

# CITIZENSHIP

## Teacher Resource

### WHAT IS CITIZENSHIP?

Helping my neighbor, community and nation.

### BENCHMARKS



Identify benefits of voting, volunteering, mentoring and seeking leadership positions.  
Clarification: Student government, school clubs and volunteering in the community.



Analyze ways a leader can inspire confidence and motivate others.

### PURPOSE

► These interactive activities will help your students explore the characteristic of **citizenship** and the benefits of voting, volunteering, mentoring and seeking leadership positions in the community and nation. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **citizenship**.



### Suggested Introduction:

"Today, we are going to explore **citizenship** and ways we can contribute to the community and nation. As a citizen, you have rights, such as freedom of speech and the ability to vote, but you also have responsibilities, such as staying informed, respecting others' rights and participating in civic duties. **Citizenship** is about more than just following laws; it's about taking an active role in shaping the society you live in. Whether that's through voting, volunteering or advocating for positive change, being a good citizen ensures that your voice is part of the decisions that impact your future and the world around you."



### Activities to Build Citizenship:

#### 1 Citizenship: Limited Preparation Speech

Hold a limited preparation speech forum by assigning each student a prompt related to **citizenship**. Allow 5 minutes for students to research their topics and prepare speeches using notes or approved resources. They should outline key points, examples and a strong conclusion. Each student will deliver a 2–3 minute speech presenting his or her viewpoint and supporting ideas. Speeches should include an introduction, clear main points and conclusion. After each speech, allow a classmate 30 seconds to briefly respond with a question, counterpoint or comment followed by a 30 second reply from the speaker. After all speeches are delivered, hold a class discussion about the key points and how the different aspects of **citizenship**, such as voting and volunteering, contribute to a functioning society.

#### Possible prompts include:

- Is the right to privacy more important than national security?
- Should the United States require mandatory military service for all citizens?
- Should the voting age be raised to 21?

# CITIZENSHIP

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## Activities to Build Citizenship (Continued):

### 2 Citizenship Campaign

Have students design a campaign to promote the benefits of volunteering or mentoring within the school. This could involve creating posters and video content that encourage students' peers to get involved. After the campaign, have students discuss the impact of their efforts and the challenges of motivating others to act. Students can analyze which messages were most effective in inspiring participation and why.

### 3 Research Project

Divide the class into three groups and assign each group one of the following tasks:

- List and define the responsibilities of a good citizen.
- Research the process of registering to vote.
- List ways to communicate with public officials and research the local, state and national representatives for the local community.

Have each group research their topic and present their findings to the class. After the presentation, have students write a reflection on the personal and community benefits of volunteering.



## Suggested Wrap-Up:

"You've been learning about the importance of **citizenship** throughout your childhood. As you move beyond high school, how can you apply these strategies in your everyday life? Remember, good **citizenship** fosters stronger communities, promotes justice and ensures a better future for everyone. As you step into adulthood, your role as a citizen becomes even more significant, giving you the opportunity to shape the world you want to live in."

# CRITICAL THINKING & PROBLEM SOLVING

## Teacher Resource

### WHAT IS CRITICAL THINKING & PROBLEM SOLVING?

Gathering information to think through and determine the best solution.

### BENCHMARKS

- ✓ HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.
- ✓ HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.
- ✓ HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.

### PURPOSE

► These interactive activities will help your students explore the characteristics of critical thinking and problem solving and ways to anticipate, avoid and de-escalate conflicts. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing critical thinking and problem solving.



### Suggested Introduction:

"You are familiar with using critical thinking and problem solving skills to gather information to think through and determine the best solution. These skills help you approach issues logically, think creatively and adapt to new situations. You practice these skills every time you take a test, build your class schedule, pursue a hobby or strengthen friendships. By developing these skills, you prepare yourself to tackle real-world problems with confidence and creativity, setting the stage for future success."



### Activities to Build Critical Thinking and Problem Solving:

#### 1 "Conflict De-Escalation Toolkit"

Have students research various conflict de-escalation techniques such as persuasion, compromise, debate and negotiation. Have students break out into small groups to create a "Conflict De-Escalation Toolkit" that outlines strategies for anticipating, avoiding and de-escalating conflicts in a variety of different situations. Have each group present their toolkit to the class and explain the rationale behind the strategies they chose and how these strategies can help resolve conflicts before they escalate. After the presentations, discuss the importance of anticipating conflicts and using proactive communication to prevent misunderstandings.

# CRITICAL THINKING & PROBLEM SOLVING

Teacher Resource



## Activities to Build Critical Thinking and Problem Solving (Continued):

### 2 Resiliency Analysis Case Study

Present students with case studies of historical figures who demonstrated character and perseverance to overcome significant challenges. Have students work in small groups to analyze how these individuals demonstrated perseverance, character, and critical thinking and problem solving skills to overcome their challenges. Have students identify the specific traits that helped these individuals succeed despite their obstacles. Have students reflect on how they can apply similar traits to their personal challenges.

Examples of historical figures could include:

- Dr. Martin Luther King, Jr.
- Frederick Douglass
- President George Washington
- President Theodore Roosevelt
- Thurgood Marshall
- Harriet Tubman
- General Daniel "Chappie" James

### 3 Real-World Problem Solving: Career Engagement

Set up an activity where students apply critical thinking and problem solving skills to real-world career scenarios. Begin by having students take the “Career Pathway Quiz” on the Get There Florida website ([gettherefl.com/future-of-work/](http://gettherefl.com/future-of-work/)) to identify a career cluster that fits their interests. Once each student has a potential career pathway, write a universal workplace challenge on the board (e.g., low budget, tight deadline, team conflict). Have students analyze how they would handle each challenge in their career using their critical thinking and problem solving skills. Have students work together to write a plan with 2–3 steps and share with the class.

