Positive Psychology in the Classroom

Lesson Plans for English Language Teachers

Edited by Maryann Phillips and Dan Dewey
Positive Psychology in the Classroom

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Maryann Phillips, Dan P. Dewey, Carolee Rogers, Maria Summers, & Ben McMurry
# Table of Contents

Acknowledgements ................................................................. 8
Introduction ............................................................................. 9
PERMA .................................................................................. 20
  Experiencing Gratitude .......................................................... 22
    Experiencing Gratitude - Novice High .................................. 23
    Experiencing Gratitude - Intermediate Mid ...................... 27
Resilience .............................................................................. 34
  Resilience - Novice High ....................................................... 35
  Resilience - Intermediate Mid .............................................. 54
Active Constructive Responding ............................................ 67
  Active Constructive Responding - Novice High .................. 68
  Active Constructive Responding - Intermediate Mid .......... 82
Service .................................................................................... 93
  Service - Novice High ............................................................. 94
  Service - Intermediate Mid ................................................... 100
Goals ....................................................................................... 106
  Goals - Novice High .............................................................. 107
  Goals - Intermediate Mid ...................................................... 112
Expressing Gratitude ............................................................. 117
  Expressing Gratitude - Novice High ................................... 118
  Expressing Gratitude - Intermediate Mid ......................... 125
Perseverance ........................................................................ 135
  Perseverance - Novice High ................................................... 136
  Perseverance - Intermediate Mid ......................................... 142
Kindness ............................................................................... 150
  Kindness - Novice High ......................................................... 151
  Kindness - Intermediate Mid ............................................... 158
Volunteerism ......................................................................... 166
  Volunteerism - Novice High ................................................ 167
  Volunteerism - Intermediate Mid ........................................ 173
Hope ..................................................................................... 180
<table>
<thead>
<tr>
<th>Character Strengths</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope - Novice High</td>
<td>181</td>
</tr>
<tr>
<td>Hope - Intermediate Mid</td>
<td>190</td>
</tr>
<tr>
<td><strong>Overview</strong></td>
<td>203</td>
</tr>
<tr>
<td>Overview on Character Strengths - Novice High</td>
<td>204</td>
</tr>
<tr>
<td>Overview on Character Strengths - Intermediate Mid</td>
<td>209</td>
</tr>
<tr>
<td><strong>Appreciation of Beauty and Excellence</strong></td>
<td>217</td>
</tr>
<tr>
<td>Appreciation of Beauty and Excellence - Novice High</td>
<td>219</td>
</tr>
<tr>
<td>Appreciation of Beauty and Excellence - Intermediate Mid</td>
<td>226</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>232</td>
</tr>
<tr>
<td>Teamwork - Novice High</td>
<td>233</td>
</tr>
<tr>
<td>Teamwork - Intermediate Mid</td>
<td>241</td>
</tr>
<tr>
<td><strong>Love of Learning</strong></td>
<td>249</td>
</tr>
<tr>
<td>Love of Learning - Novice High</td>
<td>250</td>
</tr>
<tr>
<td>Love of Learning - Intermediate Mid</td>
<td>257</td>
</tr>
<tr>
<td><strong>Kindness</strong></td>
<td>266</td>
</tr>
<tr>
<td>Kindness - Novice High</td>
<td>267</td>
</tr>
<tr>
<td>Kindness - Intermediate Mid</td>
<td>273</td>
</tr>
<tr>
<td><strong>Honesty</strong></td>
<td>280</td>
</tr>
<tr>
<td>Honesty - Novice High</td>
<td>281</td>
</tr>
<tr>
<td>Honesty - Intermediate Mid</td>
<td>287</td>
</tr>
<tr>
<td><strong>Self-Regulation</strong></td>
<td>294</td>
</tr>
<tr>
<td>Self-Regulation - Novice High</td>
<td>295</td>
</tr>
<tr>
<td>Self-Regulation - Intermediate Mid</td>
<td>304</td>
</tr>
<tr>
<td><strong>Curiosity</strong></td>
<td>313</td>
</tr>
<tr>
<td>Curiosity - Novice High</td>
<td>314</td>
</tr>
<tr>
<td>Curiosity - Intermediate Mid</td>
<td>320</td>
</tr>
<tr>
<td><strong>Spirituality</strong></td>
<td>327</td>
</tr>
<tr>
<td>Spirituality - Novice High</td>
<td>328</td>
</tr>
<tr>
<td>Spirituality - Intermediate Mid</td>
<td>334</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>340</td>
</tr>
<tr>
<td>Creativity - Novice High</td>
<td>341</td>
</tr>
<tr>
<td>Creativity - Intermediate Mid</td>
<td>348</td>
</tr>
<tr>
<td><strong>Mindfulness</strong></td>
<td>354</td>
</tr>
<tr>
<td>Section</td>
<td>Pages</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Overview</strong></td>
<td>355</td>
</tr>
<tr>
<td>Overview - Novice High</td>
<td>356</td>
</tr>
<tr>
<td>Overview - Intermediate Mid</td>
<td>367</td>
</tr>
<tr>
<td><strong>Mindful People</strong></td>
<td>379</td>
</tr>
<tr>
<td>Mindful People - Novice High</td>
<td>380</td>
</tr>
<tr>
<td>Mindful People - Intermediate Mid</td>
<td>387</td>
</tr>
<tr>
<td><strong>Grieving Mindfully</strong></td>
<td>394</td>
</tr>
<tr>
<td>Grieving Mindfully - Novice High</td>
<td>395</td>
</tr>
<tr>
<td>Grieving Mindfully - Intermediate Mid</td>
<td>404</td>
</tr>
<tr>
<td><strong>Perfectionism</strong></td>
<td>413</td>
</tr>
<tr>
<td>Perfectionism - Novice High</td>
<td>415</td>
</tr>
<tr>
<td>Perfectionism - Intermediate Mid</td>
<td>422</td>
</tr>
<tr>
<td><strong>The Five Senses</strong></td>
<td>429</td>
</tr>
<tr>
<td>The Five Senses - Novice High</td>
<td>430</td>
</tr>
<tr>
<td>The Five Senses - Intermediate Mid</td>
<td>437</td>
</tr>
<tr>
<td><strong>Connecting to the Past</strong></td>
<td>446</td>
</tr>
<tr>
<td>Connecting to the Past - Novice High</td>
<td>447</td>
</tr>
<tr>
<td>Connecting to the Past - Intermediate Mid</td>
<td>454</td>
</tr>
<tr>
<td><strong>Self-Compassion</strong></td>
<td>463</td>
</tr>
<tr>
<td>Self-Compassion - Novice High</td>
<td>464</td>
</tr>
<tr>
<td>Self-Compassion - Intermediate Mid</td>
<td>472</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>478</td>
</tr>
<tr>
<td>Perspective - Novice High</td>
<td>479</td>
</tr>
<tr>
<td>Perspective - Intermediate Mid</td>
<td>488</td>
</tr>
<tr>
<td><strong>Handling Strong Emotions</strong></td>
<td>497</td>
</tr>
<tr>
<td>Handling Strong Emotions - Novice High</td>
<td>498</td>
</tr>
<tr>
<td>Handling Strong Emotions - Intermediate Mid</td>
<td>505</td>
</tr>
<tr>
<td><strong>Mindful Relationships</strong></td>
<td>513</td>
</tr>
<tr>
<td>Mindful Relationships - Novice High</td>
<td>514</td>
</tr>
<tr>
<td>Mindful Relationships - Intermediate Mid</td>
<td>521</td>
</tr>
<tr>
<td><strong>Mindful Learning</strong></td>
<td>529</td>
</tr>
<tr>
<td>Mindful Learning - Novice High</td>
<td>530</td>
</tr>
<tr>
<td>Mindful Learning - Intermediate Mid</td>
<td>536</td>
</tr>
<tr>
<td><strong>Cultural Mindfulness</strong></td>
<td>543</td>
</tr>
<tr>
<td>Cultural Mindfulness - Novice High</td>
<td>544</td>
</tr>
</tbody>
</table>
Cultural Mindfulness - Intermediate Mid ............................ 551

Selective Attention ......................................................... 558
  Selective Attention - Novice High ................................. 559
  Selective Attention - Intermediate Mid ......................... 568

Annotated Bibliography .................................................... 577
Back Matter ....................................................................... 582
  Author Information ....................................................... 583
  Citation Information ..................................................... 589
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Introduction

Background

Dr. Dan Dewey had a vision for a textbook that implemented positive psychology and language learning outcomes. It was brought to life by a research team led by him, which started working on this book while researching whether positive psychology interventions lowered student stress in the classroom significantly (Rogers, 2022). The results showed that there were no negative effects on students’ test scores and qualitative data showed a positive reaction to the lesson plans, so we decided to continue the process and make enough lesson plans to fill an entire year of listening and speaking curriculum. It was decided that *Positive Psychology in the Classroom: Lesson Plans for English Language Teachers* would be open source here in Ed Tech Books to allow its influence to reach as many people as possible. We hope to make a positive impact on students, teachers, and institutions by sharing our resources.

How to Use This Book

As you will see in each chapter, there is an intro to the chapter’s topic with an explanation on the introduction page. You will also see that each chapter has 10-13 lessons with adapted levels: novice high and intermediate mid. These adaptations are based on the ACTFL Proficiency Guidelines (2012), which is the proficiency scale we use at our institution. Here is an example of an introduction page:
Character Strengths

There are 24 CS that a person can possess, each within a category of six different virtues, which are wisdom, courage, humanity, justice, temperance, and transcendance (Peterson & Seligman, 2004). These CS are reminders of the best qualities of one's personality. Accepting these CS possessed by oneself and others can be beneficial and challenging based on perception previously acquired, which is why practicing mindfulness and PERMA may be helpful in maintaining well-being. PERMA, mindfulness, and CS are all three subcategories of PP that can be applied in the education system and taught to learners. The practice of teaching PP has become known as positive education (PE).

Knowing the best qualities of a person can help improve many aspects of life. One woman, having taken a survey provided by the Values in Action (VIA) Institute on Character about her signature CS, discovered that self-regulation was her 24th or last strength, meaning it was the one she was worst at. Distraught at this discovery, she worked on self-regulation and took the survey again years later. It moved from 24th to second place (Niemiec, 2017). CS that are weaknesses don't have to remain weaknesses. They can be improved. CS are also relevant and promote flourishing—experiencing positive emotions, social experiences and growth that are associated with "happiness, flow, meaning, love, gratitude, accomplishment" and so forth (Seligman, 2012)—in many different domains of life (Wagner, Pindeus, & Ruch, 2021). Because CS are relevant in multiple aspects of life, knowing personal CS can cultivate improvement in those aspects.
You may be teaching students that fit one of the proficiency levels well or they may be just below or above one or the other. The lessons were designed to be adapted. Feel free to use the activities as guidelines, change them according to your students’ needs, or use activities from both proficiency levels.
The title page of each lesson plan will have a quote that describes the topic being presented in the lesson plans. Here is an example of a lesson title page:

**Teamwork**

"Alone we can do so little, together we can do so much."

-Helen Keller

Teamwork - Novice High

Teamwork - Intermediate Mid

Each lesson plan has six major sections: Lesson Information, Overview, Activate Background Knowledge, Activities, Follow Up, and Homework. Lesson Information is where you will find the language learning and positive psychology outcomes. This will explain the outcomes for both positive psychology and language learning, and the activities will combine the two. In most activities, you will see positive psychology being used as the content for language learning. This section will also list the materials you will need for the lesson.
The Overview will simply state what the lesson is about in one to two sentences. The teacher should be able to look at this section to get a quick understanding of the lesson. Activate Background Knowledge is a short three-to-five-minute activity or explanation that will hopefully do just what it is titled: activate students’ background knowledge on the lesson topic.
The activities are explanations to the teacher about what their students should do. Each lesson has about five to seven activities and are designed to fill a 65-minute time period. Here is a sample activity from Gratitude-Novice High:

### Activity 1: Vocabulary/Speaking

Present lexical family: gratitude (n.)/thankfulness, grateful (adj.)/thankful, to be grateful (v.)/thankful, gratefully (adv.)/thankfully

- Definitions and examples:
  - \textit{Gratitude/thankfulness} = the feeling of being happy because of something
    - Ex: I feel gratitude because of/for my family.
  - \textit{(To be) Grateful/Thankful} = happy because of something
    - Ex: I am grateful/thankful for my family.
  - Gratefully/Thankfully = in a grateful manner
    - Ex: Thankfully, my family is healthy.
- Discuss: What are we grateful for? Make a list on the board together as a class:
  - family, friends, jobs, home, food, clothes, etc.
- Discuss: What are you grateful for? Why?
  - I am grateful for my mom because she is kind and loving.
  - I am grateful for my mom because she cooks for me.

The next section is Homework where there is a homework assignment for the students to do with the positive psychology topic they just learned in class. Feel free to use the assignment suggested or change it based on what you think your students would benefit most from.

### Homework

Record yourself explaining how you feel about calling or writing a thank you message for someone.

- What was difficult about doing that?
- What was easy?
- How do you think the other person felt?

The last section, Follow Up, is another set of three-to-five-minute activities to follow up on each day after the lesson was taught. The
lessons design is based on a model where positive psychology lessons are taught on Monday and then each day of class after (Tuesday-Thursday) there is a follow up activity to remind the students what they learned on Monday. This is another aspect of the lesson plan that we hope you will adapt according to your teaching context and schedule.

<table>
<thead>
<tr>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, Wednesday, and Thursday:</strong></td>
</tr>
<tr>
<td>With a partner share 3 things you are grateful for today. Make sure you use one or more of the expressions we learned: I am grateful for..., I feel gratitude for..., I appreciate..., ______ (a person or thing) means so much to me.</td>
</tr>
</tbody>
</table>

**Introduction Video**

The following video provides examples of the experience teachers had teaching and creating the lessons at Brigham Young University’s (BYU) English Language Center (ELC) where these lessons were created and implemented into the curriculum. This video will also provide teachers with a background on how to create and implement the lessons into their specific contexts.

**What is Positive Psychology?**

“Positive psychology takes you through the countryside of pleasure and gratification, up into the high country of strength and virtue, and finally to the peaks of lasting fulfillment, meaning and purpose” (Seligman, 2002).

The theory behind this book is positive psychology, which has been defined as “the scientific study of what goes right in life,” Peterson
Martin Seligman, who has become known as the “father of positive psychology”, realized that there was a problem in the traditional approach to psychology as it focused on negative human emotions, whereas positive psychology concentrates on well-being and facing problems with a human strengths perspective rather than focusing on difficulties (MacIntyre & Mercer, 2014). There are many positive psychology interventions that will be addressed in the lesson plans contained in this book. Some of which include gratitude, hope, self-regulation, and self-compassion. These interventions are synonymous with the human strengths mentioned previously.

Seligman (2009) took positive psychology a step further by implementing it in the education system. In this form, positive psychology has become known as positive education. Positive education has been more specifically defined as “an education for both traditional skills and for happiness.” (Seligman, Ernst Gillham, Reivach & Linkins, 2009). Its “fundamental goal” is to “promote flourishing or positive mental health within the school community.” (Norrish, Williams, O’Connor & Robinson, 2013). Flourishing has been defined in several ways but can largely be described as “both feeling good and functioning well.” (Norrish, Williams, O’Connor & Robinson, 2013). Seligman also describes flourishing as finding fulfillment in life, accomplishing tasks that are meaningful and worthwhile, and having a connection with others on a deeper level (Seligman, 2012).

**Rationale**

Positive psychology interventions have rarely been addressed in the field of second language acquisition (SLA) (MacIntyre & Mercer, 2014). To bridge the gap between SLA and positive psychology, we have written these lesson plans to help students deal with the stress language learners experience while studying English as a second or foreign language. The education experience is naturally stressful (Akkermans, Paradniké, Van der Heijden, & De Vos, 2018) as students are supposed to be pushed and challenged to grow. Language
learning adds a layer of stress to being educated as stress and anxiety are common factors in SLA (Dewaele, Chen, Padilla, & Lake, 2019; Mercer, MacIntyre, Gregersen, & Talbot, 2018). Research suggests that to change this we need to consciously practice positivity (Achor, 2010), meaning there are huge benefits to making positivity a consistent practice in SLA students’ daily life. Due to the foreseen benefits of positive psychology in language learning, our belief is that applying these lessons will help reduce the negative side effects of language learning and support flourishing and well-being in English language learners (Rogers, 2022).

Each chapter (see details in chapter introductions) was chosen as units because of Seligman’s (2012) beliefs about positive psychology interventions and how they will help humans flourish. PERMA and Character Strengths came directly from Seligman’s (2002, 2012) research about well-being and human strengths. The Mindfulness chapter was based on research by Shauna Shapiro (2020), specifically about how to show ourselves self-compassion. The other topics in this chapter were decided on based on research by Dr. Dewey and brainstorming what we believed would be the best mindfulness topics for the English language learners we taught.

References


The modern positive psychology movement began in the late 1990s. Dr. Martin Seligman, who was at the time president of the American psychiatric association, felt that the current field of psychology was too focused on diagnosing and treating psychological disorders and getting patients back to “normal”. Seligman decided to explore the roots of wellness and optimal functioning. Instead of focusing primarily on “What is wrong with you?” positive psychology chooses to focus not just on the absence of misery, but on character strengths and factors that lead to well-being and optimal happiness. In other words, “What is right with you?”.

In his book, *Flourish*, Dr. Seligman introduced the acronym PERMA to reflect 5 elements of well-being.

- **P** stands for positive emotion. Positive emotion is more than just feeling happy. It is experiencing emotions such as gratitude, joy, love, and hope. Learning how to experience and foster positive emotions can boost and enhance wellbeing and fulfillment.

- **E** represents engagement. Feeling excited and absorbed in the activities you are involved in leads to a more fulfilled life. Similar to the concept of “flow” (Csikszentmihalyi, 1989) engagement can mean becoming completely engaged with a task to the point that time passes without you noticing. Engagement also entails being resilient and persistent as you work to complete tasks.

- **R** refers to positive relationships. Feeling supported, valued,
and loved by others and reciprocating those sentiments to important people in your life can greatly contribute to an individual’s ability to thrive.

- **M** is for meaning and purpose in life outside oneself. This can be accomplished in a variety of ways for different people but seeing value and purpose in life and contributing to the better good is a major component of well-being.
- **A** symbolizes achievement and the satisfaction we feel when we work hard to accomplish a goal despite possible obstacles and setbacks.

Here is a video of Dr. Seligman discussing PERMA:
Experiencing Gratitude

“When you arise in the morning give thanks for the food and for the joy of living. If you see no reason for giving thanks, the fault lies only in yourself.”
—Tecumseh

"Gratitude is the beginning of wisdom. Stated differently, true wisdom cannot be obtained unless it is built on a foundation of true humility and gratitude."
—Gordon B. Hinckley

Lesson Plans on Gratitude:
Experiencing Gratitude - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize positive feelings through answering questions about gratitude.
2. experience and express positive feelings through talking about gratitude.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. actively participate in conversations through proper responses.
3. ask and answer a limited variety of questions.
4. use specific phrases/chunks to express positive feelings through talking about gratitude.

Materials

- Gratitude PowerPoint
Overview

Explain to students that you will talk about being grateful and about ways to express gratitude.

Activate Background Knowledge

Give the students a minute or so to discuss the following questions:

- What makes you happy? Why?
- What does gratitude mean? (Teacher models answer first)
- When do you experience gratitude? (Teacher models answer first)

Activity 1: Vocabulary/Speaking

Present lexical family: gratitude (n.)/thankfulness, grateful (adj.)/thankful, to be grateful (v.)/thankful, gratefully (adv.)/thankfully

- Definitions and examples:
  ◦ *Gratitude/thankfulness* = the feeling of being happy because of something
    - Ex: I feel gratitude because of/for my family.
  ◦ *(To be) Grateful/Thankful* = happy because of something
    - Ex: I am grateful/thankful for my family.
  ◦ Gratefully/Thankfully = in a grateful manner
    - Ex: Thankfully, my family is healthy.
- Discuss: What are we grateful for? Make a list on the board together as a class:
  ◦ family, friends, jobs, home, food, clothes, etc.
- Discuss: What are you grateful for? Why?
  ◦ I am grateful for my mom because she is kind and loving.
  ◦ I am grateful for my mom because she cooks for me.
Activity 2: Speaking

Fill in the blanks while talking to a partner:

- What are you grateful for?
- I feel gratitude because of /for ___________.
- I am grateful for _________________.
- I am grateful for ______________ because _______________.

Activity 3: Speaking

Walk around the classroom and ask three different students what they are grateful for. Write their name and answer on a piece of paper. Teacher asks students about what their partners are grateful for.

- Ex: Andres, what is Jenny grateful for?
- She is grateful for her family.

Activity 4: Speaking

Share with a partner three words you learned today.

Homework

Record yourself expressing gratitude for at least three things in your life.
Follow-up

Tuesday:

Write a thank-you note to the anonymous donor that gave each student $200. Teacher explains what a thank-you note looks like and gives some time to the students to write their notes. Please bring those to the office before Wednesday at 3pm. They will be bound in a book, so doing this on normal paper would work great.

Wednesday:

1-2 min: Express gratitude for something/someone in your life using the expression *I feel gratitude because of/for...*. Share with a partner.

Thursday:

1-2 min: Express gratitude for something/someone in your life using the expression *I am grateful/thankful for...*. Share with a partner.
Experiencing Gratitude - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize positive feelings through answering questions about the video.
2. experience and express positive feelings through talking about gratitude

Language Learning Outcomes

Students will...

1. make inferences.
2. predict what information will follow.
3. connect content to background knowledge.
4. narrate/describe in all major time frames about familiar and general topics.
5. use organizational patterns when speaking.

Materials Needed

- Bear Does Laundry - Samsung Washing Machine Commercial (funny)
- The Present - OFFICIAL

Overview

Explain to students that we will be talking about gratitude, watching a video, learning vocabulary, and sharing an experience about gratitude.
Activate Background Information

Ask the students:

- What is gratitude?
- When do you experience gratitude?
- What does gratitude mean to you?
- What are some ways to express gratitude?

Inferences and Predictions. What are they? What do we need in order to make predictions?

- Based on prior knowledge and experience.
- Based on the information we already have.

Activity 1: Listening/Speaking

Watch the following video as a class, stopping it a few times to ask the students:

- What do you think will happen next?

Practice making predictions.

Bear Does Laundry - Samsung Washing Machine Commercial (funny)

https://youtu.be/993ForRDhwI
Activity 2: Listening/Speaking

Have students watch this video for the following activity:

The Present - OFFICIAL

https://youtu.be/WjqiU5FgsYc

Pre-Listening

- Discuss the title of the video “The Present.”
  - What do you think the video will be about?
  - What do you think the speaker will talk about?

During Listening

- Practice inferences and predictions with the video the same way you did in the section above.

Post-Listening

- What happened in the video?
- What were some things that surprised you? Why?
- How did you feel about the video?

- Discuss with a partner and then as a class.
Activity 3: Listening/Speaking

Past tense: Give a brief review on how to conjugate verbs in the past tense by playing a matching game.

- Patterns/Chunks/Phrases:
  - I am/was pleased that
  - I am/was happy that
  - I am/was delighted that
  - I feel/felt fortunate that
  - I feel/felt satisfied because
  - I feel/felt relieved because
  - I feel/felt lucky that

- Ask the question again:
  - How did you feel about the video?

- Have students answer using the above phrases/chunks.

Activity 4: Speaking

Have students share a personal experience with a partner about gratitude in the past. Remember to use past tense and some of the above phrases.

- Teacher models sharing an experience first.
  - Describe what happened.
    - How did you feel?
    - How did the other person feel?

- Have one or two students share with the class.
- Have students share with a partner three things they found interesting in our lesson today.
Homework

Write down or share with someone three things you are grateful for today.
Follow-up

Tuesday:

Write a thank-you note to the anonymous donor that gave each student $200. Explain what a thank-you note looks like and take some time for the students to write their notes. Please bring those to the office before Wednesday at 3pm. They will be bound in a book, so doing this on normal paper would work great.

Wednesday:

Elder Joseph B. Wirthlin said, "Gratitude is a mark of a noble soul and a refined character. We like to be around those who are grateful. They tend to brighten all around them. They make others feel better about themselves. They tend to be more humble, more joyful, more likable." (retrieved from https://edtechbooks.org/-wFVM

Read this quote as a class and think of a person in your life that is an example of that. Share with a partner. It can be a story or a description of the person or how you feel when you are around that person and why (Teacher models first).

Thursday:

Read the following proverb with the class.

"Feeling gratitude and not expressing it is like wrapping a present and not giving it."

- Do you agree or disagree? Talk with a partner.
- What should we do if we get a gift that we don't like?
Resilience

“It’s your reaction to adversity, not adversity itself that determines how your life’s story will develop.”
—Dieter F. Uchtdorf

“Our greatest glory is not in never falling, but in rising every time we fall.”
— Confucius
Resilience - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define resilience.
2. define stress.
3. talk about causes of stress.
4. identify ways to increase resilience.
5. understand the relationship between stress and resilience.

Language Learning Outcomes

Students will...

1. learn how to recite target vocabulary and phrases about stress.
2. understand and use cause in the simple present to express ongoing stress.
3. understand and use to be + adjective (stressful) to express stress.

Materials Needed

- Introduction to Resilience and Stress NH
- Kids Explain “What is Stress?”
- A Lesson on Resilience
Overview

Explain to the students that they will learn how to define resilience and stress and then be able to talk about things that cause stress.

Activate Background Knowledge

Write the word *resilience* on the board or use the PowerPoint Presentation "Introduction to Resilience and Stress NH"

- Give students 1 minute to talk with a partner about what they know about resilience.

**Note:** Most students may not be familiar with this word. Allow them to look up definitions or translations to help them understand the meaning.

- Write the definition of *resilience* on the board or use the PowerPoint Presentation
Activity 1: Listening/Speaking

Listening Strategy: Explain that sometimes it is hard to understand what you may hear. Using context or looking at the situations is like listening with your eyes. When we pay attention to what is happening around us, listening comprehension increases.

- Explain the strategy mentioned above.
- Tell the students that they will watch a short video about resilience. Ask them to listen with their eyes to answer the questions below.
- Play the video. (The video has subtitles encoded.) You may play the video twice.

*A Lesson on Resilience*


- Have students work in pairs to answer the following questions.
  - Where are they?
  - What did Ms. Hazel use to demonstrate resilience?
- Review the answers as a class.

Activity 2: Listening/Speaking

Write the word *stress* on the board or use the PowerPoint Presentation

- Give students 1 minute to talk with a partner about what they know about stress.

**Note:** Most students may not be familiar with this word. Allow them to look up definitions or translations to help them understand the meaning.
• Stress is feeling unable to meet expectations.
• Present the students with an image (chalkboard, handout, or PowerPoint) similar to the one below.
• Explain that stress and resilience are connected. When stress goes up, resilience goes down. When stress goes down, resilience goes up.
Explain that in order to increase resilience, we need to decrease stress. First, we must identify what can cause stress.
Activity 3: Vocabulary

Use the board (or the PowerPoint Presentation) to introduce the vocabulary words below.

- Review the words with the students. You may want to play a guessing game or do some other activity to help the students practice the words.

Work

Retrieved from: you-x-ventures-Oalh2MojUuk-unsplash-2048x1365.jpg (2048×1365) (ncfp.org)

Housework
School
Relationships
Family
Health
Money
Transportation
Travel
Moving
Activity 4: Listening/Speaking

Explain that we use simple present tense to talk about states or ongoing conditions. Use the PowerPoint Presentation or write the following examples on the board.

- The sun **rises** in the east.
- My family **is** beautiful.
- School **causes** me stress.

- Demonstrate using the words in the following sentence structure:
  - Use the Powerpoint projection or put the following on the board. ________ causes me stress.

- Place students in groups of 3. Let them take turns saying what causes stress. (2 minutes)

**Note:** Students may choose new words. Listen for them and write them on the board.
Activity 5: Listening/Speaking

Vocabulary - Adjective Morphology

- Briefly review or explain that the suffix -ful can be added to a noun to change it to an adjective.
  - Demonstrate using the words in the following sentence structure:
- Use the PowerPoint or write on the board the following examples. Beauty + ful = beautiful Power + ful = powerful Stress + ful = stressful

- Use the PowerPoint or write this on the board. ________ is stressful.

Note: With reference to the presented vocabulary, relationships is plural—are should be used instead of is.

- Place students in groups of 3. Let them take turns saying what is stressful. (2 minutes)

Note: Students may choose new words. Listen for them and write them on the board.

- Now let students express what stresses them to the whole class using either sentence structure. Students can use both sentence forms. (3 minutes)
Activity 6: Listening/Speaking

Listening Strategy: Targeted listening, or listening for specific details, is a helpful way to enhance listening skills. We use context and external prompts to decide what to listen for.

Watch the following video:

Kids Explain “What is Stress?”

https://edtechbooks.org/-oIS

- Ask students to share with a partner one thing they observed or heard that these children do when they are stressed
- Play the video again.
- Ask students to share with a partner another thing they observed or heard that these children do when they are stressed?
- Review the answers together as a class. Brainstorm as a class ways that people can deal with stress. Below is an example of potential things.
- Ask the students to share with a partner what they do when they feel stress.

Follow-Up

Tuesday:

- Use the powerpoint or write the following on the board.
  - What causes you stress? Something causes me stress.
- Explain that we can use what to ask questions about something we may not know. What can replace a noun.
- Model a conversation where one person asks the other "What causes you stress?" The other person would then answer with
"School causes me stress?"

- Put the students in two lines. Have one line move down one person as they each ask someone in the opposite line the question.

**Wednesday:**

- Discuss with partners:
  - Who is someone you know (or that is in a movie) that you think is resilient? Why is that person resilient? What did he/she do?

**Thursday:**

3-2-1 Review

3 - Ways to reduce stress

- Have students identify and write down or talk with a partner about 3 things you can do to relieve stress.

2 - Definitions

- Have students define Resilience and Stress. You can do this in groups and then discuss in the class, have them write their own definitions or do any other type of review.

1 - Goal

- Have students write one goal of what they are going to do to relieve stress.
Resilience - Intermediate Mid

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define stress.
2. define resilience.
3. identify ways to increase resilience.
4. recognize that stress can reduce resiliency.
5. understand the relationship between stress and resilience.

Language Learning Outcomes

Students will...

1. use pre-listening strategies to improve listening comprehension.
2. use conditional statements with when.
3. use thinking before speaking to improve communication.

Materials Needed

- Resilience 1 - Intermediate Mid
- What is Resilience?
- 8 Things Resilient People Do
Overview

Explain to the students that they will learn about resilience and then be able to talk about things they can do to become more resilient.

Activate Background Knowledge

Write the word *resilience* on the board or use the PowerPoint Presentation

- Give students 1 minute to talk with a partner about what they know about resilience.

Note: Most students may not be familiar with this word. Allow them to look up definitions or translations to help them understand the meaning.
Activity 1: Listening/Speaking

Explain to the students that what they just did was a listening strategy that they can use to help enhance their listening comprehension.

- We often refer to this as pre-listening or previewing. At the beginning of the class, we talked about resilience and prepared for the listening activity by sharing ideas.
- Tell the students that they will watch a short video about resilience. Ask them to listen for a definition.
- Play the video.

What is Resilience?

https://edtechbooks.org/-IjhU

- Have students work in pairs to discuss how their definition of resilience is the same or different from what was previously expected.
- Ask the students to share how talking about resilience first made the video easier to understand.
- Tell the students that they will watch the video again. Ask them to listen for what resilience helps people do.
- Play the video a second time.
- After the video, have your students share with a partner one benefit of being resilient.
- Discuss as a class.
Activity 2: Listening/Speaking

Tell students that **predicting** is when you guess about something in the future. When listening, you can try to predict what the video will discuss before you listen to enhance listening comprehension.

- Watch this video.

**8 Things Resilient People Do**

https://edtechbooks.org/-xTkV

- Tell the students that we will do another pre-listening activity—predicting. Have students look at the thumbnail of the video. Read the title, "8 Things Resilient People Do."
- In pairs or small groups give students time to predict what some of those things might be.
- Play the video and ask students to get in their groups and discuss if their predictions were close.

- If you are using the PowerPoint Presentation, click the slide each time one of the 8 things is mentioned. Otherwise write the following on the board.
  - Stay flexible and open minded
  - Practice patience and kindness
  - Stay optimistic
  - Live in the present
  - Value and build good relationships
  - Know and consider your limits
  - Know how to handle rejection
  - Enjoy spending time alone
- If time permits, you may want to watch the video two times
Activity 3: Listening/Speaking

The purpose of this activity is to introduce Part 2 - Stress

- Watch this video.

**Building personal resilience**

https://edtechbooks.org/-QKhp

- Use the PowerPoint or write *Problem Management* on the board
- Explain that some people connect Resilience with Problem Management, or in other words, resilient people manage problems well.
- Before playing the video, ask the students to listen for ways to become more resilient.
- After watching the video, talk about the relationship between stress and resilience. High Stress reduces our ability to be more resilient. Low stress can help us become more resilient.
- Use the PowerPoint to show these images. You may also draw something similar on the board.
Use the example of a tree. When a tree feels the wind it bounces back. But with too much wind or other stressors, the tree will fall.
• Show this image or draw ones similar to them.
Activity 4: Listening/Speaking

Write the word stress on the board or use the PowerPoint Presentation

- Give students 1 minute to talk with a partner about what they know about stress.

Note: Most students may not be familiar with this word. Allow them to look up definitions or translations to help them understand the meaning.

- Write the definition of stress on the board or use the PowerPoint Presentation

Activity 5: Listening/Speaking

As a class, brainstorm things that might cause stress. Write these on the board for later in the class.

- Use the PowerPoint Presentation or the board to introduce the following concept.
- Conditional sentences have two parts: the condition and the response.
- Use when for conditions that will happen. Use if for conditions that might happen.
- Explain to the students that when stressful things happen we can remember the 8 things resilient people do.
- Use the PowerPoint Presentation or the board to show the following examples:
  - When someone disagrees with me, I can be open-minded.
  - When someone is rude to me, I can be kind.
When something doesn't work out like I planned, I can stay optimistic.
When I remember something sad, I can live in the present.
When I argue with a loved one, I can remember the importance of good relationships.
When someone asks me to do something I don't want to do, I consider my own limits.
When I don't get offered my dream job, I can think of others to handle rejection better.
When I need a break but I'm too busy, I can stop and enjoy spending time alone to feel better.
Ask students to write down three sentences using when and conditions.

**Speaking Strategy:** In presentational speech and in some interactional speech, we can prepare for speaking by writing down ideas in complete sentences or just a list of words.

- Talk to students about the value of thinking and even writing before they speak.
- Invite students to share their sentences with a partner without using their paper.
- Ask students to share some of their thoughts with the entire class.

**Activity 6: Speaking**

Use the PowerPoint Presentation or the board to introduce the following concept.

- You can use conditionals in questions.
  - When someone offends you, what do you do?
  - What do you do when someone offends you?
When your plans fall through, what can you do to manage stress?
What can you do to stay calm when your plans fall through?

Note: There may be some unfamiliar vocabulary here.

- Students are going to interview one another. They will take turns being the interviewer and the resiliency expert.
- Put students into pairs. (Decide who goes first in some clever way). Let person A ask questions for 3 minutes and then let person B ask questions for 3 minutes.
- While monitoring their group work, identify 1 or 2 pairs that could demonstrate in front of the class.
- Have 1 or 2 pairs show part of the conversation to the whole class.

Summary

3-2-1 Review

With a partner, have students share:

- 3 things that resilient people do
- 2 strategies for listening and/or speaking
- 1 thing they will change to become more resilient
Homework

Preferred homework:

- Pick one of the 8 things that resilient people do and work on it the whole week. Tell your teacher about what you want to work on and why in a short recording (1 minute). (Follow-up activities may be connected to this.)

Here are some other possible homework assignments:

- Ask students to record themselves telling about a time when they faced a challenge and how they overcame it.
- Ask students to record themselves giving advice to a friend who is experiencing some type of stress.
- Ask students to find and listen to a video on resilience.
- Ask students to talk about ways to eliminate stress.
Follow-Up

Tuesday:

Ask students to identify stressors that can be softened by developing the trait they've decided to work on. Have them then share answers with small groups and with the class.

Wednesday:

Share your goal with two people in the class. Ask them what they've already done to practice their selected trait.

Thursday:

With three days of practice, offer advice to a classmate on how to become resilient. Share personal experiences. Invite students to continue trying to be more resilient. Use conditionals.

Other Activities:

- There are a number of youtube videos that talk about resilience. Showing one at the beginning of class and doing pre-listening may help them think more about resiliency.
- Highlight one of the 8 traits each day.
- Have a random list of things that stress people out. Each person has one and they need to identify an action they can undertake to overcome the stressor.
Active Constructive Responding

“PEOPLE DON’T CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE”

-THEODORE ROOSEVELT-

quotes4sharing.com
Active Constructive Responding - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. discuss what makes a good friend.
2. identify ways to listen actively.
3. identify the four types of responding (active constructive, active destructive, passive constructive, and passive destructive) with the help of a visual.

Language Learning Outcomes

Students will...

1. listen for the main idea.
2. listen for specific information.
3. ask follow-up questions to get more information.
4. use high-frequency general vocabulary.

Materials Needed

- ACR Novice PowerPoint
- ACR Novice
- Active listening is a skill! Here's how it's done
- Hump Day Camel Commercial

Overview

Today we will talk about one way to be a good friend.
Activate Background Knowledge

Show the class this picture.

- These students are friends.
  - What makes a good friend?

Retrieved from: o-COLLEGE-FRIENDS-facebook.jpg (1536×1023) (huffpost.com)

- Speaking task with a partner:
  - Work with a partner to come up with a list of words that describes a good friend. (Example: kind, helpful, fun, etc.) Students can look up words if necessary.
- Come back together as a class and have the groups share their lists with the class. Create a class list of words that describe a good friend.
Activity 1: Vocabulary/Writing

Pre-teach vocabulary: Here are some words that you will need to know for today's lesson. (Students could add these words to a vocabulary notebook, or write them down to help them remember.)

- **listen**: hear and understand what a person says
- **respond**: to say something back when someone says something to you
- **active**: showing movement or action
- **passive**: watching, looking at, or listening to things rather than doing things
- **constructive**: building up
- **destructive**: tearing down

Activity 2: Listening/Speaking

As you watch this video listen for the main idea:

*Active listening is a skill! Here's how it's done*

https://edtechbooks.org/-SyaC

- Discuss as a class: what is the main idea of this video?
- Look at the following pictures.
  - Which ones show someone who is listening?
  - How can you tell they are or are not listening?
Positive Psychology in the Classroom
Here are some ways people can tell that you are listening.

- Did some of these things help you tell if someone was listening or not in the pictures?
Listening strategy: Note-taking

Taking notes while listening will help you remember what you heard.

- Watch the video again.
- Circle the things on the chart that they talk about in the video.
- Write down the four steps the video says are needed to be an active listener. (stop, breath, listen, respond)
Activity 3: Listening/Role-play

In addition to listening actively, it is also important to respond in a positive way. How we respond when someone shares good news with us is important to our relationship with that person.

