

**Spend the Summer at SEA:  
Fox Chapel Area Social, Emotional, and Academic Summer Learning Academy**

Theme Week #1: Who Am I? Like the Sun I'm here to <b>LOVE</b> and <b>RESPECT</b>	
Lesson 1	Introduction to Respect: Who Am I? How do I Celebrate Me?
Lesson 2	Showing Others Respect: What are our differences? How do I respect them?
Lesson 3	Respecting our Earth: How do I celebrate the unique beauty around me?
Lesson 4	Respecting our Community: Create a Ripple of Kindness
Theme Week #2: Like the Trees I'm Here to Be <b>MINDFUL</b>	
Lesson 5	Introduction: Managing Me and Creating Peace
Lesson 6	Mindfulness and Peace
Lesson 7	How Can I Create a Peaceful Me?
Lesson 8	Hunting for Peace Around the World
Lesson 9	Peace Goes Back to Me: Celebrating the Beauty of Us
Theme Week #3: Like the Stars I'm Here to Shine <b>EMPATHY</b>	
Lesson 10	What is Empathy through Art?
Lesson 11	How Do I Walk in Someone's Shoes?
Lesson 12	Expressing Empathy to Each Other
Lesson 13	How does Empathy start with Me? Celebrating the Beauty of Us
Lesson 14	Empathy within our Community: Bookmarks and Book Messages
Theme Week #4: And in the end, we are right here to live a life of love, not fear. <b>COOPERATION</b> and <b>BUILDING COMMUNITY</b>	
Lesson 15	How do I Solve Problems using Empathy and Respect?
Lesson 16	Team Building: Building a Tower of Kindness
Lesson 17	Team Building: A Puzzle of Diversity
Lesson 18	What have I learned about Empathy, Love, Community, Problem Solving: Tie Together
Lesson 19	Out to SEA with Me

Lesson	1
Lesson Name	I Can Respect Myself
Social Emotional Goals	I can identify four things that I celebrate about myself.
Materials	<ul style="list-style-type: none"> <li>• <i>I Am Enough</i>, digital book</li> <li>• Lesson 1 student SLA journal pages</li> <li>• Chart paper</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group:</p> <ul style="list-style-type: none"> <li>• Due to time constraints, please read an excerpt from the digital book, <i>I Am Enough</i>.</li> <li>• What makes you - You?</li> <li>• Students share what makes them different and celebrate these differences.</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>• What do you love about yourself?</li> <li>• Have students share things they celebrate. <ul style="list-style-type: none"> <li>• activities</li> <li>• character traits</li> <li>• accomplishments</li> <li>• family</li> <li>• etc</li> </ul> </li> <li>• Make a list with your class and hang it in your classroom.</li> </ul>
Application Activity	<ul style="list-style-type: none"> <li>• SLA Anthem</li> <li>• Have students read the chant aloud (in their SLA journal)</li> <li>• Grades K-2 Activity Book <i>I Am Enough</i>: Complete together or draw pictures and discuss together.</li> <li>• Grades 3-5 Activity Book <i>I Am Enough</i>: Have students complete some examples together or independently.</li> </ul>

Lesson	2
Lesson Name	I Can Respect Others
Social Emotional Goals	I can show respect to others by being open to our differences and learning to look for our similarities.
Materials	<ul style="list-style-type: none"> <li>● Lesson 2 student SLA journal pages</li> <li>● Youtube video <a href="https://www.youtube.com/watch?v=cvb49-Csqlo">https://www.youtube.com/watch?v=cvb49-Csqlo</a> (Grades 3-5)</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Grades K-2: Read Mr. Roger's poem "It's You I Like" found in the SLA student journal.</li> <li>● Grades 3-5: Watch Youtube video <a href="https://www.youtube.com/watch?v=cvb49-Csqlo">https://www.youtube.com/watch?v=cvb49-Csqlo</a></li> <li>● Grades K-5: Talk to the students about how finding differences in people as well as similarities is an important way to show respect. Sometimes differences are on the outside (list some outside differences as a class). Sometimes differences are on the inside (list some inside differences as a class).</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● Pair students with partners.</li> <li>● Have students stand, facing their partners to play Common Ground.</li> <li>● Partners will learn ways they are similar and ways they are different. <ol style="list-style-type: none"> <li>1. Read questions aloud.</li> <li>2. Partners will jump forward if their responses are the same or jump backwards if their responses are different.</li> <li>3. When completed, discuss how partners found things that were alike and different.</li> </ol> </li> </ul> <p>Questions for Common Ground activity:</p> <ul style="list-style-type: none"> <li>● Do you like math?</li> <li>● Do you like to read for fun?</li> <li>● Do you enjoy playing soccer?</li> <li>● Do you have blue eyes?</li> <li>● Is your favorite color red?</li> <li>● Do you have brothers or sisters?</li> <li>● Do you enjoy meeting new people?</li> <li>● Can you speak more than one language?</li> <li>● Do you like pizza?</li> <li>● Do you have curly hair?</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>● How can I show respect to others who are different from me?</li> <li>● How did it feel when you found common ground?</li> <li>● Have you ever experienced a time when someone made fun of a difference? How did that feel?</li> </ul>