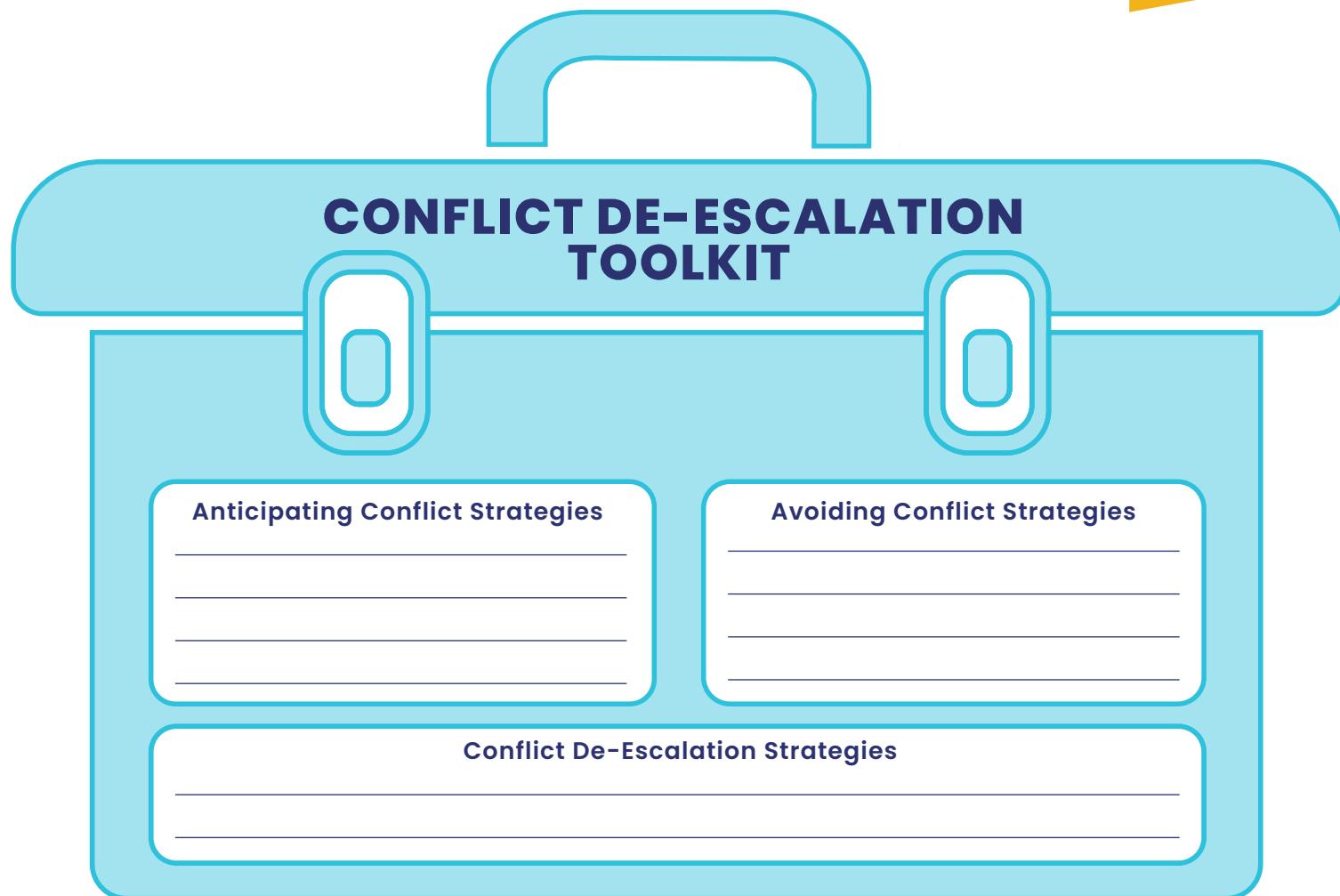


### Suggested Wrap-Up:

“You have explored critical thinking and problem solving throughout your childhood. As you move beyond high school, how can you apply these strategies in your everyday life? Remember, by honing your ability to think critically and solve problems effectively, you’re equipping yourself with tools that will benefit you in college, your career and life. Keep practicing, and you’ll be ready to face any challenge that comes your way.”

# CRITICAL THINKING & PROBLEM SOLVING

Conflict De-Escalation Toolkit



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# EMPATHY

## Teacher Resource

### WHAT IS EMPATHY?

Understanding others' thoughts, feelings and actions.

### BENCHMARKS



HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations. Clarification: Identifying others' feelings, perspectives, circumstances, experiences and active listening.



HE.912.R.1.3 Adjust behavior to respect the needs of others.

### PURPOSE

► These interactive activities will help your students explore the characteristic of empathy in a variety of contexts and situations and adjust behavior to respect the needs of others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing empathy.



### Suggested Introduction:

"You are familiar with empathy and understanding others' thoughts, feelings and actions. Empathy is about connecting with others' emotions and responding in a caring way. It involves recognizing the emotions and the reasons behind them. True empathy requires us to listen without judgment, imagine ourselves in others' situations and offer support in ways that make a real difference. By practicing empathy, we create stronger bonds and a more compassionate world."



### Activities to Build Empathy:



#### 1 Role Reflection: Understanding and Respecting Others

Discuss with students the perspectives of different individuals or groups in a situation referenced in the state academic standards. A social studies example would be during World War II (e.g., Allied and Axis soldiers, Rosie the Riveter, senior citizens). Be sure to include details of each role so students can reflect on how each individual or group thought, felt and acted during WWII. Have students reflect on how they would feel in these roles and discuss how adjusting their behaviors shows respect to the needs of others.