- Active Learning Strategy: Using charts and visuals to organize and remember information. Creating and/or using charts and diagrams is one way to be an active learner.
- When someone tells us good news there are 4 ways we can respond. The four ways of responding are organized on the chart below. Show this chart and discuss each way of responding.
• Put the students into groups. Give each group a chart showing the 4 types of responses.
  ○ Listen for main idea
  ○ Listen for mood

• We will now watch some videos. In each of the videos Connor tells his friend Caden about his new dog. See how Caden reacts. You may watch the videos more than once if needed.

• After each clip, discuss with your group which type of response was demonstrated in the video clip. (Encourage students to refer to the charts as needed.)
  ○ How can you tell? What phrases or actions in the clip identified the type of response it was illustrating? How do you think Connor feels? How would you feel if someone responded to your good news in this way?

• Give each group a chart showing the four types of responding as well as cards with scenarios on them. Have members of the group take turns choosing a card and reading it to the group (They may want to have a partner help read if there are 2 people talking). The group decides which type of responding is being shown. Place the card in the proper section of the chart.

• Next, give each group a role-play card with one of the four types of responses and some good news. As a group, create a response that matches the response type you were assigned. Choose two people from your group who will role-play the scenario for the class. The rest of the class will guess which type of response they are demonstrating.
Activity 4: Speaking

Speaking Strategy: Asking follow-up questions. When you ask follow-up questions in conversations it shows that you are interested and helps you get more information from the speaker.

- One of the skills of active constructive responding is asking follow-up questions to show interest and get more information. Follow-up questions should relate to what the speaker has just said and request more information.
- Demonstrate with some examples of good news and some example follow-up questions that could be used.
- Use fluency lines (inner/outer circles) to practice asking follow-up questions.
  - Have students form two lines with the lines facing each other. One person shares some good news or tells of something good that happened to them.
  - The person facing them asks follow-up questions relating to what their partner shared. The questions need to request more information about the good news or event.
  - Then switch who shares the good news and who asks the follow-up questions.
  - After one minute one line will rotate one person to the left giving students a new partner. Repeat until students have rotated through the line or until the desired time for this activity is up.

Activity 5: Speaking

Review: Share with your partner three things that you learned today.
Homework

This week, make a conscious effort to practice active constructive responding. Whenever a friend or family member tells you about some news, practice the principles you learned in this class about active constructive responding. Keep in mind the importance of making eye contact and asking follow-up questions.

Follow-Up

Tuesday:

Review vocabulary by writing the vocabulary words on the chalkboard. Divide the class into two teams. One student from each team comes to the chalkboard and is given a flyswatter. Show the students a picture associated with each of the words (or give the definition). The first student to hit the correct word with the flyswatter gets a point for their team. Remind the students how the vocabulary relates to active constructive responding.

Wednesday:

Happier than a camel on hump day Geico commercial. Which type of response are the office employees demonstrating? Discuss why.

Hump Day Camel Commercial

https://youtu.be/G2s0RPrdB_8

Thursday:

Review follow-up questions. When someone shares good news with us it is important to ask follow-up questions to show interest and get more information. Tell the students some good news. Then roll a dice
and the students must come up with a question starting with the word indicated:

1- What.....

2- When....

3- Why...

4- Who...

5- Where....

6- How...

Alternate activity:

Four Corners.

Label each corner of the room with one of the types of responses. Give an example of one of the types of responding (similar to the examples on the cards). Students go to the corner which is labeled with the response they think it is.
Active Constructive Responding - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify four ways that people respond to good news: active constructive, active destructive, passive constructive, and passive destructive.
2. identify characteristics of the four types of responding.
3. explain the importance of active constructive responding.
4. define active constructive responding.

Language Learning Outcomes

Students will...

1. listen for specific information.
2. listen for the main idea.
3. use context and background knowledge to infer the meaning of unfamiliar words.
4. ask follow-up questions to get more information.

Materials Needed

- Active Constructive Responding
- Note-taking activity
- Note-taking activity answer sheet
- GEICO Hump Day Camel Commercial _ Happier than a Camel on Wednesday
Overview

Today we will talk about one way to maintain positive relationships whether the relationships be with friends, spouses, colleagues, or family members.

Activating Background Knowledge

Speaking prompt: What does it take to maintain a good relationship. Plan for 30 seconds. Speak for 1 minute.

Activity 1: Listening/Reading

Pre-Listening

Listening/reading strategy: Using context and background knowledge to infer the meaning of unfamiliar words.

The term "active constructive responding" is probably new to you.

- Based on your background knowledge of each of the individual words, what do you think this phrase might mean?
- Discuss with a partner for 1 minute what you know about each of the words and what you think active constructive responding might be.

Note: Students may be unfamiliar with these words. Allow them to look up the individual words if necessary (but not the entire phrase together).

Now, with your partner, read this paragraph:

"When you use active constructive responding to react, you magnify the excitement the person is sharing. Active constructive
responding builds trust, connection, intimacy, and satisfaction in your relationships. It also boosts your own overall well-being and reduces conflict."

Look for words or phrases that give you clues to the meaning of active constructive responding.

- Does this confirm your prediction about what active constructive responding means or would you like to change your prediction?

Discuss with your partner and come up with a possible definition for active constructive responding.

Have a few partners share with the class what they came up with.

**First Listening**

Now we will watch a video about active constructive responding. Watch to see if your guesses about active constructive responding were correct.

**Post-listening**

Discuss with your partner:

- What is active constructive responding?
- Was the definition you came up with correct or close to correct?
- What stands out to you about ACR?

**Second listening**

**Listening strategy: Note-taking.** Taking notes while listening will make you a more active listener. Note-taking helps you remember what you heard.
Listen to the first part of the video again and complete the notes. (You can stop the video at 2:50)

(Note-taking activity)

(Note-taking activity answer sheet)

Have partners review their notes with a partner or small group.

- Did others get answers you were unable to hear?
- As a group try to complete the notes.

Have students read the entire dialog as they go over the notes with their groups (instead of just filling in the blanks).

As a class briefly go over what the research says about active constructive responding.

**Activity 2: Listening/Speaking**

**Pre-listening**

Active Learning Strategy: Using charts and visuals to organize and remember information. Creating and/or using charts and diagrams is one way to be an active learner.

Here is a chart that may help you remember the 4 types of responding. (Show students the chart or use the PowerPoint).
Use the chart to briefly review the 4 types of responses as a class.

Display a copy of the chart or hand out a copy of the chart to each group of students (roughly 4 students per group).

**Listening**

- Listen for the main idea
- Listen for mood

Watch the following video clips in which Mike shares with Alice news about getting a promotion at work. Decide which type of responding is being demonstrated.

After each clip, discuss as a class which type of response was
demonstrated in the video clip.

- How can you tell?
- What phrases or actions in the clip identified the type of response it was illustrating?
- How does the response affect Mike's mood?
- How would you feel if someone responded to your good news in this way?
Activity 3: Speaking

Give each group a chart showing the four types of responding as well as cards with scenarios on them. Have members of the group take turns choosing a card and reading it to the group (have a partner help read if there are 2 people talking). The group decides which type of responding is being shown. Place the card in the proper section of the chart.

Next, give each group a role-play card with one of the four types of responses and some good news. As a group, create a response that matches the response type you were assigned. Choose two people from your group who will role-play the scenario for the class. The rest of the class will guess which type of response they are demonstrating.

After each group discuss:

- Which type of response was this?
- How would you feel if you received this type of response?
- After all, groups have had a chance to share their role-play, discuss:
  - Which type of reaction would you like to receive when sharing good news?
  - Why is it important that we use active constructive responding?
Activity 4: Speaking

**Speaking Strategy:** Asking follow-up questions. When you ask follow-up questions in conversations it shows that you are interested and helps you get more information from the speaker.

One of the skills of active constructive responding is asking follow-up questions to show interest and get more information. Follow-up questions should relate to what the speaker has just said and request more information.

Use fluency lines (inner/outer circles) to practice asking follow-up questions. Have students form two lines with the lines facing each other. One person shares some good news or tells of something good that happened to them. The person facing them asks follow-up questions relating to what their partner shared. The questions need to request more information about the good news or event. Then switch who shares the good news and who asks the follow-up questions. After one minute one line will rotate one person to the left giving students a new partner. Repeat until students have rotated through the line or until the desired time for this activity is up.

Activity 5: Speaking

Ask students to think about what they have learned today about active constructive responding. Tell students that they will be summarizing what they have learned today about ACR and teaching it to their partner. Give students 1 minute to plan what they will say. Encourage students to plan before they speak by writing down some notes or sentences. Each student will teach their partner about ACR for 1-2 minutes.
Homework

For homework have students watch/listen to this video and respond by describing 3 good events that were reported to them recently and how they responded or could have responded in an active constructive way. (Students can watch the video and submit their responses through Canvas.)

Follow-Up

Tuesday:

Out of the four types of responding we have discussed, active constructive responding is the only response that builds positive relationships.

- What are some reasons we don't always use active constructive responding?
- What gets in the way of us responding actively and constructively?

With a partner or small group, brainstorm a list of reasons why you may not always respond with ACR. (Examples include stress, bad mood, looking at a phone, being busy, not agreeing that the news is good, etc.)

Have each group share one reason with the class and make a list on the board.

- What are some ways we can overcome these challenges or distractions and better apply active constructive responding?

Use conditionals to link the condition and the response.
For example: If/When someone shares good news with me I will put down my phone and listen.

**Wednesday:**

Watch the Geico camel commercial (It's hump day).

- Which type of responding is being displayed by the office employees?

**Thursday:**

Discuss with a partner how you are doing this week at applying ACR. Give an example of when someone shared good news.

- Did you respond actively and constructively?
- If not, how could you have reacted differently?
Service

"The best way to find yourself is to lose yourself in the service of others."

- Mahatma Gandhi
Service - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what service is and share their experiences with it.
2. experience positive feelings in discussing the experiences of service.
3. recognize and plan ways that they perform service for others.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. narrate/describe in present tense across a variety of familiar and general topics.
4. create language based on memorized phrases and formulaic speech.

Materials Needed

- Unsung Hero
- I'll Go Where You Want Me to Go
Overview

Explain to students that they will be able to define what service is and plan ways that they can serve others.

Activate Background Knowledge

Introduce service by asking students what the word means

Note: Most students may be unfamiliar with this word. Allow them to look up definitions or translations to help them understand the meaning.

- Write a list of answers on the board.

Activity 1: Listening/Speaking

Before showing the following video, explain that students should look for examples of service:

Unsung Hero

https://edtechbooks.org/-suns

- Discuss the examples of service with a partner.
- Discuss as a class: what else can be done to serve others?

Note: Students may be unfamiliar the vocabulary they need to describe/explain what happens in the video. Allow them to look up definitions or translations to help them understand the meaning.
Activity 2: Speaking

Divide into partnerships, and answer the following questions. Review questions with students beforehand.

- How do people serve you?
- How do you serve others?
- How do other people serve?
- What can you do to serve others?
- What does service mean to you?
- Have students share what they talked about with the class.

Phrases used to answer questions:

- People serve me by__________.
- I help ___________.
- I serve others by ___________.
- I see other people ___________.
- I can ___________ to serve others.
- To me, service is ___________.
Activity 3: Listening/Speaking

Show the example bubble chart and explain that we will create our own to describe a person.

**Note:** Students may be unfamiliar with bubble charts and may need further explanation about its purpose.

Show clips or this entire video to use as an example of service and fill in a bubble chart with the class based on one of the people in the video (you choose the person). Video does not need to be played with sound:

*I'll Go Where You Want Me to Go*

[https://edtechbooks.org/-qXwg](https://edtechbooks.org/-qXwg)

Questions to guide thinking for bubble chart:

- What does he/she need help with?
- What does he/she do in the video?
- What are some characteristics he/she has?
- What does he/she do to help others?
Activity 4: Speaking

Students should think of a person they want to serve and make their own bubble chart for that person.

Individually present the person they want to serve to their group using the following questions.

- What does he/she need help with?
- What does he/she do in the video?
- What are some characteristics he/she has?
- What does he/she do to help others?
- Explain to a partner what you learned about service and how you want to serve others.

Activity 5: Speaking

Each group should choose one person who will present their bubble chart.

- After each presentation, the presenter will be asked one question by the class.
- Each student needs to ask at least one question by the end of the presentations.

Homework

- Serve the person you made a bubble chart for and answer questions about it in class.
Follow-up

Tuesday:

Go over these questions with students in a class discussion or have the students work in partnerships:

- Who did you serve?
- How did you feel when you served them?
- How did you serve them?

Wednesday:

Watch this video again. Brainstorm ways you can help strangers.

Unsung Hero

https://edtechbooks.org/-suns

Thursday:

Make a list of emotions you feel when you serve and a list of emotions you feel when someone serves you.

Contingency:

Make a list of people you would like to serve and specific things you can do to serve them.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what service is and share their experiences with it.
2. experience positive feelings in discussing the experiences of service.
3. recognize and plan ways that they perform service for others.

Language Learning Outcomes

Students will...

1. Connects content to background knowledge.
2. Connects context to meaning.
3. Narrates/describes in present tense across a variety of familiar and general topics.
4. Creates language based on memorized phrases and formulaic speech.

Materials Needed

- Unsung Hero
- I'll Go Where You Want Me to Go
Overview

- Explain to students that they will be able to define what service is and plan ways that they can serve others.

Activate Background Knowledge

- Introduce service by asking students what the word means to them and examples.
- Write a list of answers on the board.

Questions to elicit more responses:

- Have you seen someone doing something kind for another person?
- Have you witnessed someone helping someone else?
- Have you ever done something kind for another person that you don’t know?
- Have you ever done something kind for a friend or family member?
Activity 1: Listening/Speaking

Before showing the following video, explain that students should look for examples of service.

https://edtechbooks.org/-suns

- Look for examples of service in the video
  - Discuss the examples of service with a partner.

Discuss as a class:

- What else can be done to serve others?
- Did you get any ideas of how to serve other from watching this video?

Activity 2: Speaking

Divide into partnerships, students have 2 min (1 min per student) to answer the following questions:

- How do people serve you?
- How do you serve others?
- How do other people serve?
- What can you do to serve others?
- What does service mean to you?
- Have students share what they talked about with the class.
Activity 3: Listening/Speaking

Show the example bubble chart and explain that we will create our own to describe a person.

https://edtechbooks.org/-YCsi

Show clips or this entire video to use as an example of service and fill in a bubble chart with the class based on one of the people in the video (you choose the person). Video does not need to be played with sound.

I'll Go Where You Want Me to Go

Questions to guide thinking for bubble chart:

- What does he/she need help with?
- What does he/she like to do?
- What are some characteristics he/she has?
- What does he/she do to help others?
Activity 4: Speaking

- Students should think of a person they want to serve and make their own bubble chart for that person.

Individually present the person they want to serve to their group using the following questions.

- What does he/she need help with?
- What does he/she like to do?
- What are some characteristics he/she has?
- What does he/she do to help others?
- Explain to a partner what you learned about service and how you want to serve others.

Activity 5: Speaking

- Each group should choose one person who will present their bubble chart.
  - After each presentation, the presenter will be asked two questions by the class.
  - Each student needs to ask at least one question by the end of the presentations.

Homework

- Serve the person you made a bubble chart for and report about it in class.
Follow-Up

Tuesday:

Report in partnerships about what you did to serve another person and have a class discussion afterwards.

Wednesday:

Watch this video again. Brainstorm ways you can help strangers.

https://edtechbooks.org/-suns

Thursday:

Make a list of emotions you feel when you serve and a list of emotions you feel when someone serves you.

Contingency:

Made a list of people you would like to serve and specific things you can do to serve them.
Goals

"A goal without a plan is only a dream."

- Antoine de Saint-Exupéry
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. start exploring and reflecting on meaningful life goals.
2. experience positive feelings through talking about their dreams.

Language Learning Outcomes

Students will...

1. practice the pronunciation of adjectives ending in -ed.
2. create language based on memorized phrases and formulaic speech.
3. create groups of sentences that are connected in meaning and purpose to give reasons.

Materials Needed

- Achievement PowerPoint
- Coin Operated - Animated Short Film
Overview

Show objectives and introduce new topics. Explain to students that today they will talk about making goals.

Active Background Knowledge

Have students think about someone they know who seems to be very successful. Have them discuss these questions: Why is that person successful? What goals does that person make? How does that person achieve their goals?

Activity 1: Listening/Speaking

Focus on emotions:

- Introduce the adjectives they will need for the lesson: happy/sad; excited/scared; motivated/discouraged. Demonstrate and practice pronunciation of -ed ending adjectives.
- Show them examples of these adjectives into sentences: "I feel happy/sad/excited/scared/motivated/discouraged when..."
- Have students complete short dialogues with the audios on the PowerPoint.
- In fluency lines, give them time to complete 3 of the six sentences, and then have students practice the same short dialogue three times (one is A, the other is B, and then switch), changing partner after each dialogue.
Activity 2: Listening/Speaking

- Ask students: “What is your biggest dream in life?” (record their dreams on the whiteboard or PowerPoint)
- Then show them the sentence: “I feel _____ when I think about my dream” - have students choose one of the adjectives just studied and the phrase practiced to complete the sentence. Then ask them why to transition to the next slide.
- "I feel ___ because ____." Show them an example and then the example dialogue.
- Listen and complete the two short dialogues (audios on the PowerPoint)
- With a partner, practice the dialogue and switch roles. Then, have students practice again with another partner.

Activity 3: Listening/Speaking

Watch the video.

[Coin Operated - Animated Short Film](https://edtechbooks.org/-aWuT)

Previewing

Show them a screenshot from the video and ask them what they think the video will be about (consider explaining the meaning of "coin operated")

Viewing

Pause at 00:31 and ask, "What is the boy’s dream?" Then, let the video play, but tell them to write down the feelings they recognize how the boy is feeling about his dream throughout the video.
Post-Viewing

Lead a brief discussion on the feelings they have noticed; then, in pairs, have students answer these questions:

1. How does the boy feel about his dream? Why?
2. What does the boy do to achieve his dream?

For number 1, have students refer to the different emotions the boy feels throughout the video and the reasons for each emotion. Give them a couple of minutes to answer the questions with their partner, then talk about each question as a class. Focus on the second one (slide 23),

- Have students reflect on this question: "What can you do to achieve your dream?" Then, have them share with a partner and then as a class (if time allows)

Homework

Submit a recording on Canvas answering this prompt:

Share your plan (three things you will do) to achieve your dream. Give specific examples (e.g., I will put a note with my dream on my mirror so I can always remember my dream). How do you feel about your plan (excited, motivated, scared, etc.)? Why?
Follow-Up

Tuesday:
Have students share with a partner their dream and plan.

Wednesday:
Have students share how they feel about their dream and why.

Thursday:
Have students look at this picture. What step are they on today?

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Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. start exploring and reflecting on meaningful life goals.
2. experience positive feelings through talking about their dreams.

Language Learning Outcomes

Students will...

1. make inferences.
2. predict what info will follow.
3. listen for specific information.
4. narrate in the past tense.
5. use organizational patterns while speaking.

Materials Needed

- Achievement PowerPoint
- "Are your biggest dreams possible to achieve?"
Overview

Introduce this week's topic by pulling from their prompt responses and show objectives for the day.

Activate Background Knowledge

Review (2min): Last Monday’s special topic.

Warm up (6min): Put the word "accomplishment" on the board and discuss its meaning with the class. Then in pairs, have students respond to this prompt: What gives you a sense of accomplishment?

- 30 sec for prep and 1 minute to each student to share. Share with class.

Activity 1: Listening/Speaking

Explain that a sense of accomplishment in life is usually connected to achieving goals and dreams.

- What are some goals and dreams you have at the moment?
- Why do you have those goals and dreams?
- Do you believe that you can achieve your goals and dreams? Why/why not?

"Are your biggest dreams possible to achieve?"

https://edtechbooks.org/-Qff

Pre-Listening

Discuss the title of the video and ask for their opinion on it. Then, ask them what they think the video will be about, and ask them to think
about *their* biggest dreams.

**First listening**

Making inferences:

- Pause at 0:22 – how do you think the kids are going to answer that question? Why?
- Pause at 1:29 – why do you think the interviewer was asking the kids those questions? What do you think will happen next?
- Play the rest of the video.

**Second listening**

What is the main idea of this video? - Take notes, compare notes, and then correct as a class.

**Third listening**

What examples are given to support the main idea? What is needed to reach our goals? - Take notes, compare notes, and then discuss as a class (focus specifically on that last question and connect the conversation with the next activity).

**Activity 2: Speaking/Writing**

- Language focus: Transition words - When talking about dreams and goals, we often use transition words of cause & effect and of sequence to explain what we have done and why we have done it.

Work in pairs. Think and write notes to prepare your answer (2min); share (3min) and switch for each question:

- Share of a time you felt like you achieved one of your
dreams/goals. What was the goal/dream? What did you do to achieve it? How did it make you feel to achieve it?

Have students think about their biggest dream and goal again.

- What are some smaller steps they need to focus on before achieving that big goal? (e.g., Bigger goal: be admitted at BYU. Smaller goal: pass the reading section of the TOEFL). Give them 1 or 2 minutes to identify a smaller, more immediate goal.
- What is keeping them from achieving it? Give them 1 or 2 minutes to identify a specific obstacle that is keeping them from their goal (e.g., Goal: pass the reading section of the TOEFL. Obstacle: I read too slowly).
- What plan can you make to overcome that obstacle? Give them 1 or 2 minutes to make one specific and measurable plan they apply right now to overcome their obstacle.
- In pairs: Share the dream that you are working on at the moment; also share a smaller step to achieve your bigger dream, share your obstacle, and share your plan to overcome it. Have students use the notes they have just created by answering the questions. Invite them to structure their answer using transition words of cause/effect and sequencing.
- If there's time, share as a class.

**Homework**

Share your current biggest dream with 3 people, and ask them:

- What are my biggest strengths?
- How can my strengths help me reach my dream?

Record their answers, and submit a recording on Canvas summarizing their responses.
Follow-Up

Tuesday, Wednesday, and Thursday:

Have students share with a partner what the 3 people they chose told them (one person per each day).

- Show them this quote and talk about the importance of having a plan

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- Show them this picture and have students

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Expressing Gratitude
Expressing Gratitude - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize positive feelings through answering questions about gratitude.
2. experience and express positive feelings through saying 'thank you' to someone.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. create language based on memorized phrases and formulaic speech.
3. actively participate in conversations through proper responses.

Materials Needed

- Pieces of paper (Post-it notes or similar size; 3 for each student)
- Bag or bowl or baseball cap
- People Call Moms and Say I Love You (start watching at second :52)
- Gratitude PowerPoint

Note: Please make sure you have at least 10-15 minutes for the last activity.
Overview

Explain to the students that today you will continue the discussion from a few weeks ago about gratitude. You will review what you learned previously and learn new ways to express gratitude. Towards the end of the lesson, you will express gratitude to someone directly or in an email/text message or letter.

Activate Background Knowledge

Remind the students that a few weeks ago you have talked about phrases that can be used to express gratitude. Does anyone remember any of those phrases? (I am grateful/thankful for_________ because_________) or I feel gratitude for ______________ because ________.

Next, review the vocabulary words that can be used when expressing gratitude (see PowerPoint). Add more things to that list by asking students for other ideas. Write the new words on the board.

Activity 1: Listening/Speaking

Using the information just reviewed, play Grateful Charades

This can be played as a class or in groups of 3-5 students. Decide how you're going to play it before the activity starts. One option is to play a couple of rounds together as a class and then split your students in smaller groups to continue the activity.

Instructions:

- Give each student 3 pieces of paper or have each of them get their own 3 pieces of paper. Each student writes 3 things they are grateful for following the format I am grateful for
or I feel gratitude for ______________. Make sure they write one thing on each paper, fold it over, and place it in a bowl, hat, bag or in a pile on a desk.

- Explain how to play Charades. This will be a variation of the original game. Try to make this a listening/speaking activity by having the students use words to describe what they see on their paper so that other people can guess the word. For example, if their word is home/house, they can describe it as a building with people and furniture (table, couch, etc.) and different rooms (living room, kitchen, etc.). If the proficiency level of the students does not allow for this, then have students draw or act out their word.

It is important to do this next part because each person has what they’re grateful for mirrored back to them and is reminded of the emotion associated with it.

- Once someone has guessed correctly, recap the answer by saying “You’re grateful for.... and by asking "How do you feel about it?” or "Who else in the group is grateful for the same thing?"
- Don’t worry about splitting into teams or having a timer like typical charades. We’re skipping the competitive element.
- **To close out the game take a few moments to discuss all or some of the questions below.**
  - What was your favorite part of Grateful Charades?
  - Were there items that were acted out that weren’t yours, that you’re also grateful for? Share a few of those items with one another.
  - How does having an attitude of gratitude positively affect our relationships with one another? or How does being grateful affect our relationship with others?
Activity 2: Listening/Speaking

Let's learn a couple of other ways to express gratitude.

In addition to *I am thankful for* and *I feel gratitude for*, there are a couple of other very commonly used expressions for gratitude. Write the following expressions on the board and have your students practice saying them.

- I appreciate this/it!
- I appreciate you!
- I appreciate ____________ (a thing or a person).
- That means so much to me!
- You mean so much to me!

For practice, have your students role play with a partner. One student pays a compliment and the other student responds with one of the above expressions. Next, switch roles. Ex: Your shirt is very nice. Thank you! I appreciate that. **Teacher models first.**

We talked about **how** to express gratitude and now let's talk about **when** we express gratitude. Ask the students to name a few situations when we express gratitude. Write those on the board as the students shout them out. (Ex. when someone does something nice for us, at the store, at home, with our friends, at work or at school, etc.)

Activity 3: Listening/Speaking

On March 8 people in many parts of the world celebrate International Women/Mother's Day. Is this something you celebrate in your country on March 8th? On this day, many people thank their mothers/wives/daughters/sisters, etc. by writing notes to them, calling them on the phone, buying them flowers and small gifts.

For our next activity, let's watch a video of some people calling their
mother to say 'thank you.' As we watch this, please pay attention to the expressions we have learned today and to your feelings. (Start watching at second :52)

**People Call Moms and Say I Love You**

https://edtechbooks.org/-ukCt

**Now it's your turn**

Please explain to your students that this next activity can be done in English or in their native language. The purpose is to have students do it in whichever language they feel more comfortable in or the other person speaks.

Think of a person in your life (a parent, teacher, friend, etc.) to whom you would like to say ‘thank you.’ Take 2 minutes to write down some things about that person that make him/her special. If it's possible, please call that person right now and thank them. If it is not possible to do so now, please write them an email/text message and send it to them right away. **You can do so in English or in your native language.**

Class Discussion: How do you feel? What was easy? What was difficult?
Homework

Record yourself explaining how you feel about calling or writing a thank you message for someone.

- What was difficult about doing that?
- What was easy?
- How do you think the other person felt?

Follow-Up

Tuesday, Wednesday, and Thursday:

With a partner share 3 things you are grateful for today. Make sure you use one or more of the expressions we learned: I am grateful for..., I feel gratitude for..., I appreciate..., _____ (a person or thing) means so much to me.
Expressing Gratitude - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize positive feelings through talking about the video.
2. experience positive feelings through participating in the gratitude experiment.

Language Learning outcomes

Students will...

1. connect content to background knowledge.
2. make predictions.

Materials Needed

- Gratitude PowerPoint
- Benefits of Gratitude Image
- An Experiment in Gratitude (only until minute 5:00)
- 5 Ways to Show Gratitude
- It’s a Wonderful Life
- Story #1
- Story #2

Note: Please make sure you leave at least 15-20 minutes for the last activity. If you need to skip one activity, please skip Activity 2.
Overview

A few weeks ago we discussed the topic of gratitude and today we are continuing that discussion. We are going to watch some videos and do some activities that will increase our knowledge and experience regarding gratitude.

Activate Background Knowledge

Last time, we watched a video and discussed some benefits of gratitude. Do you remember any of those benefits? Display the following image and briefly discuss it.

![The Benefits of Gratitude](image-url)

- **Improves Physical Health**
- **Improves Sleep**
- **Improves Psychological Health**
- **Increases Empathy**
- **Reduces Aggression**
- **More Social Connection**
- **Enhances Self-Esteem**
- **Improves Mental Strength**

Source: Morin (2014)
Activity 1: Listening/Speaking

Now that we know that gratitude has many benefits in everyone's life, let's talk about how we show gratitude to others.

We are going to watch a video about gratitude.

But first, let's look at the title, "5 Ways to Show Gratitude." Let's make some predictions about what we think we'll hear about in the video. Making predictions is a strategy that helps with listening comprehension.

- How do you think the speech in the video is organized?
- What are some ideas that you think you might hear?

For lower level students, you could have students watch the video as they listen.

For higher level students, you might choose to turn off the video since the words are embedded in the video.

As you listen, what are the 5 ways to show gratitude mentioned in the video? What do they each mean? Take notes. Show video from 1:02-4:09.

5 Ways to Show Gratitude

https://edtechbooks.org/-tft

Discussion: With a partner, discuss all five ways to show gratitude.

- What do they each mean?
- Which one takes more effort for you to do?
• Have you had success with any of them so far?

Share with a partner.

**Activity 2: Reading/Speaking**

(If you are running short on time, please skip to the next activity)

We are now going to read two stories of people expressing gratitude to others that have been influential in their lives.

Have students work with a partner. Depending on the size of your class, you should have 3-5 groups read one story (Story 1) and 3-5 groups read the other story (Story 2), meaning that half of the class should read Story 1 and the other half should read Story 2. Each partnership reads the story out loud and discusses the following questions:

• What happened in the story?
• How did you feel when you read the story?

Next, pair one partner that read Story 1 with one partner that read Story 2. The students take turns describing their story to each other (make sure they use the past tense)

**Story 1**

"Hola Nancy,

*Do you remember me? I could never forget you. True, at first I might have been scared of you, guardian at your desk, and too close to the basket of baby books that my son always walked towards when we entered this unbelievable place. The children’s book section of the Western Addition public library.*
I remember years later, I came to visit you. You told me that my expression had changed. 'How so?' I asked. 'In those days, in those first days, when you and Kelly came to look at books,' you said, 'You always looked sad.'

Nancy, I was very sad. I was heartbroken. Feeling the weight of having to raise my son in a country where I didn’t know the language. And I could not make myself understood. A place where I felt very alone.

At first, I might have been afraid of you. What if I made a mistake? Or broke the library rules? Would you tell us to leave the library because we didn’t belong? Instead one day, you talked to me, in English I didn’t quite understand, and before we knew, you were giving Kelly a library card.

Today, Kelly is a 24-year-old lover of books. And he often helps me review and correct my still imperfect English when I write the children’s books I create. Books like the ones you put in my hands. Nancy, ever since the library became my home, and books became my path for growth, you have been an amazing guardian. Thank you."

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Story 2

"I have always been blessed with health, comfort, happiness and joy in my life, however, one of the main things that I’m extremely thankful for is my ability to be able to take care of my parents, especially my mother, during my adult years. We are so blessed that we live with her. From my childhood days, to moving to a new country, starting a new life, getting married, having my first child right up until now with our third one being 8, she has been so instrumental in my life and a guiding light. For me, having my children around her and having them learn some of life’s most important principles from her is priceless. Both my wife and I have witnessed what an important role her
presence has played in our children’s life and her impact on their character development, behavior and attitude. We are beyond thankful that we have her every hour in our lives and though her everyday tasks may seem ordinary, for us, she is our one of a kind everyday angel who does nothing but have love and care for everyone around her."

-Mustafa Masumi

Retrieved from https://edtechbooks.org/-sbZZ

Discuss as a class: How did you feel when you read/heard the stories? What impressed you about each story?
Activity 3: Listening/Speaking

On March 8 people in many parts of the world celebrate International Women/Mother’s Day. Is this something you celebrate in your country on March 8th? On this day, many people thank their mothers/wives/daughters/sisters, etc. by writing notes to them, calling them on the phone, buying them flowers and small gifts.

We will now watch another video that is similar to the stories we have read. Some people have done a Gratitude Experiment in which they asked participants to do something that many of them have never done before.

As you watch it, think about what impressed you the most in the video. **Please watch only to minute 5:00 (Later on in the video there is some bad language)**

An Experiment in Gratitude

https://edtechbooks.org/-ZIY

Now it’s your turn...

Think of an influential person in your life. Write down a few sentences about that person. Why are they influential? How have they helped you?

Now call them and express your gratitude for them. If calling is impossible, have students write an email/text message and send it to the person right away.

Class Discussion: How do you feel? What was easy about this activity? What was difficult? Why?
Follow-Up

Tuesday:

Discuss with a partner. You might need to explain some vocabulary words depending on the proficiency level of your students. Research has shown that there are many benefits to expressing gratitude. Some say that "grateful individuals tend to be agreeable, emotionally stable, self-confident but less narcissistic, and non-materialistic." (Watkins et al., 2009) Do you agree with this statement? Why? Have you seen this in your life?

Wednesday:

Discuss the following quote with a partner:

"The deepest craving of human nature is the need to be appreciated." --William James

Thursday:

Discuss with a partner

"Gratitude is not only the greatest of virtues, but the parent of all the others." — Marcus Tullius Cicero

Additional Videos:

It's a Wonderful Life:

"Synopsis: George Bailey has so many problems he is thinking about ending it all - and it's Christmas! As the angels discuss George, we see his life in flashback. As George is about to jump from a bridge, he ends up rescuing his guardian angel, Clarence - who then shows George what his town would have looked like if it hadn't been for all his good deeds over the years."
How is this an example of gratitude?
Perseverance

“Just remember, you can do anything you set your mind to, but it takes action, perseverance, and facing your fears.” – Gillian Anderson
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn about perseverance as a trait.
2. learn from examplars of perseverance.
3. learn that focus, flexibility, and effort are key to perseverance.
   Perseverant people focus on what they can do.

Language Learning Outcomes

Students will...

1. use synonyms to better understand words.
2. ask questions about someone.
3. practice inference.

Materials Needed

- Perseverance - a 2D Animated Short Film
Overview

Perseverance means persistence in doing something despite difficulty or delay in achieving success.

Retrieved and adapted from https://edtechbooks.org/-XXR

Give students a few minutes to discuss the relationship between resilience and perseverance. Then discuss it as a class.

Activity 1: Speaking/Listening

Put the students in small groups. Ask them to discuss what they remember resilience means.

- Ask groups to share what they remembered and talked about.

Perseverance: determination to keep trying to achieve something in spite of difficulties.

Resilience: the ability to become strong, happy, or successful again after a difficult situation or event

- How are perseverance and resilience connected?

Definition retrieved from https://edtechbooks.org/-PvBr
Activity 2: Vocabulary

Go over the following words together.

- hope
- determined
- faith
- persist
- goal
- decision
- resilience
- diligence
- dedication
- endurance
- patience
- failure
- try
- give up
- work hard

Have students choose which words are related to perseverance.
Activity 3: Reading/Speaking

Read the following passage as a class. You may want to go over vocabulary words before, during, or after reading.

Thomas Edison, born in 1847, had a lot of trouble in school. He got poor grades and didn’t listen to the teacher. Instead, he would daydream. Perhaps he daydreamed about interesting things he could make. His mother decided that she would teach Thomas at home. He started reading as many books as he could to learn a lot about many different subjects.

Edison was most interested in learning how things were put together and how they worked. He became a great student when he was able to study what interested him.

Thomas Edison went on to become a very famous inventor. He invented the motion picture camera and the phonograph. He also improved the light bulb, electric motor, and typewriter. He invented too many things to list! Edison created over 1,000 new things. His home and laboratory in New Jersey is now a museum.

Retrieved from: https://edtechbooks.org/-dCig

- How did Thomas Edison persevere?
- How was he resilient?
Activity 4: Speaking/Listening

Watch the following video: Perseverance - a 2D Animated Short Film

Ask students to discuss the following questions:

1. What is the problem?
2. What does the mouse want?
3. What does he do to get what he wants?
4. How many times does he try?
5. Does he get what he wants the first time?
6. How does the mouse persevere?

Activity 5: Writing/Speaking

Think of an example from your life about when you persevered. Write the story down using these questions:

1. What was the problem?
2. What did you want?
3. How did you get what you wanted?
4. How many times did you have to try?
5. How did you persevere?

After answering the questions, have students share what you wrote with a partner. Each partner should interview the other by asking the questions.

- Example:
  - Partner A: What was the problem?
  - Partner B: I failed a math test.
**Homework**

Ask someone outside of your class the same interview questions from Activity 5 and write down their answers.

**Follow-Up**

**Tuesday, Wednesday, Thursday:**

Have someone share what their friend said in the interview.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn about perseverance as a trait.
2. learn from learning about exemplars of perseverance.
3. learn that focus, flexibility, and effort are key to perseverance.
   Perseverant people focus on what they can do.

Language Learning Outcomes

Students will...

1. use synonyms to better understand words.
2. ask questions about someone.
3. practice inference.

Materials Needed

- The Lord Loves Effort
- Growth Mindset vs. Fixed Mindset
- Michael Jordan Failure Commercial
- A Lesson on Resilience
Overview

- Explain that you will talk about perseverance today.
- Perseverance means persistence in doing something despite difficulty or delay in achieving success.
- Give students a few minutes to discuss the relationship between resilience and perseverance. Then discuss as a class. Your class may come up with some interesting connections. In short, you can’t be resilient if you do nothing that you may have to bounce back from. You can’t be perseverant without having resilience to try again.

Activate Background Knowledge

Put the students in small groups. Ask them to discuss what they remember resilience means.

- Ask groups to share what they remembered and talked about.
- Show the video (They may have seen this in an earlier lesson.)

Learning from Failure

- What did the man do after he failed?
- What can you learn from that?

Activity 1: Vocabulary

The objective of this activity is to help the student associate traits with perseverance. Understanding synonyms can help understand the word better.

- Put the students in small groups of 3 or 4.
- Give the students 2-3 minutes to come up with as many words as possible that they might associate with perseverance. You
may want to model this activity with a similar concept like Happiness or gratitude. (Happiness→happy, smile, laugh, unhappy, kindness, peace, contentment, etc. Gratitude→giving gratitude, thankful, grateful, thankfulness, people, relationships, etc.)

- Use a whiteboard, chalkboard, or projector. Make a list of the words or phrases they associate with perseverance. Words may include the following.
  - brave, bravery
  - courage, courageous
  - self-regulation, self-regulated
  - disciplined, discipline
  - honest
  - hopeful
  - determined
  - faith, faithful
  - zest
  - persistence
  - persistent
  - relentless
  - goal
  - decision
  - resilience
  - diligence
  - dedication
  - tenacity
  - endurance
  - patience
  - resolve

- You may want to introduce some of the words listed above.
- Talk about how these words are connected and how they might help you better understand the meaning of perseverance.
Activity 2: Reading/Speaking

Students will be completing an information gap activity. Before handing out the activity, give them instructions and model the task for the students.

Instructions

- Each of you will be assigned a number.
- You will be given a handout with a list of famous individuals. The number you receive corresponds to the person you are going to learn about.
- Take 5 minutes to search for the person you are assigned to. For example, if the individual you have is Albert Einstein, search for Albert Einstein failures or Albert Einstein perseverance. (Teachers, you may want to demonstrate this.)
- In the two columns to the right of the name, you will write a note about what the failures were and what the success was.
- After five minutes of investigating, you will then have 5-10 minutes to ask your classmates about their assigned individual. You might ask questions like, "Who did you learn about? What were their failures or obstacles they overcame? What is the person known for today?" (Teachers, please model this conversation.)