Application Activity	<p>Grades K-2: Who are you on the inside?</p> <ul style="list-style-type: none"> <li>● Have students draw pictures of things they love inside the heart in their SLA journal on the Lesson 2 page.</li> <li>● Ask students to share the things they like.</li> <li>● Are the things they love similar or different than their classmates?</li> </ul> <p>Grades 3-5: Have students think about the inside of me.</p> <ul style="list-style-type: none"> <li>● Make a collage of words that describe themselves and write them in the SLA journal on the Lesson 2 page.</li> <li>● Compare the words with classmates.</li> <li>● Are some of the words similar? Different?</li> </ul>
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Lesson	3
Lesson Name	I Can Respect the Earth
Social Emotional Goals	<ul style="list-style-type: none"> <li>● I can identify ways to respect our Earth.</li> <li>● I can help to create a safe environment for people, animals, and all living things.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Activity pages for Lesson 3 in Student SLA journal</li> <li>● <i>If You Come to Earth</i>, digital book</li> <li>● Seed packets</li> <li>● Styrofoam cups</li> <li>● Soil</li> <li>● Markers</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Explain to the group that today we are going to learn how to show respect to our Earth.</li> <li>● Discuss the importance of respecting our Earth.</li> <li>● Read an excerpt from the digital book, <i>If You Come to Earth</i>.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● The teacher will explain that we are planning a trip to explore our Earth's species and everything around us. The students will learn how to take care of our Earth.</li> <li>● Divide the students into two groups to walk around outside with an adult.</li> <li>● Each student will reference the worksheet in his/her SLA journal for the Nature Scavenger Hunt while they search for the various items.</li> </ul>
Processing Questions	<p>Ask the students to think about the beautiful things in our world today.</p> <ul style="list-style-type: none"> <li>● What are some ways we can show kindness towards our planet Earth?</li> <li>● What do people need to grow here on Earth?</li> </ul>
Application Activity	<p>We are going to plant something beautiful by planting our own flower seeds. On the outside of your Styrofoam cup, write something kind.</p>

Lesson	4
Lesson Name	I Can Respect My Community
Social Emotional Goals	I will recognize ways to show respect and kindness to those in my community. I can show respect for another by doing something kind.
Materials	<ul style="list-style-type: none"> <li>● Portrait paper</li> <li>● Paper for cards</li> <li>● Pencils</li> <li>● Crayons</li> <li>● Colored pencils</li> <li>● Markers</li> <li>● Paint</li> <li>● Paint brushes</li> <li>● Condiment container</li> <li>● <i>Skin You Live In</i>, digital book</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction: This week we have been discussing how we can show respect to ourselves, to others, and to the Earth. Today, we are going to be completing two different activities in rotation.</p> <p>Activity #1</p> <ul style="list-style-type: none"> <li>● Review what it means to respect yourself. Loving what we look like on the inside and the outside. Read an excerpt from <i>Skin You Live In</i>, digital book.</li> <li>● Explain the self-portrait project which will be completed throughout the four weeks.</li> <li>● Today we are going to focus on the uniqueness of our skin color and how this is the first part that makes up our beautiful faces.</li> <li>● Explain that we will be mixing paints to create our skin color.</li> </ul> <p>Activity #2</p> <ul style="list-style-type: none"> <li>● The second group will be creating cards for a nearby nursing home. During the pandemic there have been less visitors. Therefore, we are going to create cards that will create happiness and spread love to show respect.</li> <li>● Pass out writing materials and papers for students.</li> <li>● Grades K-2 will draw a beautiful picture on their card.</li> <li>● Grades 3-5 will write letters saying hello and telling a little bit about themselves to the people at the nursing home.</li> </ul> <ul style="list-style-type: none"> <li>● Afterwards, we will switch activities.</li> </ul>
Processing Question	What did I learn about loving others and loving myself?
Application Activity	None

