**Harbordale Elementary School**

**“Harbordale . . . Setting The Stage for Success!”**

**Proactive Discipline Plan**

**Wednesday, August 15th – Lesson 1**

(1) Mini-Lesson: Literature Connection: (Rotate Books Throughout Your Grade Level)

Julia Cook Social Skills Books

Read one of Julia Cook’s social skills books and discuss the importance of the message from the author emphasizing our three core values: Kindness, Respect and Responsibility.

(2) Zones of Regulation

Lesson 1: Creating Wall Posters of The Zones

Objective:

Identify each zone and explain what each color represents. Have students identify emotions/actions that fall within each zone.

Directions/Activity:

Share Zones of Regulation PowerPoint. (Please check email for powerpoint.)

Use magazines and/or picture emotion cards to create classroom posters/anchor charts that illustrate each zone and the emotions/actions that belong in each zone. *Pictures emotion cards are provided in packet. Teacher will need to cut apart picture cards.* Paste examples on the colored signs provided.

Wrap Up:

As a group, discuss and assess students’ abilities to recognize each zones actions and behaviors. Have students discuss how this new information will benefit them this year in the classroom.

(3) Growth Mindset

Lesson 1: Introduce/Review the Growth Mindset Concept

K-2 and 3-5

Use the Growth Mindset PowerPoint to introduce and/or review the concept.

(Please check email for powerpoint.)

**Thursday August 16th – Lesson 2**

(1) Mini-Lesson: Literature Connection: (Rotate Books Throughout Your Grade Level)

Julia Cook Social Skills Books

Read one of Julia Cook’s social skills books and discuss the importance of the message from the author emphasizing our three core values: Kindness, Respect and Responsibility.

(2) Zones of Regulation

Lesson 2: The Zones in Me

Objective:

Help students brainstorm hypothetical scenarios that fall within each zone.

Help students identify the zone of each provided scenarios. *Scenario cards are in packet.*

Directions/Activity:

Provide zones scenarios cards and ask students to consider how they would respond and which zone this response would fall under. OR, provide zone boxes and have students brainstorm hypotheticals for each zone.

*Teacher will need to use chart paper to create the “Which Zone Would I Be In?” chart. Scenario cards are in packet.*

Wrap Up:

After students complete the activity, lead the class in a discussion to assess understanding by having them identify times or situations they were in each zone.

(3) Growth Mindset

Lesson 2 - Growth Mindset Activity

K-2

Read the book: *The Dot or Ish* by Peter Reynolds*. Teacher will need to find these hard copies or an electronic version.* Both books are great for teaching students it is acceptable to make mistakes or take risks. It is a great way to introduce the next growth mindset activity. Write the following words on a plain piece of white construction paper: creativity, mistakes, dedication, success, risk, courage, effort and persistence. As a group, ask the students what each word means to them. They can be in the form of a word or picture. Once this is completed, have the students share their ideas. Ask them why they thought we were talking about this and why was this an important conversation.

3-5

Read the book: *The Dot or Is*h by Peter Reynolds. *Teacher will need to find these hard copies or an electronic version.* Both books are great for teaching students it is acceptable to make mistakes or take risks. It is a great way to introduce the next growth mindset activity. Write the following words on a plain piece of white construction paper: creativity, mistakes, dedication, success, risk, courage, effort and persistence. Spread the papers throughout the room with markers and ask the students to go to each word and write or draw what the word means to them. It is recommended that this be a silent activity. Once this is completed, have the students share their ideas. Ask them why they thought we were talking about this and why was this an important conversation.

**Friday, August 17th – Lesson 3**

(1) Mini-Lesson: Literature Connection: (Rotate Books Throughout Your Grade Level)

Julia Cook Social Skills Books

Read one of Julia Cook’s social skills books and discuss the importance of the message from the author emphasizing our three core values: Kindness, Respect and Responsibility.

(2) Zones of Regulation

Lesson 3: Understanding Different Perspectives (Social Behavior Mapping)

Objective:

Build self-awareness and helps students learn to regulate their behaviors.

Help students identify how others feel, think and act based on their perception of the individual at hand

Directions/Activity:

K-2

Use the social behavior mapping poster, and as a group, brainstorm some expected and unexpected behaviors to complete the charts.

3-5

Use the social behavior mapping handouts and as a group/individuals, brainstorm some expected and unexpected behaviors to complete the charts.

Wrap Up:

After students complete the activity, discuss what the students have learned from this activity.

(3) Growth Mindset

Lesson 3 - Growth Mindset Scoot

K-2

As a group, review the Scoot Task cards and see if the class is able to answer the cards correctly. *Teacher will need to cut of the scoot task cards*.

3-5

Set out the scoot task cards on individual desks. *Teacher will need to cut of the scoot task cards*. Each student will need an individual recording sheet. Students will answer each task card as the teacher rotates the group so students will have an opportunity to answer all the task cards.

**Monday, August 20th – Lesson 4**

(1) Zones of Regulation

Lesson 4: Understanding Different Perspectives

Objective:

Build self-awareness and helps students learn to regulate their behaviors.

Help students identify how others feel, think and act based on their perception of the individual at hand

Directions/Activity:

K-2

Use posters provided to brainstorm in each zone, the actions and behaviors of each zone and how others perceive these behaviors.

3-5

Use graphic organizer provided to brainstorm in each zone, the actions and behaviors of each zone and how others perceive these behaviors.

Wrap Up:

After students complete the activity, lead the class in a discussion to see if they can make any personal connections to this activity.