Perseverance and famous people.docx

Activity 3: Speaking/Listening

Perseverance requires focus, flexibility, and effort. These are all connected. We will explore these in detail.

Group Discussion on Focus

What do perseverant people focus on?
(This might be a grammar opportunity. There is a difference between focus and focus on)

- In small groups have students discuss what they think the famous people focused on in reaching success. (2 minutes)
- Have the groups share with the class what they discussed. Drive the conversation to lead to something similar to this: Perseverant people focus on their goals and on their experience, not the failures. They learn from them and keep going. (Later we will talk about how they focus on effort.)

**Listening Activity on Flexibility**

Students will watch a short video about fixed and growth mindset. The video may be difficult for intermediate learners and lower because of the accent and pace. You may want to slow the speed down, enable subtitles, or watch the video several times.

- Ask the students what they know about growth mindsets vs. fixed mindsets. You may simplify this by talking about growth vs. fixed.
- Tell students to listen for definitions of a growth mindset and a fixed mindset. Play only the first minute of the video.

**Growth Mindset vs. Fixed Mindset**

- Have students discuss the definitions they heard in small groups.
- Review the definitions as a class. Focus on how perseverant people are flexible.

**Listening Activity on Effort #1**

As you talk about effort, you’ll see that it is connected to the previous two principles.
Tell students to look for connections between focus and effort and flexibility and effort.
Skip to 1:30 in the above video.
Ask students to listen to the examples of Jay and Anne. How are Jay and Anne different? How do they respond to failure?
Watch the video until 3:20.
Have students discuss what they heard in small groups.
Discuss the concept as a class. Focus on how those with a growth mindset focus on effort.

Listening Activity on Effort #2

In this video, you will hear a few key principles regarding perseverance. They aren’t explicitly stated so students will have to infer.

• Talk to students about what it means to infer. Remind them that they use information within the context and background information. The background information or scaffolding here is the conversation during class around perseverance. Students will need to listen to the context to understand and pick out a few key principles.

The Lord Loves Effort

• In small groups, have students identify principles or information about perseverance.
• Now discuss these as a class. Here are some key statements or ideas:
  ○ The Lord loves Effort
  ○ Effort brings rewards
  ○ Yes, it takes effort, a lot of hard work, a lot of study, and there is never an end. That’s good. It means we are always progressing.
• (In my thinking we see someone who focuses on the journey and effort more than on the outcome or goal, especially by
Activity 4: Writing

Right down one way you can focus on focus, flexibility, and or effort in reaching your goals.

You may want to share an example.

Example: When I am not meeting my weight loss goal,

I’ll focus more on the effort I put forth. If I need to exert more effort, I can be flexible and find new ways to work hard.

Example: When I get a bad grade on an assessment, I can focus on the end goal of my education and the effort that I am putting forth. I can resolve to try hard and keep going.

Homework

Have students write down two or three more baby steps they can accomplish to help them achieve their goals or overcome their challenges and complete at least one of them this week.

Follow-Up

Tuesday:

Have students search the definition for the word grit. Come up with a class definition.

There’s a common idiomatic phrase we use to say “push past your limits.”
• How can pushing past your limits be positive?
• How can it also be negative?

If students cannot think of any negatives, use something simple such as sports as an example. Sometimes not giving up can be bad--i.e. There was a girl on a soccer team who has very bad pain in her shin muscles but she continued to play for a few weeks, and because of that she broke the shin bones and could not walk to six months.

**Wednesday:**

Follow-up with homework discussion:

• Has anyone completed one of their baby steps yet? If yes, how was the experience? If no, why not? And when will you complete it this week?

**Thursday:**

Now that we’ve talked a lot about how to persevere in our own lives, it’s time to think about how we can help others have grit and persevere.

• What can we do to help others persevere in their own goals?
• Do you have any strengths that can help them with their weaknesses?
Kindness

“Be kind, for everyone you meet is fighting a harder battle.” - Plato
Kindness - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn about the health benefits of kindness (less stress, anxiety, depression, etc.).
2. identify different ways people can show kindness to one another.
3. and identify a way that they can show someone kindness during the week.

Language Learning Outcomes

Students will...

1. understand the explicit main idea and salient minor details.
2. describe familiar and general topics.
3. recognize and reproduce high-frequency vocabulary.

Materials Needed

- Life Vest Inside - Kindness Boomerang - "One Day"
- Ordering Activity
- Ordering Activity Answer Key
- Picture Matching Activity
- The Kindness Book

Overview

Today, we will be talking about kindness. We will watch a couple of videos and talk about ways to be kind to others.
Activate Background Knowledge

- What is happening in this picture?
- Who do you think these people are?
- Why is the woman doing this?
- What does it mean to be kind?

Retrieved from: https://edtechbooks.org/-scyR
Activity 1: Listening/Speaking/Writing

Life Vest Inside - Kindness Boomerang - "One Day"

https://youtu.be/nwAYpLVyeFU

- Before watching the video, read aloud all the sentences from the ordering activity worksheet Ordering Activity and go over any vocab that is unfamiliar to students.
- As they watch the video, students must number the sentences, so the order matches the order of events in the video.
- After watching, go over the order of events with the students. Maybe just go around in a circle and have them read the sentence that corresponds with the correct number/order. Then, ask which moments the students liked best and why?

Activity 2: Speaking

Give each student a picture matching worksheet Picture Matching Activity.

- Before completing the activity, ask the students who they can be kind to. Try to get as many different answers as possible (strangers, friends, family, classmates, etc.)
- In pairs or groups, divide the pictures and sentences evenly among the students. Each student will take a turn describing one of the pictures they have. Then, the other student(s) will look at the sentences they have and pick which one matches the described picture.
- After completing the activity, ask the students who they can be kind to and how they can be kind.'


**Activity 3: Listening/Speaking**

Invite the students to think about a time when someone was kind to them.

- Now, pairs of students are going to interview one another in order to learn more about the experience. When interviewing someone, you need lots of questions. Questions can begin with who, what, when, where, why, and how. As a class, brainstorm at least one question for each question word that students can use to interview one another.
- As the students interview one another, they will each use at least one question from each question word category. One student will be the interviewer and the other the interviewee. Then, they'll switch.
- After completing the interviews, ask the students to share a little bit about the story their neighbor told them.
Activity 4: Listening

The Kindness Book

https://edtechbooks.org/-NKA

- Before watching, tell the students that in this video a five-year-old reads a book about kindness. A lot of the words the child uses are words we've gone over, so while watching the video, write down any kindness-related words that we've gone over today.
- Watch the video and have students note down words.
- After watching, have the students share the words that they wrote down and make a list on the board together as a class. Maybe one of the students can write.
- If there is time and you would like, watch the video again. This time, focus specifically on action words.

Activity 5: Speaking

Discuss the following questions:

- What are the benefits of kindness?
- What are some of the ways we can show kindness to others?
- How can you show kindness to someone today?

Homework

Pick one way you are going to show kindness to someone and then do it. You will report on it later in the week.
Follow-Up

Tuesday:

Write a nice note to someone.

Wednesday:

Discuss the following quotes:

“Remember there’s no such thing as a small act of kindness. Every act creates a ripple with no logical end.” – Scott Adams

“Because that’s what kindness is. It’s not doing something for someone else because they can’t, but because you can.” – Andrew Iskander

“A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.” – Amelia Earhart

Thursday:

Talk about one nice thing someone has done for you this week. Then, talk about one nice thing you can do for someone else.
Kindness - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn about the health benefits of kindness (less stress, anxiety, depression, etc.).
2. identify different ways people can show kindness to one another.
3. identify a way that they can show someone kindness during the week.

Language Learning Outcomes

Students will...

1. narrate/describe familiar and general topics.
2. understand explicit and implicit main ideas, major details, and minor details.
3. make inferences.

Materials Needed

- The Science of Kindness
- Cloze Quiz
- Cloze Quiz Answer Key
- Life Vest Inside - Kindness Boomerang - "One Day"
- Kindness through words
- Kindness Bingo

Overview

Today, we will be talking about kindness. We will watch a couple of videos and talk about ways to be kind to others.
Activate Background Knowledge

What is happening in this picture?
Who do you think these people are?
Why is the woman doing this?
What does it mean to be kind?

Retrieved from: https://edtechbooks.org/-scyR
Activity 1: Listening/Speaking/Reading

The Science of Kindness

https://youtu.be/O9UByLyOjBM

- Before watching, ask the students
  - Why is it good to be kind?
  - How does our kindness affect others?
  - How does our kindness affect us?
- Invite the students to pay attention to the different ways that kindness affects us.
- Watch the video and have students note the different ways kindness affects us.
- After watching, discuss the impact of kindness.
- Second watch-through, give students the cloze quiz and have them fill in the blanks. Cloze Quiz
- If needed, watch the video a third time, so the students can fill in as many of the blanks as possible (the video is only 2:15, so it shouldn't take too much time).
- Have students read the finished cloze quiz. Each student reads a sentence.
Activity 2: Speaking

- Invite the students to think about a time when someone was kind to them. Now, pairs of students are going to interview one another in order to learn more about the experience. When interviewing someone, you need lots of questions. Questions can begin with who, what, when, where, why, and how. As a class, brainstorm at least one question for each question word that students can use to interview one another.

- As the students interview one another, they will each use at least one question from each question word category. One student will be the interviewer and the other the interviewee. Then, they'll switch.

- After the first interviews are finished, each student will find a new partner to interview. This time, though, the students will answer the questions based on the story their previous partner told them.

- After the second set of interviews are done, ask the students questions, such as
  - What were some of the stories your neighbors told you?
  - Who was kind to them?
  - What did they do?
  - How did they feel afterwards?
Activity 3: Listening/Speaking

Life Vest Inside - Kindness Boomerang - "One Day"

https://youtu.be/nwAYpLVyeFU

- We just heard a lot of different stories about how to be kind. Now, we're going to watch a video with several more examples. As we do this, pay attention to the different acts of kindness that we haven't discussed yet.
- For the activity, have students pair up and sit so one student faces the screen and the other faces away from the screen. The student facing the screen will watch the video, and they must describe what they see to the student facing away (can mute video if you so wish).
- At the 2:20 minute mark, switch who faces forward and who faces backward.
- After finishing the video, have each student repeat a couple of the things their partner described to them. Were they right? Were they wrong?
- (Time permitting) Have students repeat the activity, but this time, have them focus on more than just the actions. They could describe:
  - what the street looks like
  - what shops there are
  - what the weather is like
  - what season it probably is
  - who the people are
- They can include as much description as they want. Go wild! Get creative!
Activity 4: Listening

Kindness through words

- Kindness can be shown in a multitude of ways. This website lists 6 different ways: service, patience, compassion, love and friendship, words, and giving time.
- Number the students of 1 to 6, corresponding to the 6 ways to show kindness. Then, have students think about times someone showed them kindness in this way. (They cannot reuse the story they told for activity 2.)
- Give the students the bingo sheets. They must have someone for each category tell them their story about kindness. Kindness Bingo
- Then, that student can initial under the correct category. The first student to get 4 in a row wins.
- What stories did you hear? What ways of showing kindness did you learn about?

Activity 5: Speaking

- What are the benefits of kindness?
- What are some of the ways we can show kindness to others?
- How can you show kindness to someone today?

Homework

Pick one way you are going to show kindness to someone and then do it. You will report on it later in the week.
Follow-Up

Tuesday:

Write a nice note to someone.

Wednesday:

Discuss the following quotes:

“Remember there’s no such thing as a small act of kindness. Every act creates a ripple with no logical end.”

- Scott Adams

“Because that’s what kindness is. It’s not doing something for someone else because they can’t, but because you can.”

- Andrew Iskander

“A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.”

- Amelia Earhart

Thursday:

Talk about one nice thing someone has done for you this week. Then, talk about one nice thing you can do for someone else.
Volunteerism
Volunteerism - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. reflect on their identity—including their interests, skills, and goals.
2. discuss the positive feelings and outcomes of volunteering.
3. assist their peers to make a plan for volunteering in their community.

Language Learning Outcomes

Students will...

1. practice asking and answering interview questions.
2. actively participate in conversations through proper responses.
3. ask and answer a limited variety of questions.

Materials Needed

- [Volunteering - the beneficial side effects](#)
- [Volunteerism Handout](#)
Overview

Define volunteerism

- Discuss as a class
- Translate if necessary

Have a class discussion or have them discuss in partnerships.

- Why do people volunteer?
- Ask students if they have ever been a volunteer before. If so, what did they do? How did they feel?

Present the list of volunteer opportunities

- Have them look over the list with partners and discuss which ones look the most interesting to them and why.

Activate Background Knowledge

Have students think about the following questions and answer them with a partner.

- This activity is to help the students get to know themselves and better understand volunteer opportunities they would enjoy. You can choose to share that reason with them or not. It may be more authentic if they don’t know while answering. It will also help them answer the interview questions in activity 3.
  - What do you like to do?
  - What makes you happy?
  - What do you do in your free time?
  - What do you like to study?
  - What are your hobbies?
Activity 1: Listening

Before watching the video:

- Make predictions: what emotions do people feel when they volunteer?
- What are some reasons we need to volunteer?

Have students watch the following video about volunteerism and have them discuss the following question as a class or with partners:

Volunteering - the beneficial side effects

https://youtu.be/jbV1TDZQAFc

- Were your predictions correct?
- What emotions do people feel when they volunteer?
- What are some reasons we need to volunteer?
Activity 2: Speaking

Have students work in groups of 2-3, and give each group one of the following scenarios to read together the Volunteerism Handout.

1. Tony is a 20-year-old man from Washington. He works in a factory and drives a truck to work every day. He is very funny and loves making jokes with people. When he is not working, he also enjoys playing board games, cooking, and making films with his friends. He has created some short films and put them on YouTube. He is also a student at a community college studying filmmaking.

2. Bob is a dairy farm owner. He lives in Iowa and runs a dairy farm with about 600 cows. He has two daughters. One of his daughters is the manager of the farm. The other one does not work on the farm. Bob likes to watch football and work on the farm. He also loves talking to people and meeting new people.

3. Lucy is from New York. She has four children: three boys and one girl. She loves living in a big city because of all of the restaurants and shopping. She also loves to watch musicals. She enjoys cooking, and her favorite food to cook is Italian food. In the summertime, she loves to go to the beach and sit in the sun. She also loves reading books, doing cross-stitch, and spending time with her children.

• After they finish reading, decide as a class what a good volunteer opportunity would be for each scenario. Use the volunteer opportunities listed on the handout under materials for guidance.
Activity 3: Speaking

Students will be interviewing each other to decide what the best volunteering opportunity will be for them.

- Look at the example on the handout page together.
- Model an example if necessary.
- Students interview each other in partnerships
- Based on the interview, the interviewer should choose the best volunteering opportunity from the list provided (list of volunteering ideas) for the person they’re interviewing.
- Switch rolls in the same partnership.
- Have a class discussion about what each interviewer chose for volunteering and why.

Homework

Individually, students should plan a time and place to volunteer.

- Based on the results of their interviews, have students choose how they want to volunteer and find the time and place to do so by looking up the place chosen in their interview or using the websites to find a different volunteer opportunity.
Follow-Up

Tuesday:

Have students share with a partner their plans for volunteering, have them discuss when and where they will be doing volunteerism.

Wednesday:

Discuss the following quote:

"Volunteers do not necessarily have the time, they have the heart." - Elizabeth Andrew

Thursday:

If you were able to do volunteerism during this week, ask students to share their experiences with a partner. If they weren't able to, then have students talk with a partner about a volunteering experience they have had in the past.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. reflect on their identity—including their interests, skills, and goals.
2. discuss the positive feelings and outcomes of volunteering.
3. assist their peers to make a plan for volunteering in their community.

Language Learning Outcomes

Students will...

1. practice asking and answering interview questions.
2. actively participate in conversations through proper responses.
3. ask and answer a limited variety of questions.

Materials Needed

- [Volunteering - the beneficial side effects](#)
- [Volunteerism Handout](#)
Overview

Define volunteerism

- Discuss as a class

Have a class discussion or have them discuss in partnerships.

- Why do people volunteer?
- Ask students if they have ever been a volunteer before. If so, what did they do? How did they feel?

Present the list of volunteer opportunities

- Have them look over the list with partners and discuss which ones look the most interesting to them and why.
Activate Background Knowledge

Have students think about the following questions and answer them with a partner.

- This activity is to help the students get to know themselves and better understand volunteer opportunities they would enjoy. You can choose to share that reason with them or not. It may be more authentic if they don’t know while answering. It will also help them answer the interview questions in activity 3.
  - How would I describe myself?
  - What brings me joy?
  - What’s my biggest accomplishment?
  - What’s my biggest dream?
  - What skills do I have to contribute?
  - What hobbies and interests do I have?
  - How much time do I have to devote to a new project?
  - What are some projects I’ve completed in my life?
Activity 1: Listening

Before watching the video:

- Make predictions: what benefits do you think the video will talk about?
- What else will the video teach us?

Have students watch the following video on the benefits of volunteerism (also listed in the materials), and have them discuss the following question as a class or with partners:

Volunteering - the beneficial side effects

https://youtu.be/jbV1TDZQAFc

Note: The video is almost 10 minutes long, so if you would like to preview it, and only show segments, you may choose to do that.

- Were your predictions correct?
- What specific benefits did he mention?
- How can we volunteer?
- Did you think of anything you can do to volunteer while watching the video?
Activity 2: Speaking

As stated in the video, in order to enjoy volunteering, people need to find opportunities they enjoy. Present the list of scenarios to students and have them match each person to their ideal volunteering opportunity from the Volunteerism Handout (or one they thought of) based on the description provided.

- Students should work in groups of 3-4

1. Tony is a 20-year-old man from Washington. He works in a factory, and drives a truck to work every day. He is very funny, and loves making jokes with people. When he is not working, he also enjoys playing board games, cooking, and making films with his friends. He has created some short films and put them on YouTube. He is also a student at a community college studying filmmaking.

2. Bob is a dairy farm owner. He lives in Iowa, and runs a dairy farm with about 600 cows. He has two daughters. One of his daughters is the manager of the farm. The other one does not work on the farm. Bob likes to watch football and work on the farm. He also loves talking to people and meeting new people.

3. Lucy is from New York. She has four children: three boys and one girl. She loves living in a big city because of all of the restaurants and shopping. She also loves to watch musicals. She enjoys cooking, and her favorite food to cook is Italian food. In the summertime, she loves to go to the beach and sit in the sun. She also loves reading books, doing cross stitch, and spending time with her children.

- After they finish, have a class discussion where they explain why they chose that volunteering opportunity.
Activity 3: Speaking

Students will be interviewing each other to decide what the best volunteering opportunity will be for them.

- Go over the prompts on the interview prompt paper to help them understand how to conduct and interview.
- Model an example if necessary.
- Students interview each other in partnerships
- Based on the interview, the interviewer should choose the best volunteering opportunity from the list provided (list of volunteering ideas) for the person they’re interviewing.
- Switch rolls in the same partnership.
- Have a class discussion about what each interviewer chose for volunteering and why.

Homework

Individually, students should plan a time and place to volunteer.

- Based on the results of their interviews, have students choose how they want to volunteer and find the time and place to do so by looking up the place chosen in their interview or using the websites to find a different volunteer opportunity.
Follow-Up

Tuesday:

Have students share with a partner their plans for volunteering, have them discuss when and where they will be doing volunteerism.

Wednesday:

Discuss the following quote:

"Volunteers do not necessarily have the time, they have the heart." - Elizabeth Andrew

Thursday:

If you were able to do volunteerism during this week, ask students to share their experiences with a partner. If they weren't able to, then have students talk with a partner about a volunteering experience they have had in the past.
Hope

"Hope is being able to see that there is light despite all of the darkness."

-- Desmond Tutu

"Let you hopes, not your hurts, shape your future."

-- Robert H. Schuller
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define hope.
2. recognize the benefits of hope.
3. identify what brings them hope.
4. write 5 sentences describing their best possible future self.

Language Learning Outcomes

Students will...

1. understand explicit main ideas.
2. communicate in simple conversations.
3. use correct basic syntax.

Materials Needed

- Hope PowerPoint
- Hope Handout
- What Does Hope Mean to You?
- The Power of Hope
Overview

Today we are going to be talking about hope and how it can help you be happier in your life.

Hope is a trait that can be learned and developed.

Having hope can help you feel more satisfied and joyful.

Hope is assuming that good things will happen in our lives and knowing that we can work to help those things come to pass.

Did you know that people who have hope do better in life? Hopeful people have better grades, perform better at work, and have closer relationships with friends and family. Hope helps relieve stress, strengthens the immune system, broadens your mind, increases your chances of accomplishing goals, and makes you happier. (Lopez, 2013)

Hope enables us to overcome challenges and keep striving to achieve our goals.
Activate Background Knowledge

What was our special topic last week? Have you had any experiences with it this past week that you would like to share?

What is hope?

- Discuss as a class or with a partner what hope is and how you feel when you have hope.
- Have a few people share their thoughts with the class.

Here are three pictures that may represent hope to some people.

Discuss with your partner how each picture might represent hope. Which one is your favorite representation of hope and why? (These pictures are on the PowerPoint.)
Activity 1: Listening

Pre-Listening

Hope means a lot of different things to different people. Listen to see how hope is defined in this video. Does the definition in this video match what you talked about hope meaning to you?

Listening

Have students complete the cloze activity while watching. You may need to play the video a couple of times.

What Does Hope Mean to You?

Post-Listening

Have students compare their answers on the close activity with a partner by reading the script together and filling in the blanks. Make sure that students do not just tell each other the answers, but than they read the entire sentence together. If your partner has a word that you do not you can fill in the word on your paper as you read together. See if students are able to fill in all the blanks when they work together. (You can also choose to do groups of 3 to allow for more input.)
Activity 2: Listening

Pre-listening

We will now watch a video about a girl who demonstrates hope. She follows the process we have been discussing of setting goals, creating pathways to take, and working to overcome obstacles. As she works towards her goals she shows hope as she finds ways to overcome her obstacles.

Listening

Watch to see how the girl shows hope. What was her goal? What pathways did she take? What obstacles did she encounter? What actions did she take to overcome her obstacles?

The Power of Hope created by 14 year old Kalia Love Jones

Post-listening

Discuss the answers to the questions from above.
Activity 3: Speaking

The girl in the video overcame the obstacles she faced and was able to achieve her goals. She became the best possible version of herself.

Imagine yourself in a future time where you have achieved your goals. What would the best possible version of yourself look like? Consider different aspects of your life that you can control such as education, career, relationships, health, hobbies, etc.

(Give the students a couple of minutes to think about what their best possible future self would be like. Encourage them to be realistic. For example, don’t imagine yourself winning the super bowl if you don’t play professional football. The point is not to visualize your greatest fantasy, but a best possible future that is attainable.)

Write 5 sentences describing your best future self. Use simple present tense (as if it has already happened) For example: I am a successful BYU graduate. I am a loving mother to my children. I eat healthy food and exercise. Use adjectives to add detail and be as specific as you can.

Share your 5 sentences with a partner.

Activity 4: Speaking

When the girl was discouraged, what gave her hope to move forward with her goals? What brings you hope when you are feeling discouraged?

Here are some ideas that other people have listed that give them hope when they feel down. Look at the list. Do any of these ideas bring you hope as well?
1. A new day
2. Nature
3. Gardening (plant a seed and watch it grow)
4. Having purpose or meaning in life
5. Achievement (reaching goals)
6. Children
7. Music
8. Art
9. Dancing
10. Singing
11. Learning new things
12. Being creative
13. Choice, freedom, and free-will (I have the ability to change the situation.)
14. History (I have done it before, so I know I can do it again.)
15. Relationships with positive people
16. Family
17. Deep breathing, sleep, meditation, prayer, and quiet time
18. Acts of kindness
19. Positive feedback.
20. Progress toward a goal.

Think of a time when you felt very discouraged. What brought you hope and helped you get through that time?

Conversation Lines

1. Make two lines facing each other.
2. Share with the person across from you something that brings you hope when you are feeling discouraged.
3. Listen as they share something with you.
4. When the time is up, each person in the first line moves one person to the right.
5. Repeat with a new partner.
Activity 5: Speaking

Sometimes even after we have given our best efforts and tried many pathways we fall short. We may need to periodically re-evaluate and set new goals. Other times our goals may change over time. We do not have to work towards our goals alone. Rather we achieve our current goals or not, there is always hope. If one goal does not work out, we can re-evaluate and set new goals.

What is the take away? Have students share one thing they will remember from today's lesson.

Homework

Add a picture or visual to each of the 5 sentences you wrote about your future self. You can do this on a document or create a google slide or PowerPoint for each sentence. Review your 5 sentences every day and add any new thoughts or ideas that you have.
Follow-Up

Tuesday:

Song: "Tomorrow" from Annie

https://edtechbooks.org/-oxde

1. How does this song relate to hope?
2. In what ways does Annie demonstrate hope?
3. How does having hope benefit Annie?
4. What do you predict will happen to Annie?
5. How can having hope benefit you in your life?

Wednesday:

Watch the following video and then discuss the question: what does hope mean?

https://edtechbooks.org/-GPK

Thursday:

Discuss the following quote as a class: "Once you choose hope, anything is possible." - C. Reeve
Hope - Intermediate Mid

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define hope.
2. identify the benefits of hope.
3. identify things that bring them hope.
4. write 5 sentences describing their best possible future selves.

Language Learning Outcomes

Students will...

1. understand explicit main ideas.
2. connect content to background knowledge.
3. listen for specific information.
4. infer the meaning of unfamiliar words.
5. actively participate in conversations through proper responses.

Materials Needed

- Hope IM PowerPoint
- Hope Theory - Make Your Life Better
- The Power of Hope
Overview

Hope is a trait that can be learned and developed.

Having hope can help you feel more satisfied and joyful.

Hope is assuming that good things will happen in our lives and knowing that we can work to help those things come to pass.

Did you know that people who have hope do better in life? Hopeful people have better grades, perform better at work, and have closer relationships with friends and family. Hope helps relieve stress, strengthens the immune system, broadens your mind, increases your chances of accomplishing goals, and makes you happier. (Lopez, 2013)

Hope enables us to overcome challenges and keep striving to achieve our goals.
Activate Background Knowledge

What was our special topic last week? Have you had any experiences with it this past week that you would like to share?

What is hope?

- Talk with your partner for one minute about what hope is and how you feel when you have hope.
- Have a few people share with the class what they discussed with their partner.

Here are three pictures that may represent hope to some people. Discuss with your partner how each picture might represent hope.

- Which one is your favorite representation of hope and why?

Retrieved from: pixabay.com
Activity 1: Listening

Pre-listening

Before watching the video, discuss the following questions:

- Have you ever heard of the Hope Theory?
- What predictions can you make about the Hope Theory?

We will now watch a video that describes the Hope Theory.

Listening

- Listen for difficult words and see how those words are explained in the video (1:53-2:07 if you want to listen again).
- Take notes. Complete the note-taking section of the handout as you watch the video.
- You may need to watch the video more than once.

Hope Theory - Make Your Life Better

https://edtechbooks.org/-Dtkh

Post-listening

Review the components of the Hope Theory.

If you would like to, you can take a minute to have the students complete the 4 steps of the process for their own goals. If you choose to do this activity, do not spend too much time on it since we have done similar activities in previous weeks (identify goals, pathways, obstacles, and possible solutions to obstacles)
Activity 2: Listening

Pre-listening

Tell students that the next video will demonstrate an example of someone who followed the process discussed in the previous video.

Listening

Watch to see how the girl in this video models the Hope Theory process.

- What was her goal?
- What pathways did she take?
- What obstacles did she encounter?
- What actions did she take to overcome her obstacles?

Watch the following video: Watch 14-year-old filmmaker Kalia Love Jones's animated short film 'The Power of Hope'

Post- Listening

Discuss the answers to the questions from above.
Activity 3: Speaking

The girl in the video overcame the obstacles she faced and was able to achieve her goals. She became the version of herself that she wanted to be.

Imagine yourself in a future time where you have achieved your goals. What would the best possible version of yourself look like? Consider different aspects of your life that you can control such as education, career, relationships, health, hobbies, etc.

(Give the students 1-2 minutes to think about what their best possible future self would be like. Encourage them to be realistic. For example, don't imagine yourself winning the super bowl if you don't play professional football. The point is not to visualize your greatest fantasy, but a best possible future that is attainable.)

Write 5 sentences describing your best future self. Use simple present tense (as if it has already happened) For example, I am a successful BYU graduate. I am a loving mother to my children. I eat healthy food and exercise. Use adjectives to add detail and be as specific as you can.

Share your 5 sentences with a partner.
Activity 4: Speaking

When the girl was discouraged, what gave her hope to move forward with her goals? What brings you hope when you are feeling discouraged?

Here are some ideas that other people have listed that give them hope when they feel down. Look at the list. Do any of these ideas bring you hope as well?

- The dawning of a new day
- Nature and gardening (plant a seed and watch it grow)
- A sense of meaning
- Children
- Music, art, beauty, dancing, singing, learning, creativity, innovation, and knowledge
- Choice, freedom, and free-will (I have the ability to change the situation.)
- History (I have done it before so I can do it again.)
- Connections with positive people
- Deep breathing, sleep, meditation, prayer, and quiet time
- Witnessing or experiencing acts of love, goodness, and kindness
- Sense of competence (positive feedback)
- Sense of progress toward a goal

Think of a time when you felt very discouraged. What brought you hope and helped you get through that time?
Activity 5: Speaking

Conversation Lines

1. Make two lines facing each other.
2. Share with the person across from you something that brings you hope when you are feeling discouraged.
3. Listen as they share something with you.
4. When the time is up, each person in the first line moves one person to the right.
5. Repeat steps 2-3 with a new partner.
6. Rotate until everyone has had a chance to be with each partner (or until you are finished with the topic)

Activity 6: Speaking

Sometimes even after we have given our best efforts and tried many pathways we fall short. We may need to periodically reevaluate and set new goals. Other times our goals may change over time. We do not have to work towards our goals alone. Whether we achieve our current goals or not, there is always hope. If one goal does not work out, we can re-evaluate and set new goals.

What is the takeaway? Have students share one thing they will remember from today's lesson.

Homework

What things bring you hope? Think about what brings you hope and come to class tomorrow with a picture, poem, or something else to share with the class which represents something that brings you hope.
**Follow-Up**

**Tuesday:**

During our last class, we talked about hope. We discussed what hope is, the benefits of hope, and things that facilitate hope. Your assignment was to bring something (such as a picture, poem, etc.) to share with us today that brings you hope.

I would like each of you to share with your partner what you brought that brings you hope. If you forgot to bring a picture or an item, you may just describe something that brings hope.

Invite some students to share with the class what brings them hope.

**Wednesday:**

Joseph Addison, a famous English poet, playwright, and politician believed, “Three grand essentials to happiness in this life are something to do, something to love, and something to hope for.”

- What do you think of his belief?
- Do you agree? Discuss this quote with your partner.
- Do you agree and why?
- Why is it important to have something to hope for?

**Thursday:**

How does this quote by Thomas S. Monson relate to hope?

“Vision without effort is daydreaming, effort without vision is drudgery; but vision, coupled with effort, will obtain the prize.” - Thomas S. Monson

- In what ways does having hope in something make it more
possible?

“Once you choose hope, anything is possible.” -Christopher Reeve

- Discuss this quote with a partner for 2 minutes. How does hope help you move forward in your life? Have a few students share their thoughts with the class.
There are 24 character strengths (CS) that a person can possess, each within a category of six different virtues, which are wisdom, courage, humanity, justice, temperance, and transcendence (Peterson & Seligman, 2004). These CS are reminders of the best qualities of one’s personality. CS have value in other areas of human flourishing as well. Character strengths are positively related to academic success (indicators such as GPA) and academic satisfaction (Rashid & Seligman, 2008; Lounsbury, Fisher, Levy & Welsh, 2009). There are human strengths (CS) that act as buffers against mental illness. Much of the task of prevention in this century will be to create a science of human strength whose mission will be to understand and learn how to foster these virtues in young people.

Knowing the best qualities of a person can help improve many aspects of life. One woman, having taken a survey provided by the Values in Action (VIA) Institute on Character about her signature CS, discovered that self-regulation was her 24th or last strength, meaning it was the one she was worst at. Distraught at this discovery, she worked on self-regulation and took the survey again years later. It moved from 24th to second place (Niemiec, 2017). CS that are weaknesses don’t have to remain weaknesses. They can be improved. CS are also relevant and promote flourishing—experiencing positive emotions, social experiences and growth that are associated with “happiness, flow, meaning, love, gratitude, accomplishment” and so forth (Seligman, 2012)—in many different domains of life (Wagner, Pindeus, & Ruch, 2021). Because CS are relevant in multiple aspects of life, knowing personal CS can cultivate improvement in those
aspects.
Overview
Overview on Character Strengths - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. be able to define a characteristic.
2. recognize characteristics.
3. recognize personal characteristics.
4. describe personal characteristics.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. actively participate in conversations through proper responses.

Materials Needed

- Printed copies of Handout Overview Lesson for everyone in class.
- Video: Dog and Bird lovely Animated short film (by max video network) - YouTube
Overview

Explain that we will talk about characteristics today.

- Students may translate the word if it helps them understand it better.

Activate Background Knowledge

Ask the students to give examples of characteristics people have.

- Make a list on the board.

Ask the students if everyone has all the characteristics listed on the board.

- Explain that everyone is different, and some people have different characteristics than others.

Activity 1: Writing/Speaking

Ask students to think of a positive characteristic they have.

Note* they may look up the word if they do not know it in English.

- Have them write the characteristic down and an example of why they think they have that.
- Share with a partner.
Activity 2: Speaking

Explain that some of the characteristics we have are strong and some are weak.

- Give the students Handout Overview Lesson (Novice High) and go over the vocabulary words together.
- Have students choose three characteristics they are strongest at and three they are weakest at. Note* they can look up words they do not know.
- Have them select one weak characteristic and go then go around the room to find someone who has that same characteristic as a strength. There may be some groups and some partnerships.
  - My strong/weak characteristics are _______, _______, and _______. What are yours?
  - Do you have _______ as a weak/strong characteristic?
  - Questions to guide the activity:
- Once they find a group or a partner, have each student in the group or partnership share some examples of their strong characteristic that is the other’s weakness.
  - I am strong at ______ because I _______.
  - ______ is a strong characteristic for me because I _______.
  - Examples:
**Activity 3: Listening**

Ask the students to look for characteristics from the handout in the characters while watching this video:

**Dog and Bird lovely Animated short film (by max video network) - YouTube**

https://youtu.be/nqRpNjbWCp4

- Have students tell a partner which characteristics they saw examples of in the video.
- Ask the students what they can do to be more like the dog or the bird from the video.
  - Discuss as a class.

**Homework**

Have students notice the people around them and try to see what their strong characteristics are. Have them use their own strong characteristics to help someone else, and write about what they noticed or did.
Follow-Up

Tuesday:

Share experiences from their homework with a partner and conduct a class discussion.

Wednesday:

Have the students think about someone they want to forgive or an experience when they forgave someone. Ask them to write or describe some of the emotions they felt. Did it feel good or bad?

Thursday:

Ask the students to write down two characteristics that they want to improve on, and at least two things they can do to improve each characteristic.
Overview on Character Strengths - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. be able to define a characteristic.
2. recognize character strengths.
3. recognize personal character strengths.
4. recognize character strengths in others.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. use context and background knowledge to infer meaning of unfamiliar words.
4. actively participate in conversations through proper responses.
5. predict what information will follow.

Materials Needed

- VIA Website about character strengths: Find Your 24 Character Strengths | Personal Strengths List | VIA Institute (viacharacter.org)
- Printed out handout Handout Overview Lesson.
  - Print and cut each character strength out so they are separated.
- Virtue Charts in Activity 1.
- Video: Peter Rabbit.
- Character Strengths Survey
Overview

Explain that today we will talk about specific character strengths. Have students make predictions about what the phrase “character strengths” means.

Activate Background Knowledge

Ask the students what characteristics are.

- Ask the students if everyone has the same characteristics. Hopefully they say no. Guide them to the decision that everyone has different characteristics that are stronger in them than others.
- Explain briefly that there are 24 character strengths, and everyone will have different ones that they are better at than others.

Activity 1: Speaking

Before showing students the following chart, ask them if they know what a virtue is.

- Definition: a particular good quality in someone’s character.

Show the virtues chart, and ask them to predict what kind of character strengths or characteristics a person with each virtue might have.

- Have them predict with partners or create six groups, and have them discuss character strengths for one virtue.
Virtue

- wisdom
- courage
- humanity
- justice
- temperance
- transcendence

- After they discuss, write some of the characteristics they thought of on the board for each virtue, and have a class discussion.
- Show the following chart and ask them if any of their predictions were correct.
<table>
<thead>
<tr>
<th><strong>Virtue</strong></th>
<th><strong>Character Strengths</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>wisdom</td>
<td>creativity, curiosity, judgement, love of learning, perspective</td>
</tr>
<tr>
<td>courage</td>
<td>bravery, honesty, perseverance, zest</td>
</tr>
<tr>
<td>humanity</td>
<td>kindness, love, social intelligence</td>
</tr>
<tr>
<td>justice</td>
<td>fairness, leadership, teamwork</td>
</tr>
<tr>
<td>temperance</td>
<td>forgiveness, humility, prudence, self-regulation</td>
</tr>
<tr>
<td>transcendence</td>
<td>appreciation of beauty and excellence, gratitude, hope, humor, spirituality</td>
</tr>
</tbody>
</table>
Activity 2: Vocabulary

Have students look up or study one of the virtues by learning about all of the character strengths within it. They should work together to write a brief description of their assigned virtue and the character strengths it contains.

- Students can use this website (Find Your 24 Character Strengths | Personal Strengths List | VIA Institute (viacharacter.org)) that has all of the virtues and character strengths listed in a table. Students can click on “learn more” on a particular strength, and it will go into more detail.
- Students may also use the dictionary to look up words they don’t know.
- Have each group share and discuss as a class when finished.

Activity 3: Speaking

Explain that we will “spotlight” the virtue of temperance.

- Ask the students what temperance means (maybe specifically ask the group that focused on it in the previous activity).
- Separate the class into four groups.
  - Use the Handout Overview Lesson. Give one temperance character strength to each group.
  - Each group should think of a person they know who exemplifies that character strength or think of an experience they have had that exemplifies that character strength.
  - Pass the character strengths around until each group has had the opportunity to discuss each one.
- Discuss as a class.
Activity 4: Listening

Ask students to look for good and bad examples of temperance in the following video: Peter Rabbit

https://youtu.be/9fEMKGFr-Sk

- After the video, have them discuss what they saw with a partner.
  - What characteristics did you notice?
- Discuss as a class.

Homework

Have students take the survey to see what their character strengths are, and write a reaction paragraph or record a video explaining their thoughts about the results.

- Questions to guide their reading or speaking:
  - What were your top 5 character strengths?
  - What were your lowest character strengths?
  - Were you surprised about some of your character strengths? Why or why not?
  - What did you learn about character strengths?
  - What did you learn about yourself?
  - How do you think you can improve your lowest strengths?
  - How can you use your character strengths to help others
Follow-Up

Tuesday:

Have the students discuss with a partner what their character strength results were from the survey.

