



Grades K through 12 Preview

For complete access, register at
[ChooseLoveMovement.org](https://www.ChooseLoveMovement.org)



Grades K through 5 Overview

This special reentry social-emotional wellness unit was created to support educators and students as they navigate the new normal of hybrid learning. Trauma sensitive, healing centered language and practices encourage post-traumatic growth and promote physical, mental, and emotional wellness. This is a precursor to the year-long Character Social Emotional Development program, Choose Love For Schools curriculum. Choose Love offers comprehensive, lifespan, next-generation social and emotional learning for schools, homes, and communities at no cost. This special reintegration unit is designed to help transition students back to class, or to support them during distance learning. These lessons are trauma-informed and created with particular awareness of the current events and environment.

“Choosing Love in Our Brave New World” is designed to help students and teachers find their way into the new normal of education. Before any other learning can be effective, students and educators need to feel safe, a sense of belonging, cared for, and loved.

“Choose Love in Our Brave New World” incorporates tools and resources to help teachers and students reduce stress and anxiety. To help us achieve this, we have partnered with the world’s leading EFT expert, Nick Ortner from The Tapping Solution Foundation and Kate Mackinnon, a world renowned Craniosacral therapist who developed Healthy Compassionate Connection for Choose Love. Both have provided videos and scripts specifically for “Choose Love in Our Brave New World.” These skills and tools are invaluable and provide benefits well beyond this unit. Practicing them often and incorporating them into your daily class time offers students (and educators) the necessary grounding and calming tools to facilitate learning.

Tapping is one of the fastest and easiest ways to help calm the nervous system to restore the balance of energy in the body, and in turn rewire the brain to respond in healthy ways. Tapping, also known as EFT (Emotional Freedom Technique) has proven to be an excellent tool for children and adults to help calm, ground and reduce anxiety. Click here for more information. [*Tapping for Stress Relief in Classrooms - Tapping Solution Foundation.*](#)

In **Healthy Compassionate Connection**, Kate shares her knowledge with how we can connect when we can’t touch or hug one another. An author, speaker, and trained physical therapist specializing in craniosacral therapy, Kate Mackinnon has been using touch to support her patients in their healing for the last 30 years. She's passionate about helping people create comfort and ease in their bodies.

Click here for more information- [*kmackinnon.com.*](http://kmackinnon.com)

With the many different models for students coming back to school, whether in class, distance learning or a hybrid model, the **lessons are designed to be taught as a whole or in smaller parts throughout the day or throughout the week. This gives teachers the choice and flexibility to use the components of the lesson and to customize them to their individual needs.**

Practicing the *Focused Awareness* section several times throughout the day, whether in the classroom or via the web, will help students center and regulate their bodies and minds. The goal of this mindfulness practice is to bring students and educators back to baseline so they are present, calm, and ready to learn.

The Journey section is the main objective of the lesson and can be taught at any time throughout the day.

The activities in the *Have a Lot of Fun!* section are specifically designed to help students with the skills of self-awareness and self-regulation. The movement, rhythm, music, and

dance help settle dysregulated bodies. Feel free to use this at any point within the lesson and repeated anytime throughout the year!

Slides are included in each lesson for ease of access and to facilitate distance learning. Links to the videos are all embedded in the slides and the lessons. The lessons can be taught with or without the slides.



Kindergarten Special Unit: Choosing Love In Our Brave New World

Lesson 1: Feel the Tug of Love

Theme: Together or apart we are all connected.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 2: All Feelings are Okay

Theme: Right now, I am alright.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in characters
- practice self-regulation
- learn calming and grounding techniques
- identify and label basic feelings and emotions
- compare and contrast expressions
- identify conflict and problem-solving in literature

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 3: Growth Mindset

Theme: We can do this!

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ learn the Brave Breath➤ learn the Tapping Technique➤ practice self-regulation➤ repeat affirmations	<ul style="list-style-type: none">➤ Self-Management➤ Self Awareness➤ Interpersonal/Relationship Skills



Choosing Love in Our
Brave New World

First Grade | Brave New World

Lesson 1: Feel the Tug of Love

Theme: Together or apart we are all connected.

