



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:

Stand up/Sit down Questions

Learning Goal:

Students will see which of their peers they share commonalities with.

Student Pre-Reflection/ Minds On:

Before you begin, think about...

- How even when we're in a room full of people we may not know very well or even at all, we will still discover that we share things in common?

Learning Task/Activity:

Students will begin seated. Teacher will read a series of statements one-by-one and ask students to stand up if the statement applies to them, and to remain seated if it does not apply to them.

Possible statements:

- I was born in Hamilton
- I have traveled outside of North America
- I have broken a bone
- I have ridden a horse, camel, donkey, or elephant
- I play a sport competitively
- I enjoy reading
- I have been on a motorcycle
- I'm a morning person
- I know at least one Tik Tok dance routine from beginning to end
- I have spent more than 30 hours playing video games in the past week
- I am a vegetarian
- I prefer being outdoors to indoors
- I use Snapchat every day
- I speak 2 or more languages
- I have cracked my phone screen at least once
- Most days I enjoy coming to school
- I get sick on rollercoasters

- I have had a social media post go viral
- I have met a celebrity
- If I had to choose, I prefer cats over dogs
- I fell asleep at least once during virtual learning last year
- I have or want to get a tattoo
- I love spicy food
- I like prank comedy
- I love country music
- I stay awake past midnight most nights

Ideas for Follow up / Discussion:

N/A

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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