# EMPATHY

## Teacher Resource



### Activities to Build Empathy (Continued):

#### 2 Empathy After Natural Disasters

Present students with recent news stories that highlight challenges faced by individuals or groups after a natural disaster. Students will discuss the perspectives of those involved and brainstorm empathetic responses. Encourage students to reflect on how their behavior and actions can be supportive and respectful in similar situations in their communities (e.g., volunteering for a community service or disaster-relief organization).

#### 3 Resiliency Reading Connection

Have students analyze the speech "I Have a Dream" by Dr. Martin Luther King, Jr. from the Resiliency Reading List. Have students underline key passages that express feelings and the injustices that Dr. King cited during this historic address. Discuss how different people reacted to his speech and how his speech and the events during the Civil Rights Movement influenced people to adjust their behavior to respect the needs of others. Visit [buildresiliency.org](http://buildresiliency.org) to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.



#### Suggested Wrap-Up:

"You have explored empathy throughout your childhood. As you move beyond high school, remember the importance of demonstrating empathy with others. By understanding others' feelings and responding with compassion, we can build strong relationships with others and make a powerful impact in our surroundings."

# GRATITUDE

## Teacher Resource

### WHAT IS GRATITUDE?

Being thankful and sharing appreciation with others.

### BENCHMARKS



HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies. Clarification: Differing opinions.



HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations. Clarification: Identifying others' feelings, perspectives, circumstances, experiences and active listening.

### PURPOSE

► These interactive activities will help your students explore the characteristic of **gratitude** in a variety of contexts and situations and demonstrate effective and respectful communication. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **gratitude**.



### Suggested Introduction:

"You are familiar with **gratitude**, being thankful and sharing appreciation with others. Demonstrating **gratitude** through communication goes beyond simple acknowledgment; it involves active listening, thoughtful responses and an appreciation for others' perspectives. By employing strategies, such as using positive affirmations and practicing empathy, you can demonstrate **gratitude** in your daily life."



### Activities to Build Gratitude:

#### 1 Gratitude Debate

Divide students into two teams (pro and con) and debate whether **gratitude** can improve society. Give students time to research and prepare their arguments using credible sources and real-world examples. Structure the debate (opening statement is 2 minutes, rebuttal is 2 minutes, cross-examination is 2 minutes, closing statement is 1 minute). This will develop their communication and critical thinking skills while also exploring the physical and mental health benefits of **gratitude** and the impact it has on others.

# GRATITUDE

## Teacher Resource



### Activities to Build Gratitude (Continued):

#### 2 Resiliency Reading Connection

Share the story of Lieutenant Louis Zamperini from *Unbroken: An Olympian's Journey from Airman to Castaway to Captive* by Laura Hillenbrand from the Resiliency Reading List. Zamperini endured tremendous pain and terror after surviving a plane crash during World War II. He was adrift at sea for 47 days before he was rescued. Then, after thinking that he was about to be saved, Zamperini was taken as a prisoner of war by the Japanese Navy. Even though he suffered and was tortured by his captors, he proved to be resilient. Zamperini never gave up or lost hope during the many challenges and setbacks he faced. Discuss with the class how it could be challenging to demonstrate **gratitude** when faced with such incredible challenges. Ask students to share who or what they are grateful for, both large and small. Conclude the discussion by explaining how having a positive perspective and being grateful can enrich our lives. Encourage students to read *Unbroken: An Olympian's Journey from Airman to Castaway to Captive* to learn more about Zamperini's incredible journey. Visit **buildresiliency.org** to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

#### 3 Gratitude Interview

Have students interview one individual on how **gratitude** has played a role in his or her life. Teachers may choose to develop or assign students to create interview questions. Invite students to share the interview responses to compare and contrast the impact **gratitude** and empathy have on others. Have students reflect on active listening and how understanding others' perspectives can improve communication and build empathy.



#### Suggested Wrap-Up:

"You have explored **gratitude** throughout your childhood. As you move beyond high school, how can you cultivate **gratitude** in your everyday life? Remember, whether expressed through simple acts of kindness, verbal acknowledgments or meaningful gestures, **gratitude** builds stronger relationships and strengthens our resiliency."

# GRIT

## Teacher Resource

### WHAT IS GRIT?

Working consistently toward long-term goals.

### BENCHMARKS



**HE.912.R.2.3** Formulate a plan to attain a personal goal that addresses strengths, needs and risks.



**HE.912.R.2.7** Evaluate strategies that assist with managing challenges or setbacks.  
Clarification: Time management, setting boundaries, setting realistic goals and self-care.

### PURPOSE

► These interactive activities will help your students learn more about grit by evaluating new strategies they can use to manage setbacks and formulate a plan to work consistently toward their goals. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing grit.



### Suggested Introduction:

"Today, we are going to explore grit by assessing your personal goals and identifying strategies to manage challenges and remain dedicated to achieving these goals. Practical strategies such as time management, setting boundaries and setting realistic goals will help you demonstrate grit. This requires discipline, self-reflection and maintaining motivation over time."



### Activities to Build Grit:



#### 1 Risk Analysis and Contingency Planning

Have students develop personal goals and then help them analyze the risks and plan for setbacks that may arise when working toward the goal (e.g., time constraints, external commitments, lack of resources). Then, have each student create a contingency plan for each risk, outlining how he or she could overcome it (e.g., setting more flexible deadlines, seeking help from parents, writing a list prioritizing key tasks). Continue to check in with students throughout the process. Reflect as a class on how preparing for setbacks in advance builds grit and resilience while allowing students to stay focused on their goals when obstacles arise.

