



BrainPOP SEL

Six-Week Curriculum Addressing the Five CASEL Competencies

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WEEK 1: Knowing Yourself

CASEL Competency	Self-Awareness
Enduring Understanding	Recognizing and identifying our own emotions, values, strengths, and limitations allow us to understand ourselves better.
BUILD BACKGROUND	ASK: What is self-esteem and why is it important? WATCH: Self-Esteem movie

	<ul style="list-style-type: none">● Watch movie once through as a whole class.● Watch again, pausing to ask discussion questions. <p>REVIEW: Self-Esteem Vocabulary</p> <ul style="list-style-type: none">● Prompt students to share what they know about each term, then define the word together. Challenge them to use each word in a sentence.
THINK & DO	<p>CREATE: Make an “I Rock” Movie</p> <p><u>Rationale</u>: When students recognize their own strengths and abilities, they feel good about themselves, which in turn boosts their self-esteem.</p> <ul style="list-style-type: none">● Students make a movie about their strengths and abilities, such as making friends, baking cookies, playing soccer, singing--nothing is too big or small! Then share their movie with a classmate. <p>TIP: For kids who struggle with identifying what they’re good at, encourage them to think of what a good friend or grownup would say about them.</p>
ASSESS	<p>Students put their self-esteem knowledge to the test with one or both of the following assessments:</p> <p>Self-Esteem Challenge</p> <ul style="list-style-type: none">● Practice standardized test-taking skills while showing what you know about self-esteem.



	Self-Esteem Quiz <ul style="list-style-type: none">• Play this game-like quiz all about self-esteem.
Addition BrainPOP and BrainPOP Jr. Topics	Faces Mindfulness

WEEK 2: Knowing Your Goals

CASEL Competency	Self-Management
Enduring Understanding	Managing our emotions, thoughts, and behaviors can help us achieve our goals.
BUILD BACKGROUND	<p>ASK: What are some goals you have at school or at home? What strategies do you have to reach those goals?</p> <p>WATCH: Setting Goals movie</p> <ul style="list-style-type: none"> ● Watch movie once through as a whole class. ● Watch again, pausing to ask discussion questions. <p>READ: Setting Goals informational article</p> <ul style="list-style-type: none"> ● Students read the “In Depth” article to learn how and why to frame goals positively. Students can read independently and share what they learn with a partner.
THINK & DO	<p>ANALYZE: Primary Source</p> <ul style="list-style-type: none"> ● Listen to John F. Kennedy’s speech about an ambitious goal. ● Students answer questions about President Kennedy’s goal, citing details about how he framed his goals positively and made them time bound. <p>CREATE: Make a Vision Board</p>

	<p><u>Rationale</u>: By inviting students to set their own goals, you empower them to take an active role in self-management strategies and self-management interventions.</p> <ul style="list-style-type: none">• Students use words and pictures to create a visual representation of their goals. Then they identify which goals meet the SMART system, which don't and why.
ASSESS	<p>Students put their goal-setting knowledge to the test with one or both of the following assessments:</p> <p>Setting Goals Challenge</p> <ul style="list-style-type: none">• Practice standardized test-taking skills while showing what you know about setting goals. <p>Setting Goals Quiz</p> <ul style="list-style-type: none">• Play this game-like quiz all about setting goals.
Addition BrainPOP Topics	<p>Getting Help Mindfulness Stress BrainPOP News: At-Home Fitness</p>

WEEK 3: Understanding Others

CASEL Competency	Social Awareness
Enduring Understanding	Empathizing and taking the perspective of others, including people with different backgrounds and experiences, can help us strengthen relationships and resolve conflicts.
BUILD BACKGROUND	<p>ASK: How can understanding someone else’s perspective help you resolve conflicts and be more empathetic?</p> <p>WATCH: Conflict Resolution movie</p> <ul style="list-style-type: none"> • Watch movie once through as a whole class. • Watch again, pausing to ask discussion questions. <p>READ: Conflict Resolution informational articles</p> <ul style="list-style-type: none"> • Assign one of the five articles (including the comic) to each student in a small group. Then have them share what they learned with the rest of the group.
THINK & DO	<p>CREATE & DISCUSS: What Would You Do?</p> <p><u>Rationale</u>: By identifying effective and ineffective ways to resolve a conflict, students acknowledge different points of views, and recognize the role empathy plays in conflict resolution.</p>

	<ul style="list-style-type: none">• Students make a movie about a conflict. It may be from their own lives, imaginary, or from a story they know. They pose to the viewer two different solutions: one that uses conflict resolution strategies and one that does not.• Next, students can share their movies with a partner or small group. Prompt them to discuss what will happen if the characters choose the positive way to resolve the conflict, and also the negative.
ASSESS	<p>Students put their conflict resolution knowledge to the test with one or both of the following assessments:</p> <p>Conflict Resolution Challenge</p> <ul style="list-style-type: none">• Practice standardized test-taking skills while showing what you know about conflict resolution. <p>Conflict Resolution Quiz</p> <ul style="list-style-type: none">• Play this game-like quiz all about resolving conflicts.
Addition BrainPOP Topics	<p>Bullying Ethics Mindfulness Empathy (BrainPOP Jr)</p>