- Have partners tell each other if they have noticed their partner practicing any of their character strengths.
- Have students share with the class, if they are willing.

Wednesday:

Share the following quote with the class:

“Temperance is moderation in the things that are good and total abstinence from the things that are foul.”

-- Frances E. Willard

- Go over what moderation, abstinence, and foul mean.
- After helping students understand those words, ask them to read the quote again and think about what it means.
- Discuss as a class.

Thursday:

Ask the students how learning more about personal character strengths can help them in their own lives.

- Discuss with a partner.
“Appreciation is a wonderful thing; it makes what is excellent in others belong to us as well.”

--Voltaire
"Everything has beauty, but not everyone sees it."

--Confucius
Appreciation of Beauty and Excellence - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize, describe and experience beauty in nature and the world.
2. identify and describe the beauty within themselves and others around them.
3. practice mindfulness meditation.

Language Learning Outcomes

Students will...

1. learn to use sense verbs (see, hear, feel, smell) in simple sentences.
2. use formulaic language to describe nature and the strengths of others.
3. learn new vocabulary related to nature, skills, and traits.

Materials Needed

- PowerPoint: Appreciation of Beauty - Foundations
- Worksheet: FL Beauty - Handout #1 (1).docx
- Video: Short 5 Minute Guided Meditation for Mindfulness - YouTube
- Worksheet: FL Beauty - Handout #2 (1).docx
- Video: A Drone Tour Of La Sagrada Familia | TIME - YouTube
Overview

Explain to students that today they will be learning about something very different from their normal class time. This class will focus on appreciating--being thankful for--beauty and excellence.

Activate Background Knowledge

Have students find a picture of something they think is beautiful.

- Give them a minute or two to search for a picture.
- Share their pictures in a group and have them try to think of two or three sentences to describe to each other what they think is beautiful in each picture.

Activity 1: Vocabulary

Introduce the four sense verbs that will be used for the next activity: see, hear, feel, and smell. Use Appreciation of Beauty - Foundations.

- Briefly give examples of sentences using each verb.

Activity 2: Vocabulary

Distribute FL Beauty - Handout #1 (1).docx to the students.

- Instruct the students to take a couple minutes to look up words that they do not know using a dictionary.
Activity 3: Speaking

Each of the 11 links in the powerpoint Appreciation of Beauty - Foundations (slide 9) contains a video of a nature scene with natural sounds. You can open and spend as much time as needed on each scene.

- Instruct students to look at each column and create a sentence that describes the scene they are looking at.
- Encourage students to share as a class what they see, hear, and to imagine what they could touch and smell from the scene they are viewing.
- After 15 min, ask students to share which scenes they like the most and which they would want to visit using the fluency line examples (slide 10).

Activity 4: Listening

Play Short 5 Minute Guided Meditation for Mindfulness - YouTube (also found in the PowerPoint). Students should try to pay attention to the instructions in the video.

https://youtu.be/WUASVHlfXeI

- Ask students how they feel afterwards or for a thumbs up or down to see how many enjoyed the mindfulness meditation exercise.
  - How does this meditation connect to appreciation?
Activity 5: Speaking

Provide students with FL Beauty - Handout #2 (1).docx.

- Explain to students how they will know which column of words to use for each type of sentence, i.e. skills vs traits found in Slide 12 of the Powerpoint. Students may need time to look up unfamiliar words in a dictionary.
- Direct students to use the fluency lines given in Slide 13 to form simple sentences about the strengths (skills and traits) of someone they know and for their own strengths.
- Allow students time to share with a partner or the class the sentences they formed about the strengths (and beauty) of others.
Activity 6: Speaking

Discuss the many places where beauty can be found (Slide 15).

- The following are a few examples:
  - a beautiful building
  - a song
  - a sculpture
  - writing/poetry
  - A painting
  - Food / cooking or baking
  - A type of dance
  - Inspiring people
  - Beautiful experiences (walking in the rain, laughter of a child, hugging someone you haven’t seen in a while)

- Show the video A Drone Tour Of La Sagrada Familia | TIME - YouTube

https://youtu.be/Z2DH-B0ADjk

- Instruct students to use their phones to find an example of something that they find beautiful besides a picture--could be poetry or book, painting, sculpture, etc.--and have them share in small groups of three or four.

Homework

Challenge students to find a new example of beauty in the natural world around them. Tell them to prepare to share what they find in the following class period.
Follow-Up

Tuesday:
Have students share an example of beauty that they found from their homework assignment.

Wednesday:
Watch a 1-min mindfulness meditation. How does meditation make them feel? What do they think of?

https://youtu.be/cEqZthCaMpo

Thursday:
Have students share with the class about an example of beauty that they saw in others.
Appreciation of Beauty and Excellence - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize, describe and experience beauty in the world and in nature.
2. identify and describe the beauty within others around them and in themselves.
3. practice mindfulness meditation.

Language Learning Outcomes

Students will...

1. describe various scenes in nature using sense verbs and nature vocabulary.
2. use adjectives to talk about character strengths.
3. learn new vocabulary related to nature, skills, and traits.

Materials Needed

- PowerPoint: Appreciation of Beauty - Foundations
- Worksheet: FL Beauty - Handout #1 (1).docx
- Video: Meditation for Mindfulness - YouTube
- Worksheet: FL Beauty - Handout #2 (1).docx
- Video: A Drone Tour Of La Sagrada Familia | TIME - YouTube

Overview

Explain to students that today they will be learning about something very different from their normal class time. This class will focus on appreciating--being thankful for--beauty and excellence.
Activate Background Knowledge

To warm up, ask students the following questions:

- What is a beautiful place they have visited in the past or in their own countries?
- What is something beautiful they have seen in Utah?

Activity 1: Vocabulary and Speaking

Explain to students they will talk about exploring nature using their senses. They will want to focus on seeing, hearing, smelling, and touching for this activity.

- Distribute Handout 1 for this activity. Instruct students to fill out the Handout as you watch each video.
- Open up the video links one by one, each with a different nature scene. Complete as many nature scenes as time allows (Slide 9).
- Ask students to pay attention to the natural sounds and visual scenes/movements in the video. Students can use their imagination for the other senses:
  - What would this scene smell like? What would it feel like if they were there? What kind of activities would you do in each video? (swim, hike, etc.)
- Encourage an ongoing discussion for each nature scene using the questions above.
- At the end, discuss which nature scenes they connected to the most and why.
Activity 2: Listening

Play the five minute video Meditation for Mindfulness - YouTube

https://youtu.be/WUASVHlfXeI

- Ask students how they feel afterwards: Did they enjoy this exercise? Why or why not?
  - How does this connect to appreciation?

Activity 3: Grammar and Speaking

Provide students with FL Beauty - Handout #2 (1).docx.

- Instruct students to review the words in the handout for skills and traits. Give them a couple of minutes to look up unfamiliar words.
- Allow students time to discuss with each other the skills and traits from the list that describe someone they know well.
  1. Are there any words that they would use to describe this person that are not on the handout?
- Students can follow the same instructions, finding their own personal strengths among the skills and traits from the list. Let them know that they can write words on the handout if they think of more that are not listed there.
Activity 4: Speaking

Discuss the many places where beauty can be found (Slide 15).

- The following are some examples:
  - a beautiful building
  - a song
  - a sculpture
  - writing/poetry
  - A painting
  - Food / cooking or baking
  - A type of dance
  - Inspiring people
  - Beautiful experiences (walking in the rain, laughter of a child, hugging someone you haven’t seen in a while)
- Show the video A Drone Tour Of La Sagrada Familia | TIME - YouTube
  
https://youtu.be/Z2DH-B0ADjk

- Instruct students to use their phones to find an example of something that they find beautiful--could be picture, poetry or book, painting, sculpture, etc.--and have them share in small groups of three or four.

Homework

Challenge students to find a new example of beauty in the natural world around them. Tell them to prepare to share what they find in the following class period.
Follow-Up

Tuesday:

Have students share an example of beauty that they found since last class.

Wednesday:

Watch a 1-min mindfulness meditation.

https://youtu.be/cEqZthCaMpo

Thursday:

Allow the students to share about an example of beauty that they saw in others.
Teamwork

“Alone we can do so little, together we can do so much.”

-Helen Keller
Teamwork - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what teamwork is and share their experiences with it.
2. experience positive feelings in discussing the experiences of teamwork.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. narrate/describe in present tense across a variety of familiar and general topics.
4. create language based on memorized phrases and formulaic speech.

Materials Needed

- Video: Good Teamwork and Bad Teamwork
- Printed and cut up picture found in Activity 3: Listening/Speaking
Overview

Explain to students that they will be able to define what teamwork is and improve on teamwork skills by communicating within a group.

Activate Background

Introduce teamwork by asking students what the word means.

Note: Some students may be unfamiliar with this word. Allow them to look up definitions or translations to help them understand the meaning.

- Write a list of answers on the whiteboard.
Activity 1: Listening/Speaking

Before showing the following video, explain that students should look for examples of good teamwork bad teamwork:

Good Teamwork and Bad Teamwork.

https://youtu.be/fUXdrl9ch_Q

- Watch the “this is an example of bad teamwork” part of the video, [pausing at 2:15] before the “this is an example of good teamwork” video starts.
- Discuss the video with a partner.
  - Did the birds show good teamwork?
  - What did they do that was bad teamwork?
- Watch the rest of the video [from 2:15 to the end] showing two examples of good teamwork.
  - What was good teamwork?
- Discuss as a class
  - What can we do to work together as a team?
Activity 2: Speaking

Divide into partnerships and answer the following questions. Review questions with students beforehand and write the phrases on the board so that students can see them as a reference.

- What are some examples of groups that need to work as a team?
- What can you do to work as a team?
- How can teamwork help you?

Phrases used to answer questions:

- In my opinion, teamwork is __________.
- I see other people use teamwork when __________.
- I use teamwork when__________.
- Teammates help me by __________.
- Teamwork is hard when__________.
- I can __________ to be a good teammate.
Activity 3: Listening/Speaking

Picture activity

Note: The teacher must print and cut these pictures into pieces before class and gather them so they will be ready to distribute.
Two variations of this activity:

- For a quicker activity split the class into teams and give them each a cut up picture that they need to put together as a team.

OR

- Mix up the pieces of the cut up pictures and give the students some pieces from either picture. The students then must find the others with the same picture as them and put it together.
Activity 4: Speaking

Have students reflect on the picture activity and answer the questions in their group.

- How did you use teamwork to make the pictures?
- Do you think your team was like the birds, crabs, or bears?
- How did your team work together?

Activity 5: Speaking/Grammar

Have students practice using affirmations.

- Explain that an affirmation is a positive sentence about a person. Affirmations use descriptive words such as adjectives to make the statements.
- For example:
  - I am beautiful/handsome.
  - You are a good writer.
  - We are ready to learn.
- Have each student think of affirmations beginning with I, you, and we.
- Split the class into small groups and have students present the affirmations they came up with.
- Encourage students to write down the positive affirmations others came up with that they liked, and to look up words they want to use in positive affirmations if they do not know them in English.

Homework

Compliment three classmates this week using a positive affirmation. For example, “You are a good listener.”
Follow-Up

Tuesday:

Have students brainstorm accomplishments they have made that required them to work in a team or get help from others. Write their answers on the whiteboard.

- How does working with others make you feel?

Wednesday:

Share with the class the following quote:

“Alone we can do so little, together we can do so much.”

--Helen Keller

- Helen Keller was a speaker and writer. She was both blind and deaf, but she made a difference by working with others. There are times we need the help of others to accomplish what we cannot do on our own.
  - When have you used teamwork with someone whose abilities were different from yours?

Thursday:

Go over these questions with students in a class discussion or have the students work in partnerships:

- What experiences did you have this week with the homework when you complimented your classmates?
- Did you notice you were a better teammate when you used positive language with your classmates?
Teamwork - Intermediate Mid

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what teamwork is and share their experiences with it.
2. experience positive feelings in discussing the experiences of teamwork.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. narrate/describe in present tense across a variety of familiar and general topics.
4. create language based on memorized phrases and formulaic speech.

Materials Needed

- Video: Good Teamwork and Bad Teamwork
- Printed and cut up pictures found in Activity 3
Overview

Explain to students that they will be able to define what teamwork is and improve on teamwork skills by communicating within a group.

Activate Background Knowledge

Introduce teamwork by asking students what the word means.

- Write a list of answers on the whiteboard.

Ask students why teamwork is important. In what contexts is it important to have good teamwork?
Activity 1: Listening/Speaking

Before showing the following video, explain that students should look for examples of teamwork and what happens when teams do not work together: Good Teamwork and Bad Teamwork.

https://youtu.be/fUXdrl9ch_Q

- Watch the “this is an example of bad teamwork” part of the video, [pausing at 2:15] before the “this is an example of good teamwork” video starts.
- Discuss the video with a partner.
  - Answers could include: though most of the birds worked together, they didn’t include one of their teammates, which caused all of them to fall off the wire. They also made fun of one of their teammates. They also didn’t communicate well, which is why it was too late to stop the bird from falling.
  - Why didn’t the birds work well together?
  - What could they do instead to be better teammates?
- Watch the rest of the video showing two examples of good teamwork.
  - How did the crabs and bears work together?
- Discuss as a class: what else can be done to work well with others in a group?
Activity 2: Speaking

Divide into partnerships, and answer the following questions. Review questions with students beforehand.

- What are some groups you are a part of where you use teamwork?
- What does teamwork mean to you?
- What are examples of groups that need to work well together to succeed?
- When you are stressed, how does having teammates help you?
- What makes teamwork hard sometimes?
- What makes a good teammate? How can you be a good teammate?
- Have students share what they talked about with the class.

Activity 3: Listening/Speaking

Picture activity

Note: The teacher must print and cut these pictures into pieces before class and gather them so they will be ready to give to the teams.
Two variations of this activity:

- For a quicker activity split the class into teams and give them each a cut up picture that they need to put together as a team.

OR

- Take the pieces of the cut up pictures and give the students some pieces from either picture. The students then must find the others with the same picture as them and put it together. The provided pictures have very different colors so it should be simple to find which picture is which.
**Activity 4: Speaking**

Have students think of the picture activity and answer the questions in their group.

- How did you use teamwork to make the pictures?
- Were people in your group ever talking over each other? Why was it harder if more than one person talked at once?
- How does showing respect to your teammates help the team work together?
- Explain to a partner what you learned about teamwork and how you can show respect to others while working in a group.

**Activity 5: Speaking/Grammar**

Have students practice using affirmations.

- Explain that an affirmation is a positive and encouraging statement to themself, to another person, or to a group. Affirmations usually use descriptive words such as adjectives to make the statements.
- For example:
  - I am beautiful/handsome.
  - You are a good writer.
  - We are ready to learn.
- Have each student come up with affirmations beginning with *I, you, and we*.
- Split the class into small groups and have students present the affirmations they came up with.
- Encourage students to write down the positive affirmations others came up with that they liked.
Homework

Compliment three classmates this week using a positive affirmation. For example, “You are a good listener.”
Follow-Up

Tuesday:

Have students brainstorm accomplishments they have made that required them to work in a team or get help from others. Write their answers on the whiteboard.

- How does working with others make you feel?

Wednesday:

Share with the class the following quote:

“Alone we can do so little, together we can do so much.”

--Helen Keller

- Helen Keller was a speaker and writer. She was both blind and deaf, but she made a difference by working with others. There are times we need the help of others to accomplish what we cannot do on our own.
  - When have you used teamwork with someone whose abilities were different from yours?

Thursday:

Go over these questions with students in a class discussion or have the students work in partnerships:

- What experiences did you have this week with the homework when you complimented your classmates?
- Did you notice you were a better teammate when you used positive language with your classmates?
Love of Learning
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. have an increased awareness of different ways to retain information.
2. recognize critical thinking skills.
3. identify different self-motivation strategies.

Language Learning Outcomes

Students will...

1. practice using target vocabulary in context.
2. participate in conversations with proper responses.

Materials Needed

- Powerpoint: Love of Learning Novice high
- Video: Discover Your Learning Style
- Images in Activity 1
Overview

Tell students that today they are going to talk about the love of learning.

Activate Background Knowledge

Introduce love of learning by asking students what motivates them to learn.

- Review what the word “motivate” means. What sparks their interests? What are they most interested in learning?
- Write a list of answers on the whiteboard.

Note: students may need to look up words on their phone if they lack the vocabulary word to express what motivates them to learn, or ways that they learn. As these words come up, make sure to go over what they mean as a class.
Activity 1: Speaking

Explain to the students they are going to think about what they already know by making inferences.

- Choose one of the pictures below. As a class, talk about things they observe in the pictures i.e. what they know.
  - For example, you might say that in the first picture, a girl is sitting on a bench, or that her hair seems to be messy.
- After brainstorming as a class, have students make inferences, or expand on inferences they already made.
  - Example: Why is the girl’s hair messy? Why is she sitting on the bench?

Retrieved from: https://edtechbooks.org/-WtaL
Inference: What do you think happened here? What makes you think so?

Retrieved from: https://edtechbooks.org/-MNo
Activity 2: Speaking

Explain that everyone thinks differently.

For example, some people may think directly while others more circularly.

- On the board, draw a picture of a line connecting two dots, and then a spiral connecting two dots.
  - Ask students if they feel that they think more directly or circularly. Why?
- Afterward, have students draw a picture of the way they may think and try to explain it to the classmates sitting next to them.
Activity 3: Listening

Below is a video about different learning styles.

- [Discover Your Learning Style](https://youtu.be/_IopcOwfsoU)

Watch the video as a class. (You may wish to slow down the playback speed and include subtitles so that it is easier for students to understand).

- Afterward, review over the different learning styles with examples of each. (Visual, auditory, reading/writing, and kinesthetic).
- Ask students what they think their learning style is.

Activity 4: Speaking

Put students into small groups to discuss the following topics.

- What do you like to learn about the most? Share your interests with your group.
- Think about a subject you are not interested in. What will help you be more interested in this subject?
Activity 5: Speaking

Ask students to reflect on their learning so far in this class. They should write down their answers and share with their group.

- What are your strengths?
- What are your weaknesses?
- How can you improve your weaknesses?

Homework

Find something you're interested in learning more about and research it. Be prepared to share in class what you learned.

Follow-Up

Tuesday:

Have students share with a partner what they researched. Share with the class afterward.

Wednesday:

Ask students the question: What is one new thing you would like to learn? Have them create a goal to start learning this week.

Thursday:

Have a discussion: What are three things you learned this week? How can these help you in your life? (How do these three things apply?) Write them down and share with a partner.
Love of Learning - Intermediate
Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. have an increased awareness of different ways to retain information.
2. recognize critical thinking skills.
3. identify different self-motivation strategies.

Language Learning Outcomes

Students will...

1. practice using target vocabulary in context.
2. participate in conversations with proper responses.
3. improve pronunciation of “l” or “y” with target vocabulary.

Materials Needed

- Videos: Discover Your Learning Style or Learning Styles
- Optional images: The Inference Collection - Once Upon a Picture
- Video: Learning styles & the importance of critical self-reflection | Tesia Marshik | TEDxUWLaCrosse - YouTube

Overview

Explain to students that today they will be discussing the idea of love of learning.
Activate Background Knowledge

Introduce love of learning by asking students what motivates them to learn. What sparks their interests?

- Write a list of answers on the whiteboard.

**Note:** students may need to look up words on their phone if they lack the vocabulary word to express what motivates them to learn, or ways that they learn. As these words come up, make sure to go over what they mean as a class.

Activity 1: Speaking

Explain to students that they will think about what they already know (why the following photos are socially unacceptable or abnormal) by making inferences.

- Have students make inferences about the following pictures for practice.
Encourage students to have when, why, how, what questions to expand on the knowledge they already have.

As an option, this website contains many pictures that have follow-up questions to elicit discussion about inferences: The Inference Collection - Once Upon a Picture

Retrieved from: [https://edtechbooks.org/-dQei](https://edtechbooks.org/-dQei)
Activity 2: Speaking

Ask students about the way that they think.

- On the board, draw 5-7 dots.
- Then ask students how many dots are on the board.
- Ask students to think about and share with each other how they counted the dots.
  - For example, some students may count the dots individually, others may group the dots into sets of 2, 3, or 4, and add them from there.
  - Ask students how this may relate to other classes and how they think.
Activity 3: Listening/Speaking

Below are links to two youtube videos, each describing different learning styles students may feel that they have. Choose one of the videos to watch as a class. Afterward, review the different learning styles: Discover Your Learning Style

https://youtu.be/_IopcOwfsoU

or Learning Styles

https://youtu.be/u_rmUkj9g0k

- Have students discuss with a partner what they feel their main learning style is.
- If there is time, split students into groups based on their preferred learning style and have them present to the class one way that they learn.
  - For example, if someone feels they are a kinesthetic learner, they may talk about the importance of acting something out in order to remember it.
  - Challenge students to try learning in a way they have not tried before. Encourage students to utilize multiple learning styles.
Activity 4: Listening

Play the following Ted Talk about Learning Styles from 0:17-8:14 Learning Styles and the Importance of Critical Self-Reflection and have students take notes on the important/main ideas.

https://edtechbooks.org/-WoiE

- They can also practice their note-taking skills by trying to write down examples or major details that support the main ideas.
  - Allow some time for students to think-pair-share something important from their notes.
- Ask students what makes them excited about learning. In the Ted Talk, it talks about different ways of retaining information, and that you retain something that has meaning attached to it.
- Lead a discussion talking about how to make material learned at school more meaningful to students.
  - Is it meaningful to them? If not, what is?
  - Do students find that what is meaningful to them is something that they strive to learn about?

Homework

Students will think about a subject/topic/hobby they are very interested in. They will also need to think of a subject/topic/hobby they are not interested in at all.

They should think of some ways they could use their interest to help them learn and retain information from the subject they are not interested in. They must write down their answers. Example: How can my interest in drawing help me to learn math?
Follow-Up

Tuesday:

Students will share their homework answers with a partner and compare.

Wednesday:

What is one new thing you would like to learn? Create a SMART goal to start learning this.

Thursday:

What are three things you learned this week? How can these help you in your life? (How do these three things apply?) Share with a group or the class.
Kindness
Kindness - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize acts of kindness.
2. discuss ways to be more kind.
3. discuss how kindness affects others.
4. evaluate how kindness feels for self and others.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. actively participate in conversations through proper responses.
3. recognize high frequency general and academic vocabulary.

Materials Needed

- Kindness_Bingo.pdf
- Photos link: people being kind - Google Search
- Images in Activity 3
Overview

Explain that today’s lesson is about kindness.

Activate Background Knowledge

Introduce kindness to students by asking them what the word means. Ask them to give examples of kindness that they have seen or done.

Activity 1: Listening/Speaking

Before watching the following video, explain that it will show people being kind to each other. Tell students to make a list of kindness acts they see in the video.

- Sample list items:
  - People helping each other
  - Picking something up for someone
  - Helping with groceries
  - Giving people food

- After watching, have students share their list with a partner.
Activity 2: Speaking

Show the following link on the projector: people being kind.

- In partnerships, students should take turns describing a picture and their partner has to guess which picture they are describing.
- If necessary, review the grammar using “to be” verbs, specifically “there is” and “there are,” with descriptive adjectives.
  - “There are ____ (two people)”
  - “There is ____ (a happy woman)”
  - “She is _____(smiling)”
Activity 3: Vocabulary

Ask the students to list some words that are kind and make a list on the board.

- Sample answers may include
  - Help
  - Give
  - Thank
  - Smile

- Help students to learn new words associated with the kindness, such as:
  - donate: to give something (like money) to a person or organization to help them
    - Other things you can donate: blood, food, clothes
  - generous: someone who is generous is willing to give money, spend time etc, to help people or make them happy
    - Who do you know that is generous?
  - support: to help someone by being kind to them during a difficult time in their life
    - Who shows you support?
  - give a hand: to help someone do something
    - Who has given you a hand?

Have students match each picture to the correct vocabulary word:

Retrieved from: Donations_Charity_Clothing_Drive_MI600.jpg (600×338) (mcshin.org)

Retrieved from: A man feeding the cats, street, Lyon, France - People & Portrait Photos
Activity 4: Speaking

Use the following situations as role-play scenarios for students to do in groups of three to four. Give the students 5-10 minutes to prepare (based on time). Their role plays should be about one minute, and all the group members should participate.

- You see a mother at the store with her child, and the child won’t stop crying. You can tell the mother is stressed.
- You see an old lady walking down the sidewalk alone with a walker.
- One of your classmates makes a mistake, and everyone laughs at him/her.
- You see a group of children making fun of another child who looks very sad.
- Your sibling is being mean to you for no reason.
Homework

Do something kind for another person. Note: students should be prepared to share about this tomorrow in class.

Follow-Up

Tuesday:

Students should share the kind acts they did for another person.

Wednesday:

Self-compassion: discuss why it’s important to be kind to ourselves.

Thursday:

Show the following quotes below and have a short discussion about what they mean:

“When words are both true and kind, they can change the world” —Buddha

“Be the reason someone smiles. Be the reason someone feels loved and believes in the goodness in people.” — Roy T. Bennett, The Light in the Heart
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize acts of kindness.
2. discuss ways to be more kind.
3. discuss how kindness affects others.
4. evaluate how kindness feels for self and others.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. listen for specific information.
3. actively participate in conversations through proper responses.
4. recognize high frequency general and academic vocabulary.

Materials Needed

- Video: Headspace | Meditation | Why Focus on the Happiness of Others? - YouTube
- Pre-bingo videos: WATCH: Positive stories of random acts of corona-kindness in a time of uncertainty - YouTube
- A delivery rolls into a snowball effect of acts of kindness in
Overview

Explain that today’s lesson is about kindness.

Activate Background Knowledge

Introduce kindness by having the students share experiences about times people have been kind to them and how it made them feel, then have them discuss how they felt after being kind to someone else.
Activity 1: Listening/Speaking

The following video is about focusing on the happiness of others. Have students watch and discuss the questions below afterwards:

Headspace | Meditation | Why Focus on the Happiness of Others? - YouTube

https://youtu.be/vFL5NVkn-CY

- What was the message of the video?
- Have you found this to be true for you?
- How do you find happiness?
- How does seeking the happiness of others make you feel happy yourself?
- Why do you think focusing on others’ happiness makes us happy?
- What are some specific things we can do to focus on others’ happiness?
Activity 2: Listening

If you have access to Netflix:

- Headspace S1:E5 Loving Kindness
  - Start at 15:49 (Note: Netflix will display how much of the video is left, so you’d need to plan for about 16 minutes if you use this one; this video is great because it has animations that are paired with the audio to make it more clear and fun.)
- Back up option on Youtube (around 13 min)
  - Youtube: Loving Kindness Meditation to Develop Mindfulness and Compassion - YouTube

https://youtu.be/-d_AA9H4z9U

- After meditating, have students discuss with a partner how they felt and what their experience was while meditating. Discuss as a class as well.

Activity 3: Vocabulary Bingo

Explain that the following videos show examples of people being kind.

- While watching the videos, students should look for specific vocabulary found on the following bingo cards. You may want to go over the words before you play the game.
  - WATCH: Positive stories of random acts of corona-kindness in a time of uncertainty - YouTube

https://youtu.be/1NZdzg09wXQ

- A delivery rolls into a snowball effect of acts of kindness
The students can play on a device by accessing the following link. They simply need to click the word they hear, and a red X will appear on it.

- Virtual link: Virtual Kindness Bingo (mfbc.us)

If you prefer having the students use physical copies of bingo cards, you may print these out. There are 30 cards available to print.

- Printable cards: Kindness_Bingo.pdf
Activity 4: Speaking

Use the following situations as role play scenarios for students to do in groups of 3-4. Give the students 5-10 minutes to prepare (based on time). Their role plays should be about 2 minutes, and all the group members should participate.

- You see a mother at the store with her child, and the child won’t stop crying. You can tell the mother is stressed.
- You see an old lady walking down the sidewalk alone with a walker.
- You see a group of children making fun of another child who looks very sad.
- Your sibling is being mean to you for no reason.
- One of your classmates makes a mistake, and everyone laughs at him/her.

Homework

Do something kind to someone today. Note: students should be prepared to share about this tomorrow in class.
Follow-Up

Tuesday:

Students should share the kind acts they did for another person.

Wednesday:

Self-compassion: discuss why it’s important to be kind to ourselves.

Thursday:

Show the following quotes below and have a short discussion about what they mean.

- “When words are both true and kind, they can change the world” —Buddha
- “Be the reason someone smiles. Be the reason someone feels loved and believes in the goodness in people.” — Roy T. Bennett, The Light in the Heart
Honesty

“Honesty is the best policy.”

-Benjamin Franklin
Honesty - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn why and how to be honest with others.
2. recognize how honesty may differ across cultures.
3. understand what it means to be honest with themselves.

Language Learning Outcomes

Students will...

1. practice using target vocabulary in context.
2. participate in conversations with proper responses.
3. students will be able to use the conditional verb tense while speaking.

Materials Needed

- PowerPoint: Honesty Novice High
- Worksheets: second-conditional-worksheet-templates-layouts_101020.pdf
- Worksheets: Academic Honesty Scenarios
- Video: The Boy Who Cried Wolf Read Aloud - Fables and Stories for Children - YouTube
- Video: High School Musical Cast - Stick to the Status Quo (From "High School Musical") - YouTube

Overview

Tell students they are going to learn about honesty today.
Activate Background Knowledge

Ask students how they are doing today? Then, ask them how they are REALLY doing?

- Expose students to the new vocabulary in the powerpoint Honesty Novice High: honest, dishonest, sincere, insincere, trust, transparent, mistake.

Activity 1: Vocabulary

Ask students to think about what it means to be honest.

- Why is honesty important?
- Think of an example when it was difficult to be honest.

Activity 2: Speaking

The students are going to work through some possible scenarios that challenge honesty.

- Put students into groups of 3-4 and have them read the following scenerios. They should decide whether they are honest or dishonst.
  - Using a translator to write a paper for class.
  - Using another person's work for your homework.
  - Copying homework from a classmate.
  - Translating one word for your homework.
  - Work on your homework as a group.
**Activity 3: Listening**

Show students the following short video: [The Honesty of Children](#)

Have students discuss the following questions with partners:

- What happened in the video?
- What did the children do? Why?
- What do you think they are saying?

**Activity 4: Speaking and Listening**

Play two truths and a lie.

- Individually, have students write three sentences about themselves. Two are true, and one is false. Model for students how to do this if necessary.
- In partnerships or small groups, have students share their sentences with each other, and try to guess which sentence is false.
- Now have the students think of an honest compliment to say to each person in their groups.
  - “I think (that) you _____”
  - “I really like _____”
  - “You are very _____”
  - Phrases they can use:
- Then have each student think of an honest compliment about themselves to tell their group.
  - “I think (that) I_____”
  - “I am very___”
  - “I love (that) I _____”
  - “I like my_____”
  - Phrases they can use:
Activity 5: Listening

Watch the video about the story of The Boy Who Cried Wolf.

The Boy Who Cried Wolf Read Aloud - Fables and Stories for Children - YouTube.

https://youtu.be/40GbuZjV1zM

- Why do you think nobody listened to the boy?
- What can happen if we are not honest?

Homework

Write 3 examples of honesty that you see in movies, TV, or other places.
Follow-Up

Tuesday:

Explain what a white lie is.

- What is a white lie? Do you think white lies are okay?

Wednesday:

Ask students:

- Who is Pinocchio? What happens to him if he lies? What challenges does Pinocchio face because of this? If they don't know, show them or have them look him up.

Thursday:

Think of someone who is honest. How do you feel about that person?
Honesty - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn why and how to be honest with others.
2. recognize how honesty may differ across cultures.
3. understand what it means to be honest with themselves.

Language Learning Outcomes

Students will...

1. practice using target vocabulary in context.
2. participate in conversations with proper responses.
3. be able to use the conditional verb tense in speaking.

Materials Needed

- PowerPoint: Honesty Intermediate Mid
- Worksheets: second-conditional-worksheet-templates-layouts_101020.pdf
- Worksheets: Academic Honesty Scenarios
- Worksheets: Being_True_to_Yourself Exercise.pdf
- Video: Conformity Bias | Ethics Defined - YouTube.
- Video: The Boy Who Cried Wolf Read Aloud - Fables and Stories for Children - YouTube
- OR reading “The Boy Who Cried ‘Wolf’” | Aesop's Fables | Aesop | Lit2Go ETC (usf.edu)

Overview

Students are going to learn about honesty today.
Activate Background Knowledge

Expose students to the new vocabulary in the powerpoint *Honesty Intermediate Mid*: honest, dishonest, sincere, insincere, conform, transparent, apology.

- Introduce honesty by asking them to think of examples in movies or books where somebody lied.
  - What happened because of the lie?
  - How would the story change if the person didn’t lie?

Activity 1: Vocabulary

Ask students to think about what it means to be honest.

- Then, have them collaborate with a partner. As a class, make a brainstorm on the board about what honesty could mean to students.
- Have students share their definition of honesty

Activity 2: Speaking

The students are going to work through some possible scenarios that challenge honesty.

- Put students into groups of 3-4. Have them read the Academic Honesty scenarios from the PowerPoint or the following handout: Academic Honesty Scenarios.
- Students will discuss whether or not they feel the scenarios describe honesty or dishonesty. If a scenario is dishonest, students will rewrite and explain the scenario in such a way that it demonstrates honesty.
Activity 3: Grammar

Review the second conditional with students, referring to the powerpoint as needed

- Use the following handout for each student second-conditional-worksheet-templates-layouts_101020.pdf.
- Have students answer the questionnaire about honesty from the handout.
- When students finish the questionnaire, they will create their own sentences about honesty using the conditional.

Activity 4: Listening/Speaking

Play the short video about conformity: Conformity Bias | Ethics Defined - YouTube.

https://youtu.be/KhaNNB7Z-ME

- Ask students about examples of conformity in their life.
  - What does it means to be true to oneself?
  - How are being true to oneself and honesty related?
- Think of some synonyms for the word authentic, i.e. sincere, real, not fake, etc.
  - What are some situations where people might not be authentic or true to themselves? For example, what about social media or ‘fake news’?
  - When is it important to conform, and when is it not necessary to conform?
Activity 5: Reading/Writing

Give students the following handout, and have them complete it: Being_True_to_Yourself_Exercise.pdf

- When students finish, have them talk in groups about any insights they may have gained.

Activity 6: Speaking/Listening

Play two truths and a lie.

- Individually, have students write three sentences about themselves. Two are true, and one is false. Model for students how to do this if necessary.
- In partnerships or small groups, have students share their sentences with each other, and try to guess which sentence is false.
- Now have the students think of a sincere and honest compliment to say to each person in their groups.
- Then have each student think of a sincere and honest compliment about themselves to tell their group.
Activity 7: Listening

Watch the video about the story of The Boy Who Cried Wolf:

The Boy Who Cried Wolf Read Aloud - Fables and Stories for Children - YouTube.

https://youtu.be/40GbuZjVlzM

OR have the students read the story out loud together:

“The Boy Who Cried ‘Wolf’” | Aesop's Fables | Aesop | Lit2Go ETC (usf.edu)

- Why do you think nobody listened to the boy in the end?
- What can happen if we are not honest with ourselves and others?
- Interpret the quote: “A liar will not be believed, even when he speaks the truth.”

Homework

Keep an honesty journal for every day this week. Answer these questions for each day:

- How are you honestly doing today? How do you feel?
- What’s a mistake you made today that you want to change?
- What is something you did today that you are proud of?
- What do you like about yourself today? Give yourself an honest compliment.
Follow-Up

Tuesday:
April Fool’s Day vs. Honesty Day

Honesty Day (nationaltoday.com) Scroll through some of the statistics and infographics on the website.

- What is a white lie? Do you think white lies are okay?

Wednesday:
Ask the students:

- Would you rather: always have to tell the truth no matter the situation? Or always have to create a white lie?
  - Use the character of Pinocchio as an example. Who is Pinocchio? What happens to him if he lies? What challenges does Pinocchio face because of this?

Thursday:

Introduce and interpret the following quote: “We are what we repeatedly do.”

- How does this apply to being honest? If we are not authentic we will become what we pretend to be. Refer back to the story “The Boy Who Cried Wolf” as an example of how the end result can be negative.

Follow-up with the students' homework. How are they doing with their honesty journals?
"Perhaps our most important quality as humans is our capability to self-regulate. It has provided us with an adaptive edge that enabled our ancestors to survive and even flourish when changing conditions led other species to extinction. Our regulatory skill or lack thereof is the source of our perception of personal agency that lies at the core of our sense of self."

-- Barry Zimmerman

Self-Regulation - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what self-regulation is and share their experiences with it.
2. notice the positives about self-regulation and how it can help in their lives.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. connect context to meaning.
3. narrate/describe in present tense across a variety of familiar and general topics.
4. create language based on memorized phrases and formulaic speech.

Materials Needed

- PowerPoint: Self-regulation
- Video: The Marshmallow Test | Igniter Media | Church Video
- Images in Activities 3 and 5

Optional:

- Marshmallows or other candy (enough for each student to have two) to do the marshmallow experiment in class.
Overview

Explain to students that they will be able to define what self-regulation is and identify ways to use it to improve their everyday lives.

Activate Background Knowledge

Ask the students to think about a time that they had to do something before they were allowed to do something fun. For example, if they had to do the dishes before going to play with their friends or had to finish their vegetables before eating dessert.

- Have them share an experience with a partner.
- Explain that those were examples of self-regulation. Self-regulation is being disciplined and controlling your emotions and wants.

Activity 1: Vocabulary

Introduce new vocabulary words that relate to the topic.

- Self-regulation: exercising control over one's self
- Patience: the ability to continue waiting or doing something for a long time without becoming angry or anxious
- Emotion: a strong human feeling such as love, hate, or anger
- Budget: a plan of how someone's money will be spent
- Posture: the way you position your body when sitting or standing
Activity 2: Listening and Speaking

Have students watch the marshmallow experiment video: The Marshmallow Test | Igniter Media | Church Video

https://youtu.be/QX_oy9614HQ

- Stop the video after the instructions to make sure students understand the experiment.
  - What happens if the children wait for the experimenter to come back?
  - What happens if the children don't wait for the experimenter to come back?

- Discuss the following questions:
  - Why was it hard to wait until the teacher came back?
  - How did some of the children distract themselves?
  - Do you think you could have waited for the teacher to return? Why or why not?
  - Would it be easier or harder to wait with a friend?
Activity 3: Speaking

Tell the students that they will see a series of pictures, and for each one they will talk about the following questions:

- What is happening in the picture?
- How can someone use self-regulation in these activities?
- Are you good at using self-regulation in each activity shown?
- Pictures topics include:
  - Eating
  - Emotions
  - Posture
  - Exercise
  - Savings
  - Meditation

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Retrieved from: https://edtechbooks.org/-nsuK

Retrieved from: https://edtechbooks.org/-AYXm

Retrieved from: https://edtechbooks.org/-qmSa
Activity 4: Writing

Explain to the students that they will each be setting a goal.

The goal will be a S.M.A.R.T. goal.