# GRIT

## Teacher Resource



### Activities to Build Grit (Continued):

#### 2 Time Management Simulation

Provide students with a week-long mock schedule filled with various obligations (e.g., school, extracurricular activities, personal time). Ask each student to prioritize the tasks and fit them into a realistic daily routine, leaving space for breaks and self-care. Then, have students apply the same concept to his or her personal goals by creating a time management plan that accounts for both work and relaxation. Discuss how planning ahead and managing time effectively helps maintain balance while working toward long-term goals.

#### 3 Grit vs. Burnout: Finding the Balance

Help students understand the difference between grit and burnout. Facilitate a class discussion on the difference between grit and pushing oneself too hard (i.e., burnout). Ask students to create a list of signs that indicate they are approaching burnout (e.g., fatigue, frustration, lack of motivation) and strategies to prevent it (e.g., taking breaks, asking for help). Discuss how part of grit is knowing when to step back and reassess to prevent burnout. Encourage students to think about ways they can balance working hard toward a goal while maintaining their mental and physical well-being.



### Suggested Wrap-Up:

"You've been learning about and demonstrating grit the last several years. As you move beyond high school, how can you apply these strategies in the future in your everyday life? Remember, grit is essential for achieving long-term goals. By demonstrating grit, we are able to adapt to challenges and view setbacks as opportunities for growth, ultimately leading to greater resiliency and personal success."

# HONESTY

## Teacher Resource

### WHAT IS HONESTY?

Telling the truth.

### BENCHMARKS



HE.912.R.1.1

Demonstrate effective and respectful communication skills and strategies. Clarification: Differing opinions.



HE.912.R.1.2

Demonstrate empathy in a variety of contexts and situations. Clarification: Identifying others' feelings, perspectives, circumstances, experiences and active listening.

### PURPOSE

► These interactive activities will help your students explore the complex layers of **honesty** and the importance of demonstrating effective and respectful communication in building and sustaining relationships. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **honesty**.



### Suggested Introduction:

"Today, we are going to explore ways we can demonstrate **honesty** through effective and respectful communication. Even when we disagree with others, **honesty** combined with respect enables us to communicate openly while valuing each other's viewpoints. This fosters trust and understanding, even in challenging conversations. When you are **honest**, you are fostering deeper connections because the people around you will know they can rely on you for authenticity."



### Activities to Build Honesty:



#### 1 "Honesty Dilemma Cards" Game

Divide students into small groups and provide each group with a set of "**Honesty** Dilemma Cards." Each card presents a scenario where **honesty** is challenged. Allow groups to discuss each scenario, identify possible actions and list the potential outcomes (positive and negative) for each choice. Facilitate a discussion about their reasoning, and emphasize the value behind their choices and how they would feel if they were on the other side of their decision. This activity acknowledges differing opinions and explores others' feelings and perspectives.

##### Suggested scenarios for the "**Honesty** Dilemma Cards" include:

- You forgot to study for an important test and your friend offers to let you look at his or her answers during the exam. The teacher isn't paying attention and no one would know. Do you cheat or accept a lower grade?
- You find a wallet with cash in it at school. No one is around and there is no obvious way to identify the owner. Do you take the money, leave the wallet or turn it in?
- You're applying for college and a friend suggests exaggerating your achievements on your application to improve your chances. No one will check and it could help you get in. Do you do it?

# HONESTY

## Teacher Resource



### Activities to Build Honesty (Continued):

#### 2 Honesty Case Study

Provide students with case studies of real-life events where **honesty**, empathy and communication were critical (e.g., whistleblower cases, someone speaking up in a difficult situation). Have students read and analyze the case study in groups of three, and then identify the role of **honesty** and empathy in the situation. Each group will present their findings to the class, highlighting how the individual's decisions and actions shaped his or her relationships and outcomes. Be sure to encourage students to highlight where **honesty** played an important role in the situation.

**Example case studies of real-life events include:**

- The Tylenol Crisis (1982)
- NASA's Apollo 13 Crisis (1970)
- "Tear Down This Wall" Speech by President Ronald Reagan (1987)
- Gettysburg Address (1863)

#### 3 Honesty and Trust in Action Challenge

Assign each student one **honesty** or trust challenge to complete outside of class over the span of a week. This challenge should enable students to demonstrate empathy in various contexts and situations, emphasizing active listening and understanding others' feelings, perspectives, circumstances and experiences. After completing the task, students will write a reflection on how they demonstrated **honesty**, trust and empathy, how it affected them, and what they learned about the other person's perspective. Have a class discussion where students share their experiences and explore how empathy and trust helped them better understand others' feelings and viewpoints. Connect this activity to how **honesty** and empathy work to contribute to communication and build trust in relationships.

**Suggested honesty challenges include:**

- Admit a recent mistake to someone you trust. Explain why you're choosing to be **honest** now.
- Give **honest** feedback with empathy. Offer kind, constructive feedback to a peer or friend about a recent project or interaction.

**Suggested trust challenges include:**

- Ask someone to share something meaningful with you. Show him or her you can be trusted by actively listening without interrupting, judging or sharing it with others.
- Make a promise to someone, big or small, and follow through on it.



#### Suggested Wrap-Up:

"You've been learning about the layers of **honesty** the last several years. As you move beyond high school, how can you apply these strategies in the future in your everyday life? Remember, communicating **honesty** using empathy is a choice we make daily, one that strengthens our relationships and enriches our lives."

# HONESTY

Dilemma Cards



You accidentally damaged something, but no one saw.

**What do you do?**



At your job, a customer accidentally gives you too much money for her purchase and isn't expecting change.

**Do you tell the customer and provide her with the correct change or keep quiet and keep the money?**



You find a wallet on the ground with money inside.

**Do you try to find the owner or keep the money?**



Your friend asks you to "cover" for him by saying he was at your house when his parents question his whereabouts.