WEEK 4: Getting Along with Others

CASEL Competency	Relationship Skills
Enduring Understanding	Developing strong relationship skills, such as knowing how to manage and resolve conflict, can help us resist peer pressure.
BUILD BACKGROUND	<p>ASK: What is negative peer pressure and how can we resist it?</p> <p>WATCH: Peer Pressure movie</p> <ul style="list-style-type: none"> • Watch movie once through as a whole class. • Watch again, pausing to ask discussion questions. <p>READ: Peer Pressure informational article</p> <ul style="list-style-type: none"> • Students read the “Arts and Entertainment” article to learn about books and movies that share the theme of peer pressure. Then students share stories they know of that are also about peer pressure, and how so.
THINK & DO	<p>CREATE: Resisting Peer Pressure PSA</p> <p><u>Rationale</u>: Modeling strategies for resisting negative peer pressure reveals students’ understanding of this important relationship skill, while simultaneously providing classmates with a positive example.</p>

	<ul style="list-style-type: none">• Students produce a public service announcement that tells the story of a kid who is pressured to do something uncomfortable, and strategies they use to resist the negative peer pressure.
ASSESS	<p>Students put their peer pressure knowledge to the test with one or both of the following assessments:</p> <p>Peer Pressure Challenge</p> <ul style="list-style-type: none">• Practice standardized test-taking skills while showing what you know about peer pressure. <p>Peer Pressure Quiz</p> <ul style="list-style-type: none">• Play this game-like quiz all about peer pressure.
Addition BrainPOP Topics	<p>Bullying Cyberbullying Getting Help Mindfulness</p>

WEEK 5: Making Good Choices

CASEL Competency	Responsible Decision-Making
Enduring Understanding	Making decisions that are personally and socially responsible requires understanding ethical behavior.
BUILD BACKGROUND	<p>ASK: What are ethics and what role do they play in decision-making?</p> <p>WATCH: Ethics movie</p> <ul style="list-style-type: none"> • Watch movie once through as a whole class. • Watch again, pausing to ask discussion questions. <p>READ: Ethics informational article</p> <ul style="list-style-type: none"> • Students click the “In Depth” article, read each ethical dilemma, and compare their solution to each with a partner.
THINK & DO	<p>CREATE & DECIDE: What Would You Do?</p> <p>Rationale: Recognizing an ethical dilemma and knowing how to respond in a way that will have a positive impact is an effective way for students to practice responsible decision-making skills.</p>

	<ul style="list-style-type: none"> • Students make a movie presenting an ethical dilemma. The scenario can be from real life or one they've read or heard about. • Next, students share their movies with a partner or small group and discuss the decision they'd make about the ethical dilemma and why. <p>Tip: Have students use the Ethics Graphic Organizer to take notes on the ethical dilemmas presented by their classmates, to help them evaluate different decisions.</p>
<p>ASSESS</p>	<p>Students put their ethics knowledge to the test with one or both of the following assessments:</p> <p>Ethics Challenge</p> <ul style="list-style-type: none"> • Practice standardized test-taking skills while showing what you know about ethics. <p>Ethics Quiz</p> <ul style="list-style-type: none"> • Play this game-like quiz all about ethics.
<p>Addition BrainPOP Topics</p>	<p>Bullying Cyberbullying Students Rights Mindfulness</p>

WEEK 6: Bringing it All Together with Mindfulness

<p>CASEL Competencies</p>	<p>Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision-Making</p>
<p>Enduring Understanding</p>	<p>Being aware of and embodying the connection between feelings, thoughts, and physical sensations helps us to regulate our emotions, which positively affects behavior, stress levels, relationships, and our ability to focus.</p>
<p>BUILD BACKGROUND</p>	<p>ASK: What is mindfulness and how can practicing mindfulness help me?</p> <p>WATCH: Mindfulness movie</p> <ul style="list-style-type: none"> ● Watch movie once through as a whole class. ● Watch again, pausing to ask discussion questions. <p>READ: Mindfulness informational article</p> <ul style="list-style-type: none"> ● Students click the “In Depth” article, read about each mindfulness strategy and choose one or more that they’d like to try. Have them report back after to let their classmates know how it went.

THINK & DO	<p>CREATE: Mindful Me Map</p> <p><u>Rationale:</u> Experimenting with different strategies for practicing mindfulness is the best way for kids to figure out which works best for them. Some may prefer mindful meditation while others prefer guided. Still others may like focusing in on the five senses or simply deep breathing. The only way to know is to try different kinds!</p> <ul style="list-style-type: none">● Students identify a few mindfulness practices to try on their own. Or, you can do them as a whole class. After each, students take notes about the practice and what they liked or didn't like about it.● Students then use their notes to create a Mindful Me concept map. They label the center "Mindfulness" and around it, identify each practice they tried and the pros and cons.
ASSESS	<p>Students put their mindfulness knowledge to the test with one or both of the following assessments:</p> <p><u>Mindfulness Challenge</u></p> <ul style="list-style-type: none">● Practice standardized test-taking skills while showing what you know about mindfulness. <p><u>Mindfulness Quiz</u></p> <ul style="list-style-type: none">● Play this game-like quiz all about mindfulness.