in speaking
	  ○ **Language:** a systematic way of communicating ideas or feelings using words, signs, sounds, and gestures that have understood meanings
	• Language is a powerful tool used to build and strengthen relationships. There are many ways to communicate using language, one of them being our tone of voice and intonation. We can also notice that tone of voice can add feeling to a conversation. For example, you have likely heard the phrase, "It's not what you said, it's how you said it!"
	
	Let's Practice:
	We can use the example prompts on this chart to practice using different tones of voice (the way we are speaking) and intonation (the rise and fall of our voice). Examples of tone of voice can be saying something in a kind and encouraging way or to communicate disagreement with something that is happening. The rise and fall of our voice or intonation helps us to do that!

Tone of Voice	Example Topic	Sentence Prompt	Using Intonation
Friendly Tone	Encouraging another student	*You're going to do great on your history presentation; I am really looking forward to hearing about your project!*	How would you say this sentence in a way that is friendly using the rise and fall of your voice? Example (voice rises in **bold**): *"You're going to do **great** on your history presentation; I am **really** looking forward to hearing about your project!"*
Questioning Tone	Learning about someone's interests	*Tell me more about learning to play the guitar. How did you get started?*	How would you say this sentence in a way that lets the other person know you are interested in learning more by using the rise and fall of your voice?
Motivating Tone of Voice	Working towards a goal	*That sounds like an important goal for you; it probably takes a lot of perseverance!*	How would you say this sentence in a way that lets the other person know you value how they are working toward a goal by using the rise and fall of your voice?

Soft Tone of Voice	Validating someone's emotions	*I noticed you seem upset. Is that right? It can be disappointing when something you were looking forward to gets canceled or changed.*	How would you say this sentence in a way that lets the other person know you validate their emotions by using the rise and fall of your voice?
Respectful Tone of Voice	Disagreeing with a decision made about a situation	*I have a concern about this situation. I am going to pause to consider what the options are and will get back to you.*	How would you say this sentence in a way that communicates your perspective <u>and</u> is respectful of others that are involved by using the rise and fall of your voice?

Reflective Closure	- How did practicing these different tones of voice and intonation skills feel? - What kind of tone was easiest to use? What was the hardest? - How did it feel to use different tones? - How does using tone of voice affect our relationships with others?