Lesson	5
Lesson Name	Managing Feelings and Creating Peace
Social Emotional Goals	I can use mindfulness exercises to bring peace to myself. I can spread peace to others.
Materials	<ul style="list-style-type: none"> <li>● Lesson 5 Student Activity pages from SLA journal</li> <li>● Go Noodle: Rainbow Breath video (Grades K-2)</li> <li>● Go Noodle: Flow- Mindless to Mindfulness video (Grades 3-5)</li> <li>● Peace rocks</li> <li>● Sharpie markers</li> <li>● <i>I Am Peace</i>, digital book</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Read an excerpt from the digital book, <i>I Am Peace</i>.</li> <li>● Grades K-2, Watch the video, Rainbow Breath <a href="https://www.youtube.com/watch?v=O29e4rRMrV4">https://www.youtube.com/watch?v=O29e4rRMrV4</a></li> <li>● Grades 3-5, Watch the video, Mindless to Mindfulness <a href="https://www.youtube.com/watch?v=ECTcjt5Ob-l">https://www.youtube.com/watch?v=ECTcjt5Ob-l</a></li> </ul> <p>Debrief in small groups:</p> <ul style="list-style-type: none"> <li>● Mindfulness means creating peace within your body and calming down. It also helps you to focus when you have calm feelings.</li> <li>● What did your body do?</li> <li>● What did you notice about your brain/mind?</li> </ul>
Processing Question	Can you think of a time when you might use a mindfulness exercise?
Application Activity	<p>Grades K-2:</p> <ul style="list-style-type: none"> <li>● Peace rocks will be scattered around the lawn.</li> <li>● Students will try to find as many peace rocks as possible.</li> <li>● They are all put together in a pile so they can count how many were found.</li> <li>● Each student will choose their favorite peace rock.</li> <li>● The students will decide who they are going to give the peace rock to.</li> <li>● Discuss how they can spread peace to someone they love while completing the activity page in their journal.</li> </ul> <p>Grades 3-5:</p> <ul style="list-style-type: none"> <li>● The students will sketch their peace rock designs in their journal.</li> <li>● The rocks will already be painted so the students will draw a picture or write something nice on their rock.</li> <li>● Next, the students will write about who they are going to give their peace rock to and why?</li> </ul>

Lesson	6
Lesson Name	Mindfulness and Peace
Social Emotional Goals	I can use mindfulness exercises to bring peace to myself. I can spread peace to others.
Materials	<ul style="list-style-type: none"> <li>● Paper strips (11 - 18 inches long and 1.5 inches wide)</li> <li>● Kindness rocks</li> <li>● Paint</li> <li>● Paint brushes</li> <li>● Youtube video, Kids for Peace <a href="https://www.youtube.com/watch?v=yekOm2bzg2s">https://www.youtube.com/watch?v=yekOm2bzg2s</a></li> </ul>
Activity/ Summary/ Lesson Delivery	<ul style="list-style-type: none"> <li>● Grades K-5 will watch the Kids for Peace video <a href="https://www.youtube.com/watch?v=yekOm2bzg2s">https://www.youtube.com/watch?v=yekOm2bzg2s</a></li> </ul> <p>Grades K-2:</p> <ul style="list-style-type: none"> <li>● We will be joining with many other students around the globe to connect our peace chain links to make the largest peace chain in history.</li> <li>● Using the paper strips, students will make peace chain links.</li> </ul> <p>Grades 3-5</p> <ul style="list-style-type: none"> <li>● Continuation of the previous lesson and painting of the rocks.</li> </ul>
Processing Question	How can we create peace and kindness that ripples across the world?
Application Activity	None