S - Specific (it is focused and exact)

M - Measurable (it is possible to determine if there has been any change or progress)

A - Attainable (it is something the student can actually do)

R - Relevant (it is related to their school, work, or life plane)

T - Time-based (it has an end date)

Examples of not-S.M.A.R.T. goals:

- I want to be happy. (not specific or measurable)
- I want to be able to fly (not attainable or relevant)
- I want to graduate college in three weeks (good, except the time is not attainable)

Have the students write down their goal using these statements:

My goal is...
I will see that I am making progress by...

I think I can do this because...

This is important to me right now because...

I think I’ll be able to reach my goal...(set a date/time)

Retrieved from:
https://veryspecialtales.com/smart-goals-worksheets-examples-kids/

Goals are helpful for us when we want to achieve something, but we can usually change them when we need to. Explain to students that if after working on a goal for a while and they don’t like how it is going, it is okay to change the goal to be easier or harder for them, or to shorten or lengthen the time they need to accomplish it. Sometimes we decide we don’t want to achieve old goals, so we set new ones.
Activity 5: Speaking and Listening

If students are comfortable, have them share their goals with a partner or with the class.

- Remind the students that while listening to others' goals we must be kind. Things that are hard for some people are easy for others, and they must never be mean about someone else’s goal.

- That being said, having support can help achieve a goal, so it is good to share.

- Have the students get into pairs and share their goals with each other.

Homework

Have students work on their SMART goal this week for a follow-up on Thursday.
Follow-up

Tuesday:

Read or have a student read the following quote:

“Whether you think you can or you think you can’t, you’re right.”

- Henry Ford

How does thinking you can do something help you to do it?
How can thinking you cannot do something make it harder?

Wednesday:

Read or have a student read the following quote:

“Self-regulation will always be a challenge, but if somebody’s going to be in charge, it might as well be me.”

- Daniel Akst

What does this quote mean to you?
Do you agree with the quote?

Thursday:

Have students think back on the SMART goals they made on Monday.
In pairs, have students share:

- What was your goal?
- If you have worked on your goal this week, what progress have you made?
- Are there any changes you want to make to your goal?
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what self-regulation is and share their experiences with it.

2. notice the positives about self-regulation and how it can help in their lives.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.

2. connect context to meaning.

3. narrate/describe in present tense across a variety of familiar and general topics.
4. create language based on memorized phrases and formulaic speech.

Materials Needed

- PowerPoint: Self-regulation
- Video: The Marshmallow Test | Igniter Media | Church Video
- Video: Marshmallow Experiment

Optional:

- Marshmallows or other candy (enough for each student to have two) to do the marshmallow experiment in class.

Overview

Explain to students that they will be able to define what self-regulation is and identify ways to use it to improve their everyday lives.
Activate Background Knowledge

Ask the students to think about a time that they had to do something before they were allowed to do something fun. For example, if they had to do the dishes before going to play with their friends or had to finish their vegetables before eating dessert.

- Have them share an experience with a partner.
- Explain that those were examples of self-regulation. Self-regulation is being disciplined and controlling your emotions and wants.

Activity 1: Vocabulary

Introduce new vocabulary words that relate to the topic.

- Such words may include self-regulation, posture, emotion, budget.

Activity 2: Listening and Speaking

Have students watch the marshmallow experiment video: The Marshmallow Test | Igniter Media | Church Video

https://youtu.be/QX_oy9614HQ

- Depending on the class, you may want to stop the video after the instructions are given to make sure the students understand the experiment before continuing.
- Have a student explain the rules of the experiment to check understanding.

- Discuss with students the following questions:
○ What were the children told when they were given one marshmallow?
○ Why was it hard to wait until the teacher came back?
○ How did some of the children distract themselves?
○ Do you think you could have waited for the teacher to return? Why or why not?
○ Would it be easier or harder to wait with a friend?

• Optional: Studio C marshmallow experiment. This is a comedy sketch based off of the experiment with much more dialogue for the students to listen to: Marshmallow Experiment

https://youtu.be/nHE3vQJpJo4

• Optional Activity:
  ○ If there are treats for the students to do the marshmallow experiment, explain that you will be doing the experiment. Place a treat on each of their desks, and tell them they can eat the treat now or wait until the teacher gives them a second one. Proceed to activity three.
Activity 3: Speaking

Tell the students that they will see a series of pictures, and for each one they will talk about the following questions:

- What is happening in the picture?
- How can someone use self-regulation in these activities?
- Are you good at using self-regulation in each activity shown?
- For more variation you can have the students switch partners with every picture so that they are talking to different classmates.

Pictures topics include:
- Eating
- Emotions
- Posture
- Exercise
- Savings
- Meditation

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Retrieved from: https://edtechbooks.org/-nsuK

Retrieved from: https://edtechbooks.org/-AYXm
Activity 4: Speaking

Note: This is part of the optional activity using the treats in class. Only do this section if it was part of the lesson.

- Give the students that did not eat their treat another one. Have the students partner up and discuss the following questions:
  - It is different for everyone of course, but generally when trying to avoid a certain behavior taking your mind off of it or doing something else instead is a good way to begin.
  - Was it hard to not eat the treat? Why or why not?
  - Do you think it would be harder if you weren’t doing another activity?
  - How does this connect to self-regulation?
Activity 5: Writing

Explain to the students that they will each be setting a goal.

- The goal will be a S.M.A.R.T. goal. Explain that each letter in S.M.A.R.T. stands for a word, which is shown in the picture below, and explain what each word means.

- Examples of not-S.M.A.R.T. goals:
  - I want to be happy. (not specific or measurable)
  - I want to be able to fly (not attainable or relevant)
  - I want to graduate college in three weeks (good, except the time is not attainable)

- Explain to the students that they will each be setting a goal.
  - The exact goal that I am trying to accomplish is...
  - I will be able to see that I am making progress by...
  - This is a goal I think I can actually reach because...
  - This is important to me right now because...
  - I think I’ll be able to reach my goal...(set a date/time)

Goals are helpful for us when we want to achieve something, but we can usually change them when we need to. Explain to students that if after working on a goal for a while and they don’t like how it is going, it is okay to change the goal to be easier or harder for them, or to shorten or lengthen the time they need to accomplish it. Sometimes we decide we don’t want to achieve old goals, so we set new ones.
Activity 6: Speaking and Listening

- Ask if the students would be comfortable to share their SMART goals with each other. If a student has written a personal goal that they do not want to share then consider skipping this activity or letting that student sit out.

- Remind the students that while listening to others goals we must be kind. Things that are hard for some people are easy for others, and they must never be mean about someone else’s goal.

1. That being said, having someone to support you can help achieve a goal, so it is good to share.

- Have the students get into pairs and share their goals with each other.

Homework

Have students work on their SMART goal this week for a follow-up on Thursday.
**Follow-up**

**Tuesday:**

Read or have a student read the following quote:

“Whether you think you can or you think you can’t, you’re right.”

- Henry Ford

  - How does thinking you can do something help you to do it?
  - How can thinking you cannot do something make it harder?

**Wednesday:**

Read or have a student read the following quote:

“Self-regulation will always be a challenge, but if somebody’s going to be in charge, it might as well be me.”

- Daniel Akst

  - What does this quote mean to you?
  - Do you agree with the quote?

**Thursday:**

Have students think back on the SMART goals they made on Monday. In pairs, have students share:

  - What was your goal?
  - If you have worked on your goal this week, what progress have you made?
  - Are there any changes you want to make to your goal?
Curiosity

“The important thing is not to stop questioning. Curiosity has its own reason for existing.”

-Albert Einstein
Curiosity - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what curiosity is and share topics they are curious about.
2. understand that people are curious about different subjects and respect those differences.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. identify a speaker’s point of view and understand main ideas.
3. converse about topics familiar to them and ask questions about topics they may not be familiar with.

Materials Needed

- Conversation prompt cards in Activity 3
- Video: National Geographic--Curiosity
Overview

The definition of curiosity is the desire to know about something.

Activate Background Knowledge

Have students make a list of topics they're interested in. Discuss as a class and make a list on the board. Explain that all of the list items are examples of what they're curious about.

Activity 1: Listening/Speaking

Have students choose one of their list items from the previous activity, and find a picture, example, and/or more information. When they are finished, they should share with a partner. Discuss as a class afterwards.
Activity 2: Listening/Speaking

Help students understand the word observe/observation

- observe (v): to see and notice something
- observation(n): the process of watching something or someone carefully for a period of time
- notice(v): to realize that something exists, especially because you can see, hear, or feel it

Observation is helpful to become more curious. When you are curious, observation helps you learn more.

Have students walk around the school/classroom and make observations.

Examples

- colors of things
- paintings
- size of things
- cleanliness of things

Students should share with a partner what they observed.

- Did you notice anything new?
Activity 3: Listening/Speaking

Go over the following words:

- uninterested(adj): not interested
- nosy(adj): curious about people's private business (students may need to translate this word)

Use the following scenarios. Students must choose curious, uninterested, or nosy:

Card 1: “I just got a new dog!”
Prompt 1: “That’s nice. Are you going to be in class tomorrow?”
Prompt 2: “Wow, that’s cool. What kind of dog is it?”
Prompt 3: “Who did you get your dog from and how much exactly did it cost?”

Card 2: “I hurt my ankle this week so I will not be coming to soccer practice.”
Prompt 1: “That’s too bad. Talk to you later!”
Prompt 2: “Oh, ouch! Do you have to use crutches?”
Prompt 3: “I bet it cost you a lot to go to the doctor. Do you have other health problems?”

Card 3: “I think I ripped my pants while I was giving my presentation!”
Prompt 1: “Oh well, better luck next time.”
Prompt 2: “Oh, no! What did you do then?”
Prompt 3: “Did the whole class see your underwear? What color is it?”
Activity 4: Speaking/Listening

Watch the following video on this website: National Geographic--Curiosity

Partner discussion questions:

- What are the people in the video curious about?
- What kind of job do they have?
- Are you curious about anything you see in the video?

Homework

Find someone outside of our class and ask them to tell you about something they’re curious about. Be prepared to share in class who you talked to and what you learned.
Follow-Up

Tuesday:

Follow up with original homework. Have the students share with a partner (not the same partner they did the homework with) the activity that they tried and what they thought about it, as well as the activity they introduced to someone else and how it felt to share something they are curious about.

Wednesday:

Show the following list of examples of topics students might be curious about. Give them 3 min to research one topic.

- art
- sports
- technology
- food
- travel
- music
- fashion

Share what they learned with a partner.

Thursday:

Ask students what they would be curious to learn about a new person. Have them make a list of questions and ask those questions to a classmate.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. learn what curiosity is and share topics they are curious about.
2. understand that people are curious about different subjects and respect those differences.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. identify a speaker’s point of view and understand main ideas.
3. talk about topics familiar to them and ask questions about topics they may not be familiar with.

Materials Needed

- Conversation prompt cards for Activity 3
- Video: National Geographic--Curiosity
**Overview**

Explain to the students that they will be able to understand what curiosity is as well as what they are curious about. The goal is for them to also understand and respect that different people are curious about different things.

**Activate Background Knowledge**

"Curiosity is defined as taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating."

Retrieved from: [https://edtechbooks.org/-thMs](https://edtechbooks.org/-thMs)

- Read or have a student read the following quote by Richard Feynman, an American physics researcher.
  - “It has to do with curiosity. It has to do with people wondering what makes something do something. And then to discover, if you try to get answers, that they are related to each other - that things that make the wind make the waves, that the motion of water is like the motion of air is like the motion of sand. The fact that things have common features...What we are looking for is how everything works. What makes everything work.”—Richard Feynman

- Go over the definition of curiosity again. Why is it good to be curious when you are studying science?
- Discuss: What other things can we be curious about?
Activity 1: Listening/Speaking

Explain that people shouldn’t ask if they are curious, but rather what they are curious about.

- People are curious about different things, but everyone is curious about something. Some are curious about nature, some about cars, about math, about fantasy, or any number of things.
- Share the following quote: “Alter your course often.”
- Have students make suggestions as to what the quote could mean. Then explain that it means to go and try new things, maybe you will find you like it. Maybe you will not like it and you won’t have to go back and do that again.
- Next, they will have the opportunity to learn something new about a classmate and also share something about themselves.
- Have the students think about something they’re curious about. If they have phones, invite them to find a picture of the topic they’re thinking of. After giving them time to think and find a picture, have them talk to a partner and share the thing they are curious about and their pictures.
- Talk together as a class, have students answer the following questions:
  - What did your partner share about?
  - Were you also interested in what your partner shared?
    - Explain that it’s okay if they weren’t, because everyone is curious about different things
  - If your partner shared a topic that you were not interested in, did hearing them talk about it change your opinion at all?
    - Explain again that it’s okay if they don’t love it still, but sometimes hearing someone talk about something that you didn’t pay attention to before will let you see that people care about it, even if you don’t.
Activity 2: Listening/Speaking

Explain that sometimes you become curious about something as you pay more attention to it. There are also two different types of curiosity: passive and active.

- Passive curiosity is where you are only curious when something new pops up in your environment and active curiosity is where you actively explore your environment. This activity involves active curiosity.
- Have students take paper and a pen or pencil and walk around the classroom or area. For a few minutes, have them look closely at the surroundings, noticing textures, artwork, or other structures they haven’t paid attention to before. Have students write down the things they notice.
- Once students are sitting back down, have them pair off and share some things they noticed as they walked around. Ask for some students to share with the entire class.
  - Why did you notice more about your environment today than other days you have come to class?

Activity 3: Speaking/Listening

Have students get in groups of 2-4 for a role playing activity where students will learn the difference between uninterest, curiosity, and nosiness.

- Explain that nosiness is being too curious, or asking questions that make people uncomfortable. It’s important to understand that different people have different opinions on what is nosy and what isn’t, so sometimes questions that you think are okay other people consider nosy.
- Have one student read the statement card, and have the other students categorize the prompts into uninterested, curious, and nosy.
nosy. If you don’t have printed prompts, read the statements and prompts out loud and have students discuss which category the prompts would fall into.

○ Card 1: “I just got a new dog!”

  ▪ Prompt 1: “That’s nice. Are you going to be in class tomorrow?”
  ▪ Prompt 2: “Wow, that’s cool. What kind of dog is it?”
  ▪ Prompt 3: “Who did you get your dog from and how much exactly did it cost?”

○ Card 2: “I hurt my ankle this week so I will not be coming to soccer practice.”

  ▪ Prompt 1: “That’s too bad. Talk to you later!”
  ▪ Prompt 2: “Oh, ouch! Do you have to use crutches?”
  ▪ Prompt 3: “I bet it cost you a lot to go to the doctor. Do you have other health problems?”

○ Card 3: “I think I ripped my pants while I was giving my presentation!”

  ▪ Prompt 1: “Oh well, better luck next time.”
  ▪ Prompt 2: “Oh, no! What did you do then?”
  ▪ Prompt 3: “Did the whole class see your underwear? What color is it?”

- If there is more time, have students think of more statements, along with responses that are uninterested, curious and nosy.
- Discuss some topics that would be considered nosy to discuss with people who are not close friends and family.
Activity 4: Speaking/Listening

Watch the following video from this website: Curiosity | National Geographic Society

An explorer is “A person who travels in search of geographical or scientific information”.

- Is there anything in the natural world you are curious about?
  - Explain that you can be an explorer about things not in the natural world as well.
- How can you be an explorer when you learn about what interests you?

Homework

Have students find a partner to do the two parts of the homework with. This can be a classmate, family member, or friend.

1. Try an activity a partner is curious about.
2. Introduce a partner to do something you are curious about.

We will follow up in class on Thursday.

Follow-Up

Tuesday:

Share the following quotes:

“The mind that opens to a new idea never returns to its original size.”

- Albert Einstein
• What does this mean?
• Einstein may have meant that curiosity about new ideas changes the way we think and gets us more interested in the world around us.

“Curiosity is the engine of achievement”
- Ken Robinson

• How does curiosity drive you to accomplish your goals?

Wednesday:

Share the following quote:

“Be curious, not judgemental”
- Walt Whitman

• What does the phrase “to keep an open mind” mean?
• Have students think of something they have disliked previously—maybe a genre of music or a food. Have students spend a couple minutes writing down what they know about the thing they have chosen. For example, if they were writing about an avocado, they might write, “Avocados are green, with a pit and tough outer skin. They can be made into guacamole.” The purpose of this exercise is to think of the topic they have chosen without judging it.

Thursday:

Follow up with original homework. Have the students share with a partner (not the same partner they did the homework with) the activity that they tried and what they thought about it, as well as the activity they introduced to someone else and how it felt to share something they are curious about.
Spirituality
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. make connections outside of themselves.
2. think deeply about who they are and their purpose for life.

Language Learning Outcomes

Students will...

1. create sentences using the future tense “will.”
2. explain new vocabulary words associated to the topic.

Materials Needed

- Worksheet: Values: Self-Exploration
- Optional resource: John Lennon - Imagine (Lyrics) - YouTube
- Any chosen pictures of nature and art
- Any chosen song of classical music
Overview

Explain to students that today they are going to learn about spirituality. What is it? Look up definitions online and brainstorm together a class definition.

Activate Background Knowledge

Give students two or three minutes to think about the question: Who am I? They can write it down and then share it with a partner or small group.

Activity 1: Vocabulary

What is a connection? Review the vocabulary word first. The first step to spirituality is connecting to something more than just yourself.

- Show students any chosen picture of nature and art, and also play a classical song while they look at these pictures. Have them think about how these images and music make them feel.
  - What does it connect them to?
- They can shout out rapid answers to help other classmates brainstorm and think of more ideas.
**Activity 2: Speaking**

*What does it mean to imagine something?* Review the vocabulary word “imagine” first. Then introduce the future tense by using “will.”

- Will is an auxiliary verb, which means that it always comes before another verb to make the future tense.
  - Format: subject+“will”+base verb+(object)
    - Example: I will finish my homework next week.
  - Elicit some other simple examples using “will” before starting the activity
- Students are going to perform “The Deathbed Test.
  - “Have them imagine their BEST selves in 10 years: *What will they do? Who will they be? How will they feel? Where will they be?*
  - Share their answers with a partner.
    - *If you’d like an additional resource you can play the song “Imagine” [John Lennon - Imagine (Lyrics)] - YouTube* and have the students share what John Lennon imagined about the world.
  - *What was his dream?*

https://youtu.be/bNnFFKv_NyI
Activity 3: Reading/Writing

*What are values?* Review the vocabulary word first.

- Discovering values: have students use this worksheet *Values: Self-Exploration* to guide them on the most basic values. They can use these rating charts to help them decide what values are most important to them.
  - **Note:** the questions for each value may be too difficult or time consuming; these can be skipped.
- After they have rated on scales 1-5, have students share with a small group what they think their top three values are and why.

Activity 4: Speaking

*What is a role-model?* Review the vocabulary word first.

- Show some examples of a spiritual role-model such as Ghandi or Mother Theresa. This is someone who has good values and character strengths such as love, compassion, forgiveness, honesty, temperance, patience, etc.
- Let students pick their own role-model. They will spend a few minutes finding a picture and preparing a short presentation to summarize the following:
  - Who is this person?
  - What did this person do in his/her life that shows good values or character strengths?
  - What do you want to do to be like this person?
- Depending on the class size, the students can all take turns presenting for the class as a whole, or for a smaller group.
**Homework**

Students will perform at least one act of service everyday this week; these can be big or small. They will write down what they did and how it made them feel. They should come prepared to share at the end of the week.
Follow-Up

Tuesday:

Positive Affirmations

- *What are positive affirmations?* Brainstorm a few examples together.
  - **Note:** The grammar here is incorrect but it essentially means “You are kind. You are smart. You are important.”
  - Here is a famous example from the book *the Help*, “You is kind. You is smart. You is important.”
- Have students write one positive affirmation about themselves. Then, write one about a partner. Share their affirmation with their partner.

Wednesday:

Mindfulness Journal Freewrite

- Give students five minutes to freewrite about how they are feeling in the moment, something good that happened to them recently, and/or what they are grateful for.

Thursday:

Acts of Service Recap

- Give students a few minutes to share with the class what they did, felt, and learned from doing service this week.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. make connections outside of themselves.
2. think deeply about who they are and their purpose for life.

Language Learning Outcomes

Students will...

1. create sentences using the future tenses “will” and “going to.”
2. explain vocabulary associated with the topic.

Materials Needed

- Image for Activity 2 Will vs Going To
- Images for Activity 5 quotefancy, quotefancy2
- Audio: soundcloud.com (Forgiveness Meditation Website)
- Worksheet: Values Clarification
- Cards: Values Discussion Cards
Overview

Explain to students that today they are going to learn about spirituality. What is it? Look up definitions online and brainstorm together a class definition.

Activate Background Knowledge

Give students two or three minutes to think about the question: Who am I? They can write it down and then share it with a partner or small group.

Activity 1: Vocabulary

What is a connection? Review the vocabulary word first. The first step to spirituality is connecting to something more than just yourself.

- Show students any selected pictures of nature and art, and play a classical song while they look at these pictures. Have them think about how these images and music make them feel.
  - What does it connect them to?
- They can shout out rapid answers to help other classmates brainstorm and think of more ideas.
Activity 2: Grammar

*What does it mean to imagine something?* Review the vocabulary word “imagine” first. Then introduce the future tenses by using “will” and “going to”

- What is the main difference?

Elicit some examples of the future tense “will” and “going to” before starting the activity.

- I will be a doctor.
- I will live in Alaska.
- I will have a large family.
- I am going to be happy.
- I am going to graduate from college.

- Students are going to perform “The Deathbed Test.”
  - Share their answers with a partner.
  - “I wish I would have_____”
  - “I wish that I _____”
  - First, have them imagine their BEST selves in 10 years: *What will they be doing? Who will they be? How will they feel? Where will they be?*
  - Then, have students imagine themselves at their funeral. They are going to think about what they wish they would have done better or changed.
Activity 3: Speaking

What are values? Review the vocabulary word first.

- Read the first part of this handout Values Clarification together so that students can have a better understanding of what is involved with values and why they are important.
  - Have students rank their values according to the instructions. They might not know some words. They can use the dictionary to help them.
- Values Exploration: Use the following Values Discussion Cards. In pairs or small groups, have students pick some of the discussion cards to ask each other.

Activity 4: Speaking

What is a role-model? Review the vocabulary word first.

- Show some examples of a spiritual role-model such as Ghandi or Mother Theresa. This is someone who has good values and character strengths such as love, compassion, forgiveness, honesty, temperance, patience, etc.
- Let students pick their own role-model. They will spend a few minutes finding a picture and preparing a short presentation to summarize the following:
  - Who is this person?
  - What did this person do in his/her life that shows good values or character strengths?
  - What do you want to do to be like this person?
- Depending on the class size, the students can all take turns presenting for the class as a whole, or for a smaller group.
Activity 5: Listening/Speaking

What does it mean to let go in a hard situation?

- Is it hard to forget this?
  - Why is letting go important?
  - Give an example: A friend said something mean to you and decided to become friends with someone else.
  - Letting go means that we don’t “hold on” or “hang on” to our emotions or bad feelings.
  - Interpret these quotes in groups:
    - Retrieved from: quotefancy.com
    - Retrieved from: quotefancy.com

- Forgiveness
  - As a final thought to the class, if there is extra time, you can have the students listen through a forgiveness meditation. The audio is found at the bottom of this link retrieved from: soundcloud.com (Full website: Forgiveness Meditation)

Homework

Students will perform at least one act of service everyday this week, these can be big or small. They will write down what they did and how it made them feel. They should come prepared to share at the end of the week.
Follow-Up

Tuesday:

Positive Affirmations

- What are positive affirmations? Brainstorm a few examples together.
  - Note: The grammar here is incorrect but it essentially means “You are kind. You are smart. You are important.”
  - Here is a famous example from the book the Help, “You is kind. You is smart. You is important.”
- Have students write one positive affirmation about themselves. Then, write one about a partner. Share their affirmation with their partner.

Wednesday:

Mindfulness Journal Freewrite

- Give students five minutes to freewrite about how they are feeling in the moment, something good that happened to them recently, and/or what they are grateful for.

Thursday:

Acts of Service Recap

- Give students a few minutes to share with the class what they did, felt, and learned from doing service this week.
Creativity

“You can’t use up creativity. The more you use, the more you have.”

-Maya Angelou
Creativity - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify and exemplify creativity.
2. discover how they and others are creative.

Language Learning Outcomes

Students will...

1. learn vocabulary words associated with creativity.
2. actively participate in conversations through proper responses.
3. infer meaning of unfamiliar words by using background knowledge.
4. create language based on memorized phrases and formulaic speech.

Materials Needed

- Images: Buttons, Bob Ross
- Website: Creative with Buttons
- An example of something you created
- Stack of plain paper (any color)

Overview

Explain that the lesson is about creativity.
Activate Background Knowledge

Display the following definition on the board: creativity—the ability to use your imagination to produce new ideas or make things. Show the following examples to explain what creativity is:

- Buttons
  - Show students some pictures of buttons and ask them what buttons are used for.
  - Show students 48 Excellent Button Craft Ideas - FeltMagnet, which shows ways to be creative with buttons and explain that creativity is doing something that is not ordinary or expected.
Activity 1: Vocabulary

- Explain that creativity is a noun. The following are examples of the word being used in different forms:
  - Adjective: creative
    - Sarah drew this beautiful picture. She is very creative.
  - Verb: create
    - She wants to create a new website.
- Explain that the following words are used when talking about creativity or they are similar to creativity:
  - imagination: the ability to form pictures or ideas in your mind
    - Bob Ross uses his imagination to paint.
  - original: existing or happening first, before other people or things
    - The man had an original idea.
  - artistic: good at painting, drawing, or producing beautiful things
    - She is very good at art. She is artistic.
  - unique: being the only one of its kind
    - Everyone in the world has unique DNA.
- Have the students each think of examples of these words or have them use the words in a sentence with a partner or as a class.
Activity 2: Speaking

Explain that people can be creative in many different ways.

- Split the students up into groups of 3 or 4 and have each group find something creative in a specific genre. Genres that can include the following:
  - art
  - music
  - dancing
  - writing
  - speaking
  - building
  - designing
- Have the students explain to the class what they found and how it was creative when finished.

Activity 3: Listening/Speaking

Have students think of something they made, did, or said that they consider creative. You may want to show them an example of something you created that you consider creative such as a poem you wrote, a room you decorated, etc.

- Have them share their creativity with a partner and answer the following questions:
  - What is it?
  - Why did you create it?
  - Why do you like it?
Activity 4: Creativity

Provide a stack of paper for the class (you can choose whether it’s colored or construction, etc).

- Tell them that they can do whatever they want with the paper. This is their chance to be creative.
- **Note:** It may be beneficial to set a timer for this activity based on class time.
- Some suggestions (if you want to provide them to students)
  - Write a story
  - Origami
  - Draw a picture
  - Write a poem
  - Cut the paper to create something
  - Write a note
  - Make a decoration
- Have students explain to the class what they created and how.

Homework

Find an example of creativity and share it in class. Why do you consider it creative? The example can be something you have created or something someone else has created.
Follow-Up

Tuesday:
Share the following quote and have a class discussion:
“Creativity is intelligence having fun.” -Albert Einstein

Wednesday:
Have the students all write the most creative sentences they can think of, and share them with a partner.

Thursday:
Ask the students to brainstorm how they can be more creative or set more time aside in their schedule for creativity.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify and exemplify creativity.
2. discover how they and others are creative.

Language Learning Outcomes

Students will...

1. learn vocabulary words associated with creativity.
2. adequately support ideas and opinions with facts, examples, and reasons.
3. connects content to background knowledge.
4. adequately support ideas and opinions with facts, examples, and reasons.

Materials Needed

- Images in Activity 2
- Video: Michael Jackson’s Moonwalk
- An example of something you created
- Stack of plain paper (any color)
Overview

Explain that the lesson is about creativity.

Activate Background Knowledge

Ask students to think of examples of creativity with a partner and then discuss their answers as a class.

- Explain that creativity is usually associated with art, but artists are not the only creative people in the world.
- Ask students to think of examples of creativity that is not related to art.

Activity 1: Vocabulary

Some synonyms of creative are adaptive, ingenuity, original, imaginative

- Have the students look up these words in groups and explain what they mean to the class by:
  1. providing the definitions
  2. using them in a sentence
  3. showing pictures
Activity 2: Speaking

Explain that being creative is more than being original. The thing that is created also needs to be useful. If it is not useful, it may not have much value.

- Show the students the following pictures/videos and have them answer two questions about each one:
  1. How is this creative?
  2. How is this useful?

Photo retrieved from: [https://edtechbooks.org/-UeU](https://edtechbooks.org/-UeU)

Photo retrieved from: [https://edtechbooks.org/-bTp](https://edtechbooks.org/-bTp)

Photo retrieved from: [c595ac8ec8da77c71e5f756c049a72fa.jpg (550×580) (pinimg.com)](c595ac8ec8da77c71e5f756c049a72fa.jpg)

Video of Michael Jackson’s Moonwalk (3:34-3:40)

[https://youtu.be/g3t9-kf7ZNA](https://youtu.be/g3t9-kf7ZNA)
Activity 3: Listening/Speaking

Have students think of something they made, did, or said that they consider creative. You may want to show them an example of something you created that you consider creative such as a poem you wrote, a room you decorated, etc.

- Have them share their creativity with a partner and answer the following questions:
  - How did you think of your creation?
  - Why was it so memorable to you?
  - How did you feel after you created it?
Activity 4: Creativity

Provide a stack of paper for the class (you can choose whether it’s colored or construction, etc).

- Tell them that they can do whatever they want with the paper. This is their chance to be creative.
- **Note:** It may be beneficial to set a timer for this activity based on class time.
- Some suggestions (if you want to provide them to students)
  - Write a story
  - Origami
  - Draw a picture
  - Write a poem
  - Cut the paper to create something
  - Write a note
  - Make a decoration

**Homework**

Find an example of creativity and share it in class. Why do you consider it creative? The example can be something you have created or something someone else has created.
Follow-Up

Tuesday:

Share the following quote and have a class discussion:

“Creativity is intelligence having fun.” -Albert Einstein

Wednesday:

Have the students all write the most creative sentences they can think of, and share them with a partner.

Thursday:

Ask the students to brainstorm how they can be more creative or set more time aside in their schedule for creativity.
Mindfulness focuses on awareness and acceptance. Being mindful or aware of ourselves and our surroundings and then accepting it allows us to be in a natural state of peace and happiness. (McKenzie, 2015). Feelings of stress usually don’t combine with feelings of peace and happiness. It may seem that being fully aware of ourselves and our surroundings is intimidating instead of helpful, but being mindful is a factor that leads to flow—intense concentration (Egbert, 2004). This intense concentration may be the cause of higher productivity. Mindfulness, as the basic ability to be fully present, can potentially benefit language learning outcomes since it helps to better focus our attention and avoid distractions that may keep us from reaching our goals. Awareness and acceptance are important qualities to practice while focusing on specific strengths and weaknesses in character and personality because comparison and judgment may be factors people use against themselves, causing feelings of negativity. The lesson plans included in this chapter integrate mindfulness with language learning activities and were designed to help learners improve their overall well-being as they develop language skills.
Overview
Overview - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. discuss the meaning of mindfulness.
2. recognize the importance of mindfulness.
3. identify how mindfulness helps language learning.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. use high-frequency general vocabulary.
3. understand voiced vs voiceless pronunciation.

Materials Needed

- [Mindfulness Overview](#)
- [How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg](#)
- [Everyday Mindfulness](#)
- [Mindful Breathing Meditation (5 Minutes)](#)
- [Headspace | Mini Meditation | Let Go of Stress](#)
- [Relaxing Nature Sounds](#)
Overview

Mindfulness is about being aware of yourself and your surroundings.

- How can you apply being aware to language learning?

Watch the following video:

How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg

https://youtu.be/vzKryaN44ss

Have students take a couple of minutes to think silently on the following questions:

- In what way do you feed your generous wolf?
- In what way do you feed your angry wolf?
- How can this apply to language learning?
Activate Background Knowledge

Help students understand the concept of mindfulness by contrasting “mindful” and “mindless”. You might review what -ful and -less mean.

1. Write down things that you can do mindlessly (ie breathe, heartbeats, hiccups)
2. Write down things that you can do mindfully (memorizing, paying attention in class, speaking English)

Explain that today we will talk about being more mindful (even of mindless activities such as breathing) and how it can benefit our learning and our lives.
Activity 1: Vocabulary

Write the following words on the board. Review definitions and pronunciations of each word.

Breathe
Breath
Mindful
Mindless
Attention
Focus
Present
Aware

You may use the following image to better understand the word “mindful” (Also found in slides)

Retrieved from: https://edtechbooks.org/-gLEw
Activity 2: Listening

Watch the following introduction to mindfulness. Have students pay attention to the benefits of mindfulness.

Everyday Mindfulness

https://youtu.be/QTsUEOUaWpY

After students watch the video, ask first how well they stayed focused before talking about the clip. After discussing their experience staying focused, you can ask the following questions.

- How can we be mindful?
- What are some benefits of mindfulness that you heard in the video?
- How can mindfulness benefit your life?
- How can mindfulness help you learn a language?

Activity 3: Speaking

In groups, have the students answer the questions from the video. Afterwards, discuss as a class. Praise students when they talk about coping with distractions, staying focused, etc.
Activity 4: Pronunciation

One way mindfulness can help us is in pronunciation. When we are mindful of our body, especially the way our mouth is shaped or moving, we are better able to pronounce sounds that are unfamiliar or difficult to us. You can demonstrate this by being mindful of your voice when you say voiced and voiceless consonants. For example:

Practice this with the following words:

Breathe vs Breath
Fan vs Van
Tent vs Dent
Pot vs Bot
Sip vs Zip

Depending on the class, you may present how mindfulness can help us understand the shape of our mouth and practice sounds that we might commonly confuse. If we are mindful and aware of the movements in our mouths, we will be better able to pronounce instead of mindlessly making mistakes.

Retrieved from: https://edtechbooks.org/-srod
It might be helpful to have them place their fingers on their throat (approximately where the vocal cords are located) so that they can feel the vibration and understand the difference better. As they do this, encourage students to be mindful of their own body and its ability to produce sound.

**Activity 5: Speaking**

Place students in partners. Have students practice the pronunciation by reading various sentences. (These sentences can be found in the slides) You might practice these as a class as well.

Voiced vs. Voiceless:

Push the button.
Talk with a dog.

Zip your coat.

Sip your drink.

B vs. V

I bought a very nice volley ball.

Berries are very delicious.

L vs. R

I would love a little rice.

I really like rap music.

We really love waffles.

After reading the sentences out loud, ask how well they stayed focused on the pronunciation of those voiced vs. voiceless sounds. Invite students to share how that helped them with their pronunciation.
Activity 6: Listening

Explain that after practicing mindfulness in everyday tasks like pronunciation, we can also be mindful when we meditate. Explain that with each lesson we will do a short meditation to help us be more mindful. Kindly invite students to bring a slight but real smile while meditating.

Mindful Breathing Meditation (5 Minutes)

https://youtu.be/nmFUDkj1Aq0

Homework

Ask the students to participate in their own meditation. Provide them with the following video (or they might find a meditation in their own language). Have the students share their experiences. Invite students to pay close attention to the way they feel during the meditation exercise and to stay focused on the activity while they are doing it. It can also be helpful to remind them that it is okay if they get distracted, they can just kindly bring back their attention to the meditation.

Headspace | Mini Meditation | Let Go of Stress

https://youtu.be/c1Ndym-IsQg
Follow-Up

Tuesday:

Have students share their experiences with meditation from their homework. You can ask questions such as:

- How did you feel while meditating? And after meditating?
- How would you describe your mood before and after meditating?

Praise students when they talk about coping with distractions, staying focused or even when they open up about how they felt, etc.

Wednesday:

Share the following quote and ask students what it means to them. Highlight any comments related to focusing one’s attention in the present moment. You can encourage students to briefly discuss what strategies they use to stay focused in the present and how this helps them be happier. Review what it means to be present.

“The present moment is filled with joy and happiness. If you are attentive, you will see it.”

— Thich Nhat Hanh, Peace Is Every Step: The Path of Mindfulness in Everyday Life

Thursday:

Watch this one-minute nature meditation video. Before watching the video encourage students to kindly bring their attention to the present moment and to try to stay focused.

Relaxing Nature Sounds
Help students make a plan to be more mindful during this semester.

For example:

- Meditate once a week. As a part of this goal you can invite students to set a time and a place to remove distractions and stay focused for 5 minutes practicing meditation.
- Be more present with friends by not checking their phones while interacting with them.
- Take a few minutes of quiet time without technology before bed.
Overview - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. discuss the meaning of mindfulness.
2. recognize the importance of mindfulness.
3. identify how mindfulness helps language learning.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. use high-frequency general vocabulary.
3. recognize voiced vs voiceless pronunciation.

Materials Needed

- Mindfulness Overview
- How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg
- Everyday Mindfulness
- 10 Minute Guided Meditation for Focus
- Headspace Guide to Meditation (Netflix)
- Relaxing Nature Sounds
Overview

Mindfulness is about being aware of yourself and your surroundings.

- How can you apply being aware to language learning?

Watch the following video:

**How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg**

https://youtu.be/vzKryaN44ss

Have students take a couple of minutes to think silently on the following questions:

- In what way do you feed your generous wolf?
- In what way do you feed your angry wolf?
- How can this apply to language learning?
Activate Background Knowledge

Help students understand the concept of mindfulness by contrasting “mindful” and “mindless”. You might review what -ful and -less mean.

1. Write down things that you can do mindlessly (i.e. breathing, heartbeats, hiccups)
2. Write down things that you can do mindfully (memorizing, paying attention in class, speaking English)

Explain that today we will talk about being more mindful (even of mindless activities such as breathing) and how it can benefit our learning and our lives.
**Activity 1: Vocabulary**

Write the following words on the board. Review definitions and pronunciation of each word. Help students connect the meaning of “full” and “less” to the definitions of mindful and mindless.

Breathe

Breath

Attention

Focus

Present

Aware

Inhale

Exhale

You may use the following image to better understand the word “mindful” (Also found in slides)

Retrieved from: [https://edtechbooks.org/-gLEw](https://edtechbooks.org/-gLEw)
Activity 2: Listening

Watch the following introduction to mindfulness. Have students pay attention to the benefits of mindfulness. After students watch the video, ask first how well they stayed focused before talking about the clip.

Everyday Mindfulness

https://youtu.be/OTsUEOUaWpY

After discussing their experience staying focused, you can ask the following questions.

- How can we be mindful?
- What are some benefits of mindfulness that you heard in the video?
- How can mindfulness benefit your life?
- How can mindfulness help you learn a language?

Activity 3: Speaking

In groups, have the students answer the questions from the video. Afterwards, discuss as a class. Praise students when they talk about coping with distractions, staying focused, etc.
Activity 4: Pronunciation

One way mindfulness can help us is in pronunciation. When we are mindful of our body, especially the way our mouth is shaped or moving, we are better able to pronounce sounds that are unfamiliar or difficult to us. You can demonstrate this by being mindful of your voice when you say voiced and voiceless consonants. For example:

Retrieved from: https://edtechbooks.org/-srod

It might be helpful to have them place their fingers on their throat (approximately where the vocal cords are located) so that they can feel the vibration and understand the difference better.