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ recognize the formula in literature.➤ practice self-regulation.	<ul style="list-style-type: none">➤ Moral Character➤ Self-Management➤ Self Awareness➤ Social Awareness➤ Interpersonal/Relationship Skills

Lesson 2: All Feelings are Okay

Theme: Right now, I am alright.

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ recognize the formula in characters➤ practice self-regulation➤ learn calming and grounding techniques➤ identify and label basic feelings and emotions➤ compare and contrast expressions➤ identify conflict and problem-solving in literature	<ul style="list-style-type: none">➤ Moral Character➤ Self-Management➤ Self Awareness➤ Social Awareness➤ Interpersonal/Relationship Skills

Lesson 3: Growth Mindset

Theme: We can do this!

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ learn the Brave Breath➤ learn the Tapping Technique➤ practice self-regulation➤ repeat affirmations	<ul style="list-style-type: none">➤ Self-Management➤ Self Awareness➤ Interpersonal/Relationship Skills



Lesson 1: LOVE

Theme: We all need nurturing, healing love.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- through literature, students will be able to define love.
- demonstrate comprehension of the Choose Love Formula.
- use analogies for writing poetry

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 2: If Kids Ran the World

Theme: We can make the world a better place.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- use the Choose Love Formula to brainstorm ways they can make the world a better place
- compare/contrast their personal ideas with ideas in literature
- learn grounding/calming technique

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 3: All Feelings Are Okay

Theme: Right now, I am alright.

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ learn a new practice for self-regulation.➤ identify and label emotions and feelings with faces (masked and unmasked)➤ label feelings they experience in given situations➤ relate emotions to the four components of the Choose Love Formula➤ learn Tapping technique for stress relief➤ learn about resilience	<ul style="list-style-type: none">➤ Moral Character➤ Self-Management➤ Self Awareness➤ Social Awareness➤ Interpersonal/Relationship Skills

Lesson 4: Growth Mindset

Theme: We can do this!

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ learn the Brave Breath➤ learn the Tapping Technique➤ practice self-regulation➤ repeat affirmations	<ul style="list-style-type: none">➤ Self-Management➤ Self Awareness➤ Interpersonal/Relationship Skills



Third Grade | Brave New World

Lesson 1: LOVE

Everyone needs nurturing, healing love.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- through literature, students will be able to define love.
- demonstrate comprehension of the Choose Love Formula.
- use analogies for writing poetry

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 2: If Kids Ran the World

Theme: We can make the world a better place.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- use the Choose Love Formula to brainstorm ways they can make the world a better place
- compare/contrast their personal ideas with ideas in literature
- learn grounding/calming technique

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 3: All Feelings Are Okay

Theme: Right now, I am alright.

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ learn a new practice for self-regulation.➤ identify and label emotions and feelings with faces (masked and unmasked)➤ label feelings they experience in given situations➤ relate emotions to the four components of the Choose Love Formula➤ learn Tapping technique for stress relief➤ learn about resilience	<ul style="list-style-type: none">➤ Moral Character➤ Self-Management➤ Self Awareness➤ Social Awareness➤ Interpersonal/Relationship Skills

Lesson 4: Growth Mindset

Theme: We can do this!

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ learn the Brave Breath➤ learn the Tapping Technique➤ practice self-regulation➤ repeat affirmations	<ul style="list-style-type: none">➤ Self-Management➤ Self Awareness➤ Interpersonal/Relationship Skills



Lesson 1: LOVE

Theme: We all need nurturing, healing love.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- through literature, students will be able to define love.
- demonstrate comprehension of the Choose Love Formula.
- use analogies for writing poetry

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 2: Hope

Theme: Hope is the promise that you can make better tomorrows.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- learn grounding/calming technique
- define resilience
- learn the difference between migrant and immigrant
- reflect on their hopes and dreams for their future

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 3: All Feelings Are Okay

Theme: Right now, I am alright.