Lesson	7
Lesson Name	How Can I Create a Peaceful Me?
Social Emotional Goals	I can find balance with my physical health, brain, activities, friends, family, and emotions.
Materials	<ul style="list-style-type: none"> <li>● Parts of our Stars posters</li> <li>● Orange cones</li> <li>● Student activity page for Lesson 7 in SLA journal</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Whole group instruction:</p> <ul style="list-style-type: none"> <li>● As a large group, review each part of our star. <ul style="list-style-type: none"> <li>○ Physical health: What activities do you enjoy?</li> <li>○ Brain: What do you do to make your brain stronger?</li> <li>○ Activities: What do you enjoy doing?</li> <li>○ People: Who are important people to you?</li> <li>○ Emotions: What are some emotions you have experienced?</li> </ul> </li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● Set up cones in a circle with Parts of Our Star signs posted to each one.</li> <li>● Have students walk around the circle and set a timer for one minute.</li> <li>● When the timer goes off, have students run to the closest cone and discuss positive examples from their own life related to that part of the star (physical health, brain, activities, people, and emotions).</li> <li>● Repeat this as time allows.</li> </ul> <p>Debrief: Bring students back together and have them discuss key examples shared from each part of the star. Examples can include...</p> <ul style="list-style-type: none"> <li>● Physical Health: eating healthy, running, getting sleep</li> <li>● Brain: learning math facts, reading, and learning new things</li> <li>● Activities: playing sports, hanging out with friends,</li> <li>● People: family, teachers, friends</li> <li>● Emotions: happy, sad, confused, nervous</li> </ul>
Processing Question	What are some ways I can find balance in my life? Is it hard to find a peaceful balance within myself? Why?
Application Activity	Have the students complete the activity page for Lesson 7.



Lesson	8
Lesson Name	Hunting for Peace Around the World
Social Emotional Goals	I can understand and recognize peace around me.
Materials	<ul style="list-style-type: none"> <li>• Student activity pages for Lesson 8 in the SLA journal</li> <li>• Peace Cards Sort, laminated</li> <li>• <i>I Am Peace</i>, digital book</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Whole group instruction:</p> <ul style="list-style-type: none"> <li>• Read an excerpt from the digital book, <i>I Am Peace</i>.</li> </ul> <p>Grades K-2 Activity:</p> <ul style="list-style-type: none"> <li>• Students will categorize pictures into what peace feels like, looks like, sounds like, smells like, and tastes like.</li> <li>• Students can complete the activity pages for Lesson 8 in the SLA journal.</li> </ul> <p>Grades 3-5 Activity:</p> <ul style="list-style-type: none"> <li>• Break students into groups of 3-6.</li> <li>• Each group will work together to find as many examples of what peace looks like, sounds like, feels like, etc.</li> <li>• Students should record their thoughts in their SLA student journal.</li> <li>• This activity can be facilitated outside with a clipboard.</li> </ul>
Processing Question	How many different peace examples did you find?
Application Activity	None

Lesson	9
Lesson Name	Peace Goes back to Me: Celebrating the Beauty of Us
Social Emotional Goals	I can celebrate the beauty of myself and others.
Materials	<ul style="list-style-type: none"> <li>● Self portrait paper with skin color from previous week</li> <li>● Colored pencils</li> <li>● Markers</li> <li>● Mirrors</li> <li>● Quiet music</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>During this lesson, students will continue their self portrait.</p> <ul style="list-style-type: none"> <li>● Students will use a mirror to look at their eyes, nose, and mouth.</li> <li>● They will draw those features on their self portrait.</li> <li>● Grades K-1 may need more direct instruction with drawing tips on how to draw facial features.</li> <li>● Feel free to play relaxing music as students draw.</li> </ul>
Processing Question	<p>Have the students pair up with another classmate and discuss.</p> <ul style="list-style-type: none"> <li>● What do you notice about your facial features?</li> <li>● What is similar about your faces?</li> <li>● What differences do you see?</li> </ul>
Application Activity	None