**Do you go along with it or tell your friend you're not comfortable with that?**



A friend who previously took one of your courses offers you a copy of the final exam questions. You have been busy lately and this would alleviate some of the pressure on you to do well in this class.

**Do you take the questions or not?**



You accidentally post a photo of a friend in an embarrassing situation.

He or she asks you to take it down, but it is getting a lot of "Likes."

**Do you delete it right away or keep the post up?**



You forgot to do your homework, but your friend offers to let you copy his.

**Do you copy it or do your own work?**



Your coach often talks about good sportsmanship, and the players have agreed to adhere to a code of conduct. However, you have heard "trash talk" and witnessed attempts to distract opponents when the coaches are not looking. Among the players it feels like an expectation to take part in some of this conduct to fit in.

**Do you participate or make a different choice?**



*This is a supplemental document to support the 9-12 Honesty Teacher Resource.*



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# MENTORSHIP

## Teacher Resource

### WHAT IS MENTORSHIP?

Giving or asking for support, guidance, training or expertise.

### BENCHMARKS



HE.912.R.3.1

Identify benefits of voting, volunteering, **mentoring** and seeking leadership positions. Clarification: Student government, school clubs and volunteering in the community.



HE.912.R.3.2

Analyze ways a leader can inspire confidence and motivate others.

### PURPOSE

► These interactive activities will help your students explore the characteristic of **mentorship** in leadership positions and how **mentorship** can be used to inspire confidence and motivate others. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **mentorship**.



### Suggested Introduction:

"You are familiar with **mentorship** and what it looks like to ask or give support, guidance, training or expertise. **Mentorship** is a valuable tool that leaders can use to inspire confidence and motivate others. By offering guidance, sharing experiences and providing encouragement, **mentors** help others see their potential and believe in their abilities. Good **mentors** listen and support, showing they care about the success of those they **mentor**."



### Activities to Build Mentorship:



#### 1 Resiliency Reading Connection

Share *The Story of My Life* by Helen Keller from the Resiliency Reading List to teach students some of Helen Keller's accomplishments. Helen Keller demonstrated incredible resilience in pursuing her dreams of independence and attending college. She had a goal of attending Harvard College. Despite some setbacks and the challenges she faced daily, she finally entered Radcliffe College, a Harvard Annex for women, in 1900. There were additional hurdles she encountered while studying at Radcliffe, such as the lack of braille textbooks and the difficulty of her coursework, but Helen never gave up. Helen recounts the life-changing difference her teacher, Anne Sullivan, made in helping her learn to read, write and speak. With the **mentorship** of Miss Sullivan and her own determination, Helen wrote *The Story of My Life* while she was still a student and graduated from Radcliffe in 1904. Discuss with students the perspective of Helen Keller as the mentee and Miss Sullivan as the **mentor**. Visit [buildresiliency.org](http://buildresiliency.org) to learn about other books listed on the Resiliency Reading List; each title has a corresponding Family Reading Guide.

# MENTORSHIP

## Teacher Resource



### Activities to Build Mentorship (Continued):

#### 2 Explore Volunteer Florida

Have students visit the Volunteer Florida website ([volunteerflorida.org](http://volunteerflorida.org)) together and explore the various resources and information about volunteerism. Click on “Volunteer Services,” then “Find Volunteer Opportunities,” to check out different opportunities in your local community. Some of the volunteer opportunities may include practicing the characteristic of mentorship, such as tutoring younger students. Invite the school counselor to share with students how to track service hours for the Bright Futures Scholarship Program.

#### 3 Career Mentors

Have students take a look at Xello ([xello.world/en/florida-college-career-ready/](http://xello.world/en/florida-college-career-ready/)), Florida's official K-12 career planning and work-based platform to consider various career paths, which may lead to the need for mentors to help along the way. Then, have students seek out a mentor from the school or community who has demonstrated success in a similar career. Have students generate two or three questions to ask this potential mentor. Have students take notes of the mentor's responses and write a brief reflection addressing what they learned about the career or industry, how the mentor's experience changed or confirmed their interest, and a moment from the interview where honesty, responsibility or strong communication stood out. As a follow up, encourage students to present a short summary of their reflection to the class as a powerpoint slideshow or poster.

**Example questions could include:**

- What educational steps did you take to achieve this career?
- Can you share your career path and how you developed your goals along the way?



### Suggested Wrap-Up:

“You have explored mentorship throughout your schooling. As you move beyond high school, how can you use this characteristic in your everyday life? Mentorship is a chance to not only guide others but also to leave a lasting impact by helping them discover their potential and achieve their goals.”

# PERSEVERANCE

## Teacher Resource

### WHAT IS PERSEVERANCE?

Continuing to try even when things are hard.

### BENCHMARKS



HE.912.R.2.4 Implement strategies and monitor progress in achieving a personal goal.



HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks. Clarification: Time management, setting boundaries, setting realistic goals and self-care.

### PURPOSE

► These interactive activities will help your students learn more about **perseverance** by identifying their struggles, personal goals and strategies they can implement to manage setbacks and challenges. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing **perseverance**.



### Suggested Introduction:

"Today, we are going to explore ways we can use **perseverance** to manage setbacks and conquer our personal goals. **Perseverance** involves being a hard worker who is task-oriented and undeterred by obstacles. As all of you navigate through life, you will always face obstacles. You may not make the sports team you tried out for, you may lose contact with a close friend or you may not get into the college you applied for. Hardships are inevitable, but how you choose to face these hardships and come out on the other end is what will allow you to succeed."