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ learn a new practice for self-regulation.➤ identify and label emotions and feelings with faces (masked and unmasked)➤ label feelings they experience in given situations➤ relate emotions to the four components of the Choose Love Formula➤ learn Tapping technique for stress relief➤ learn about resilience	<ul style="list-style-type: none">➤ Moral Character➤ Self-Management➤ Self Awareness➤ Social Awareness➤ Interpersonal/Relationship Skills

Lesson 4: Growth Mindset

Theme: We Can Do This!

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ learn the Brave Breath➤ learn the Tapping Technique➤ practice self-regulation➤ repeat affirmations	<ul style="list-style-type: none">➤ Self-Management➤ Self Awareness➤ Interpersonal/Relationship Skills



Lesson 1: LOVE

Theme: We all need nurturing, healing love.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- through literature, students will be able to define love.
- demonstrate comprehension of the Choose Love Formula.
- use analogies for writing poetry

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 2: Hope

Theme: Hope is the promise that you can make better tomorrows.

Learning Targets

Students will be able to:

- recite/repeat the Choose Love Formula.
- recognize the formula in literature.
- practice self-regulation.
- learn grounding/calming technique
- define resilience
- learn the difference between migrant and immigrant
- reflect on their hopes and dreams for their future

CSED Model Standards

- Moral Character
- Self-Management
- Self Awareness
- Social Awareness
- Interpersonal/Relationship Skills

Lesson 3: All Feelings Are Okay

Theme: Right now, I am alright.

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ learn a new practice for self-regulation.➤ identify and label emotions and feelings with faces (masked and unmasked)➤ label feelings they experience in given situations➤ relate emotions to the four components of the Choose Love Formula➤ learn Tapping technique for stress relief➤ learn about resilience	<ul style="list-style-type: none">➤ Moral Character➤ Self-Management➤ Self Awareness➤ Social Awareness➤ Interpersonal/Relationship Skills

Lesson 4: Growth Mindset

Theme: We Can Do This!

Learning Targets	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ recite/repeat the Choose Love Formula.➤ learn the Brave Breath➤ learn the Tapping Technique➤ practice self-regulation➤ repeat affirmations	<ul style="list-style-type: none">➤ Self-Management➤ Self Awareness➤ Interpersonal/Relationship Skills



Grades 6 through 8 Overview

In response to COVID-19 and other transitional times for our children, these “Brave New World” lessons were created as a gateway to the Choose Love for Schools Program. These lessons are foundational and provide students with skills and understandings that will transcend the units to follow in the rest of the Choose Love for Schools Curriculum (courage, gratitude, forgiveness and compassion in action).

As an educator, the launch of the year is imperative to setting the classroom culture and expectations for the year. The goal with this mini unit is to provide transitional support from any trauma or stress that students may be bringing back from an extended break as they begin to immerse themselves in a new year of learning.

The lessons were written for educators, by educators. The content of the lessons is based on research on emotional intelligence, resilience, post-traumatic growth, neuroscience, mindfulness/focused attention, and SEL. The whole child—mind, heart, and body—is supported through these lessons.

Special attention is paid to how our physical bodies (nerves, muscles, etc.), minds (the triune brain), and hearts (emotions) work in collaboration to promote health, learning, connection, and life success.

The complete Choose Love program will run for the course of the year and consists of short, powerful lessons that can immediately follow this “Brave New World” unit.

***Educator Tip:** Should you find that after shorter vacations or if a major event occurs that may cause stress or trauma, these lessons can be revisited at any time.

Choose Love For Schools meets the following Character and Social Emotional Development (CSED) Standards:

Moral Character

- Understand and explain why it’s important to do the right thing, even when no one is looking

Performance Character

- Explain a personal commitment you have made to improve your self-discipline (e.g., planning and managing your time, orderliness, being kind, etc.)
- Describe three core responsibilities you want others to hold you accountable for
- Explain a time when you took responsibility for your mistakes
- Explain a time when you took responsibility for your words and actions
- Explain why goal setting is a character strength
- Give examples from your own life to exemplify the expression “first we form habits, then our habits form us”
- Explain a time when you did not take responsibility for your words and actions

Intellectual Character

- Assess and recognize his or her own intellectual character strengths and weaknesses
- Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support
- Explain what it means to demonstrate open-minded thinking