Lesson	10
Lesson Name	What is empathy through art?
Social Emotional Goals	<ul style="list-style-type: none"> <li>● I can understand the definition of empathy.</li> <li>● I can respond with empathy to others.</li> <li>● I can identify the four components of empathy. <ol style="list-style-type: none"> <li>1. I can pay attention to other's feelings.</li> <li>2. I can think before I speak or act.</li> <li>3. I realize that everyone is different.</li> <li>4. I can stand up for others.</li> </ol> </li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Grades K-2: Sesame Street video <a href="https://www.youtube.com/watch?v=9_1Rt1R4xbM">https://www.youtube.com/watch?v=9_1Rt1R4xbM</a></li> <li>● Grades 3-5: Kindness in Chalk video <a href="https://www.youtube.com/watch?v=rlvM2ciXsuO">https://www.youtube.com/watch?v=rlvM2ciXsuO</a></li> <li>● Sidewalk chalk</li> <li>● Emoji faces</li> <li>● Lesson 10 activity page in SLA student journal</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Show video Grades K-2 Sesame Street <a href="https://www.youtube.com/watch?v=9_1Rt1R4xbM">https://www.youtube.com/watch?v=9_1Rt1R4xbM</a> Grades 3-5 Kindness in Chalk <a href="https://www.youtube.com/watch?v=rlvM2ciXsuO">https://www.youtube.com/watch?v=rlvM2ciXsuO</a></li> <li>● Introduce the definition of empathy and the four components of being empathetic in the SLA student journal.</li> </ul> <p>Activity: Prepare to play the <b>Recognize Emotions Game</b>.</p> <ul style="list-style-type: none"> <li>● Divide students into smaller groups of 10-12.</li> <li>● Read each prompt below and ask the students to go to the cone showing the correct emotion.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your friend lost his basketball.</li> <li><input type="checkbox"/> A classmate doesn't have anyone to play with at recess.</li> <li><input type="checkbox"/> A friend is going to Disney World.</li> <li><input type="checkbox"/> Your friend knows that his/her sibling stole something.</li> <li><input type="checkbox"/> A classmate has gotten hurt.</li> <li><input type="checkbox"/> Your friend has received a bad grade on his/her test.</li> </ul> <p>Debrief: Ask for volunteers on how to help a classmate or a friend in the above situations.</p>
Processing Question	Why is empathy important?

Application Activity	Sidewalk Chalk Activity: <ul style="list-style-type: none"> <li>• Grades K-2 will draw a picture with chalk that will bring positivity.</li> <li>• Grades 3-5 will create a powerful positive message to spread empathy and kindness with chalk.</li> </ul>
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Lesson	11
Lesson Name	Walking in Someone Else's Shoes
Social Emotional Goals	I can show empathy by understanding the importance of how to walk in someone else's shoes.
Materials	<ul style="list-style-type: none"> <li>• <i>Those Shoes</i>, digital book</li> <li>• Student activity pages in the student SLA journal</li> <li>• Crayons and markers</li> </ul>
Activity/ Summary/ Lesson Delivery	<ul style="list-style-type: none"> <li>• Read aloud, <i>Everyone Has a History</i> by Mister Rogers found in the SLA student journal.</li> <li>• Review the definition of empathy. <i>Empathy is the ability to feel and understand what someone else is feeling.</i></li> <li>• Ask for examples of how to show empathy.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Read an excerpt from the digital book, <i>Those Shoes</i>.</li> <li>• Discuss the processing questions with students.</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>• Why did Jeremy feel left out at the beginning of the book?</li> <li>• Have you ever felt left out because of something someone else had and you did not?</li> <li>• What happens when Jeremy tries on the shoes he gets at the thrift store?</li> <li>• When does Jeremy practice empathy in this story?</li> </ul>
Application Activity	<p>Grades K-2:</p> <ul style="list-style-type: none"> <li>• Students will color the shoe picture in the student journal.</li> </ul> <p>Grades 3-5:</p> <ul style="list-style-type: none"> <li>• Students will decorate the shoe and write sentences about ways to demonstrate empathy.</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• How showing empathy makes others feel.</li> <li>• A time someone showed empathy.</li> <li>• Why empathy is important.</li> </ul>