### Activities to Build Perseverance:

#### 1 Vision Boards for the Future

Encourage students to visualize their future and the goals they want to achieve. Provide magazines, colored paper and markers for students to draw images and write words that represent their academic, personal and career aspirations. Encourage students to include strategies that will assist them with managing challenges or setbacks (e.g., time management, setting and understanding the necessary boundaries, identifying a support system). After students create their vision board, allow time for students to explain how each element of their vision board connects to their short-term and long-term goals and share a summary of their strategies to prepare for challenges. Be sure to revisit the vision boards often and check in frequently with students to discuss challenges and victories along the way.

# PERSEVERANCE

## Teacher Resource



### Activities to Build Perseverance (Continued):

#### 2 “Fail Forward”

Help students see failure as a learning experience and a stepping stone to success. Have students research someone who achieved success after many failures (e.g., Thomas Edison, Helen Keller, Louis Zamperini). Students will present the failures that person faced and how he or she used those setbacks as motivation to continue. Next, ask students to reflect on a time they experienced failure and how they can “fail forward” by learning from the experience. Encourage students to identify the strategies that were used to overcome their challenges, such as time management and setting realistic goals, or to reflect on how these strategies could have helped. This activity helps students reframe failure as a natural part of the learning process and encourages **perseverance** instead of giving up.

#### 3 Perseverance Through Art or Music

Have students create a piece of art, compose a piece of music or write a poem that represents **perseverance**. Once completed, have students present their work and explain how it reflects **perseverance**.



#### Suggested Wrap-Up:

“You’ve been learning about **perseverance** the last several years. As you move beyond high school, how can you apply these strategies in the future to your everyday life? Remember, we will always face challenges, but how we choose to respond is what makes us successful. If you are ever unsure what to do, remember you can always ask for help from a parent, teacher or friend.”

# RESPONSIBLE DECISION-MAKING

Teacher Resource

## WHAT IS RESPONSIBLE DECISION-MAKING?

Thinking about all options and outcomes to make the best choice.

## BENCHMARKS

-  HE.912.R.2.2 Analyze different perspectives to inform responsible decision-making.
-  HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.
-  HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.

## PURPOSE

► These interactive activities will help your students practice responsible decision-making to analyze different perspectives and apply alternative solutions when solving conflict. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing responsible decision-making.



## Suggested Introduction:

"Today, we are going to demonstrate responsible decision-making by analyzing different perspectives and proposing solutions to various conflicts. Responsible decision-making is a key skill that supports personal growth and long-term success. It requires us to think deliberately, understand potential consequences of our choices and respect the viewpoints of others. By strengthening this characteristic, we are taking accountability for our actions and responding to challenges with integrity and confidence."



## Activities to Build Responsible Decision-Making:

### 1 Weighing Responsibility in Loans

Teach students how financial responsibility applies to loans and interest by comparing different loan options. Give students a handout with two loan options (e.g., Loan A: 6% interest, 2-year term; Loan B: 12% interest, 1-year term). Ask students, "If you borrow \$1,000 today, how much will you ultimately pay back for the loan?" Discuss responsible borrowing (understanding interest rates and long-term costs).

Students calculate total repayment for each option:

- $P$  = Principal amount borrowed
- $i$  = Interest rate
- $N$  = Term of the loan, in years
- $F$  = Total amount paid

Create an equation based on the standard equation,  $F = P(1 + i)^N$ :

- Loan A:  $F = 1000(1 + 0.06)^2$
- Loan B:  $F = 1000(1 + 0.12)^1$

Solve the inside of the parentheses first, apply the number of years ( $N$ ) and then find the total amount paid at the end of the designated number of years ( $F$ ). In this example, you should be left with:

- Loan A:  $F = 1000(1.1236)$
- Loan B:  $F = 1000(1.2544)$

After solving, discuss with students which of the loans is the most responsible choice to make in the long term and what factors should be considered before taking out a loan. Include factors that can affect the time in which a loan can be paid (e.g., paying during the grace period, the "snowball" effect).

# RESPONSIBLE DECISION-MAKING

Teacher Resource



## Activities to Build Responsible Decision-Making (Continued):

### 2 Justice in Action Analysis

Have students analyze how the Supreme Court applies responsible decision-making when making rulings (e.g., outcome of individuals involved, societal impact, ethical considerations). Start by discussing the role of the Supreme Court in interpreting laws and ensuring justice (e.g., “What factors should justices consider when making a decision?”). Next, introduce a landmark Supreme Court case to students and analyze the legal precedents and arguments from both sides of the case. Before sharing the Supreme Court decision, encourage students to consider all the different decisions that could be made, and the impact each decision would have on individuals, government and society. Share what decision the Supreme Court made and reflect with students how this decision demonstrated responsibility and justice. Have students write a reflection on how they can demonstrate responsible decision-making as they prepare for college and beyond.

**Example Supreme Court cases include:**

- Dred Scott v. Sandford (1857)
- Brown v. Board of Education (1954)
- Miranda v. Arizona (1966)
- Regents of the University of California v. Bakke (1978)

### 3 Think Like a Character Reflection

Analyze how characters’ decisions impact the plot by relating literary choices to real-life responsible decision-making. Read a short excerpt from a book on the B.E.S.T. English Language Arts Booklist (e.g., *Macbeth* by William Shakespeare, *Of Mice and Men* by John Steinbeck) where a character makes a key decision. Students will then complete a “Decision Reflection” worksheet, answering the following:

- How did the character’s decision reflect his or her values and motivations? Use textual evidence and character analysis to support your response.
- How did the character’s decision influence the overall narrative and contribute to both intended and unintended consequences?
- What were the short-term and long-term consequences of this decision?
- If you were in this situation, what decisions would you make and how might this change the story?