Breathe vs Breath

Practice this with the following words:

Fan vs Van
Tent vs Dent
Pot vs Bot
Sip vs Zip

Depending on the class, you may present how mindfulness can help us understand the shape of our mouth and practice sounds that we might commonly confuse. If we are mindful and aware of the movements in our mouths, we will be better able to pronounce instead of mindlessly
making mistakes. 

Retrieved from: https://edtechbooks.org/-FTA

B vs. V
Ban vs van

Retrieved from: https://edtechbooks.org/-sIgf

L vs. R
Rice vs lice

**Activity 5: Speaking**

Place students in partners. Have students practice the pronunciation by reading various sentences. (These sentences can be found in the slides) You might practice these as a class as well.

Voiced vs. Voiceless:

Push the button.

Talk with a dog.

Zip your coat.

Sip your drink.
B vs. V

I bought a very nice volleyball.

Berries are very delicious.

L vs. R

I would love a little rice.

I really like rap music.

We really love waffles.

It might be helpful to have them place their fingers on their throat (approximately where the vocal cords are located) so that they can feel the vibration and understand the difference better. As they do this, encourage students to be mindful of their own body and its ability to produce sound.

Activity 6: Speaking

Have students answer and discuss the following question in groups. As the class is coming to an end, you can encourage students to think and talk about how well they stayed focused through the lesson and how the experience might have been different.

- How can mindfulness help us be better students and language learners?
Activity 7: Listening

Explain that after practicing mindfulness in everyday taste like pronunciation, we can also be mindful when we meditate. Explain that with each lesson we will do a short meditation to help us be more mindful. Kindly invite students to bring a slight but real smile while meditating.

Two options for meditation:

1. Headspace Guide to Meditation (Netflix): Episode 1 (From 9:00 - about 18:30)

2. 10 Minute Guided Meditation for Focus

[10 Minute Guided Meditation for Focus](https://youtu.be/ausxoXBrmWs)

Homework

Ask the students to participate in their own meditation. Provide them with the following video (or they might find a meditation in their own language). Have the students share their experiences. Invite students to pay close attention to the way they feel during the meditation exercise and to stay focused on the activity while they are doing it. You may also remind them that it is okay if they get distracted, they can just kindly bring back their attention to the meditation. Students will share their experiences on Tuesday.

Headspace Guide to Meditation (Netflix)

[Headspace Guide to Meditation (Netflix)](https://youtu.be/c1Ndym-IsoQg)
Follow-Up

Tuesday:

Have students share their experiences with meditation from their homework. You can ask questions such as:

- How did you feel while meditating? And after meditating?
- How would you describe your mood before and after meditating?

Praise students when they talk about coping with distractions, staying focused, or even when they open up about how they felt, etc.

Wednesday:

Share the following quote and ask students what it means to them. Highlight any comments related to focusing one’s attention in the present moment. You can encourage students to briefly discuss what strategies they use to stay focused in the present and how this helps them be happier. Review what it means to be present.

“The present moment is filled with joy and happiness. If you are attentive, you will see it.”

— Thich Nhat Hanh, Peace Is Every Step: The Path of Mindfulness in Everyday Life

Thursday:

Watch this one-minute nature meditation video. Before watching the video encourage students to kindly bring their attention to the present moment and to try to stay focused.

Relaxing Nature Sounds
https://youtu.be/nqye02H_H6I

Help students make a plan to be more mindful during this semester.

For example:

- Meditate once a week. As a part of this goal, you can invite students to set a time and a place to remove distractions and stay focused for 5 minutes practicing meditation.
- Be more present with friends by not checking their phones while interacting with them.
- Take a few minutes of quiet time without technology before bed.
Mindful People
Mindful People - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize attributes belonging to mindful people.
2. Identify how to approach a problematic situation mindfully.

Language Learning Outcomes

Students will...

1. acquire new vocabulary in the context of mindfulness.
2. connect new vocabulary to background knowledge.
3. research and write about a topic.

Materials Needed

- Headspace | Meditation | The Impatient Yogi
Overview

Review this definition or another definition of mindfulness: "maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens." Tell students that today they will learn how to be more mindful by learning about mindful people.

Definition retrieved from: https://edtechbooks.org/-DAw

Activate Background Knowledge

Have students watch this video about a Yogi (someone who practices yoga) who learns that part of becoming a mindful person is being patient and flexible.

Headspace | Meditation | The Impatient Yogi

https://youtu.be/TgfycCiZl8s

Invite students to discuss what does being a mindful person mean, what attributes does a mindful person have? After discussing these questions, ask students to share their ideas on the following question:

- How does being patient with yourself and others allow you to be mindful?

Activity 1: Listening/Speaking

Split people into three groups. Assign one group to the Dalai Lama, one group to Mahatma Gandhi, and one to Mother Teresa. Explain that these three people have a reputation for living mindfully. Give students time to research their assigned person using the internet, and take notes. Mention the following bulleted information about each
person if students don’t come up with it on their own. Have groups share with each other what they have learned.

Dalai Lama

- Spiritual leader of Tibet
- Monk
- Even though he’s super important, calls himself “a simple Buddhist monk”

Gandhi

- Indian lawyer, politician, social activist, and writer
- became the leader of the nationalist movement against the British rule of India
- nonviolent philosophy of passive resistance
- known to his many followers as Mahatma, or “the great-souled one.”

Mother Teresa

- a Roman Catholic nun
- devoted her life to serving the poor and destitute around the world
- founded the Missionaries of Charity
- received the Nobel Peace Prize
- became a saint after her death

After having the groups share with each other, you can invite students to think about how they could be more like these mindful people they just learnt about.
**Activity 2: Speaking/Vocabulary**

Introduce the 7 things that mindful people do differently, and highlight that the people the students researched before are “mindful people.” Have the students discuss what connections they see between the people they researched and the 7 things mindful people do differently.

Retrieved from: [https://edtechbooks.org/-DGUI](https://edtechbooks.org/-DGUI)

**Vocabulary:**

1. Savor -- to enjoy something completely
2. Forgive -- stop feeling angry at someone for something they did
3. Gratitude -- being thankful
4. Compassion -- seeing other people hurt or struggling and wanting to help them
5. Imperfection -- something that is not perfect
6. Vulnerability -- able to be harmed (physically or emotionally)
7. Appreciate -- to understand and accept

Choose one word and write it vertically. For each letter, write a word or phrase that starts with that letter and relates to the word they chose in some way.

- In what ways do Mother Teresa, Gandhi, and the Dalai Lama do any of these seven things? Why does that make them mindful?
- Which one of these seven traits are you the best at? Which do you struggle with?

Once students have identified which trait they struggle with, invite them to think of ways they improve in that trait.
Activity 3: Writing

Have the students think of a situation that they are struggling with currently. It could be a person they don't get along with, an argument they’re having or even something like struggling to learn English or with culture shock. The students are going to write for a few minutes about this in three different ways, giving a few minutes for each perspective. Assure the students that this is private, so they will not have to share and can feel free to write what they really feel.

1. Have the students write their own personal thoughts and feelings about their situation, how they feel about themselves as well as about the situation.

2. Have the students think about someone who loves them, be it a parent or friend or someone else. What words of encouragement would that person give? Have the students write for a few minutes about what they think their loved one would say to encourage them.

3. Finally, challenge the students to think about one of the mindful people that have been discussed. Have them write what they think that person would do or advice they would give about the situation.

Finally, talk as a class or have the students talk to each other about the differences between the three perspectives. They do not have to say anything specific about their situation, just about how it felt or the differences that they noticed. (For instance which perspective was more forgiving and compassionate to the situation?)
Activity 4: Speaking/Writing

Have students choose a habit they have that is mindless (eating too much, biting your nails, getting angry quickly, etc.) and resolve to make it mindful. Have them make a plan to help, then write it down and share with a partner. For example, if the habit the student chooses is to become mindful of how often you look at Instagram, try moving the location of the app. This will give a few extra moments to think about whether or they want to look at social media, or whether they were looking only out of habit.

Homework

Tell the students that their homework for this week is to focus on working on the habit they chose in the previous activity. Remind them that the focus is to make a mindless habit mindful. Remind them to be kind and self-compassionate during the process of changing or quitting a mindless habit.

Follow-Up

Tuesday:

“Be happy in the moment, that’s enough, each moment is all we need, not more.”
- Mother Teresa

Have the students take a minute to think about something that they are happy about right now. It can be something large, or it can be something that they usually would not notice. It can be something that already happened or that they’re looking forward to. The students will then share the good thing with a partner.

Invite students to share their thoughts and highlight any comment made by the students on positive emotion, gratitude, or how to stay
focused on the present moment and avoid distractions.

**Wednesday:**

“There can be no knowledge without humility and the will to learn.”
- Mahatma Gandhi

Have the students discuss what this quote means. You can even introduce the meaning of the word will in this context. (Most students will probably recognize the word ‘will’ to express future but they may not know that it can also mean determination to achieve something). How can they apply it in their lives? How can they be mindful and stay focused on their will to learn and avoid distractions?

**Thursday:**

Follow up about the mindless habit.

- What habit did you decide to change?
- Have you seen a difference?

Remind them that change takes time and that sometimes noticing when you do something is the first step to changing it, so even if they haven’t seen a huge change encourage them to stick to it. Remind them to be kind and self-compassionate during the process of changing or quitting a mindless habit.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize attributes belonging to mindful people.
2. Identify how to approach a problematic situation mindfully

Language Learning Outcomes

Students will...

1. acquire new vocabulary in the context of mindfulness.
2. connect new vocabulary to background knowledge.
3. research and write about a topic.

Materials Needed

- Headspace | Meditation | The Impatient Yogi
Overview

Review this definition or another definition of mindfulness: "maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens." Tell students that today they will learn how to be more mindful by learning about mindful people.

Definition retrieved from: https://edtechbooks.org/-DAw

Activate Background Knowledge

Have students watch this video about a Yogi (someone who practices yoga) who learns that part of becoming a mindful person is being patient and flexible.

Headspace | Meditation | The Impatient Yogi

https://youtu.be/TgfycCiZl8s

Invite students to discuss what does being a mindful person means, what attributes does a mindful person have? After discussing these questions, ask students to share their ideas on the following question:

- How does being patient with yourself and others allow you to be mindful?

Activity 1: Listening/Speaking

Split people into three groups. Assign one group to the Dalai Lama, one group to Mahatma Gandhi, and one to Mother Teresa. Explain that these three people have a reputation for living mindfully. Give students time to research their assigned person, and take notes. Mention bulleted information about each person if students don’t
come up with it on their own. Have groups share with each other what they have learned.

Dalai Lama

- Spiritual leader of Tibet
- Monk
- Even though he’s super important, calls himself “a simple Buddhist monk”

Gandhi

- Indian lawyer, politician, social activist, and writer
- became the leader of the nationalist movement against the British rule of India
- nonviolent philosophy of passive resistance
- known to his many followers as Mahatma, or “the great-souled one.”

Mother Teresa

- a Roman Catholic nun
- devoted her life to serving the poor and destitute around the world
- founded the Missionaries of Charity
- received the Nobel Peace Prize
- became a saint after her death

After having the groups share with each other, you can invite students to think about how they could be more like these mindful people they just learnt about.
Activity 2: Speaking/Vocabulary

Introduce the 7 things that mindful people do differently, and explain that the people the students researched before are “mindful people.” Have the students discuss what connections they see between the people they researched and the 7 things mindful people do differently.

Retrieved from: https://edtechbooks.org/-LSC

Vocabulary:

1. Savor -- to enjoy something completely 
2. Forgive -- stop feeling angry at someone for something they did 
3. Gratitude -- being thankful 
4. Compassion -- seeing other people hurt or struggling and wanting to help them 
5. Imperfection -- something that is not perfect 
6. Vulnerability -- able to be harmed (physically or emotionally) 
7. Appreciate -- to understand and accept

Choose one word and write it vertically. For each letter, write a word or phrase that starts with that letter and relates to the word they chose in some way.

- In what ways do Mother Teresa, Gandhi, and the Dalai Lama do any of these seven things? Why does that make them mindful?
- Which one of these seven traits are you the best at? Which do you struggle with?

Once students have identified which trait they struggle with, invite them to think of ways they improve in that trait.
Activity 3: Writing

Have the students think of a situation that they are struggling with currently. It could be a person they don't get along with, an argument they’re having, or even something like struggling to learn English or with culture shock. The students are going to write for a few minutes about this in three different ways, giving a few minutes for each perspective. Assure the students that this is private, so they will not have to share and can feel free to write what they really feel.

1. Have the students write their own personal thoughts and feelings about their situation, how they feel about themselves as well as about the situation.
2. Have the students think about someone who loves them, be it a parent or friend or someone else. What words of encouragement would that person give? Have the students write for a few minutes about what they think their loved one would say to encourage them.
3. Finally, challenge the students to think about one of the mindful people that have been discussed. Have them write what they think that person would do or advice they would give about the situation.

Finally, talk as a class or have the students talk to each other about the differences between the three perspectives. They do not have to say anything specific about their situation, just about how it felt or the differences that they noticed. (For instance which perspective was more forgiving and compassionate to the situation?)
Activity 4: Speaking/Writing

Have students choose a habit they have that is mindless (eating too much, biting your nails, getting angry quickly, etc.) and resolve to make it mindful. Have them make a plan to help, then write it down and share it with a partner. For example, if the habit the student chooses is to become mindful of how often you look at Instagram, try moving the location of the app. This will give a few extra moments to think about whether or they want to look at social media, or whether they were looking only out of habit.

Homework

Tell the students that their homework for this week is to focus on working on the habit they chose in the previous activity. Remind them that the focus is to make a mindless habit mindful. Remind them to be kind and self-compassionate during the process of changing or quitting a mindless habit.

Follow-Up

Tuesday:

“Be happy in the moment, that's enough, each moment is all we need, not more.”
- Mother Teresa

Have the students take a minute to think about something that they are happy about right now. It can be something large, or it can be something that they usually would not notice. It can be something that already happened or that they’re looking forward to. The students will then share the good thing with a partner.

Invite students to share their thoughts and highlight any comment made by the students on positive emotion, gratitude, or how to stay
focused on the present moment and avoid distractions.

**Wednesday:**

“There can be no knowledge without humility and the will to learn.”  
- Mahatma Gandhi

Have the students discuss what this quote means. You can even introduce the meaning of the word will in this context. (Most students will probably recognize the word ‘will’ to express future but they may not know that it can also mean determination to achieve something). How can they apply it in their lives? How can they be mindful and stay focused on their will to learn and avoid distractions?

**Thursday:**

Follow up about the mindless habit.

- What habit did you decide to change?  
- Have you seen a difference?

Remind them that change takes time and that sometimes noticing when you do something is the first step to changing it, so even if they haven’t seen a huge change encourage them to stick to it. Remind them to be kind and self-compassionate during the process of changing or quitting a mindless habit.
"Tears shed for another person are not a sign of weakness. They are a sign of a pure heart."

--Jose N. Harris

"To live in hearts we leave behind is not to die."

--Thomas Campbell
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify what grief is.
2. recognize their own grief.

Language Learning Outcomes

Students will...

1. understand grieving vocabulary.
2. use grieving vocabulary.
3. connect content to background knowledge.
4. actively participate in a conversation through proper responses.
5. listen and follow directions extensively.

Materials Needed

- Forgiveness: My Burden Was Made Light
- Inside Out - Tears of Joy / An Mix Emotion Memory
- A Meditation on Grief and Injustice
Overview

Grief and loss are experienced usually regarded with great fear and apprehension. That is why many of us wish to either avoid or rapidly solve them. Grieving mindfully offers the alternative of welcoming the experience as an opportunity to develop our humanity and, consequently, increase our wellbeing. Help students understand the word grief: deep sadness caused by the loss of something or someone important to you.

Activate Background Knowledge

Explain that today’s lesson is about grieving mindfully, and ask students how they think mindfulness and grief are connected. You can help students access background knowledge by helping them understand that we all have experienced grief at some point in our lives. It could be through the loss of a family member or maybe even during the process of moving here, to the U.S. Invite students to recall that experience and to reflect upon the way they felt to better understand what grief is and how we can grieve mindfully.
**Activity 1: Vocabulary**

Help students understand words associated with grief by presenting the following definitions and examples.

- **cope**: to succeed in dealing with a difficult problem or situation
  - She had to learn how to cope after her fiance broke up with her.
- **sorrow**: a feeling of great sadness, usually because someone has died or because something terrible has happened to you
  - He felt great sorrow after the death of his father.
- **manage**: to succeed in doing something difficult, especially after trying very hard
  - The boy managed to finish school despite being very poor.
- **loss**: the fact of no longer having something, or of having less of it than you used to have, or the process by which this happens
  - After his accident, he suffered a loss of hearing.
- **grief**: deep sadness caused by the loss of something or someone important to you
  - The death of her friend caused her much grief.

Retrieved from: Longman Dictionary
Activity 2: Speaking

*Note: There are different levels of grief. For example, not being accepted to a school vs. losing a parent. Some students may be going through something difficult right now or not feel ready to talk about certain experiences. Remind them that they don’t have to talk about something that is too heavy but can apply this lesson to something less personal.

Have the students discuss the following questions with a partner:

- What different emotions do you feel because of loss?
  - I feel _____, _____, and _____.
- How do you feel when you lose someone important to you?
  - When I lose someone important to me, I feel _____ and _____.
- What helps you cope when you are sad?
  - I cope by (ing ver) and (ing verb).

Now ask the students to think of a time when they lost someone or something important to them. Ask if anyone would like to share. Have them discuss the following questions:

- How did you feel?
  - I felt _____ and _____.
- What reminded you of your loss?
  - _____ reminded me of _____.
- How did you manage your sadness?
  - I managed my sadness by (ing verb) and (ing verb).
- What did you do that made you feel better?
  - (ing verb) and (ing verb) made me feel better.
Activity 3: Listening/Speaking

Look at the following questions before watching:

- What happened to the man and his family?
- How did he feel?

Watch the following (beginning-1:40) and then discuss the answers to the questions.

Forgiveness: My Burden Was Made Light

https://youtu.be/E7zwQ_7q-fU

Have students listen for the answer to this question:

- What are some of the positive emotions he feels?

Skip ahead in the same video (7:05-end) and discuss the answer to the question.

Activity 4: Reading/Speaking

Have students read the following story:

Kisa Gautami was a young woman from a wealthy family who was happily married to an important merchant. When her only son was one-year-old, he fell ill and died suddenly. Kisa Gautami was struck with grief, she could not bear the death of her only child. Weeping and groaning, she took her dead baby in her arms and went from house to house begging all the people in the town for the news of a way to bring her son back to life.

Of course, nobody could help her but Kisa Gautami would not give up. Finally, she came across a Buddhist who advised her to go and see the
Buddha himself.

When she carried the dead child to the Buddha and told Him her sad story, He listened with patience and compassion, and then said to her, "Kisa Gautami, there is only one way to solve your problem. Go and find me four or five mustard seeds from any family in which there has never been a death."

Kisa Gautami was filled with hope and set off straight away to find such a household. But very soon she discovered that every family she visited had experienced the death of one person or another. At last, she understood what the Buddha had wanted her to find out for herself — that suffering is a part of life, and death comes to us all. Once Kisa Guatami accepted the fact that death is inevitable, she could stop her grieving. She took the child's body away and later returned to the Buddha to become one of His followers.

After they finish reading, have them discuss the following questions:

- What happened to Kisa Gautami?
- What made Kisa feel better?
- How can this story help you when you are grieving?
**Activity 5: Speaking**

Show the following video from Inside Out. You may need to explain that blue is sadness and yellow is joy. Sadness and joy are making a memory together for a girl that is grieving.

**Inside Out - Tears of Joy / An Mix Emotion Memory**

https://youtu.be/zAd0KtPgNoI

After watching the video, explain that usually, things are not only sad. Even when something sad happens, we might have good memories or learn new things from a sad experience.

Have students think about the following questions before talking about them with a partner.

- Have you ever felt the same way as the girl in the video?
- What did you learn from being sad?
- What good memories do you have from your loss?

**Activity 6: Listening (Meditation)**

Remind students that meditation can help them feel relaxed and calm when they are in pain. Here is a guided meditation on grief that can be used in class. Have students listen and follow directions.

**A Meditation on Grief and Injustice**

https://youtu.be/_EN8sYGjy3g
Homework

There might be students who are currently going through a grieving process so you can ask them to think about that situation and how they could possibly grieve mindfully. Some ideas presented in this class that they could use are changing their perspective, sharing their experience with others, or even allowing themselves to feel the pain, feel sad and then move on. If students are not currently experiencing grief, invite them to make a list of things they can do next time they feel grief.
Follow-Up

Tuesday:

Share the list you made with a partner. You can also invite students to think of someone they know who might be currently experiencing grief. Based on the ideas they wrote down in their lists, how could they help that person?

Wednesday:

Discuss the following question:

- Why is it important to feel the pain of grief?

Help students understand that by allowing ourselves to feel the pain we are able to consciously accept what happened to us and move on to find happiness and well-being in our lives again.

Thursday:

Write down how you feel about grieving mindfully. Help students understand that we all have experienced grief at some point in our lives. It could be through the loss of a family member, a great job opportunity or even a valuable belonging. Invite students to recall that experience and to reflect upon the way they felt, and how they dealt with sadness in that situation. By doing this you can help students identify what strategies worked for them in the past so that they better know how to grieve mindfully in the future.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify what grief is.
2. recognize their own grief.

Language Learning Outcomes

Students will...

1. understand grieving vocabulary.
2. use grieving vocabulary.
3. connect content to background knowledge.
4. actively participate in a conversation through proper responses.
5. listen and follow directions extensively.

Materials Needed

- Forgiveness: My Burden Was Made Light
- Inside Out - Tears of Joy / An Mix Emotion Memory
- A Meditation on Grief and Injustice
Overview

Grief and loss are experienced usually regarded with great fear and apprehension. That is why many of us wish to either avoid or rapidly solve them. Grieving mindfully offers the alternative of welcoming the experience as an opportunity to develop our humanity and, consequently, increase our wellbeing. Help students understand the word grief: deep sadness caused by the loss of something or someone important to you.

Activate Background Knowledge

Explain that today’s lesson is about grieving mindfully, and ask students how they think mindfulness and grief are connected. You can help students access background knowledge by helping them understand that we all have experienced grief at some point in our lives. It could be through the loss of a family member or maybe even during the process of moving here, to the U.S. Invite students to recall that experience and to reflect upon the way they felt to better understand what grief is and how we can grieve mindfully.
Activity 1: Vocabulary

Help students understand words associated with grief by presenting the following definitions and examples.

- **cope**: to succeed in dealing with a difficult problem or situation
  - She had to learn how to cope after her fiance broke up with her.
- **sorrow**: a feeling of great sadness, usually because someone has died or because something terrible has happened to you
  - He felt great sorrow after the death of his father.
- **manage**: to succeed in doing something difficult, especially after trying very hard
  - The boy managed to finish school despite being very poor.
- **loss**: the fact of no longer having something, or of having less of it than you used to have, or the process by which this happens
  - After his accident, he suffered a loss of hearing.
- **grief**: deep sadness caused by the loss of something or someone important to you
  - The death of her friend caused her much grief.

Retrieved from: Longman Dictionary
Activity 2: Speaking

*Note: There are different levels of grief. For example, not being accepted to a school vs. losing a parent. Some students may be going through something difficult right now or not feel ready to talk about certain experiences. Remind them that they don’t have to talk about something that is too heavy but can apply this lesson to something less personal.

Have the students think about a time that they lost something or someone important to them. Talk about the following questions with a partner:

- What different emotions did you feel because of the loss?
- What things remind you of this loss? (a song, a smell, a food, an object, another person)
- How did you feel when it happened?
- What helps you cope with your sadness?
- How do you feel now?
- How do you think you will feel in the future? Why?
Activity 3: Listening/Speaking

Watch the following video (beginning-1:40) and discuss the following questions:

- What happened to the man and his family?
- How did he say he felt?

**Forgiveness: My Burden Was Made Light**

https://youtu.be/E7zwQ_7q-fU

Skip ahead in the same video (7:05-end) and have the students discuss the following questions:

- How does the man feel about the tragedy he experienced?
- What are some of the positive emotions he feels?

Activity 4: Reading/Speaking

Have students read the following story:

"Kisa Gautami was a young woman from a wealthy family who was happily married to an important merchant. When her only son was one-year-old, he fell ill and died suddenly. Kisa Gautami was struck with grief, she could not bear the death of her only child. Weeping and groaning, she took her dead baby in her arms and went from house to house begging all the people in the town for news of a way to bring her son back to life.

Of course, nobody could help her but Kisa Gautami would not give up. Finally, she came across a Buddhist who advised her to go and see the Buddha himself.

When she carried the dead child to the Buddha and told Him her sad
story, He listened with patience and compassion, and then said to her, "Kisa Gautami, there is only one way to solve your problem. Go and find me four or five mustard seeds from any family in which there has never been a death."

Kisa Gautami was filled with hope and set off straight away to find such a household. But very soon she discovered that every family she visited had experienced the death of one person or another. At last, she understood what the Buddha had wanted her to find out for herself — that suffering is a part of life, and death comes to us all. Once Kisa Guatami accepted the fact that death is inevitable, she could stop her grieving. She took the child's body away and later returned to the Buddha to become one of His followers."

Retrieved from: Grieving Mindfully A Compassionate and Spiritual Guide to Coping with Loss by Sameet M. Kumar

After they finish reading, have them discuss the following questions:

- Why was Kisa Gautami filled with hope?
- Is it helpful to know that everyone experiences loss? Why?
- Why are stories like this help people who are grieving?
- Can you think of a time when you felt grief? What helped you cope?
Activity 5: Speaking

Show this video from Inside Out. You may need to explain that blue is sadness and yellow is joy. Sadness and joy are making a memory together for a girl that is grieving.

Inside Out - Tears of Joy / An Mix Emotion Memory

https://youtu.be/zAd0KtPgNoI

Explain that usually, things are not only sad. Even when something sad happens, we might have good memories or learn new things from a sad experience.

Have students think about the following questions before talking about them with a partner.

- How did your sad experience help you grow?
- What did you learn?
- What good memories do you have from who or what you lost?

Activity 6: Listening (Meditation)

Remind students that meditation can help them feel relaxed and calm when they are in pain. Here is a guided meditation on grief that can be used in class. Have students listen and follow directions.

A Meditation on Grief and Injustice

https://youtu.be/_EN8sYGjy3g
**Homework**

There might be students who are currently going through a grieving process so you can ask them to think about that situation and how they could possibly grieve mindfully. Some ideas presented in this class that they could use are changing their perspective, sharing their experience with others, or even allowing themselves to feel the pain, feel sad and then move on. If students are not currently experiencing grief, invite them to make a list of things they can do next time they feel grief.
Follow-Up

Tuesday:

Share the list you made with a partner. You can also invite students to think of someone they know who might be currently experiencing grief. Based on the ideas they wrote down in their lists, how could they help that person?

Wednesday:

Discuss the following question:

- Why is it important to feel the pain of grief?

Help students understand that by allowing ourselves to feel the pain we are able to consciously accept what happened to us and move on to find happiness and well-being in our lives again.

Thursday:

Write down how you feel about grieving mindfully. Help students understand that we all have experienced grief at some point in our lives. It could be through the loss of a family member, a great job opportunity, or even a valuable belonging. Invite students to recall that experience and to reflect upon the way they felt, and how they dealt with sadness in that situation. By doing this you can help students identify what strategies worked for them in the past so that they better know how to grieve mindfully in the future.
"Perfectionism is not the same thing as striving to be our best. Perfectionism is not about healthy achievement and growth; it's a shield."

--Brene Brown

"Many people think of perfectionism as striving to be your best, but it
is not about self-improvement; it's about earning approval and acceptance.

--Brene Brown
Perfectionism - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define perfectionism.
2. identify the three types of perfectionism.
3. recognize ways to combat perfectionism.
4. practice mindfulness meditation.

Language Learning Outcomes

Students will...

1. listen for specific information.
2. actively participate in conversations through proper responses.
3. narrate/describe in past tense about a personal experience.

Materials Needed

- Perfectionism.pptx
- The Perils of Perfectionism
- The Three flavours of perfectionism.pdf
- Failure - Meet the Robinsons - Keep Moving Forward
- Shauna Shapiro's Good Morning, I Love You Practice
- Measure of Perfectionism.pdf
- Perfectionism vs Doing Things Well.pdf
Overview

Perfectionism is having unrealistic expectations and thinking and feeling negatively when those expectations are not met. In other words, perfectionism is like a toxic game of Spot the Difference. We may compare ourselves to a picture of how we think we should be and identify all the ways we fail to measure up. This way of thinking is dangerous and destructive. Tell students that today we will talk about perfectionism.

Activate Background Knowledge

Spot the Difference Game: Show students the two pictures of the Eiffel Tower (on the PowerPoint) and give them one minute to study the pictures and see how many of the 5 differences they can spot. At the end of the minute discuss the differences and see if students were able to identify all 5 differences in the pictures. (Show answer slide.)

Retrieved from: https://edtechbooks.org/-tgY

If they focused close enough on the individual elements of the images, students were probably able to successfully find most, if not all, the differences in these pictures. However, ask students questions like:

- During the one minute you were looking for differences in the pictures did you notice the beauty of the picture?
- Did you think of a time when you may have visited the Eiffel Tower or about possibly visiting in the future?
- Did you think about what you know about the history or significance of the structure?

The purpose of this activity was not to appreciate the images nor to
complete the second image; the purpose was to identify every imperfection in the incomplete copy of the first picture.

**Activity 1: Listening**

Watch the following video “The Perils of Perfectionism” and have students pay attention and write down the three types of perfectionism and the three tips to help combat perfectionism.

*The Perils of Perfectionism*

[https://youtu.be/ix6m4vD9KD8](https://youtu.be/ix6m4vD9KD8)

After watching the video, have students discuss with a partner the three types of perfectionism and the tips to combat it. You can ask students questions like:

- Which type of perfectionism are you most prone to?

- Can you think of examples of each of the three types of perfectionism?

- What are some ways you use to combat harmful perfectionism?

**Activity 2: Speaking**

Have students work in small groups (3-4 students) and give each group a handout *Three Flavors of Perfectionism*. Have them read each of the statements and decide which type of perfectionism it is. Once partners/groups have had a chance to complete the activity, review the answers as a class.
Activity 3: Listening/Speaking

Explain to students that perfectionism is especially dangerous in language learning. Introduce the following ways in which perfectionism can bring you down.

Ways Perfectionism Brings You Down:

- Unrealistic goals: Perfectionists tend to set goals that are not attainable, which sets them up for failure.
- Procrastination: Perfectionism often leads to procrastination. You feel like you can’t start a project until you’ve looked up more sources, interviewed more people, and come up with the greatest introduction of all time. The pressure of making things perfect keeps you from getting started.
- Depression and anxiety: Research shows that perfectionism fuels mental health issues such as anxiety and depression.
- Toxic thinking:
  - All or nothing thinking
  - Seeing only the bad or the mistake in a situation
  - Focusing too much on the outcome instead of the process

retrieved from: https://edtechbooks.org/-BRIB

As a class, discuss some of the ways (listed above) that perfectionism can bring you down. Tell students that having a growth mindset can help combat perfectionism and watch the following clip from Meet the Robinsons:

Failure - Meet the Robinsons - Keep Moving Forward

https://youtu.be/V3UqEps1r5E

Then, have students discuss with a partner the following questions:
In what ways can mistakes and failure be beneficial?
Describe a time when you learned from a mistake and became better.
How can taking risks and not being afraid to fail help you be a better language learner?

Activity 4: Meditation

Play the 4 minutes Good Morning, I Love You video with guided meditation and have students join the meditation practice as they watch. Encourage students to focus and practice self-compassion rather than perfectionism as they participate.

Shauna Shapiro's Good Morning, I Love You Practice

https://youtu.be/CqxNevDwMM4

Homework

Practice the Good Morning, I Love You meditation practice every morning for the week. Be prepared to share with the class the effect this practice had on your week.
Follow-Up

**Tuesday:**

Perfectionism vs. Doing Things Well. Discuss. If time allows, complete the activity. [Perfectionism vs Doing Things Well.pdf](#)

Activity taken from: [https://edtechbooks.org/-jLTv](https://edtechbooks.org/-jLTv)

**Wednesday:**

Have students take the Measure of Perfectionism to see where they stand. [Measure of Perfectionism.pdf](#)

Activity taken from: [https://edtechbooks.org/-jLTv](https://edtechbooks.org/-jLTv)

**Thursday:**

What does the phrase “Progress over Perfection” mean? What are some ways you can focus on progress?. You can also have students share their experience with the Good morning, I love you meditation practice.
Perfectionism - Intermediate
Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define perfectionism
2. identify the three types of perfectionism
3. identify ways to combat perfectionism
4. practice mindfulness meditation.

Language Learning Outcomes

Students will...

1. listen for specific information.
2. actively participate in conversations through proper responses.
3. narrate/describe in past tense about a personal experience.

Materials Needed

- Perfectionism.pptx
- The Perils of Perfectionism
- Failure - Meet the Robinsons - Keep Moving Forward
- The Three flavors of perfectionism.pdf
- How to get better at the things you care about | Eduardo Briceño
Overview

Perfectionism is having unrealistic expectations and thinking and feeling negatively when those expectations are not met. In other words, perfectionism is like a toxic game of Spot the Difference. We may compare ourselves to a picture of how we think we should be and identify all the ways we fail to measure up. This way of thinking is dangerous and destructive. Tell students that today we will talk about perfectionism.

Activate Background Knowledge

Spot the Difference Game: Show students the two pictures of the Eiffel Tower (on the PowerPoint) and give them one minute to study the pictures and see how many of the 5 differences they can spot. At the end of the minute discuss the differences and see if students were able to identify all 5 differences in the pictures. (Show answer slide.)

Retrieved from: https://edtechbooks.org/-tgY

If they focused close enough on the individual elements of the images, students were probably able to successfully find most, if not all, the differences in these pictures. However, ask students questions like:

- During the one minute you were looking for differences in the pictures did you notice the beauty of the picture?
- Did you think of a time when you may have visited the Eiffel Tower or about possibly visiting in the future?
- Did you think about what you know about the history or significance of the structure?

The purpose of this activity was not to appreciate the images nor to
Activity 1: Listening

Watch the following video “The Perils of Perfectionism” and have students pay attention and write down the three types of perfectionism and the three tips to help combat perfectionism.

The Perils of Perfectionism

https://youtu.be/ix6m4vD9KD8

After watching the video, have students discuss with a partner the three types of perfectionism and the tips to combat it. You can ask students questions like:

- Which type of perfectionism are you most prone to?

- Can you think of examples of each of the three types of perfectionism?

- What are some ways you use to combat harmful perfectionism?

Activity 2: Speaking

Have students work in small groups (3-4 students) and give each group a handout Three Flavors of Perfectionism. Have them read each of the statements and decide which type of perfectionism it is. Once partners/groups have had a chance to complete the activity, review the answers as a class.
Activity 3: Listening/Speaking

Explain to students that perfectionism is especially dangerous in language learning. Introduce the following ways in which perfectionism can bring you down.

Ways Perfectionism Brings You Down:

- Unrealistic goals: Perfectionists tend to set goals that are not attainable, which sets them up for failure.
- Procrastination: Perfectionism often leads to procrastination. You feel like you can’t start a project until you’ve looked up more sources, interviewed more people, and come up with the greatest introduction of all time. The pressure of making things perfect keeps you from getting started.
- Depression and anxiety: Research shows that perfectionism fuels mental health issues such as anxiety and depression.
- Toxic thinking:
  - All or nothing thinking
  - Seeing only the bad or the mistake in a situation
  - Focusing too much on the outcome instead of the process

retrieved from: https://edtechbooks.org/-BRIB

As a class, discuss some of the ways (listed above) that perfectionism can bring you down. Tell students that having a growth mindset can help combat perfectionism and watch this clip from Meet the Robinsons.

Failure - Meet the Robinsons - Keep Moving Forward

https://youtu.be/V3UqEps1r5E

Then, have students discuss with a partner the following questions:
- In what ways can mistakes and failure be beneficial?
- Describe a time when you learned from a mistake and became better.
- How can taking risks and not being afraid to fail help you be a better language learner?

**Activity 4: Meditation**

Play the 4 minute *Good Morning, I Love You* video with guided meditation and have students join the meditation practice as they watch. Encourage students to focus and practice self-compassion rather than perfectionism as they participate.


**Homework**

Practice the *Good Morning, I Love You* meditation practice every morning for the week. Be prepared to share with the class the effect this practice had on your week.
Follow-Up

Tuesday:

Perfectionism vs. Doing Things Well. Discuss. If time allows, complete the activity. Perfectionism vs Doing Things Well.pdf

Activity taken from: https://edtechbooks.org/-jLTv

Wednesday:

Have students take the Measure of Perfectionism to see where they stand. Measure of Perfectionism.pdf

Activity taken from: https://edtechbooks.org/-jLTv

Thursday:

Watch the following video and discuss how this relates to perfectionism. (Video is 11 minutes long. You may choose to watch only part of the video)

https://youtu.be/YKACzIrog24

After watching the video, ask students the following questions and have them discuss it:

- How can we spend more time in the learning zone?
The Five Senses
The Five Senses - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify their own senses.
2. recognize their surroundings.

Language Learning Outcomes

Students will...

1. create descriptions using adjectives.
2. use vocabulary associated with the five senses.

Materials Needed

- Explore Beyond Your Door - Episode 5: Exploring the Five Senses
- Snack Attack
- Five Senses Snack
- Five Senses Mindfulness Chart
- senses-boardgames
- Snack students can eat such as crunch bars, clementines, pop rocks, etc.
Overview

Being aware and appreciative of the world around us is key to well-being and happiness. When we are mindful of all the good surrounding us, feelings of gratitude and appreciation of beauty flourish. We usually perceive the world through our five senses: sight, smell, hearing, taste, and touch. Explain to students that today we are going to talk about being more aware of things around us by focusing on our five senses.

Activate Background Knowledge

Have students stop whatever they are doing and close their eyes. Pick a color (one that is prevalent in the classroom) and simply say it to the students repeatedly a few times so that they begin to think of this color. When they open their eyes afterwards they will point to the first thing they notice in the classroom. Repeat this 3 or 4 times with different colors.

Example: say “blue...blue...blue” then have students open their eyes and point to something they notice in the classroom. Is it blue?

Have them close their eyes again and say another color “black...black...black.” Have students open their eyes and point again. Were the things they pointed to black?

Explain to students that being mindful or aware of ourselves and our feelings can change what we focus on when we are looking at things. For example, a person who is happy might notice a pretty flower on the street, while a person who is angry might only notice trash on the same street. This is part of the reason why being mindful of our senses can help improve our lives.
Activity 1: Listening/Vocabulary

What are the five senses? Use the following video (play from 0:00-1:25) to help explain what each sense is and examples of how we can use it.

Explore Beyond Your Door - Episode 5: Exploring the Five Senses

https://youtu.be/AiK_ZtrQ72g

After viewing, brainstorm together some other ways that we can notice each of the five senses in our lives.

Play the following interactive video to practice a little more seeing each sense in action. Note* this may be a good time to review the present progressive tense form. The video will ask questions such as “What is she doing” and the answer will be something such as “She is smelling.”