Lesson	12
Lesson Name	Recognizing How Others are Feeling
Social Emotional Goals	I can recognize how other people are feeling and respond in a way that is kind and supportive.
Materials	<ul style="list-style-type: none"> <li>• List of emotion words (fear, pride, anger, sadness, annoyed, shy, grateful, joyful, disappointed, jealous, overwhelmed) on notecards</li> <li>• Visuals for Grades K-2 (magazines)</li> <li>• Glue</li> <li>• Paper</li> <li>• Scissors</li> <li>• Crayons, markers or colored pencils</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction: Today we are going to talk about empathy.</p> <ul style="list-style-type: none"> <li>• Empathy is the ability to understand how someone else feels and share those feelings with them.</li> <li>• People with empathy are good at recognizing how others are feeling.</li> <li>• Recognizing how friends and family members are feeling allows us to support them better.</li> <li>• The teacher will model an emotion and see if the students are able to recognize that emotion based on the body language and facial expressions.</li> <li>• Explain that the students will practice this today through a game of empathy.</li> </ul> <p>Grades K-1 activity:</p> <ul style="list-style-type: none"> <li>• Students will cut out pictures of various emotions (happy, sad, angry, worried, etc).</li> <li>• Next, the students will create an emotions collage to be hung in the classroom by gluing the magazine pictures and filling in by drawing coloring and pictures.</li> </ul> <p>Grades 2-5 activity:</p> <ul style="list-style-type: none"> <li>• In small groups, ask the students to sit spaced out facing the same direction.</li> <li>• Have each student choose a note card with an emotion from the basket. Remind them that they cannot share the word.</li> <li>• Each student will take turns coming to the front of the group to act out his/her emotion.</li> <li>• Students in the group will try to guess the emotion word that is being demonstrated.</li> </ul>
Processing Questions	How can practicing empathy make you a better friend?
Application Activity	<p>At home tonight, try to identify the feelings of a family member and use that information to help encourage them or celebrate with them.</p> <p>Example: Does mom look overwhelmed after working all day? How can I help her to feel better?</p>

Lesson	13
Lesson Name	Empathy and the Unique Me
Social Emotional Goals	I can practice empathy by understanding the uniqueness of others.
Materials	<ul style="list-style-type: none"> <li>● Portrait</li> <li>● Yarn</li> <li>● Glue</li> <li>● Grades K-2, <i>Hair Like Mine</i>, digital book</li> <li>● Grades 3 -5, <i>My Hair is a Garden</i>, digital book</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Read the following prompts and ask the students if this is demonstrating empathy or not. <ul style="list-style-type: none"> <li>○ A student who is new from Korea pronounces her name and everyone begins to laugh.</li> <li>○ A student is eating food from India that has a very strong smell. The friend turns around and says, "Ew. Your food stinks bad."</li> <li>○ A classmate notices that another classmate is learning English and is having trouble saying a word. The classmate goes over and says, "You are doing a great job. Do you want me to help you with a few words?"</li> <li>○ A student is classmates with another student who wears traditional African clothes. The other student says, "Your clothes are beautiful. Can you tell me a bit about them?"</li> </ul> </li> <li>● Grades K-2: Read aloud an excerpt from, <i>Hair Like Mine</i>, digital book.</li> <li>● Grades 3-5: Read aloud an excerpt from, <i>My Hair is a Garden</i>, digital book.</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>● How do you like to wear your hair?</li> <li>● Is it curly? Straight?</li> <li>● An interesting color?</li> </ul>
Application Activity	Students will use various colors of yarn to add hair to their portraits.

Lesson	14
Lesson Name	Empathy within the Community
Social Emotional Goals	I can show empathy towards my community.
Materials	<ul style="list-style-type: none"> <li>● Bookmarks</li> <li>● Book drive information</li> <li>● Markers</li> <li>● Crayons</li> <li>● Stickers</li> <li>● Activity page in student SLA journal</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Not all students in Pittsburgh have the same number of toys, books, and resources.</li> <li>● This week, we have been collecting books for those who may not be able to go to a library, but want to practice their reading.</li> <li>● We are going to be creating bookmarks in addition to the books we are collecting during our book drive.</li> <li>● Students and teachers will brainstorm messages or pictures to put on the bookmarks to spread peace, kindness, love and empathy.</li> </ul> <p>Students will use their journal to sketch a draft bookmark. They will then create one on their own.</p> <ul style="list-style-type: none"> <li>● Students in grades K-2 will use pictures on their bookmarks.</li> <li>● Students in grades 3-5 can use a combination of words and pictures.</li> </ul>
Processing Questions	<p>How does my bookmark show empathy?          What pictures or words did I use to spread kindness or joy?</p>
Application Activity	None