Self Awareness

- Describe how different thoughts, situations, and behaviors affect your feelings and emotions
- Describe the techniques you use to challenge or refute your negative thoughts and feelings
- Recognize the times when you exaggerate the severity or consequences of mistakes, embarrassing moments, failures, rejections and other negative events (e.g., “I can never face them again.” “Everyone thinks I’m stupid.”)
- List and explain the different external supports you have used when feeling stressed or anxious (e.g., family, friends, teachers, neighbors)
- Explain how your personal strengths help you learn about yourself (e.g., socially, emotionally)

Self Management

- Explain one technique you use to stay confident in stressful or challenging situations (e.g. positive self-talk)
- Explain a time when you overcame a negative thought and developed a “growth mindset”
- Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants

Social Awareness

- Explain a time when you were able to console, comfort, calm, support and encourage someone
- Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants

Interpersonal/Relationship Skills

- Understand and practice positive collaboration and cooperation skills (e.g., teamwork)

Responsible and Ethical Decision Making

- Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience
- Describe a time when you made a poor decision and what you learned

Mini Unit Student Outcomes:

- Generate opinion statements related to Jesse's story and the Choose Love Formula.
- Construct a word web for courage, gratitude, forgiveness and compassion.
- Evaluate your emotions during various real life situations
- Identify generic and specific emotions using the Feelings Wheel
- Compare and contrast generic and specific emotions.
- Identify traits of a growth mindset
- Identify traits of a fixed mindset
- Compare/Contrast growth and fixed mindset responses.
- Define a comfort zone.
- Generate a list of activities and/or places in and out of the personal comfort zone.
- Compare and contrast a personal comfort zone with classmates'.
- Analyze the steps needed to complete an activity outside of the personal comfort zone.



Grade 6 Special Unit: Choosing Love In Our Brave New World

LESSON 1:

Unpacking our Invisible Suitcase

Identifying, accepting and becoming self aware about our past, present and future.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Create a personalized suitcase related to COVID experiences. ➤ Define trauma. ➤ Demonstrate focused awareness through grounding. 	<p><u>CSED</u></p> <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Responsible Decision Making

LESSON 2:

Post Traumatic Growth

From hardships, we grow.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Define post traumatic growth. ➤ Define trauma. ➤ Identify possible traumatic events. ➤ Analyze the five domains of post traumatic growth. ➤ Connect post traumatic growth with COVID experiences. ➤ Generate a list of benefits for each domain of post traumatic growth. 	<p><u>CSED</u></p> <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none"> ➤ Self Awareness

LESSON 3:

Expanding Our Emotion Vocabulary

Student Outcomes	CSED/ SEL Model Standards
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Students will be able to:

- Evaluate emotions as a continuum of reactions and responses
- Generate a list of specific emotions for various general emotions
- Define neuroplasticity

SEL

- Moral Character
- Performance Character
- Intellectual Character
- Self Awareness
- Self Management

LESSON 4:

Growth v. Fixed Mindset

Student Outcomes	CSED Model Standards
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Students will be able to:

- Identify traits of a growth mindset
- Identify traits of a fixed mindset
- Compare/Contrast growth and fixed mindset responses

- Moral Character
- Performance Character
- Intellectual Character
- Self Awareness
- Self Management
- Responsible Decision Making
- Relationships Skills

LESSON 5:

Getting Out of Your Comfort Zone & Personally Growing

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Define a comfort zone.➤ Generate a list of activities and/or places in and out of the personal comfort zone.➤ Compare and contrast a personal comfort zone with classmates'.➤ Analyze the steps needed to complete an activity outside of the personal comfort zone.	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management

Lesson 6:

Choose Love

Jesse's Story and the Formula for Success (and Human Flourishing)

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Generate opinion statements related to Jesse's story and the Choose Love Formula.➤ Construct a word web for courage, gratitude, forgiveness and compassion.	<p><u>CSED</u></p> <ul style="list-style-type: none">➤ Performance Character➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness



Grade 7 Special Unit: Choosing Love In Our Brave New World

LESSON 1:

Unpacking our Invisible Suitcase

Identifying, accepting and becoming self aware about our past, present and future.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Create a personalized suitcase related to COVID experiences. ➤ Define trauma. ➤ Demonstrate focused awareness through grounding. 	<p><u>CSED</u></p> <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Responsible Decision Making

LESSON 2:

Post Traumatic Growth

From hardships, we grow.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Define post traumatic growth. ➤ Define trauma. ➤ Identify possible traumatic events. ➤ Analyze the five domains of post traumatic growth. ➤ Connect post traumatic growth with COVID experiences. ➤ Generate a list of benefits for each domain of post traumatic growth. 	<p><u>CSED</u></p> <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none"> ➤ Self Awareness

LESSON 3:

Naming Our Emotions

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Evaluate their emotions during various real life situations.➤ Identify generic and specific emotions using the Feelings Wheel.➤ Compare and contrast generic and specific emotions.	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management

LESSON 4:

Growth v. Fixed Mindset

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify traits of a growth mindset➤ Identify traits of a fixed mindset➤ Compare/Contrast growth and fixed mindset responses	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management➤ Responsible Decision Making➤ Relationships Skills

LESSON 5:

Getting Out of Your Comfort Zone & Personally Growing

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Define a comfort zone.➤ Generate a list of activities and/or places in and out of the personal comfort zone.➤ Compare and contrast a personal comfort zone with classmates'.➤ Analyze the steps needed to complete an activity outside of the personal comfort zone.	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management

Lesson 6: Choose Love

Jesse's Story and the Formula for Success (and Human Flourishing)

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Generate opinion statements related to Jesse's story and the Choose Love Formula.➤ Construct a word web for courage, gratitude, forgiveness and compassion.	<p><u>CSED</u></p> <ul style="list-style-type: none">➤ Performance Character➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness



Grade 8 Special Unit: Choosing Love In Our Brave New World

LESSON 1:

Unpacking our Invisible Suitcase

Identifying, accepting and becoming self aware about our past, present and future.

Student Outcomes

Students will be able to:

- Create a personalized suitcase related to COVID experiences.
- Define trauma.
- Demonstrate focused awareness through grounding.

CSED/ SEL Model Standards

CSED

- Moral Character
- Performance Character
- Intellectual Character

SEL

- Self Awareness
- Self Management
- Responsible Decision Making

LESSON 2:

Post Traumatic Growth

From hardships, we grow.

Student Outcomes

Students will be able to:

- Define post traumatic growth.
- Define trauma.
- Identify possible traumatic events.
- Analyze the five domains of post traumatic growth.
- Connect post traumatic growth with COVID experiences.
- Generate a list of benefits for each domain of post traumatic growth.

CSED/ SEL Model Standards

CSED

- Moral Character
- Performance Character
- Intellectual Character

SEL

- Self Awareness

LESSON 3:

Naming Our Emotions

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Evaluate their emotions during various real life situations.➤ Identify generic and specific emotions using the Feelings Wheel.➤ Compare and contrast generic and specific emotions.	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management

LESSON 4:

Growth v. Fixed Mindset

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify traits of a growth mindset➤ Identify traits of a fixed mindset➤ Compare/Contrast growth and fixed mindset responses	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management➤ Responsible Decision Making➤ Relationships Skills

LESSON 5:

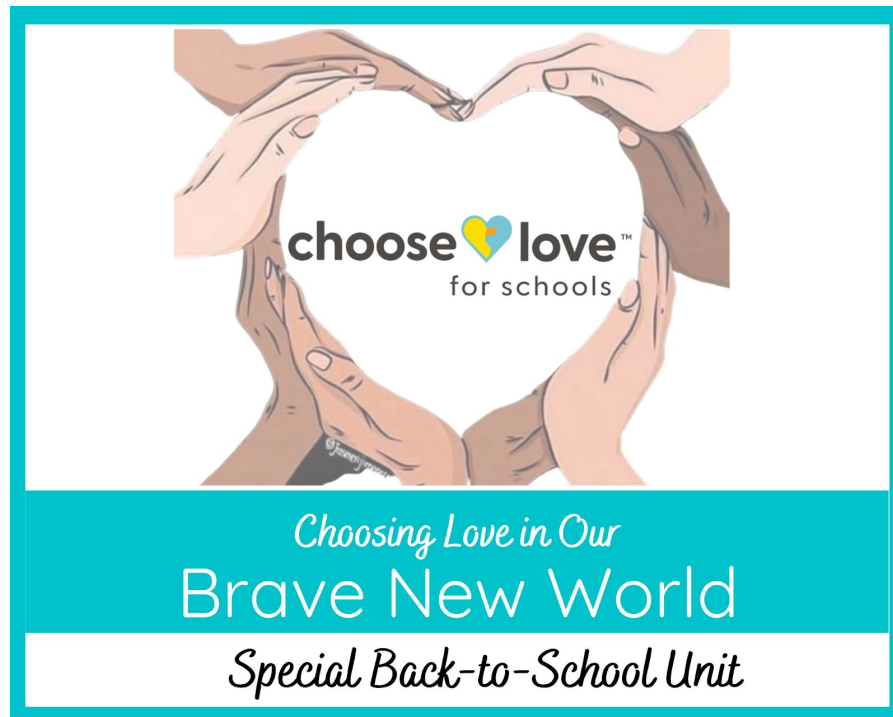
Getting Out of Your Comfort Zone & Personally Growing

Student Outcomes	CSED Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Define a comfort zone.➤ Generate a list of activities and/or places in and out of the personal comfort zone.➤ Compare and contrast a personal comfort zone with classmates'.➤ Analyze the steps needed to complete an activity outside of the personal comfort zone.	<ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Self Awareness➤ Self Management

Lesson 6: Choose Love

Jesse's Story and the Formula for Success (and Human Flourishing)

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Generate opinion statements related to Jesse's story and the Choose Love Formula.➤ Construct a word web for courage, gratitude, forgiveness and compassion.	<p>CSED</p> <ul style="list-style-type: none">➤ Performance Character➤ Intellectual Character <p>SEL</p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness



Grades 9 through 12 Overview

In response to COVID-19 and other transitional times for our children, these “Brave New World” lessons were created as a gateway to the Choose Love for Schools Program. These lessons are foundational and provide students with skills and understandings that will transcend the units to follow in the rest of the Choose Love for Schools Curriculum (courage, gratitude, forgiveness and compassion in action).

As an educator, the launch of the year is imperative to setting the classroom culture and expectations for the year. The goal with this mini unit is to provide transitional support from any trauma or stress that students may be bringing back from an extended break as they begin to immerse themselves in a new year of learning.

The lessons were written for educators, by educators. The content of the lessons is based on research on emotional intelligence, resilience, post-traumatic growth, neuroscience, mindfulness/focused attention, and SEL. The whole child—mind, heart, and body—is supported through these lessons.

Special attention is paid to how our physical bodies (nerves, muscles, etc.), minds (the triune brain), and hearts (emotions) work in collaboration to promote health, learning, connection, and life success.

The complete Choose Love program will run for the course of the year and consists of short, powerful lessons that can immediately follow this “Brave New World” unit.

***Educator Tip:** Should you find that after shorter vacations or if a major event occurs that may cause stress or trauma, these lessons can be revisited at any time.

Choose Love For Schools meets the following Character and Social Emotional Development (CSED) Standards:

Moral Character

- Understand and explain why it’s important to do the right thing, even when no one is looking

Performance Character

- Explain a personal commitment you have made to improve your self-discipline (e.g., planning and managing your time, orderliness, being kind, etc.)
- Describe three core responsibilities you want others to hold you accountable for
- Explain a time when you took responsibility for your mistakes
- Explain a time when you took responsibility for your words and actions
- Explain why goal setting is a character strength
- Give examples from your own life to exemplify the expression “first we form habits, then our habits form us”
- Explain a time when you did not take responsibility for your words and actions

Intellectual Character

- Assess and recognize his or her own intellectual character strengths and weaknesses
- Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support
- Explain what it means to demonstrate open-minded thinking