### Suggested Wrap-Up:

“You’ve been learning about and demonstrating responsible decision-making the last several years. As you move beyond high school, how can you apply these strategies in the future in your everyday life? The more you practice responsible decision-making, the better you will become at handling conflict, understanding the perspectives of others and communicating the best outcome for everyone.”

# RESPONSIBLE DECISION-MAKING

## Decision Reflection



Read a short excerpt from a book on the B.E.S.T. English Language Arts Booklist. Choose a character who makes a key decision and answer the following questions.

**How did the character's decision reflect his or her values and motivations? Use text evidence and character analysis to support your response.**

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**How did the character's decision influence the overall narrative and contribute to both intended and unintended consequences?**

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**What were the short-term and long-term consequences of this decision?**

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**If you were in this situation, what decisions would you make and how might this change the story?**

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# RESPONSIBILITY

## Teacher Resource

### WHAT IS RESPONSIBILITY?

Owning my actions, using good judgment and practicing self-control.

### BENCHMARKS



HE.912.R.1.3 Adjust behavior to respect the needs of others.



HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.  
Clarification: Emotions not governing behavior.

### PURPOSE

These interactive activities will help your students explore how to be responsible and adjust their behavior when responding to others in various situations. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing responsibility.



### Suggested Introduction:

"Today, we are going to explore the characteristic of responsibility and how to use it to adjust our behavior to respect the needs of others. Responsibility means thinking about how your actions affect others around you. For example, if you're being loud when someone is trying to concentrate, responsibility means lowering your voice so that he or she can focus. Responsibility is also about being kind and considerate. For example, when you pay attention to what others need and make thoughtful choices, you are creating a positive environment for those around you. Responsibility is more than what you do for yourself; it's about making the world a better place for others."



### Activities to Build Responsibility:

#### 1 Responsibility and Reaction Chain

Set up an activity where students pass along a situation or decision to the next person, who must react to it. Present a scenario that involves a responsibility-based decision. The first student acts as the character in the scenario and describes how he or she responds. The next student reacts to the first student's action, explaining his or her thought process. The chain continues, with each student building on the previous action. After several rounds, students analyze how actions and reactions in the chain influenced the outcome of the situation. Be sure to point out how adjustments in behavior affected the situation. This activity helps students see how individual behavior can escalate or resolve situations.

##### Example scenarios include:

- A student refuses to participate in a group project.
- A bystander witnesses someone being bullied but chooses not to intervene.
- A voter decides not to research candidates or issues before voting.
- A person ignores the rules and litters in the park.

# RESPONSIBILITY

## Teacher Resource



### Activities to Build Responsibility (Continued):

#### 2 Is It Worth It? Challenge

Briefly explain the “Urgent Important Matrix” which categorizes tasks into:

- Urgent & Important (Do Now)
- Important & Not Urgent (Schedule)
- Urgent & Not Important (Delegate)
- Not Urgent & Not Important (Eliminate)

Divide the class into small groups and have them create a four-quadrant (one quadrant for each category) matrix on a piece of paper. Give each group a set of scenario cards; each card represents an academic **responsibility**. Groups place each scenario into a quadrant on the “Urgent Important Matrix.” Each group will select one “Important & Not Urgent” task from their matrix and complete a cost-benefit analysis listing potential benefits (e.g., academic success, networking, skill building), potential costs (e.g., time, stress, financial implications) and their final decision: Is it worth the investment? Have each group share with the class the task they chose, their cost-benefit analysis and their final decision.

**Example scenarios include:**

- A major project due in two weeks
- A last-minute social event before an exam
- A part-time job conflicting with class
- An internship requiring a time investment

#### 3 Chain Reaction: The Credit Card Decision

Teach students basic principles of managing credit card debt by analyzing the costs and benefits associated with credit cards. Present students with the scenario: “A high school student receives a pre-approved credit card in the mail. The student doesn’t have a steady job but decides to use the card to buy something that he or she has been wanting (e.g., a gaming console, new clothes, cell phone). The student believes that he or she will find a way to pay it off later.” Begin by having the first student justify his or her response to this purchase. Have the next student respond as a friend or parent to the previous student’s decision, and then the next student react to that advice with a new decision (e.g., continue spending or start budgeting). Continue on so students build on the previous action, explaining their thought process. After 3-4 rounds, reflect as a class on what happened because of each choice, how **responsibility**, or lack of it, affected the outcome and what could have gone differently with more **responsible** financial behavior. Close by connecting the situation to real-life financial decisions students will face (e.g., credit, spending, saving).



#### Suggested Wrap-Up:

“You’ve been learning about and demonstrating **responsibility** the last several years. As you move beyond high school, how can you apply these strategies in the future in your everyday life? Remember, whether it’s listening when someone needs to talk, sharing space or being considerate of others’ feelings, **responsibility** helps you strengthen your relationships and makes a positive impact in your life.”

# RESPONSIBILITY

## Is It Worth It? Challenge

There are three steps in this supplemental resource: Scenario Cards, a Cost-Benefit Table and an Urgent Important Matrix.