(2) Growth Mindset

Lesson 4: Growth Mindset Video Review

K-2 and 3-5

Use the “Growth Mindset I Can, Can!” electronic lesson to utilize one of the Growth Mindset video links to share with students: *The Learning Brain, Test Your Mindset, You Can Learn Anything!, The Power of Belief, Your Brain is Plastic!, Famous Failures and Growth Mindset*. Please refer to email and the “I Can, Can” file for links.

**Tuesday, August 21st – Lesson 5**

(1) Zones of Regulation

Lesson 5: Me In My Zones

Objective:

Students will identify what they look like in each zone.

Students will build awareness of how their behaviors exhibit which zone they are in.

Directions/Activity:

K-2

Use the “Me In My Zones” poster and brainstorm ideas of how children would physically looks while in each zone. Ask students to identify which physical and verbal cues signify they zone that they are in. Ask students to consider how their zone behaviors impact their surroundings.

3-5

Use the “Me In My Zones” handout for each student to draw how he/she physically looks while in each zone. Ask students to identify which physical and verbal cues signify they zone that they are in. Ask students to consider how their zone behaviors impact their surroundings.

Wrap Up:

Share out with class, have students share pictures with their peers and/or group.

(2) Growth Mindset

Lesson 5

K-2 – Growth Mindset Character Education QR Cards

As a class or in groups, have students investigate the QR Codes.  *Teacher will need to*

*Make sure iPads have QR Scanner app to complete this activity. QR cards will need to be cut apart.*

3-5 – Growth Mindset Flipbook

Have students complete the growth mindset flipbook. *Teacher will need to prep flipbooks.*

**Wednesday, August 22nd – Lesson 6**

(1) Zones of Regulation

Lesson 6: Zones Check-In

Objective:

Provide students with the opportunity to periodically (hourly, daily, weekly) identify which zone they are in.

Help students practice identifying which zone they are in.

Help students actualize how to navigate through zones.

Directions/Activity:

K-2

Read the book, *How Do I Feel or I Have Feelings, Too!*  *Teacher will need book.* Use” Zones Check-In” chart. *Teacher will need to created template on chart paper:* “When I’m In \_\_\_\_ Zone, I can Try These \_\_\_\_\_\_ Zone Tools” chart to help students reflect on their use of the zone tools.

3-5

Complete the Additional Learning Activity for Lesson 7. Use the Zone Idioms page and have the students guess what emotion and zone those idioms describe. *Idioms are in packet.*

Wrap Up:

Ask students to provide more examples of circumstances that change the zone they are in.

(2) Growth Mindset

Lesson 6

K-2 - Growth Mindset Can, Can!

As a group or individuals, have students create a list of fixed mindset words and growth mindset words and/or phrases. *T-chart template is provided in packet. Teacher will need to create t-chart on chart paper.*

3-5 – Growth Mindset Can, Can!

Students will choose one growth mindset quote and complete the growth mindset graphic organizer. Students can create the growth mindset graphic organizer on any sheet of paper. Template is in packet. Have the student share their responses. *Teacher will need to have the growth mindset quotes available to share with students. These are available in packet resources.*

**Thursday, August 23rd – Lesson 7**

(1) Zones of Regulation

Lesson 7: Triggers and Size of the Problem

Objective:

Students can identify triggers and brainstorm how to manage their reactions both proactively and reactively.

Students will learn to understand and distinguish between big and little problems.

Directions/Activity:

K-2

As a group, the class will use the Caution worksheet to identify possible stressors and triggers. *Teachers will create Caution worksheet on chart paper. Template is in resource packet.* Use the Big Problem/Little Problem chart to help understand crises and build a greater awareness of appropriate vs. inappropriate reactions to daily struggles.

3-5

Students will use the Caution worksheet (students can create Caution worksheet on the back of the Problems handout.) to identify possible stressors and triggers. Use the Big Problem/Little Problem handout to help understand crises and build a greater awareness of appropriate vs. inappropriate reactions to daily struggles.

Wrap Up:

Discuss student responses and discuss why it is important to be able to identify triggers.

(2) Growth Mindset

Lesson 7

K-2 and 3-5

Use the “Growth Mindset I Can, Can!” electronic lesson to utilize another one of the Growth Mindset video links to share with students: The Learning Brain, Test Your Mindset, You Can Learn Anything!, The Power of Belief, Your Brain is Plastic!, Famous Failures and Growth Mindset. Please refer to email for links.

**Friday, August 24th – Lesson 8**

(1) Zones of Regulation

Lesson 8: Superflex vs. Rock Brain, Calming Tools and Individual Tool Boxes

Objective:

Students can distinguish between a flexible and fixed mindset.

Students will learn how to navigate, self-regulate behaviors in the zones

Directions/Activity:

K-2

As a group, use material to build a Superflex and Rock Brain. Then introduce calming tools: 6 sides of breathing, lazy 8 breathing calming sequence, count to ten and learning to take a deep breath. As a class, create your “Classes Toolbox” and complete the “Tools for Each of My ZONES” poster.

3-5

As a group, use material to build a Superflex and Rock Brain. Then introduce calming tools: 6 sides of breathing, lazy 8 breathing calming sequence, count to ten and learning to take a deep breath. Have each student create your “\_\_\_\_\_\_\_\_\_\_\_’s Toolbox” and complete the “Tools for Each of My ZONES” worksheet.

Wrap Up:

Discuss student responses and discuss why it is important to be able to identify triggers and use appropriate calming techniques.

(2) Growth Mindset

Lesson 8

K-2 and 3-5

Make-up day and finish uncompleted activities for growth mindset. If you have a favorite growth mindset activity this is the day to implement it.