Self Awareness

- Describe how different thoughts, situations, and behaviors affect your feelings and emotions
- Describe the techniques you use to challenge or refute your negative thoughts and feelings
- Recognize the times when you exaggerate the severity or consequences of mistakes, embarrassing moments, failures, rejections and other negative events (e.g., “I can never face them again.” “Everyone thinks I’m stupid.”)
- List and explain the different external supports you have used when feeling stressed or anxious (e.g., family, friends, teachers, neighbors)
- Explain how your personal strengths help you learn about yourself (e.g., socially, emotionally)

Self Management

- Explain one technique you use to stay confident in stressful or challenging situations (e.g. positive self-talk)
- Explain a time when you overcame a negative thought and developed a “growth mindset”
- Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants

Social Awareness

- Explain a time when you were able to console, comfort, calm, support and encourage someone
- Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants

Interpersonal/Relationship Skills

- Understand and practice positive collaboration and cooperation skills (e.g., teamwork)

Responsible and Ethical Decision Making

- Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience
- Describe a time when you made a poor decision and what you learned

Mini Unit Student Outcomes:

- Generate opinion statements related to Jesse's story and the Choose Love Formula.
- Construct a word web for courage, gratitude, forgiveness and compassion.
- Evaluate your emotions during various real life situations
- Identify generic and specific emotions using the Feelings Wheel
- Compare and contrast generic and specific emotions.
- Identify traits of a growth mindset
- Identify traits of a fixed mindset
- Compare/Contrast growth and fixed mindset responses.
- Define a comfort zone.
- Generate a list of activities and/or places in and out of the personal comfort zone.
- Compare and contrast a personal comfort zone with classmates'.
- Analyze the steps needed to complete an activity outside of the personal comfort zone.



Grades 9 -12 Special Unit: Choosing Love In Our Brave New World

LESSON 1:

The “New Normal”

Identifying, accepting and becoming self aware about our past, present and future.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Create a positive/negative chart related to COVID experiences. ➤ Define trauma. ➤ Demonstrate focused awareness through mindfulness. ➤ Demonstrate focused awareness through tapping. ➤ Demonstrate focused awareness through grounding. 	<p><u>CSED</u></p> <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none"> ➤ Self Awareness ➤ Self Management ➤ Responsible Decision Making

LESSON 2:

Post Traumatic Growth

From hardships, we grow.

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ Define post traumatic growth. ➤ Define trauma. ➤ Identify possible traumatic events. ➤ Analyze the five domains of post traumatic growth. ➤ Connect post traumatic growth with COVID experiences. ➤ Generate a list of benefits for each domain of post traumatic growth. 	<p><u>CSED</u></p> <ul style="list-style-type: none"> ➤ Moral Character ➤ Performance Character ➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none"> ➤ Self Awareness

LESSON 3: Where are you?

Emotional Self Assessment

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Evaluate your emotional intelligence score for all 4 SEL skills/categories➤ Respond to a variety of SEL-based questions	<p><u>CSED</u></p> <ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character➤ Civic Character <p><u>SEL</u></p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness➤ Relationship Management

LESSON 4: Growth v. Fixed Mindset

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Identify traits of a growth mindset➤ Identify traits of a fixed mindset➤ Compare/Contrast growth and fixed mindset responses➤ Analyze the benefits of a growth mindset	<p><u>CSED</u></p> <ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character <p><u>SEL</u></p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management

LESSON 5 : Stress has benefits?

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Determine the benefits of stress➤ Synthesize the current state of mental health in our country based on statistical data➤ Create a word association with stress➤ Connect a stressor with a positive stress outcome	<p>CSED</p> <ul style="list-style-type: none">➤ Moral Character➤ Performance Character➤ Intellectual Character <p>SEL</p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness

Lesson 6: Choose Love

Jesse's Story and the Formula for Success

Student Outcomes	CSED/ SEL Model Standards
<p>Students will be able to:</p> <ul style="list-style-type: none">➤ Generate opinion statements related to Jesse's story and the Choose Love Formula.➤ Construct a word web for courage, gratitude, forgiveness and compassion.	<p>CSED</p> <ul style="list-style-type: none">➤ Performance Character➤ Intellectual Character <p>SEL</p> <ul style="list-style-type: none">➤ Self Awareness➤ Self Management➤ Social Awareness