Lesson	15
Lesson Name	How do I Solve Problems using Empathy and Respect?
Social Emotional Goals	I can identify the qualities of a good teammate and connect this to the idea that a good teammate has similar qualities to those found in a good friend.
Materials	<ul style="list-style-type: none"> <li>● Large space to play</li> <li>● STEP poster found in SLA student journal</li> <li>● Obstacle course materials</li> <li>● Student activity page in SLA journal</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Have the obstacle course set up ahead of time.</li> <li>● Explain to the group that we are going to be talking about teamwork.</li> <li>● Review the Second Step poster in the student journal, STEP, and remind them this could be helpful in our game today.</li> <li>● Ask the students to think about what positive characteristics a good teammate has.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● Separate the group into 2-3 teams with 8-10 students per team.</li> <li>● Game directions: <ul style="list-style-type: none"> <li>○ Designate a free space on either side of the open space.</li> <li>○ Students need to get their team to the other side of the room to retrieve your item without anyone on your team touching the grass or floor with their feet or hands. You may use the equipment given in any safe way.</li> <li>○ Two students can go at a time.</li> <li>○ If a team member touches the floor with his or her foot, they must go back.</li> </ul> </li> <li>● After explaining the directions, give each team 2-3 minutes to strategize how they will complete the task.</li> <li>● Allow 7-10 minutes for the teams to get across to the other side with their equipment. Teams must work together to cross the SEA.</li> <li>● Once the game is over, discuss the different strategies of team building and answer the questions in your journal.</li> <li>● What worked? What didn't work? Did you use empathy? Did you think of the STEP steps in order to be successful?</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>● How can problem solving with others help you in life or outside of school?</li> <li>● What are some problems you face?</li> <li>● What resources at school help you to solve these problems?</li> </ul>
Application Activity	Pick one characteristic that you think makes a good teammate. Practice showing this to others. If time permits, complete the activity page for Lesson 15 in the student journal.



Lesson	16
Lesson Name	Building a Tower of Kindness
Social Emotional Goals	I will understand the importance of working as a team in a respectful and kind manner.
Materials	<ul style="list-style-type: none"> <li>● Marshmallows</li> <li>● Spaghetti</li> <li>● Tape</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Activity:</p> <ul style="list-style-type: none"> <li>● Today, you will learn to work as a team to build a tower of kindness as tall as you can without it falling or breaking using marshmallows, spaghetti, and tape.</li> <li>● It is important that you respectfully work with your team members as you create this tower.</li> <li>● Each student gets 10 marshmallows, 20 pieces of spaghetti, and a shared roll of tape among the group.</li> <li>● Allow students 5 - 10 minutes to complete this project.</li> </ul> <p>Debrief:</p> <ul style="list-style-type: none"> <li>● Have students discuss how they tried to build their tower as tall as they could without it falling or breaking.</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>● How did you talk with your team to build ideas?</li> <li>● How was it when your tower was struggling to stand up on its own?</li> <li>● How did you problem-solve together?</li> </ul>
Application Activity	None

Lesson	17
Lesson Name	A Puzzle of Diversity
Social Emotional Goals	I will use my communication, listening, and problem-solving skills to help myself and help others reach a common goal.
Materials	<ul style="list-style-type: none"> <li>● Puzzle pieces for each student</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>● Today, you will need to use your listening, communication and problem-solving skills to figure out who has the missing piece to the puzzle to create your peace picture.</li> <li>● Review the steps to problem-solving with students. <ul style="list-style-type: none"> <li>○ Say the problem, without blame.</li> <li>○ Think of solutions, safe and respectful.</li> <li>○ Explore consequences. What could happen if.</li> <li>○ Pick the best solution, make your plan.</li> </ul> </li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>● Hand out pieces of pictures randomly.</li> <li>● Once students receive their picture, they will need to find who has the missing puzzle pieces without talking.</li> <li>● When the students find everyone who has a piece to their picture then they can communicate to figure out the correct way the pieces fit together to show the picture of peace.</li> <li>● Before the students begin to put their pieces together, they need to check with the teacher. There should be no talking until you find all six people who have pieces to your picture.</li> </ul> <p>Debrief:</p> <ul style="list-style-type: none"> <li>● Today you used non-verbal and verbal communication to solve a problem. When you use your STEP to solve problems, it is easier to find solutions.</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>● Think about what helped you when you weren't able to talk, then think about what helped you when you were able to talk. Which was easier?</li> </ul>
Application Activity	None