**Step 1: Cut out the scenario cards below and place each one into one of the four quadrants on your "Urgent Important Matrix" below.**



<p><b>You have not started an essay that is due in two days and worth 20% of your quarterly grade.</b></p>	<p><b>You need to study for an economics test next week.</b></p>	<p><b>A friend asked a question about some weekend plans in the group chat.</b></p>	<p><b>You want to attend a last-minute social event, but it is right before an important exam.</b></p>
<p><b>You want to practice your instrument for an upcoming audition in a few weeks.</b></p>	<p><b>There is a meeting for a club you recently joined, but it conflicts with a test preparation session for a class you are struggling in.</b></p>	<p><b>You have an internship that will require a commitment of 2-3 afternoons a week for this semester, but it is a field you think might interest you as a career.</b></p>	<p><b>You have three colleges you are planning to apply to; the applications are due at the end of the month and one of the applications requires an essay.</b></p>
<p><b>You make an appointment with your school counselor as you want to research career options and scholarships.</b></p>	<p><b>You answer emails or texts during study time.</b></p>	<p><b>Homework was due yesterday, and you are almost finished.</b></p>	<p><b>You have to do more than what was planned on a group project because one of the other members has not responded to messages or attended the planning sessions.</b></p>
<p><b>A friend needs help with his or her homework.</b></p>	<p><b>You want to practice a sport for the upcoming game this weekend.</b></p>	<p><b>You want to play games on your device, but it will mean going to bed later.</b></p>	<p><b>There is a quiz today in Chemistry and you feel well prepared.</b></p>

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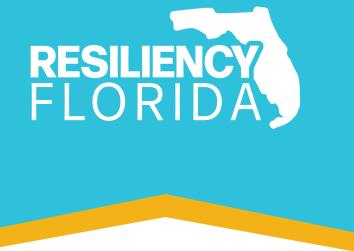


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# RESPONSIBILITY

## Is It Worth It? Challenge

**Step 2:** If you are unsure where to place a scenario on the matrix, use the following table to analyze the potential costs and benefits. Feel free to add or adjust the questions in the table.



### COST-BENEFIT TABLE

#### POTENTIAL COSTS:

Will this take time away from my other high-priority tasks?

Will this limit me reaching my goals if I place it here?

Will this interfere with me fulfilling my responsibilities?

#### POTENTIAL BENEFITS:

Will this choice help me to build leadership experience?

Will this help me to increase my college and career readiness skills?

Will this help me develop Resiliency Characteristics?

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# RESPONSIBILITY

## Is It Worth It? Challenge

**Step 3: You are ready to organize the scenarios in the Urgent Important Matrix!**



### URGENT IMPORTANT MATRIX

<i>Urgent and Important (Do Now)</i>	<i>Urgent and Not Important (Delegate)</i>
<i>Important and Not Urgent (Schedule)</i>	<i>Not Urgent and Not Important (Eliminate)</i>

*This is a supplemental document to support the 9-12 Responsibility Teacher Resource.*

# SELF-AWARENESS & SELF-MANAGEMENT

## Teacher Resource

### WHAT IS SELF-AWARENESS & SELF-MANAGEMENT?

Understanding and governing our thoughts, actions and impact on others.

### BENCHMARKS

- ✓ HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies. Clarification: Differing opinions.
- ✓ HE.912.R.1.3 Adjust behavior to respect the needs of others.
- ✓ HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations. Clarification: Emotions not governing behavior.

### PURPOSE

► These interactive activities will help your students increase their self-awareness and self-management skills and demonstrate effective and respectful communication. Share the suggested introduction with your students, choose one or more of the activities below, and conclude with the suggested wrap-up. Feel free to modify or revisit activities throughout the week to continue reinforcing self-awareness and self-management.



### Suggested Introduction:

"Today, we are going to explore how to use self-awareness and self-management when communicating with others. These skills play a key role in how we communicate and work with others. Self-awareness helps us better understand how our feelings and thoughts affect the way we communicate with others. Self-management helps us control our impulses and choose our words and actions thoughtfully. Together, these skills help us handle stress, remain composed when faced with differing opinions and strengthen our connections with others."



### Activities to Build Self-Awareness and Self-Management:

#### 1 Resiliency Reading Connection

Share the autobiography *Reaching for the Moon: The Autobiography of NASA Mathematician Katherine Johnson* by Katherine Johnson from the Commissioner's Book of the Month List. Johnson was known for her exceptional skills in mathematics; she skipped multiple grade levels and later joined NASA, where she assisted in launching Apollo 11. Her autobiography explores the daily struggles she faced throughout her life as an African American woman in the 1900s. This autobiography is filled with examples of self-awareness, self-management and resilience. Discuss with students how these skills shaped Johnson's life and encourage students to reflect on the lessons that can be learned from her experiences and how important it is to apply these skills to their lives.

# SELF-AWARENESS & SELF-MANAGEMENT

Teacher Resource



## Activities to Build Self-Awareness and Self-Management (Continued):

### 2 Self-Awareness and Self-Management in Historical Leaders

Have students analyze how historical leaders (e.g., Alexander the Great, George Washington, Abraham Lincoln, Nelson Mandela, Winston Churchill, Margaret Thatcher, Dr. Martin Luther King, Jr.) have demonstrated self-awareness and self-management skills to make thoughtful, informed decisions. For example, how did this leader show self-awareness and self-management skills through challenges? What was a key decision he or she made that reflected these traits? Have students consider their own responsible decision-making processes and how they can apply these leadership traits in their personal lives.

**Example questions for self-reflection could include:**

- How do I currently practice self-awareness when making decisions?
- How do I manage my feelings and actions when faced with challenges?
- What is one way I can improve my self-management skills in difficult situations?

### 3 Tech Check Discussion

Facilitate a classroom discussion on the use of technology. Ask the class, "How often do you check your phone or other electronic devices? Have you ever felt distracted or stressed due to excessive use of your device? Do you think using your device without any real purpose has taken time away from productive goals?" Ask students to consider ways they can take control of their device usage (e.g., setting screen time limits, using "do not disturb" mode, creating tech-free zones during meals or before bed, taking regular screen breaks). This activity will make students more self-aware and provide them ways they can manage technology wisely.



### Suggested Wrap-Up:

"You've been learning about and demonstrating self-awareness and self-management the last several years. As you move beyond high school, how can you apply these strategies in the future in your everyday life? These skills will enhance your ability to communicate more effectively, resolve conflicts and build stronger, more meaningful relationships with others."