Snack Attack

https://youtu.be/38y_1EWIE9I

Activity 2: Vocabulary/Grammar

Explain to students that talking about the five senses uses a lot of descriptive adjectives. We use adjectives to describe nouns. Common endings of adjectives are -y, -able/ible, -ous, -ed, -ing, -ic.

Put a list of adjectives on the board. Split the class into small groups and have them work together to categorize each adjective under a sense. Demonstrate an example first if needed. Example: “sweet” can be used to describe the taste.
Note* Students may need to use a dictionary to help them with this activity.

Adjectives List:

- Loud
- Sweet
- Sour
- Silent
- Soft
- Bright
- Bumpy
- Noisy
- Long
- Shiny
- Large
- Stinky
- Smelly
- Small
- Hard
- Silky
- Dry
- Quiet
- Chewy
- Crunchy
- Heavy
- Dark
- Delicious
- Squeaky
- Spicy
- Stale
- Spikey
- Sticky
- Salty
Bitter
Fizz
Smoky

Activity 3: Writing/Reading/Speaking

Bring a snack that has a lot of sensory input such as crunch bars or pop rocks. Soda pop also works well—ones that also have sound are preferable but if not something such as a clementine can be used. Have students take their time to observe the candy bar and fill out the chart with descriptions for each sense using adjectives. Then, have students read their charts and try to summarize what he/she wrote to another student or small group. The chart can be found in the following document:

Five Senses Snack

Activity 4: Speaking

Explain to the students that now they are going to play “Guess Where” and try to describe a place using all of the senses without telling anyone else what place it is. Model this first, pick a place such as a restaurant but don’t tell the students. Describe it with the senses such as “I can see a lot of people here. It is very crowded for dinner. It’s noisy because many people are talking. I can also hear oil sizzling from the kitchen. It smells delicious. The table feels cold, and the chairs are very soft. What place is it?”

Give students about five minutes to think of a place and write down their descriptions for each sense. They can use the adjectives from Activity 2 to help them. Allow time for each student to describe their place either for the class or a small group to guess.
Activity 5: Writing

Complete the 5-4-3-2-1 activity using this chart below as a guide to get started. Have students write down their answers for themselves to help them prepare for their homework log this week. Wind down by discussing again the benefits of being aware of our senses in our lives.

Retrieved from: https://edtechbooks.org/-TGQN

Homework

Have students keep a senses mindfulness log for every day this week

Five Senses Mindfulness Chart.docx
Follow-Up

Tuesday:

Have students stop whatever they are doing and simply look around the room. Give them about one minute and have them try to find something they have never noticed before inside the classroom. The teacher can demonstrate one thing as an example before beginning; this can be something as simple as “there’s a piece of tape on the wall.” After one minute, students can share with the class what they saw.

Wednesday:

Discussion question: A lot of times our memories are linked to smells and sounds and thinking about them also makes us more mindful of these moments.

- What is your favorite smell and sound?
- Are there any specific memories or experiences that connect to those smells or sounds?

Thursday:

Review the adjectives by using the following game. This will require some dice if possible and works best done in groups. Or the teacher can randomly ask students the questions as an adaptation.

senses-boardgames
The Five Senses - Intermediate Mid
Lesson information

Positive Psychology Learning Outcomes

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2. recognize their surroundings.

Language Learning Outcomes

Students will...

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- Spikey
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**Activity 3: Writing/Reading/Speaking**

Bring a snack that has a lot of sensory input such as crunch bars or pop rocks. Soda pop also works well--ones that also have sound are preferable but if not something such as a clementine can be used. Have students take their time to observe the candy bar and fill out the chart with descriptions for each sense using adjectives. Then, have students read their charts and try to summarize what he/she wrote to another student or small group. The chart can be found in the following document:

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Allow time for each student to describe their place either for the class or a small group to guess.

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Thursday:

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senses-boardgames.doc.
Connecting to the Past
Connecting to the Past - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. approach the past with an attitude of curiosity and gratitude.
2. describe and remember a family member with an attitude of gratitude.

Language Learning Outcomes

Students will...

1. use high-frequency general vocabulary.
2. connect content to background knowledge.
3. create lists of words, phrases, and sentences.

Materials Needed

- Mindfulness: Connecting to the Past
- My Family Pamphlet
- Coco - "We Are Family!"
- School of DNA | Ancestry
- 3-minute Mindful Breathing Meditation (Relieve Stress)
Overview

Connecting to the past by learning about our ancestors is key to understanding who we are, thus being more mindful of the present. Learning about our ancestors with an attitude of curiosity and gratitude can increase our positive emotion. Getting to know more about those who came before us can help us become more resilient in the present as we realize they also faced trials and overcame them successfully. Learning about our ancestors can also help us identify the origin of some character strengths or even physical traits making us more aware and grateful for them.

Activate Background Knowledge

Help students understand the concept of ‘Connecting to the past’ by showing examples of different Disney movies which illustrate the importance of the Family. Ask students if they have seen Coco. If not, you or another student might explain Coco’s story. Show the following video clip:

Coco - "We Are Family!"

https://youtu.be/SaWP6oPoJsY

After watching, have students brainstorm other movies that might have an emphasis in learning about family history. Some examples you could give are Mulan, Moana, or even Harry Potter.
Activity 1: Vocabulary

Write the following words on the board. Review definitions and pronunciations of each word.

- Ancestors
- Genealogy
- Family history
- Family member
- Remember
- History
- Traditions

Activity 2: Vocabulary/Speaking

Place students in groups. As groups, students must brainstorm all vocabulary they remember for members of a family. Give the groups two minutes to talk about and list the vocabulary. The team with the most words wins. After the activity, review words that students were unsure of.
Activity 3: Listening

Watch the following video about Genealogy and have students discuss what they saw in the video.

School of DNA | Ancestry

https://youtu.be/gK28eZ930zg

They can answer the following questions:

- How did the parents feel when they found out about their genealogy?
- What are some adjectives you heard (emotional, surprised, happy, ...)

You may also encourage students to share how well they stayed focused on the video and how they felt about their own ancestors as they watched.
Activity 4: Writing

Review the conjugations for the verbs to be and to have. Practice using these in sentences to describe people. For example:

- My sister has brown hair.
- My mom is short.
- My dad has the same nose as me.

Ask students to think about one family member that is special to them and write a description of that person. Invite students to focus on the feelings that come to them when thinking of that special person. You can use the "My Family" pamphlet to guide the writing exercise. They can write a physical description or write about that person’s personality (or both). Remind students to use the verb to be and to have to describe their family member.

pamphlet

Activity 5: Speaking

In partners or groups, have students share about the family member that they wrote about. If students have access to pictures on their phones, invite them to share with their group.
Activity 6: Listening (Meditation)

Help students recognize that connecting to the past helps us be more mindful of the present. Another way to be more mindful and present is by practicing meditation. Explain that we will finish this lesson with a short meditation to help us be more mindful.

3-minute Mindful Breathing Meditation (Relieve Stress)

https://youtu.be/SEfs5TJZ6Nk

Homework

Ask students to set a time to think about a skill or talent they have in the present (such as dancing, baking, singing, playing soccer, etc) that was taught to them by a member of their family. Then have them find a way to express gratitude to that person either by a call, a text message, or a little thank you note (these are just some ideas but let them know they can get as creative as they want). If that person is not alive anymore, maybe they could just write about them in their journal.

Follow-Up

Tuesday:

Share the following quotes with the students

“We discover something about ourselves when we learn about our ancestors.”
• President Thomas S. Monson

“Discover your family, find yourself.”

• Family Search

After sharing the quotes, ask students what these mean to them. Review how learning about family history will help us understand ourselves more. Invite students to share their thoughts with each other and highlight any comments on how family history connects to mindfulness and being present.

**Wednesday:**

What is the origin of your last name? If students have access to family search, they can find the origin of their last name on the Activities tab. Otherwise, students could google “Origin of (last name)”. Have students share with a classmate where their last name is from and the meaning of their last name.

**Thursday:**

Review the possible ways of connecting with our past and the potential benefits. Have students set a goal to better connect with their past. Ask them to write down their goal and even ways to achieve their goal.
Connecting to the Past - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. approach the past with an attitude of curiosity and gratitude.
2. describe and remember a family member with an attitude of gratitude.

Language Learning Outcomes

Students will...

1. use high-frequency general vocabulary.
2. use circumlocution to clarify meaning.
3. understand explicit main ideas.
4. connect content to background knowledge.

Materials Needed

- Mindfulness: Connecting to the Past
- My Family Pamphlet
- Coco - "We Are Family!"
- Pharrell Reacts to Family History in Finding Your Roots | Ancestry
- 3-minute Mindful Breathing Meditation (Relieve Stress)
Overview

Connecting to the past by learning about our ancestors is key to understanding who we are, thus being more mindful of the present. Learning about our ancestors with an attitude of curiosity and gratitude can increase our positive emotion. Getting to know more about those who came before us can help us become more resilient in the present as we realize they also faced trials and overcame them successfully. Learning about our ancestors can also help us identify the origin of some character strengths or even physical traits making us more aware and grateful for them.

Activate Background Knowledge

Help students understand the concept of ‘Connecting to the past’ by showing examples of different Disney movies which illustrate the importance of the Family. Ask students if they have seen Coco. If not, you or another student might explain Coco’s story. Show the following video clip.

Coco - "We Are Family!"

https://youtu.be/SaWP6oPoJsY

After watching, have students brainstorm other movies that might have an emphasis in learning about family history. Some examples you could give are Mulan, Moana, or even Harry Potter.
Activity 1: Vocabulary

Write the following words on the board. Review definitions and pronunciations of each word.

Ancestors
Genealogy
Family history
Family member
Remember
History
Traditions
Activity 2: Speaking

To practice more vocabulary, explain that the students will play a game to practice circumlocution. Just like how being aware of our family helps us be more aware of ourselves, using surrounding words, descriptions, or definitions to help find new vocabulary is a valuable skill. Explain that the students will look to the board for reference. Use the slide that contains various vocabulary for members of a family. Have the students use circumlocution to describe the word to a partner and have their partner guess the vocabulary word that they are describing.

For example, if a student chooses “aunt”, they could describe it as “My mom’s sister”.

Activity 3: Speaking

In partners, ask students to describe their families. They can use the following questions to guide their description.

- How many siblings do you have?
- What does your family like to do?
- Is your family close? Why?
- What are some characteristics of your siblings or parents?

Invite students to think of things about their families that make them happy, it can be family traditions, anecdotes, or just memories.
Activity 4: Listening

Watch the following video about Pharrell discovering her family history. Have students discuss what they saw in the video. They can answer the following questions:

Pharrell Reacts to Family History in Finding Your Roots | Ancestry

https://youtu.be/lwSC0ffg5iY

How did Pharrell feel after learning about his family history?

Activity 5: Speaking

After watching the Pharrell video, explain that there are a lot of ways to learn about our family members, even without a TV show. Have students work in pairs or groups to brainstorm other ways to connect to our past. After, work as a class to make a list of ideas.

For example:

- Write in a journal
- Interview a parent, grandparent, or other family members
- Look at old pictures
- Remember a family member who has died
- Learn more about your country of origin
Activity 6: Writing

One idea of how we might connect with our past is remembering someone from our family and what they have done for us. You can use the following pamphlet to guide the writing exercise or simply ask students to write about an experience they had with a family member, living or one who has passed away. Invite students to pay close attention to how they feel while recalling the experience with that special person. Encourage them to look back to their past with an attitude of gratitude.

pamphlet

Activity 7: Speaking

Ask students to share how they felt after writing about their family members. Ask students how connecting to the past could help their language learning. Example answers could include the following:

- Generational healing
- Giving ancestors/culture a voice in a global world
- Pursuing an education that lifts entire generations
- Identifying genetic traits that help them learn/use language, etc.
Activity 8: Listening (Meditation)

Help students understand that connecting to the past helps us be more mindful of the present. Another way to be more mindful and present is by practicing meditation. Explain that we will finish this lesson with a short meditation to help us be more mindful.

3-minute Mindful Breathing Meditation (Relieve Stress)

https://youtu.be/SEfs5TJZ6Nk

Homework

Ask students to set a time to think about a skill or talent they have in the present (such as dancing, baking, singing, playing soccer, etc) that was taught to them by a member of their family. Then have them find a way to express gratitude to that person either by a call, a text message, or a little thank you note (these are just some ideas but let them know they can get as creative as they want). If that person is not alive anymore, maybe they could just write about it in their journal.

Follow-Up

Tuesday:

Share the following quotes with the students

“We discover something about ourselves when we learn about our ancestors.”

- President Thomas S. Monson

“Discover your family, find yourself.”
• Family Search

After sharing the quotes, ask students what these mean to them. Review how learning about family history will help us understand ourselves more. Invite students to share their thoughts with each other and highlight any comments on how family history connects to mindfulness and being present.

**Wednesday:**

What is the origin of your last name? If students have access to family search, they can find the origin of their last name on the Activities tab. Otherwise, students could google “Origin of (last name)”. Have students share with a classmate where their last name is from and the meaning of their last name.

**Thursday:**

Review the possible ways of connecting with our past and the potential benefits. Have students set a goal to better connect with their past. Ask them to write down their goal and even ways to achieve their goal.
Self-Compassion

“The most powerful relationship you will ever have is the relationship with yourself.”

-Steve Maraboli
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify examples of self-compassion.
2. recognize ways to be more self-compassionate.
3. practice self-compassion.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. listen for specific information.
3. use new vocabulary words to create sentences.
4. describe/narrate in the present tense.

Materials Needed

- [Self-Compassion: Be Kind to Yourself](#)
- [Study Piano Music to Concentrate - 2 Hours Ambient Piano Music for Concentration and Working](#)
Overview

Self-compassion is the ability to treat ourselves as we would treat a dear friend who is having a hard time. Self-compassion soothes the negative and grows the positive, therefore it is key to coping with personal limitations while keeping a positive mindset and attitude. Tell students that in this lesson they will learn how to be kinder and nicer to themselves.

definition retrieved from: https://edtechbooks.org/-mpv
Activate Background Knowledge

Go over the following words and examples with students. Afterwards, have the students think of their own example sentences.

comfort (v): to make someone feel less worried, unhappy, or upset, for example by saying kind things to them

- Maria comforted Sammy when she was sad.

compassion (n): a strong feeling of sympathy for someone who is suffering, and a desire to help them

- Sara has compassion for Diego who was crying.

kindness (n): being friendly

- Diego thanked Sara for her kindness.

treat (v): behave toward or deal with in a certain way

- We should treat people with kindness.

kindly (adv): with kindness

- The old woman spoke kindly about her grandson.

bully (v): to say or do unkind, rude, or mean things to someone

- Yuri bullied Stefano by calling him stupid.

sympathy (n): the feeling of being sorry for someone who is in a bad situation

- Yuki showed sympathy for Stefano by hugging him.
Activity 1: Listening/Speaking

Play the following video:

**Self-Compassion: Be Kind to Yourself**

[https://youtu.be/GpGrAQxYfVk](https://youtu.be/GpGrAQxYfVk)

After watching the video, have the students create sentences to describe the video using the new vocabulary.

Activity 2: Speaking

Show the students the following pictures, and have them describe and discuss the situation with a partner. Ask students to focus their attention on the feelings the people on the pictures are experiencing and invite them to empathize. Ask students to pay close attention to the way they feel as they go over the different pictures.

Retrieved from: [https://edtechbooks.org/-fVyQ](https://edtechbooks.org/-fVyQ)

Retrieved from: [https://edtechbooks.org/-ztE](https://edtechbooks.org/-ztE)

Retrieved from: [https://edtechbooks.org/-KmFD](https://edtechbooks.org/-KmFD)
Activity 3: Speaking

Using the pictures in Activity 2, have the students pretend that they are the person in the picture. In pairs (or groups) have them share ideas about how they could treat themselves with kindness and self-compassion in that situation. You can invite students to try to recall a situation in which they felt the same way as the people in the pictures. Help them identify how they could better handle the situation by showing kindness and compassion towards themselves. You may also ask students to imagine how they would have liked to be treated by other people in those situations. For example: when I felt overwhelmed, I would have liked for someone to reach out to me and remind me that I could do it.
Activity 4: Listening/Speaking

Play the music in the following video and invite students to focus their attention and think about ways they can be kind and compassionate to themselves. It may be helpful to ask students to see themselves from a different perspective. Have them imagine they are talking to a dear friend who is facing the same concerns as them. How would they respond to their friend? What would they say? How would they try to support them? Have students write down one idea on how they will be kinder and more compassionate to themselves. For example: whenever I make a mistake, I will remind myself that it is okay to make mistakes and that I can try again tomorrow.

Study Piano Music to Concentrate - 2 Hours Ambient Piano Music for Concentration and Working

https://youtu.be/4VmNYLi_GJU
Homework

Option 1: Compassionate Letter to Myself

To begin practicing self-compassion, it can be helpful to have students write a letter to themselves about a current struggle in their lives or an area where they feel inadequate and want to motivate themselves to change. Following the idea from the previous activity, invite students to write this letter as if they were talking to a dear friend facing the same concerns as them. Tell students to not worry too much about organizing their words or thoughts and to simply write from their hearts. You can also tell them that this letter does not have to be long, a couple of sentences might be enough.

retrieved from https://edtechbooks.org/-mpv

Option 2: Have students think of a current struggle in their lives. Then, ask them to make a list of ways they can show compassion towards themselves, and encourage them to do one of the things on their list today.
Follow-Up

Tuesday:

Invite students to share their experiences and discuss how kindness and self-compassion are helping them be happier in their lives. Have students talk about how they felt when writing a compassionate letter to themselves, did they feel relieved, happier, comforted? Praise students when they talk about their feelings with this experience.

Wednesday:

Ask students to discuss what the following quote means to them. Highlight any comments related to self-compassion and kindness.

“You don’t have to be perfect to be worthy of love and kindness” - Shauna Shapiro.

Thursday:

After a couple of days, have students talk and share their experiences with self-compassion. Are they doing the things on their list? Praise students when they talk about examples of self-compassion and kindness.
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify examples of self-compassion.
2. recognize ways to be more self-compassionate.
3. practice self-compassion.

Language Learning Outcomes

Students will...

1. connect content to background knowledge.
2. listen for specific information.
3. describe/narrate in all tenses

Materials Needed

- Self-Compassion: Be Kind to Yourself
- Guided Meditation for Self-Compassion
**Overview**

Self-compassion is the ability to treat ourselves as we would treat a dear friend who is having a hard time. Self-compassion soothes the negative and grows the positive, therefore it is key to coping with personal limitations while keeping a positive mindset and attitude. Tell students that in this lesson they will learn how to be kinder and nicer to themselves. Introduce the word compassion: a strong feeling of sympathy for someone who is suffering, and a desire to help them.

Definition retrieved from: [https://edtechbooks.org/-mpv](https://edtechbooks.org/-mpv)

**Activate Background Knowledge**

Show the following video and ask students to focus on how it illustrates self-compassion.

**Self-Compassion: Be Kind to Yourself**

[https://youtu.be/GpGrAQxYfVk](https://youtu.be/GpGrAQxYfVk)

After watching the video, have the students discuss with a partner ways they can be nicer to themselves.
**Activity 1: Speaking**

With a partner, have the students describe a time when a friend was struggling. Have a couple of students share their stories. Then, with a partner, ask students to describe a time when they were struggling. Again, have a couple of students share. Then discuss:

- What was the difference in how you treated your friend and yourself?
- Point out that we tend to be less compassionate towards ourselves. Why do you think we do that?

**Activity 2: Speaking**

Have the students think of one thing they are struggling with right now (ie: a difficult task, grades, roommates).

With a partner, describe the struggle, suggest one way you can be more self-compassionate, and then let your partner suggest one way you can be more self-compassionate (the more specific, the better). Each partner should write down their partner’s suggestion.

- Partner A: I have a paper due on Friday, and I’m a terrible writer.
- Partner A (again): I should probably stop calling myself a terrible writer because it’s not good for my confidence.
- Partner B: That’s a good idea. I think you should also remember all the papers you’ve done well on.
- Partner A: *writes it down*

Switch roles. If it doesn’t take up a ton of time, switch to new partners that way they can get multiple suggestions for self-compassion.
Activity 3: Speaking

Have students work in groups of 2-3. Give them the following list of scenarios and have them create a list of as many self-compassionate reactions as they can think of. Give them 5-7 minutes to complete their list. Once they are finished, have each group share their list (but don’t repeat ideas another group has given), and brownie points to whoever has the most ideas that weren’t repeated. Praise students when they talk about examples of self-compassion and kindness.

Scenarios

- Failed a test
- Got a bad grade on a paper
- Did not get a job
- Lost a favorite article of clothing
- Burned dinner
- Forgot to call a friend for their birthday
- Was late to class
- Missed a group project meeting
- Said something rude to a roommate
- Overslept
- Got a speeding ticket
- Forgot to finish homework
- Told a lie
- Had a bad date
Activity 4: Listening (Meditation)

Have students listen to the following guided meditation on self-compassion. Remind students to listen and follow the instructions of the speaker, and if they can’t understand everything, they should try to relax and think kind thoughts about themselves.

Guided Meditation for Self-Compassion

https://youtu.be/KAuBXTTaXVU

Homework

Compassionate Letter to Myself

To begin practicing self-compassion, it can be helpful to have students write a letter to themselves about a current struggle in their lives or an area where they feel inadequate and want to motivate themselves to change. Following the idea from the previous activity, invite students to write this letter as if they were talking to a dear friend facing the same concerns as them. Tell students to not worry too much about organizing their words or thoughts and to simply write from their hearts. You can also tell them that this letter does not have to be long, a couple of sentences might be enough.

retrieved from: https://edtechbooks.org/-mpv
Follow-Up

Tuesday:

Invite students to share their experiences and discuss how kindness and self-compassion are helping them be happier in their lives. Have students talk about how they felt when writing a compassionate letter to themselves, did they feel relieved, happier, comforted? Praise students when they talk about their feelings with this experience.

Wednesday:

Ask students to discuss what the following quote means to them. Highlight any comments related to self-compassion and kindness.

“If we want to learn from our mistakes and keep from repeating them, we need a compassionate mindset, not shame.” - Shauna Shapiro

Thursday:

After a couple days, have students open the letter they wrote to themselves and re-read it, letting the words comfort them. Invite students to think about the ways they are trying to be more self-compassionate and how it is working.
Perspective
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. practice how to mindfully shift their perspectives.
2. can explain a different perspective than their own.

Language Learning Outcomes

Students will...

1. actively participates in conversations through proper responses.
2. support ideas and opinions with facts, examples, and reasons.

Materials Needed

- Selective attention test
- Yanny or Laurel video: which name do you hear?
- Odd One Out (Opinions).pdf
- Snack Attack
- Headspace | Meditation | Changing Perspective
Overview

Perspective: a way of thinking about something, especially one which is influenced by the type of person you are or by your experiences. Everyone has a different perspective because we all have different backgrounds and come from different places.

Definition retrieved from: https://edtechbooks.org/-dAhm

Activate Background Knowledge

Explain to the students that the following pictures are examples of different perspectives.

Show the students the following pictures, and have them explain the difference between what each person in the picture sees.

Retrieved from: https://edtechbooks.org/-bodJ

Retrieved from: https://edtechbooks.org/-dwHm

For the next picture, ask the students what the artist thinks about the person in the picture.

Retrieved from: https://edtechbooks.org/-opA
Activity 1: Listening/Speaking

Tell the students to count how many times the ball is passed in the following video:

**selective attention test**


Ask the students if they saw the gorilla in the video.

Explain that sometimes perspective stops you from noticing things, if you are too focused on one thing, you won’t see others. This doesn’t only apply to physical things, but situations as well. For example, if you fail a test, you might struggle to appreciate other positive things such as a nice meal or lovely weather.

Activity 2: Speaking

Inform the students that there are often multiple ways of seeing things. You might think something is clear, but someone else might be confused about the same thing.

Retrieved from: [https://edtechbooks.org/-Ldn](https://edtechbooks.org/-Ldn)

Retrieved from: [https://edtechbooks.org/-FqwH](https://edtechbooks.org/-FqwH)
Ask the students what they hear in the following video:

**Yanny or Laurel video: which name do you hear?**

[https://youtu.be/7X_WvGAhMlQ](https://youtu.be/7X_WvGAhMlQ)

In the following picture, have students stare at the three dots in the middle and then look at a blank white surface. They should see Jesus when they look at a blank white surface.

Retrieved from: [https://edtechbooks.org/-Whtg](https://edtechbooks.org/-Whtg)

After going through these examples, explain that "optical illusions occur because our brain is trying to interpret what we see and make sense of the world around us. Optical illusions simply trick our brains into seeing things that may or may not be real." There is no right and wrong way to see an optical illusion, and although people see different things that don’t mean either are wrong.

Definition retrieved from: [https://edtechbooks.org/-MzD](https://edtechbooks.org/-MzD).
Activity 3: Speaking

Display these four words on the board:

dog, cat, donkey, dragon

Have each student decide which word doesn’t fit with the others. Then, have a few students share which they picked and why.

Possible explanations:
1. The dragon is different because it is the only one that isn’t real
2. The cat is different because it starts with C
3. The donkey is different because it’s the only one that has a y in it.
4. The cat is different because it’s the only one that doesn’t grow taller than about a person’s knee height.

Then, put the students in groups of 2-4 and give each group an odd one-out sheet. The students will then go through each of the lines and take turns choosing which is different and explain why.

Odd One Out (Opinions).pdf
Activity 4: Listening

Draw a single black dot on the whiteboard and ask the students what they see. Odds are that they will say a black dot or a black dot on a whiteboard. Explain that the black dot represents all the bad things in our life and the white background represents all the good things in our life.

- In the exercise, our attention is immediately drawn to the black dot. In life, it is easy to focus just on the bad things, and not realize how much good there is.
- Have students try ignoring the black dot. Does that make it easier to see the white surrounding? Chances are, it will only make the black dot stick out more. When we can accept that the black dot is there and see it as it is, we can move on to appreciate the white.
- The black dot will always be there! Some people have bigger or smaller dots, and the size of our own dot changes over time. Suffering is an inevitable part of life, and something we will all experience in different shapes and forms. That said, we can still learn to appreciate the good.

For more on this exercise, refer to The Black Dot Exercise
Activity 5: Speaking

Have students watch the following video.

Snack Attack

https://youtu.be/38y_1EWIE9I

After watching, have the students explain to a partner what happened.

Activity 6: Meditation

This meditation explains why perspective is so important. Have the students watch this meditation video and follow along:

Headspace | Meditation | Changing Perspective

https://youtu.be/iN6g2mr0p3Q
Activity 7: Listening and Speaking

First:

1. Ask students to recall a difficult situation they experienced with another person (a disagreement, a fight, an offense)
2. Have them write down their feelings and thoughts about the situation for a couple minutes (for this level, let students know that they can just write words such as angry, disappointed, sad, offended, etc).
3. When the time is up, ask students to pause and notice how they feel.

Then:

1. Ask them to re-write the story while thinking about the other person’s thoughts, emotions, and perspective
2. When the time is up, ask students to pause and notice how they feel.

Finally:

1. Ask students to reflect on how shifting perspectives can change our feelings.

Homework

Share what you learned about perspective with a friend in English.
Follow-Up

Tuesday:

Ask who they shared what they learned with, and have a few students share in class.

Wednesday:

Share this quote with the class, and ask for their thoughts:

“The way I see it, every life is a pile of good things and bad things. The good things don’t always soften the bad things, but vice versa, the bad things don’t always spoil the good things and make them unimportant.”

- Doctor Who

Thursday:

Have students discuss what the following quote means to them:

“We can complain because rose bushes have thorns, or rejoice because thorns have roses.”

- Alphonse Carr
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. practice how to mindfully shift their perspectives.
2. can explain a different perspective than their own.

Language Learning Outcomes

Students will...

1. actively participates in conversations through proper responses.
2. support ideas and opinions with facts, examples, and reasons.

Materials Needed

- Selective attention test
- Yanny or Laurel video: which name do you hear?
- Odd One Out (Opinions)
- Snack Attack
- Change Your Perspective and Change Your Story | Toya Webb | TEDxDelthorneWomen
- Headspace | Meditation | Changing Perspective
Overview

Perspective: a way of thinking about something, especially one which is influenced by the type of person you are or by your experiences. Everyone has a different perspective because we all have different backgrounds and come from different places.

Retrieved from: www.collinsdictionary.com

Activate Background Knowledge

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Show the students the following pictures, and have them explain the difference between what each person in the picture sees.

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Retrieved from: https://edtechbooks.org/-dwHm

For the next picture, ask the students what the artist thinks about the person in the picture.

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Tell the students to count how many times the ball is passed in the following video:

selective attention test

https://youtu.be/vJG698U2Mvo

Ask the students if they saw the gorilla in the video.

Explain that sometimes perspective stops you from noticing things, if you are too focused on one thing, you won’t see others. This doesn’t only apply to physical things, but situations as well. For example, if you fail a test, you might struggle to appreciate other positive things such as a nice meal or lovely weather.

**Activity 2: Speaking**

Inform the students that there are often multiple ways of seeing things. You might think something is clear, but someone else might be confused about the same thing.

Retrieved from: https://edtechbooks.org/-Ldn

Retrieved from: https://edtechbooks.org/-FqwH
Ask the students what they hear in the following video:

Yanny or Laurel video: which name do you hear?

https://youtu.be/7X_WvGAhMIQ

In the following picture, have students stare at the three dots in the middle and then look at a blank white surface. They should see Jesus when they look at a blank white surface.

Retrieved from: https://edtechbooks.org/-Whtg

After going through these examples, explain that "optical illusions occur because our brain is trying to interpret what we see and make sense of the world around us. Optical illusions simply trick our brains into seeing things that may or may not be real." There is no right and wrong way to see an optical illusion, and although people see different things that don’t mean either are wrong.

Retrieved from: https://edtechbooks.org/-MzD.
Activity 3: Speaking

Display these four words on the board:

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Have each student decide which word doesn’t fit with the others. Then, have a few students share which they picked and why.

Possible explanations:
1. The dragon is different because it is the only one that isn’t real
2. The cat is different because it starts with C
3. The donkey is different because it’s the only one that has a y in it.
4. The cat is different because it’s the only one that doesn’t grow taller than about a person’s knee height.

Then, put the students in groups of 2-4 and give each group an odd one-out sheet. The students will then go through each of the lines and take turns choosing which is different and explain why.

Odd One Out (Opinions).pdf
Activity 4: Listening

Draw a single black dot on the whiteboard and ask the students what they see. Odds are that they will say a black dot or a black dot on a whiteboard. Explain that the black dot represents all the bad things in our life and the white background represents all the good things in our life.

- In the exercise, our attention is immediately drawn to the black dot. In life, it is easy to focus just on the bad things, and not realize how much good there is.
- Have students try ignoring the black dot. Does that make it easier to see the white surrounding? Chances are, it will only make the black dot stick out more. When we can accept that the black dot is there and see it as it is, we can move on to appreciate the white.
- The black dot will always be there! Some people have bigger or smaller dots, and the size of our own dot changes over time. Suffering is an inevitable part of life, and something we will all experience in different shapes and forms. That said, we can still learn to appreciate the good.

For more on this exercise, refer to The Black Dot Exercise
Activity 5: Speaking

Have students watch the following video.

Snack Attack

https://youtu.be/38y_1EWIE9I

After watching, have the students explain to a partner what happened.

Activity 6: Listening

Have students look for examples of perspective in the following video from 3:30 - 4:44:

Change Your Perspective and Change Your Story | Toya Webb | TEDxDelthorneWomen

https://youtu.be/fRX_qiY5VBA

After they watch the video, have them share their ideas with a partner.
Activity 7: Meditation

This meditation explains why perspective is so important. Have the students watch this meditation video and follow along:

Headspace | Meditation | Changing Perspective

https://youtu.be/iN6g2mr0p3Q

Activity 8: Listening and Speaking

First:

1. Ask students to recall a difficult situation they experienced with another person (a disagreement, a fight, an offense)
2. Have them write down their feelings and thoughts about the situation for a couple minutes (for this level, let students know that they can just write words such as angry, disappointed, sad, offended, etc).
3. When the time is up, ask students to pause and notice how they feel.

Then:

1. Ask them to re-write the story while thinking about the other person’s thoughts, emotions, and perspective
2. When the time is up, ask students to pause and notice how they feel.

Finally:

1. Ask students to reflect on how shifting perspectives can change our feelings.
**Homework**

Share what you learned about perspective with a friend in English.

**Follow-Up**

**Tuesday:**

Ask who they shared what they learned with, and have a few students share in class.

**Wednesday:**

Share this quote with the class, and ask for their thoughts:

“The way I see it, every life is a pile of good things and bad things. The good things don’t always soften the bad things, but vice versa, the bad things don’t always spoil the good things and make them unimportant.”

- Doctor Who

**Thursday:**

Have students discuss what the following quote means to them:

“We can complain because rose bushes have thorns, or rejoice because thorns have roses.”

- Alphonse Carr
Handling Strong Emotions
Handling Strong Emotions - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize and label emotions.
2. track emotions for one week.

Language Learning Outcomes

Students will...

1. listen for and identify the main idea.
2. learn vocabulary necessary to express emotion.
3. communicate in simple novice-level conversations on topics such as expressing emotion.

Materials Needed

- Handling Strong Emotions
- Handling Strong Emotion Cloze Activity
- The Gottman Institute The Feeling Wheel
- Name It to Tame It: How to Process Emotions 1/30
- The STOP Practice
- Emotion Tracker
Overview

Ask the following questions:

- What are some examples of emotions? Make a list on the board
- Can you feel more than one emotion at the same time?
- What emotions have you felt at the same time? (Ex: I was sad when I left home, but I was excited to come to the United States).

Activate Background Knowledge

Speaking prompt: Give students one minute to think and prepare and one minute each to speak about this with a partner.

Think about a time when you were very angry.

- What did you do?
- What can you do in the future? (Ideas may include: breathe deeply, take a break, go for a walk, think before speaking, take a shower, write about it, etc.)

Share with the class.
Activity 1: Listening

Watch video the following video titled “How Mindfulness Helps to Manage Emotions”.

- The first time you watch the video, have students listen for the main idea.
- The second time you watch, have students complete the cloze activity (use a lower speed as needed).

Handling Strong Emotion Cloze Activity

- Compare answers with a partner.
- Review answers as a class.
- Emphasize that thinking, writing, and talking about “emotional weather” helps us better understand how we are feeling, where those feelings come from, and how we can handle them.

How mindfulness helps to manage emotions

https://youtu.be/q47AXFzmZrw
Activity 2: Vocabulary

Give each student a copy of the emotion wheel or have one available for them to refer to.

- Discuss the emotion wheel as a class.
- Have each student identify 3 words on the emotion wheel that they don’t know
- Give students time to look up the words, and write an example sentence for each

The Gottman Institute The Feeling Wheel

Activity 3: Speaking

In groups of 3, have students explain their words from activity 2.

Students should take notes about new words they learn as they listen to their group members
Activity 4: Listening/Writing

Watch a clip from the video “Name it to Tame it: How to Process Emotions.” (stop at 7:27).

Create 5 “I feel…” sentences. (You could use The Feeling Wheel to give students examples of emotion words.) Add an explanation to the sentence by saying why or when this feeling is present. For example, “I feel frustrated when my brother interrupts me while I am talking”, or “I feel excited because I have a fun weekend planned.”

Discuss as a class the advantages of naming our emotions.

Name It to Tame It: How to Process Emotions 1/30

https://youtu.be/zoCiHlFjo04

Activity 5: Meditation

Have students listen and follow along to this meditation video:

The STOP Practice

https://youtu.be/EiuTpeu5xOc

Homework

Record emotions for a week using the emotion tracker worksheet.

Emotion Tracker
Follow-Up

Tuesday:

Watch the video (stop at 3:00)

- Listen for the three ways given in the video to help manage emotions.
- Discuss with a partner three practices that can be used to help manage emotions.

**STOP being afraid of emotions: 3 STEPS ON HOW NOT TO BE AFRAID OF FEELINGS**

https://edtechbooks.org/-nPTC

Wednesday:

Identifying and labeling emotions interactive video

**Emotions Emoji - English ESL video lesson**

https://youtu.be/r8pJt4dK_s4

Thursday:

Discuss the emotions you recorded for homework on Monday with a partner.
Handling Strong Emotions - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize and label emotions.
2. track emotions for one week.

Language Learning Outcomes

Students will...

1. listen for and identify the main idea.
2. learn vocabulary necessary to express emotion.
3. communicate in simple conversations.

Materials Needed

- Handling Strong Emotions
- Alfred & Shadow - A short story about emotions (education psychology health animation)
- The Gottman Institute The Feeling Wheel
- Name It to Tame It: How to Process Emotions 1/30
- The STOP Practice
- Emotion Tracker
- STOP being afraid of emotions: 3 STEPS ON HOW NOT TO BE AFRAID OF FEELINGS
- Emotions Emoji - English ESL video lesson
Overview

Ask the following questions:

- What are some examples of emotions? Make a list on the board
- Can you feel more than one emotion at the same time?
- What emotions have you felt at the same time? (Ex: I was sad when I left home, but I was excited to come to the United States).
- How do you deal with your emotions?

Activate Background Knowledge

Speaking prompt: Give students one minute to think and prepare and one minute each to speak about this with a partner.

Think about a time when you were very angry.

- How did you handle it? Describe your reaction and behaviors.
- How would you like to process anger in the future?
- What are some healthy ways you manage your anger? (Ideas may include: breathe deeply, take a break, go for a walk, think before speaking, take a shower, write about it, etc.)

After students have had a chance to speak for one minute on this topic with a partner, ask some students to share with the class what their partner said.
Activity 1: Listening

- Give students the following questions before watching the following video:
  - How do emotions help us?
  - How do we change our emotions?
  - How can emotions hurt us?

Alfred & Shadow - A short story about emotions (education psychology health animation)

https://youtu.be/SJOjpprbfeE

Activity 2: Vocabulary

Give each student a copy of the emotion wheel or have one available for them to refer to The Gottman Institute The Feeling Wheel.

Discuss the emotion wheel as a class.

Have each student identify 3 words on the emotion wheel that are unfamiliar to them and write the words on a notecard or in their notebook.

Give students time to look up the words on the internet or in a dictionary and become familiar with their meaning and usage. Have students write a definition and example sentence for each of the 3 words they selected.
Activity 3: Speaking

In groups of 3, have students explain their words from activity 2.

Students should take notes about new words they learn as they listen to their group members.


Activity 4: Listening

Watch a clip from the video “Name it to Tame it: How to Process Emotions.” (stop at 7:27)

Name It to Tame It: How to Process Emotions 1/30

https://youtu.be/zoCiHlFjo04

Create 5 “I feel...” sentences. (You could use The Feeling Wheel to give students examples of emotion words.) Add an explanation to the sentence by saying why or when this feeling is present. For example, “I feel frustrated when my brother interrupts me while I am talking”, or “I feel excited because I have a fun weekend planned.”

Here are three things to remember when using I feel statements.