Lesson	18
Lesson Name	Diversity in Solving Problems
Social Emotional Goals	I will learn that different people have various ways of solving problems.
Materials	<ul style="list-style-type: none"> <li>• Pieces of paper with a mistake on it</li> <li>• Markers, crayons, or colored pencils</li> <li>• Grades K-2: <i>Ish</i>, digital book</li> <li>• Grades 3-5: <i>Beautiful Oops</i>, digital book</li> <li>• Student activity page in SLA journal</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large group instruction:</p> <ul style="list-style-type: none"> <li>• Discuss with students that problems can be small or very big. Some problems don't need a lot of attention to fix while others do.</li> <li>• Grades K-2: Read aloud an excerpt from <i>Ish</i>, digital book.</li> <li>• Grades 3-5: Read aloud an excerpt from <i>Beautiful Oops</i>, digital book.</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Divide the students into small groups.</li> <li>• Explain that they will be working together to solve a problem.</li> <li>• Each group will receive a plain piece of paper and crayons or markers. On each piece of paper, one flaw should already be on it (a green line, yellow dot, blue wavy line, red puddle).</li> <li>• The students will work together to create a beautiful picture using the blemish that is already on the paper.</li> <li>• Explain that mistakes can cause problems, but we can work together to solve or correct them.</li> </ul> <p>Debrief:</p> <ul style="list-style-type: none"> <li>• Students share their projects and how they used the flaw to create their picture.</li> </ul>
Processing Questions	<ul style="list-style-type: none"> <li>• What steps did you take to solve this activity?</li> <li>• How did you show kindness and respect to others when sharing ideas?</li> <li>• Did you have any problems? If so, how did you solve them?</li> </ul>
Application Activity	None

Lesson	19
Lesson Name	Out to SEA with Me
Social Emotional Goals	I can and will contribute amazing things to the world in ways only I can.
Materials	<ul style="list-style-type: none"> <li>• <i>Maybe</i>, digital book</li> <li>• Student activity pages for Lesson 19 in SLA journal</li> </ul>
Activity/ Summary/ Lesson Delivery	<p>Large Group Instruction: Building background</p> <ul style="list-style-type: none"> <li>• <i>Maybe</i> is a celebration of all the possibilities we hold inside us.</li> <li>• The book follows the magical adventures of a girl who begins to contribute her skills and ideas to the world. She builds intricate houses, adventures across a sea, creates stars, frees butterflies - and she's only getting started. By the end of the book she's changed her world simply by leaving her mark on it. And the world is made so much better for it.</li> <li>• Yamada and Barouch's award-winning book explores how there's no one else in the world who can contribute what we can. Readers will feel encouraged to dream about all the ways they can make the world better by following their heart and believing they can make a difference.</li> <li>• Read aloud the digital book, <i>maybe</i>.</li> <li>• Discuss the following questions: <ul style="list-style-type: none"> <li>○ What's something only you can do?</li> <li>○ How do you think the girl feels when she falls down and fails? Why is it good to try something new and fail? What do you learn?</li> <li>○ What's a big idea or dream you have that you want to share with the world?</li> <li>○ What do you think it means to follow your heart? How does the girl in the book follow hers?</li> <li>○ How do you think the polar bear feels after receiving help from the girl?</li> <li>○ Why is it a good idea to help others?</li> </ul> </li> <li>• Conduct a gallery walk of student self-portraits.</li> <li>• Show culminating SLA Spend the Summer at SEA slideshow.</li> <li>• Have children complete the lesson 19 SLA student journal pages as you see fit and time allows.</li> </ul>
Processing Questions	None
Application Activity	<ul style="list-style-type: none"> <li>• Have students tell a classmate something they think is magical about them. It could be the way they laugh, how they're good at puzzles, or even the way they're always super nice! Sometimes other people are better at seeing our talents than we are, and it feels good to have someone say something nice about us. This activity is meant to encourage kindness and foster communication skills.</li> </ul>