



# Choice Board Lesson Plans



**Week 2: Building Strong & Safe Foundations: Collective Identity**

**Division: SECONDARY**

**Category:**

**Comm & Team Building --- Physical Activation --- Social Emotional Skill Development**

**Lesson Title:**

## **Personal Spotify Playlist**

**Learning Goal:**

For students to think about and share which songs help represent who they are, make them happy, connect to the class, and/or help them deal with emotions; this will serve to allow students to connect with one another or, for more introverted students, a chance to share with their teacher

**Student Pre-Reflection:**

Before you begin, think about...

- music unites us: all humans of all ages and across all cultures and parts of the world use music to connect, engage, express, move, and feel
- why/when do you listen to certain songs/artists: to get you hyped up before an athletic competition, to calm us down, to connect with friends, etc.?

**Learning Task/Activity:**

Students will create a Spotify playlist with some of their favourite songs.

If students would like more of a challenge, they can imagine they could only listen to 5 songs for the rest of their life. Which 5 songs would they choose that they'd never tire of?

This can be done in several ways, depending on whether or not students have access to tech:

- Students can simply write their favourite songs on lined paper
- Teachers can share the activity template (see the hyperlink below) with students over the Hub and they can fill it in directly
- Teachers can print and photocopy the template

**Template:** [Personal Spotify Playlist template](#)

**Ideas for Follow up / Discussion:**

Teachers and staff are encouraged to create their own playlists to share with students, too.

If students are willing to share their lists with the class (or in small groups) perhaps they can look for repeated songs and find someone who has similar genres, artists, and/or song titles.

### Further Resources:

N/A

### Learning Connections:

We develop social-emotional learning skills throughout our lives. SEL has been shown to support student emotional wellness, when offered in the context of a caring, inclusive, equity-minded classroom setting. When student identity is affirmed, and skills are introduced in a developmentally appropriate and sequenced manner, students can select and adopt social-emotional strategies that build on their strengths. Both elementary and secondary curriculum contain expectations for social-emotional learning. Here is an outline of the six skill categories of social-emotional learning. The highlighted skills will be the focus of this lesson:

Students will learn skills to:

- identify and manage emotions
- recognize sources of stress and cope with challenges
- maintain positive motivation and perseverance
- build relationships and communicate effectively
- **develop self-awareness and sense of identity**
- think critically and creatively

So, they can:

- express their feelings and understand the feelings of others
- develop personal resilience
- foster a sense of optimism and hope
- support healthy relationships and respect diversity
- **develop a sense of identity and belonging**
- make informed decisions and solve problems

The resources in this series contain links to sources external to HWDSB such as YouTube and TedTalk. The written content also relies on information gathered from external sources such as School Mental Health-ASSIST, Ophea and others.

Your feedback is appreciated, please follow the link: <https://ca.research.net/r/educatorfeedback>



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