1. For example, you could say, “I feel frustrated”, or “I feel excited.” Do not use like or that after feel such as, I feel like everyone is against me, or I feel that everyone here is smarter than I am. Like and that are not words that describe an emotion. The words on The Feeling Wheel are good examples of emotion words.
2. Be as specific as possible. The more specific we are, the more power we have to resolve the emotions. The farther out you can go on The Feeling Wheel the better!
3. Do not turn an emotion into your identity by saying, “I am...” Remember, feelings are temporary and change (like the weather). Feelings do not determine who we are.

Discuss as a class the advantages of naming our emotions.
Activity 5: Meditation

Have students listen and follow along to this meditation video:

The STOP Practice

https://youtu.be/EiuTpeu5xQc

Homework

Record emotions every day at a preferred time for a week using the emotion tracker worksheet.

Emotion Tracker
Follow-Up

Watch the following video (stop at 3:00).

STOP being afraid of emotions: 3 STEPS ON HOW NOT TO BE AFRAID OF FEELINGS

https://edtechbooks.org/-nPTC

- Listen for the three ways given in the video to help manage emotions.
- Discuss with a partner three practices that can be used to help manage emotions.

Wednesday:

Identifying and labeling emotions interactive video

Emotions Emoji - English ESL video lesson

https://youtu.be/r8pJt4dK_s4

Thursday:

Discuss the emotions you recorded for homework on Monday with a partner.
Mindful Relationships
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize the importance of their relationships with themselves and others.
2. identify ways to use mindfulness to build healthier relationships with others.
3. develop strategies to connect better with others.

Language Learning Outcomes

Students will...

1. elicit conversational language in a discussion.

Materials

- [Do You Want To Build a Snowman](#)
- [Robert Reffkin: 5 ways to create stronger connections | TED Talk](#)
- [True or False Getting to Know You](#)
Overview

We spend a lot of time with others (at school, at work, at home), so it is important to be mindful of our relationships. This includes the relationship with ourselves as well as others.

Activate Background Knowledge

Ask students these questions:

- What things are easy to do alone? (e.g. read a book, watch a movie, cook)
- What things are hard or impossible to do alone? (e.g. learn a language, play a sport)
- Are things that are more fun to do with other people than to do alone?

Having mindful relationships will help us to be more connected with ourselves, and those around us—including our friends, classmates, co-workers, and family.
Activity 1: Writing/Speaking

Have students get out a piece of paper and answer these questions:

- What are five things you love about yourself?
- What are two things you are good at and two things you aren't so good at?

IMPORTANT: Nobody is going to look at this so students should be completely honest with themselves.

Then, have students think of someone they love (a parent, a sibling, a friend, a significant other, etc.) and answer the same questions:

- What are five things you love about this person?
- What are two things this person is good at and two things they aren't so good at?

Have students share the five things they love about their person with a neighbor (they don’t need to disclose the name or title of that person).

Then, introduce the word “acceptance” to the students. Acceptance means you believe that something is sufficient or good enough. Acceptance welcomes and approves something as it is without changing it. Emphasize that it’s important we accept ourselves and others.

Activity 2: Listening

The movie Frozen is a good example of acceptance. Elsa can create ice and snow, but she doesn’t think she can control herself. She tries to hide her powers and “shuts people out.” “Shutting someone out” is an idiom, and it’s like closing the door on someone, so you are on one
side, and they are on the other.

Watch the following video:

Do You Want To Build a Snowman

https://youtu.be/TeQ_TTyLGMs

After watching the video, have students discuss these questions:

- Does Elsa have a good relationship with her sister? With other people?
- How are Anna and Elsa different?
- Does anyone (in the class) know how the movie ends?
- How do Anna and Elsa help each other?

Have students think of a time when they needed someone's help or someone helped them. Here are some questions they can think of:

- Who was the person?
- What was their relationship? (close like family or friends, not close like a stranger you met on street)
- What was the problem?
- How did the person help? Or how did they help the person?

Then, have the students pair up and share these stories. They can use the above questions to ask their partner about their story.
**Activity 3: Speaking**

This activity will assess how well students think they know their classmates.

Give each student a handout (page 2 only; page 1 is teacher instructions) [True or False Getting to Know You](https://edtechbooks.org/-RSHS)

Have the students fill out part A. (You might need to explain some of the vocabulary. e.g. "treasured possession" is a thing you own that is very important to you)

Then split the students into groups of three or four and complete part B of the worksheet.

**Activity 4: Listening**

This video talks about how to build social connections, especially in a new place. (Watch up to 2:03 or longer if you prefer.)

[Building Social Connections](https://edtechbooks.org/-RSHS)

After watching the video (at least once but maybe more as needed), have the students answer these questions:

- How do relationships help us?
- Is it bad to not have relationships? Why?
- What activities can we do to find or build relationships?
Homework

Have students pick one relationship in their life that they want to make stronger. Then have them come up with and write down one (or more) ways they can make that relationship stronger.
Follow-Up

Tuesday:

What is feedback? We often need to receive positive and constructive feedback in our lives.

- Why is it useful or important to receive feedback from someone you trust?

Have students commit to asking for feedback on personal/professional goals they are currently working on from someone they trust and love.

Wednesday:

Sometimes being mindful simply means being thankful for the people in our lives. Have students try to think of 10 people they are thankful for. Ask students to focus their attention to the feelings they experience when thinking about these people and invite them to share their thoughts. Highlight any comment about positive feelings and emotions.

Thursday:

Give students a few minutes to share their experiences from their homework.

- What did you do?
- Was it hard to do? Why or why not?
- Was there any positive result?
Mindful Relationships - Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. recognize the importance of their relationships with themselves and others.
2. identify ways to use mindfulness to build healthier relationships with others.
3. develop strategies to connect better with others.

Language Learning Outcomes

Students will...

1. practice note-taking strategies for main ideas and supporting details.
2. elicit conversational language in a discussion.

Materials Needed

- Do You Want To Build a Snowman
- Robert Reffkin: 5 ways to create stronger connections | TED Talk
- True or False Getting to Know You

Overview

Having healthy relationships with ourselves and others is key to well-being. Because we spend most of our time with others, it is essential to be mindful of the way we interact with them. This lesson will teach students how to be more mindful of their relationships. This includes the relationship with themselves as well as others.
Activate Background Knowledge

Show students this quote:

Retrieved from spirited-thinking.com

Have students discuss what they think this means.

- When is it hard to do things alone?
- In what types of activities do we need other people in order to complete or accomplish something?
  - Examples: learning a language, business, eating at a restaurant, having a conversation, playing a board game or online game, searching information on the internet, parents raising children, sports teams.
- What do you think a healthy relationship is?
- Why do many people have pets?
- What is loneliness and what are its effects?
- Why is it important for us to have mindful relationships?

We have relationships all around us, even with animals. Having mindful relationships will help us to be more connected with ourselves, and those around us—including our friends, classmates, co-workers, and family.

Activity 1: Writing/Speaking

Have students write down five things they love about themselves. They don’t need to share this with anyone so encourage them to be as honest as they can. Invite students to pay attention to how they feel when they think positively about themselves.

Then have students think of two strengths and two weaknesses they have. Again, nobody is going to look at this so the students can try to be completely honest with themselves. Again, invite students to pay
attention to how they feel when they think about their strengths versus their limitations.

Five-minute reflection: Have students just think and write down their thoughts to this prompt

- “What is your relationship with yourself?”

Then, have students switch gears a little bit and answer similar questions but about someone that they love.

- Think about someone you love. What are five things you love about this person?
- What is a strength this person has that you think might be one of your weaknesses?

Have students share their answers about the person they love (they don’t need to disclose the name or title of that person). Then have them brainstorm and discuss together how that person’s strength can help them with a challenge or problem or even just help them with a weakness. Highlight any positive comment about others that students may share, show appreciation when they share their feelings.

Introduce the word “acceptance” to the students. Acceptance means you believe that something is sufficient or good enough. Acceptance welcomes and approves something as it is without changing it. Emphasize that it’s important we accept ourselves and others.

**Activity 2: Listening**

The movie Frozen is a good example of acceptance. Elsa has magical powers to create ice and snow but she doesn’t think she can control herself. She tries to hide her powers and “shuts people out.” To “shut someone out” is an idiom. Have students search to try to find out what this means in context.
Students are going to watch a music video from the movie; before they watch, have them prepare to think about how Elsa’s unacceptance of herself affects all of her relationships.

Watch the following video:

Do You Want To Build a Snowman

https://youtu.be/TeO_TTyLGMs

After students watch the video, ask first how well they stayed focused before talking about the clip.

Follow-up questions:

- What is Elsa’s relationship with her sister? With other people?
- Does anyone know what happens in the story?
- How does it end?
- How are Anna and Elsa different?
- Even though they are different, how do Anna and Elsa use their strengths to help each other in the end?

Have students brainstorm and think about another story from a book or movie where the relationship(s) affected either the problem, solution, or both. Then, share their answers with a partner.
Activity 3: Speaking

How well do we know those around us? This activity will assess how well students think they know their classmates. Give each student one of the handouts. Note* They only need page two of this worksheet; page one is instructions for the teacher. Split students into groups of three or four to complete the second part of the worksheet. They can simply follow the instructions listed there but model how to answer the questions in the first part because some of them may be difficult to understand, i.e. treasured possession, greatest achievement, ambition, etc.

True or False Getting to Know You

Activity 4: Listening

In 2021 there are a lot of things that can distract us from being mindful of our relationships. In this TED talk Rober Reffkin explains 5 ways we can have better connections. Have students practice note-taking while they listen to the video. They should try to write down the five ways and then try to write one or two details/examples from each way. Watch the following video:

Robert Reffkin: 5 ways to create stronger connections | TED Talk

https://youtu.be/EtZQT3avFaY

After playing the video, ask students whether they were able to stay focused on the 5 main ideas presented during the talk or if they got hung up on other things.

Afterwards, the students will compare notes to see what similar or different details they noticed.


Homework

Have students pick one of the suggestions from the video and do it during the week. Be prepared to share what they did by Thursday. As part of this goal, invite students to set a time and a place to remove distractions and stay focused for 5 minutes every day practicing the suggestion they chose to work on.

Follow-Up

Tuesday:

What is feedback? We often need to receive positive and constructive feedback in our lives.

- Why is it useful or important to receive feedback from someone you trust?

Have students commit to asking for feedback on personal/professional goals they are currently working on from someone they trust and love.

Wednesday:

Sometimes being mindful simply means being thankful for the people in our lives. Have students try to think of 10 people they are thankful for. Ask students to focus their attention to the feelings they experience when thinking about these people and invite them to share their thoughts. Highlight any comment about positive feelings and emotions.

Thursday:

Give students a few minutes to share their experiences from their
homework.

- What did you do?
- Was it hard to do? Why or why not?
- Was there any positive result?

Highlight any comments related to focusing one’s attention and praise students when they talk about coping with distractions and staying focused on their goal to work on one suggestion.
Mindful Learning
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. talk about the importance of mindfulness in learning.
2. set a goal to be more mindful in language learning.
3. describe how to use mindfulness to improve language learning outcomes.

Language Learning Outcomes

Students will...

1. listen for specific information
2. connect content to background knowledge.
3. focus on pronunciation.

Materials Needed

- Mindful Learning (Novice High)
- Concentration Challenge
- Kung Fu Panda 2 Simple Past
- Find Your Focus with this Mini Meditation
Overview

Before starting the lesson, invite students to put their phones completely away (ideally inside their backpacks), explaining that doing so is part of today’s lesson, and challenge them to keep from checking their phones during the whole class time. Explain that this will help them be more mindful of the present moment in class and avoid distractions.

Activate Background Knowledge

Ask students what makes learning a language difficult. Have the students work with partners to discuss problems that they may have. After, discuss as a class. Possible answers may include:

- Distractions
- Trouble memorizing
- Difficulty understanding teachers

As we clear our minds, we make room to expand our knowledge. Additionally, mindfulness will allow us to focus on what we are learning right now.
Activity 1: Vocabulary

Review the following vocabulary words, their pronunciation, and their definition:

- Focus
- Memorize
- Distraction
- Retain
- Remember
- Attention → pay attention
- Alert

Activity 2: Listening

Have students watch the following video. Explain that this video will help them practice their focus.

Concentration Challenge

https://youtu.be/q2PaH-NRBKY

Activity 3: Speaking

After watching the video, ask students to talk about their experience.

Selectively focusing on something makes it easier to accomplish a task. Focusing on just one thing at the time (learning English, eating, working out,...) helps us understand things better.

Ask the students to discuss things that they might need to focus on and improve in their language learning experience.
Activity 4: Listening

Let's focus on a grammar principle.

Have students watch the following video and write down the words in the simple past.

Kung Fu Panda 2 Simple Past

https://youtu.be/z4B43IIq-Sg

After the video, ask students how well they were able to focus on the simple past.

Have a discussion about what was distracting.

Activity 5: Pronunciation

Help students understand that in order to improve with pronunciation, they need to focus on one aspect.

Here is an aspect to focus on:

Retrieved from: https://edtechbooks.org/-WwA

After reviewing the pronunciation of *ed*, have students read the following paragraph out loud:

“When I got home, the kitchen was a mess. At our house, we have agreed to clean up after ourselves, so I asked around to find out who had cooked last. That person turned out to be my son. While he
washed the dishes, I sat at the kitchen table and talked to him about his school work. Last year, he tested into an advanced program, and I wanted to see how he was doing. He seemed happy with it. He started telling me about his classes and what he learned that day."

Ask students whether they were able to stay focused on the past tense -ed or if they were distracted by other things.

**Activity 6: Listening/Speaking**

Give students access to the Kung Fu Panda video previously watched.

For this activity, students will mimic Goose’s narration of discovering Po in pairs. The goal is to mimic Goose’s voice exactly the same, so can rewind and pause as needed. Remind students to focus on pronunciation ('-ed'), intonation, and phrasing-pausing.

For this activity, you may also have students use their own smartphones to record themselves and then listen to the recordings. In this way, students will be able to focus on assessing the accuracy of their own ‘-ed’ production.

**Activity 7: Listening (Meditation)**

[Find Your Focus](https://youtu.be/IReEu2kI6oI)

Invite students to stay focused and avoid distractions or thoughts that may come to their minds while meditating. If they notice that their minds are wandering, invite them to kindly bring back their attention to the meditation.
Homework

Ask students to set a goal for their own mindful learning. Invite students to choose one aspect that they would like to improve. It might be one pronunciation skill, one listening skill, or memorizing vocabulary (help students make a specific goal). As part of this goal, invite students to set a time and a place to remove distractions and stay focused for 15 minutes practicing the skill they chose to work on.

Follow-Up

Tuesday:

Have students share their homework experience with mindfully focused language learning with a partner. Praise students when they talk about coping with distractions, staying focused, etc.

Wednesday:

Ask students to discuss what the following quote means to them. Highlight any comments related to focusing one’s attention.

“The mind is just like a muscle - the more you exercise it, the stronger it gets and the more it can expand.” - Idowu Koyenikan

Thursday:

Have students answer the following question in small groups.

How has being more focused on your learning helped you this week?

How have you removed distractions and how has this helped you be more present in your learning experience?
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. talk about the importance of mindfulness in learning.
2. set a goal to be more mindful in language learning.
3. describe how to use mindfulness to improve language learning outcomes.

Language Learning Outcomes

Students will...

1. listen for specific information
2. connect content to background knowledge.
3. focus on pronunciation.

Materials Needed

- Mindful Learning (Intermediate High)
- How to Get Better at Things You Care About
- Kung Fu Panda 2 Simple Past - YouTube
- Find Your Focus with this Mini Meditation - YouTube
Overview

Before starting the lesson, invite students to put their phones completely away (ideally inside their backpacks), explaining that doing so is part of today’s lesson, and challenge them to keep from checking their phones during the whole class time. Explain that this will help them be more mindful of the present moment in class and avoid distractions.

Activate Background Knowledge

Ask students what makes learning a language difficult. Have the students work with partners to discuss problems that they may have. After, discuss as a class. Possible answers may include:

- Distractions
- Trouble memorizing
- Difficulty understanding teachers

As we clear our minds, we make room to expand our knowledge. Additionally, mindfulness will allow us to focus on what we are learning right now.
**Activity 1: Vocabulary**

Review the following vocabulary words, their pronunciation, and their definitions. See if the students can come up with synonyms or other related words.

- Focus Attention
- Distract Attentive
- Distraction Alert
- Memorize
- Retain

**Activity 2: Listening**

Have the students watch the following video.

After watching the video, ask how well they stayed focused before talking about the clip. After this discussion, have them work in groups to answer the following questions:

- What is the difference between the learning and the performance zone?
- Why is focus important in the learning zone?

Help them understand that the key to improving is focus. If we practice without mindfully focusing, we will likely not improve.
Activity 3: Listening

Let's focus on a grammar principle.

Have students watch the following video and write down the words in the simple past.

Kung Fu Panda 2 Simple Past

https://youtu.be/z4B43Iq-Sg

After the video, ask students how well they were able to focus on the simple past.

Have a discussion about what was distracting.

Activity 4: Pronunciation

Help students understand that in order to improve with pronunciation, they need to focus on one aspect.

Here is an aspect to focus on:

Retrieved from: https://edtechbooks.org/-WwA

After reviewing the pronunciation of ed, have students read the following paragraph out loud:

“When I got home, the kitchen was a mess. At our house, we have agreed to clean up after ourselves, so I asked around to find out who had cooked last. That person turned out to be my son. While he
washed the dishes, I sat at the kitchen table and talked to him about his school work. Last year, he tested into an advanced program, and I wanted to see how he was doing. He seemed happy with it. He started telling me about his classes and what he learned that day.”

Ask students whether they were able to stay focused on the past tense -ed or if they were distracted by other things.

**Activity 5: Listening/Speaking**

Give students access to the Kung Fu Panda video previously watched.

For this activity, students will mimic Goose’s narration of discovering Po in pairs. The goal is to mimic Goose’s voice exactly the same, so can rewind and pause as needed. Remind students to focus on pronunciation (‘-ed’), intonation, and phrasing-pausing.

For this activity, you may also have students use their own smartphones to record themselves and then listen to the recordings. In this way, students will be able to focus on assessing the accuracy of their own ‘-ed’ production.

**Activity 6: Speaking**

Have students brainstorm how else they can use mindfulness in their own learning. You might want to bring up the idea of removing distractions.

- What other aspects of learning English would benefit from focusing on them?
Activity 7: Listening (Meditation)

Find Your Focus

https://youtu.be/IReEu2kI6oI

Invite students to stay focused and avoid distractions or thoughts that may come to their minds while meditating. If they notice that their minds are wandering, invite them to kindly bring back their attention to the meditation.

Homework

Ask students to set a goal for their own mindful learning. Invite students to choose one aspect that they would like to improve. It might be one pronunciation skill, one listening skill, or memorizing vocabulary (help students make a specific goal). As part of this goal, invite students to set a time and a place to remove distractions and stay focused for 15 minutes practicing the skill they chose to work on.
Follow-Up

Tuesday:

Have students share their homework experience with mindfully focused language learning with a partner. Praise students when they talk about coping with distractions, staying focused, etc.

Wednesday:

Ask students to discuss what the following quote means to them. Highlight any comments related to focusing one’s attention.

“The mind is just like a muscle - the more you exercise it, the stronger it gets and the more it can expand.” - Idowu Koyenikan

Thursday:

Have students answer the following questions in small groups.

- How has being more focused in your learning helped you this week?
- How have you removed distractions and how has this helped you be more present in your learning experience?
Cultural Mindfulness
Cultural Mindfulness - Novice High
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. be exposed to cultures different from their own.
2. practice awareness and responsiveness when discussing others’ cultures.

Language Learning Outcomes

Students will...

1. understand the speaker's point of view.
2. adequately supports ideas and opinions with facts, examples, and reasons.
3. connects content to background knowledge.

Materials Needed

- How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg
- Dining Customs Around the World
- Cultural Misunderstanding
- Funny, But True: Cultural Differences
- Greetings From Around the World | Travel Channel

Overview

Connecting mindfully to your own culture and keeping an open and compassionate mindset while learning about other cultures is the focus of this lesson. Understanding your own culture can help create a sense of belonging and well-being. The same is true when we understand more about our friends’ culture on a larger scale.
Activate Background Knowledge

Have students discuss some of the differences they may have observed between their culture and the culture they're currently living in:

- What kinds of food do you eat in your culture? What kinds of food do people eat in the US?
- What language(s) do you speak in your culture? What language(s) do people speak in the US?
- How do you show politeness in your culture? How do people show politeness in the US?
- What kind(s) of music do you listen to in your culture? What kind(s) of music do people listen to in the US?

Activity 1: Listening/Speaking

Have the students watch this video. Before watching, tell them to be respectful of all cultures and to recognize that there are differences even within one culture.

Dining Customs Around the World

https://youtu.be/OIdYxMyZZm4

Discuss the following questions with a partner:

- What surprised you in the video?
- What are some dining customs in your country?
- What are some dining customs in the US?
Activity 2: Listening/Speaking

Have each student find a partner and interview him or her on different aspects of their partner’s culture. Write the answers to the following questions.

- What language does your country speak?
- What does your flag look like?
- What Holidays does your culture celebrate?
- What other symbols does your culture have? (Animals, plants, etc)
- What are some other aspects of your culture that are important to you? (music, sports)
- What is one thing that surprised you about American culture when you first arrived?

After everyone has interviewed their partner, switch partners and have them tell their new partner about their old partner’s culture using the interview information that they recorded before.
Activity 3: Listening/Speaking

Have students watch the following video

Looking at the world with other glasses: how to understand cultural misunderstanding

https://youtu.be/WrZityEriI0

Discuss the following questions with a partner or as a class:

- What country is the preschool in?
- What cultures are the different kids from?
- Were there differences in the cultures? What differences?
- Did you go to pre-school? Did your neighbor?
- How is school in the US different from school in your country?

Activity 4: Listening/Speaking

Greetings From Around the World | Travel Channel

https://youtu.be/nANhSfCGAs4

Have students watch this video with traditional greeting gestures from different countries. Then have students share with a partner their answers to the following questions.

- How do you greet people in your culture?
- Do you use any of the gestures in the video?
- Did any gestures confuse or surprise you when you came to America?
Activity 5: Speaking

Have students find a picture of one food that they feel represents their culture. Have everyone stand up, find a partner, and tell them:

- What ingredients are in the food
- How long it takes to make
- How they eat it (with other foods? with a grain such as rice or bread?)
- When they eat it (breakfast, lunch, dinner, at a holiday)

Homework

Have students talk to someone from a different culture and find out something interesting that they didn’t know before. Have them write down what they find to share with classmates on Thursday.
Follow-Up

Tuesday:

Discuss the following quote with the students. “The key to community is the acceptance, in fact the celebration of our individual and cultural differences. It is also the key to world peace.”
- M. Scott Pack

- What does this quote mean?
- Do you agree? Why or why not?

Share thoughts with a partner.

Wednesday:

Have students find a song they enjoy from their country, from the US, or from any country. Have them play part of their song to a partner, then switch and have them listen to their partner’s song. Have them tell what country their song is from and what type of music it is. Also, have them share why they like that particular style of music.

Thursday:

Divide students into groups of 3-5. Have students share what they learned about another culture through the homework.
Cultural Mindfulness -
Intermediate Mid
Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. be exposed to cultures different from their own.
2. practice awareness and responsiveness when discussing others’ cultures.

Language Learning Outcomes

Students will...

1. understand the speaker's point of view.
2. adequately supports ideas and opinions with facts, examples, and reasons.
3. connects content to background knowledge.

Materials Needed

- How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg
- Dining Customs Around the World
- Cultural Misunderstanding
- Funny, But True: Cultural Differences
- Greetings From Around the World | Travel Channel

Overview

Connecting mindfully to your own culture and keeping an open and compassionate mindset while learning about other cultures is the focus of this lesson. Understanding your own culture can help create a sense of belonging and well-being. The same is true when we understand more about our friends’ culture on a larger scale.
Activate Background Knowledge

Have students discuss the following questions;

- What are the differences between your culture and the culture you live in now?
- What do you do differently because you’re in a different culture?

Activity 1: Listening/Speaking

Have the students watch this video. Before watching, tell them to be respectful of all cultures and to recognize that there are differences even within one culture.

Dining Customs Around the World

https://youtu.be/0IdYxMyZZm4

Discuss the following questions with a partner:

- What surprised you about the different customs?
- What are some dining customs in your country?
- How are your dining customs different from the US?
Activity 2: Listening/Speaking

Have each student find a partner and interview him or her on different aspects of their partner’s culture. Write the answers to the following questions.

- What language does your country speak?
- What does your flag look like?
- What Holidays does your culture celebrate?
- What other symbols does your culture have? (Animals, plants, etc)
- What are some other aspects of your culture that are important to you? (music, sports)
- What is one thing that surprised you about American culture when you first arrived?
- School? Greetings?

After everyone has interviewed their partner, switch partners and have them tell their new partner about their old partner’s culture using the interview information that they recorded before.
Activity 3: Listening/Speaking

Have students watch the following video

Looking at the world with other glasses: how to understand cultural misunderstanding

https://youtu.be/WrZityEriI0

Discuss the following questions with a partner or as a class:

- What cultures were in the video?
- How are their cultures different?
- Do they have pre-school in your culture? Did you go?
- Is school in the United States different from school in your country?

If time allows, have students watch this video on cultural differences.

Funny, But True: Cultural Differences

https://youtu.be/2xJ_hbD4TOA
Activity 4: Listening/Speaking

Greetings From Around the World | Travel Channel

https://youtu.be/nANhSfCGAs4

Have students watch this video with traditional greeting gestures from different countries. Then have students share with a partner their answers to the following questions.

- What gestures do you use in your culture? Are there any that you know mean something else in a different culture?
- Were there any gestures that surprised or confused you when you first got to America?
- What gestures do you use to greet other people?

Activity 5: Speaking

Have students find a picture of one food that they feel represents their culture. Have everyone stand up and find a partner. Have them share about the food they chose to their partner, and when they are done switch partners and do it again.

Homework

Have students talk to someone from a different culture and find out something interesting that they didn’t know before. Have them write down what they find to share with classmates on Thursday.
Follow-Up

**Tuesday:**

Discuss the following quote with the students. “The key to community is the acceptance, in fact the celebration of our individual and cultural differences. It is also the key to world peace.”

- M. Scott Pack

- What does this quote mean?
- Do you agree? Why or why not?

Share thoughts with a partner.

**Wednesday:**

Have students find a song they enjoy from their country, from the US, or from any country. Have them play part of their song to a partner, then switch and have them listen to their partner’s song. Have them tell what country their song is from and what type of music it is. Also, have them share why they like that particular style of music.

**Thursday:**

Divide students into groups of 3-5. Have students share what they learned about another culture through the homework.
Selective Attention
Selective Attention - Novice High

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify both the positive and negative effects of selective attention.
2. practice directing their focus on more mindful habits.

Language Learning Outcomes

Students will...

1. listen for specific information.
2. be able to repeat spoken information.

Materials Needed

- Selective Attention Test
- Family Relationships
- 5 Minute Guided Meditation
Overview

Selective attention is the ability to notice specific information while ignoring irrelevant information. When we practice selective attention, we are better able to focus our attention on one thing and avoid feeling overwhelmed by the many different events that happen in our lives. Selective attention can increase our well-being since it can potentially help us focus on the positive while leaving the negative aside. Explain to students that they will be learning about selective attention, in basic terms this means what you decide to focus on.

Definition retrieved from: https://edtechbooks.org/-oTx

Activate Background Knowledge

Watch the following video until at least 3:00 (if the students want to watch the remainder of the video to see other people’s reactions that is optional).

Selective Attention Test

https://youtu.be/_bnnmWYI0lM

After watching the video, ask students the following question:

- Were any of the students surprised by the results? Ask students to think about why they might not have noticed the duck, extra hand, or color switching while they viewed the video.
Activity 1: Speaking

What is a distraction? Introduce this word. It’s something that prevents us from giving our attention to something else. Distractions are everywhere around us. Discuss what the woman is trying to do in this picture and what kinds of distractions the woman is receiving around her.

Retrieved from: https://edtechbooks.org/-YFL

- Pretend that you are at home trying to do a homework assignment. What kinds of distractions will stop you from doing your homework?
  - Examples: phone, eating, other people, TV, pets, kids, etc.
- How can distractions have a negative influence on our life?
- How can focusing on something be positive? Think about the woman in the picture. Why is it helpful if she can use selective attention to read her book?
- Now think about the video with the cups. How can selective attention also be unhelpful to us sometimes?
  - Example: If I am only paying attention to the game on my phone I might not hear what somebody is saying to me, even if it’s important and from somebody, I love and care about.
Activity 2: Listening

Selective attention is something we use in listening all the time. First, have students listen to the following audio:

**Family Relationships**

The conversation is in a loud, noisy place so the students will need to pay special attention to what they hear from the two speakers. During the first listening, have the students take notes on the main ideas. Then, have students listen again, but this time have them take notes on the details— including names, numbers, dates, etc. Afterwards, discuss if they noticed any differences or changes in their attention while listening.

Then, the class may answer the comprehension questions from the website to see if they got any notes that help them find the correct answers.
Activity 3: Speaking

What are mindless habits? Give a few examples to help students understand what these are exactly: driving without really thinking about where you are, scrolling on your phone with no real purpose, saying “I’m good” to anyone who asks, surfing the internet, not thinking about what you are eating, distractions, making judgments, put in headphones as soon as you get on the bus.

Have each student think of at least one mindless habit he or she has and share it with a partner.

Then, have partnerships brainstorm together a habit they could replace or substitute this with that will help them be more mindful, or in other words, pay more attention.

Example: Instead of looking at my phone while I eat, I am going to sit at the table and think about what my food tastes and smells like.

Have students then set a goal to do their best to replace this mindless habit with something better. You can discuss questions with them such as how does this help our well-being? (as a follow-up activity, students may be invited to share their experience with this exercise).
Activity 4: Listening/Speaking

How can we improve our focus to have better selective attention? There are many ways and only a few can be practiced in class.

First, have students do domino storytelling. Start at one end of the class and one student will say one word to begin a story. The next student will repeat that word and add another word onto it and so on and so forth until you reach the end. This means that the students near the end will have to do a lot more work to focus and remember what was said. To make it even, repeat the activity again but this time starting on the opposite side of the room with the student who finished last in the first story.

Note* It may be helpful if the teacher starts the story to give students a prompt.

Activity 5: Listening

Have students prepare to listen to a guided meditation. This requires a lot of attention to our own bodies, which is very beneficial to our health and minds.

Watch the following video together:

5 Minute Guided Meditation

https://youtu.be/d5RQUNTYgBE

Note* There might be some phrases students aren’t familiar with, as they come, it may be useful to pause and briefly explain to them so the students can continue to follow the meditation.
Homework

Have students write down their goal of replacing a bad habit by a better one. Invite them to make a short plan of how they will achieve their goal. Tell students that they will follow-up on this on Thursday and that they will be invited to share their experiences.

Example: *Instead of looking at my phone while I eat, I am going to sit at the table and think about what my food tastes and smells like.*
Follow-Up

**Tuesday:**

Play the game telephone. Tell one student a few short sentences and they must focus to remember what was said, then pass on the information to the next student. Have students convey messages relating to selective attention, the reduction of mindless habits, etc. A teacher might even model by saying something like “Instead of surfing on my phone, I sent uplifting notes to friends” or “I listened to a guided meditation yesterday and tried hard to tune out the noises around me.”

**Wednesday:**

Ask students the following questions: What does the word *concentration* mean? Did anyone try to concentrate more this week? Did you cut out distractions?. Highlight any comment about dealing and avoiding distractions.

Have students look at the infographic below and discuss anything they found interesting or surprising from the tips given. Also, have them think about one tip they would like to try this week. Or maybe talk about how doing some of these things makes them feel.

Retrieved from: https://edtechbooks.org/-Itsb

**Thursday:**

Invite students to share their experience with replacing a mindless habit with something better. What differences have they noticed since they decided to replace a bad habit by a mindful action? . Remind students that using selective attention to make good habits is
extremely useful and they should try to replace mindless bad habits with better ones. Highlight that as we are more mindful in what we do, we tend to be happier.
Selective Attention - Intermediate Mid

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. identify both the positive and negative effects of selective attention.
2. practice directing their focus on more mindful habits.

Language Learning Outcomes

Students will...

1. listen for specific information.
2. be able to repeat spoken information.

Materials Needed

- Selective Attention Test - YouTube
- College Majors
- 5 Minute Guided Meditation
Overview

Selective attention is the ability to notice specific information while ignoring irrelevant information. When we practice selective attention, we are better able to focus our attention on one thing and avoid feeling overwhelmed by the many different events that happen in our lives. Selective attention can increase our well-being since it can potentially help us focus on the positive while leaving the negative aside. Explain to students that they will be learning about selective attention, in basic terms this means what you decide to focus on.

Definition retrieved from: https://edtechbooks.org/-oTx

Activate Background Knowledge

Watch the following video until at least 3:00 (if the students want to watch the remainder of the video to see other people’s reactions that is optional).

Selective Attention Test

https://youtu.be/_bnnmWYI0lM

After watching the video ask students the following question:

- Were you surprised with the results?

Ask students to think about why they might not have noticed the duck, extra hand, or color switching while they viewed the video.
Activity 1: Speaking

What is a distraction? Introduce this word. It’s something that prevents us from giving our attention to something else. Distractions are everywhere around us. Discuss what the woman is trying to do in this picture and what kinds of distractions the woman is receiving around her.

Retrieved from: https://edtechbooks.org/-YFL

- Pretend that you are at home trying to do a homework assignment. What kinds of distractions will stop you from doing your homework?
  - Examples: phone, eating, other people, TV, pets, kids, etc.
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  - Example: If I am only paying attention to the game on my phone I might not hear what somebody is saying to me, even if it’s important and from somebody I love and care about.
Activity 2: Listening

Selective attention is something we use in listening all the time. First, have students listen to this audio: College Majors.

During the first listening have the students take notes on the main ideas. Then, have students listen again, but this time have them take notes on the details--including names, numbers, dates, etc.

Afterward, discuss if they noticed any differences or changes in their attention while listening.

Then, the class may answer the comprehension questions from the website to see if they got any notes that help them find the correct answers.
Activity 3: Speaking

What are mindless habits? Give a few examples to help students understand what these are exactly: driving without really thinking about where you are, scrolling on your phone with no real purpose, saying “I’m good” to anyone who asks, surfing the internet, not thinking about what you are eating, distractions, making judgments, put in headphones as soon as you get on the bus.

Have each student think of at least one mindless habit he or she has and share it with a partner.

Then, have partnerships brainstorm together a habit they could replace or substitute this with that will help them be more mindful, or in other words, pay more attention.

Example: Instead of looking at my phone while I eat, I am going to sit at the table and think about what my food tastes and smells like.

Have students then set a goal to do their best to replace this mindless habit with something better?
Activity 4: Listening and Speaking

How can we improve our focus to have better selective attention? There are many ways and only a few can be practiced in class.

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Ask students the following questions: What does the word concentration mean? Did anyone try to concentrate more this week? Did you cut out distractions?. Highlight any comment about dealing and avoiding distractions.

Have students look at the infographic below and discuss anything they found interesting or surprising from the tips given. Also, have them think about one tip they would like to try this week. Or maybe talk about how doing some of these things makes them feel.

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extremely useful and they should try to replace mindless bad habits with better ones. Highlight that as we are more mindful in what we do, we tend to be happier.
Annotated Bibliography


This book is a compilation of empirical studies involved with positive psychology in various contexts. It’s focus is on utilizing the core areas of well-being, human flourishing, and character strengths. Related studies include how to implement and the impact of using positive psychology in educational settings. Findings show many benefits to applying positive psychology across many realms.


This book compares goals to habits. It mainly focuses on creating habits that change the person and who they will become, not simply the result of what they can do. The book highlights ways to create an identity by priming the environment and mental thinking in order to become a better person. The author has created guidelines to help people feel more motivated in order to create their habits long-term.


This research article investigated the effects of positive psychology on mental processes during L2 reading. They conducted a study among...
Japanese learners of English and they found a correlation between L2 self-efficacy and higher performance levels in L2 reading. This study provides evidence that positive emotion can positively affect L2 learning strategies.


This study looked at the effects of positive emotion on adults’ novel word learning. This study found that words learned in a self-referential positive emotion context were faster retrieved. This study’s results provide evidence that positive emotion improves second language acquisition outcomes.


The aims of this study are to look at the various tactics, either by increasing positivity or decreasing negativity, that have a greater impact on cognitive reappraisal, or in other words, utilizing regulation of emotions through changing one’s thinking. The study had a group of women look at negative images. The control group was asked to “look” or act and think naturally about the image. Another group was asked to explicitly think of ways to decrease their negative thinking while looking at the images. The last group was asked to explicitly think positively while looking at the images. The results varied within each group, indicating that reappraisal can impact the emotional goals based on the certain tactics used. The positive affect was higher in the explicit change groups over the “look” group.


This book is based on research about why the Dutch are considered
Positive Psychology in the Classroom

some of the happiest people in the world. It delves deep into the study of a specific practice in Dutch culture titled “Niksen,” which means doing nothing. Although Niksen is considered different from meditation, the author makes many parallels to mindfulness and how this practice can boost positivity and well-being. The author explains that research on happiness shows people doing and thinking too much. The art of Niksen is designed to increase overall happiness by being mindful of our stress or fatigue and giving ourselves a break to allow our minds to wander.


This book explains the 24 character strengths and the values they are under in great detail. It also provides example activities and lessons that will help enhance one’s own desire to deepen their understanding and practice of the character strengths.


This book provides an overview of the main principles of Positive Psychology. Sellingman develops the concept of character strengths and how they can be nurtured throughout our lives, bringing benefits to our health, relationships and careers. The main point of this book is to help readers identify their own strengths in order to improve their lives by reaching new levels of wellbeing, happiness and meaning.


Carolee Rogers and our research team conducted this research at our institution (Brigham Young University's English language Center). The
results indicate that even though students had lost one fourth of their test preparation and class time to positive psychology interventions, there was no difference in their test scores from their counterparts that had not lost any preparation time. Students also had positive experiences with the lessons they received based on positive psychology interventions.


The author, Shauna Shapiro, explains her work and experiences with self-compassion to overcome a hardship in her life and how she used the same practice to help others overcome challenges. She shares her knowledge about how to practice self-compassion and the effects of consistently doing so. She also includes meditations to help engender a desire and feeling of self-compassion.


This book is stemmed by research Shawn Achor did as an employee at Harvard. His findings produced results that explained how some students were more successful than others. Expanding his research to business and worldwide, Achor now has guiding principles to help people become successful in work, school, and life in general. His focus is on several ways that happiness and positivity lead to greater accomplishment. Some of his main arguments include changing our mindsets, looking for and seizing opportunities, and spreading positivity to those around us.


This study aimed to look at the effects of grit on Foreign Language
Performance among middle school students. Grit is defined as a self-regulation and non-cognitive personality trait composed of two main factors: perseverance and long-term consistency of interests. The results of this study indicated that grit positively affected foreign language enjoyment and performance levels.
Book Authors
Maryann Phillips is from Spokane, Washington. She graduated from Brigham Young University-Hawaii in 2018 with a BA in Teaching English to Speakers of a Second Language (TESOL). She is currently a student in the MA TESOL program at Brigham Young University and will graduate in April of 2022. Her interests include positive psychology, grammar instruction, and phonology. She is grateful to all the people that helped and supported the creation of this book.