



COURAGEOUS CLASSROOMS: ***SKILL OF THE WEEK*** SAMPLE KIT

DRIVEN TO HEAL

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Courageous Classrooms: Skill of the Week SAMPLE KIT



A social-emotional curriculum to promote happy, healthy student development and build resilience.



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Our Mission

Starr Commonwealth leads with courage to create positive experiences so that all children, families, and communities flourish.



Vision

Universal hope, boundless love, and limitless success for all children.



Trauma is real, but it does not seal an individual's fate.

Starr Commonwealth is driven to empower professionals to build resilience in children, families, and communities across the world through online education, in-person training and coaching, and direct behavioral health services.

Through our training and coaching programs, childcare professionals, clinicians, educators, and parents have access to our highly successful and innovative techniques aimed at bringing out the best in every child, parent, and community. To learn more go to starr.org.



Table of Contents

Overview	1
Quick Start Guide	3
Welcome to Skill of the Week	4
Skill Review and Practice	13
Helpful Tips	14
Weekly Lessons	16
How to Access Program Content	18
Sample Weekly Lesson	22

About the Authors



Dr. Colleen Germann, PsyD, is a school psychologist currently working full-time at Milton Terrace Elementary School in Ballston Spa, NY. She has worked in various positions in the Ballston Spa Central School District since 2011. Her primary roles include assessment, direct intervention with students, and staff consultation within a three-tiered model of support. Dr. Germann's interests include trauma-informed strategies in the classroom along with data management related to intervention effectiveness as well as providing consultation on systems-level change. She has experience chairing Committee on Special Education at the preschool and school-age level which incorporates in-depth knowledge of state and national education law. Prior to her work as a school practitioner, she pursued her doctoral degree at the State University of New York at Albany in school psychology. Her

dissertation research focused on school psychology internship satisfaction among early-career practitioners.

Dr. Germann lives in Glenville, NY with her husband, Matt, and son, Spencer, who inspire her with their courage and spirit every day.



Erika Grevelding, LCSW-R, is a school social worker currently working at Milton Terrace Elementary School in Ballston Spa, NY. Her current role is to provide individual and group counseling services, facilitate the Courageous Classrooms: Skill of the Week program, and provide on-going staff and parent consultation. She is also a Therapeutic Crisis Intervention trainer for the district to provide updated trauma-informed de-escalation strategies. Erika has been a school social worker since 2008. Her approach in the school setting was influenced from her previous experience of working at Saratoga Center for the Family. This was a diverse, trauma-focused role that included individual, group, and family counseling using a family systems and strengths-based approach. In this position, she also provided home-based support, developed and facilitated parenting classes, and also provided pre-

vention programs in local school districts. She received a Master of Social Work degree from the State University of New York at Albany.

Erika lives in Ballston Spa, NY with her husband, Patrick, and children, Kyle and Alexa, who provide endless opportunities to be curious about behavior and to enjoy life. They always provide fun and unique perspectives resulting in an inspiration to grow along with an unconditional support to just be.

From the Authors

Dear Courageous Educator:

Thank you for taking an interest in the Courageous Classrooms: Skill of the Week curriculum. We are so excited to be able to share this program with you!

As an elementary school social worker and school psychologist, we believe that educators are the driving force behind positive change and growth in students. Working with children allows us all the opportunity to introduce, teach, and reinforce life-long resiliency skills. We recognize that all students experience daily stress and pressure. Some students are also impacted by trauma, learning difficulties, and/or mental health diagnoses. Regardless, we believe that all children have the potential to grow and develop healthy habits and that we have a responsibility to help every student meet their potential.

We want to take a moment to recognize three important groups that have inspired the creation and various iterations of this program. First, we know that teachers and school staff are students' role models and heroes who regularly provide unconditional love, motivation, and support. They have taught us to use the model of fun and engaging lessons that make learning exciting. The process of directly teaching skills, reviewing information, providing opportunities to practice skills, and giving support when learning is difficult and has inspired our approach to resiliency and social skills. Teachers have provided direct contributions to the materials in this curriculum and this feedback has been critical to developing the program into a usable and engaging program for students of all ages.

Additionally, our students and our own children have taught us why it can be so difficult to consistently follow rules, behave, and be calm. Students' experiences and feedback guided our development of lessons and language to use. Children have been our best teachers when it comes to helping adults understand what may be experiencing and how to help.



Finally, our approach to teaching resiliency skills transformed after completing trainings with Starr Commonwealth. Information gained from trainings, materials (e.g., Reclaiming Youth at Risk, 10 Steps to Create a Trauma-Informed Schools), research about trauma, and consultation with experts from Starr have become integral to the Courageous Classrooms: Skill of the Week curriculum. We have noticed an increase in student engagement and an overall sense of belonging and teamwork within our Courageous Classrooms. Students are learning and believing that WE CAN DO HARD THINGS!

Being part of the Starr family connects us to professionals who are making a difference every day and our partnership motivates us to continue striving toward the goal of helping children develop life-long resiliency skills and healthy habits. We want to welcome you to this family and encourage you to continue exploring new tools to improve the way you see, interact with, and support students. We hope this is just the beginning of your journey to becoming a trauma-informed, resilience-focused professional. Thank you for being #driventoheal.

With appreciation,

Erika Grevelding, LCSW-R
School Social Worker

Colleen Germann, PsyD
School Psychologist



Overview

Courageous Classrooms: Skill of the Week is a trauma-informed, social-emotional curriculum to promote childhood resiliency.

Goal of the Curriculum

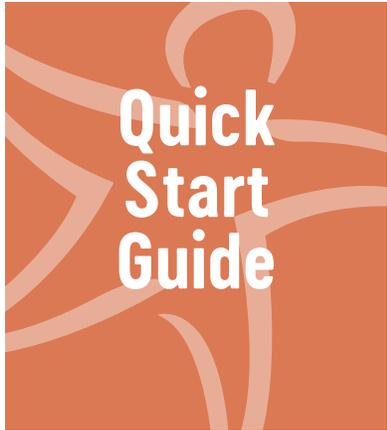
To teach, model, and reinforce life-long social, emotional, and behavioral skills so that students are more available for academic learning.

Description of the Program

Throughout this guidebook and the accompanying introductory videos, participants will receive an overview of the Courageous Classrooms: Skill of the Week program and the underlying philosophy behind each approach to best support students' social, emotional, and behavioral growth. The theme of the program is to empower students and adults to create a Courageous Classroom by teaching and reinforcing skills to cope with everyday stressors. The program provides students with a basic understanding of the connection between stress and the body's response, in addition to new coping skills to manage everyday school-related challenges. It is designed to be a classroom or school-wide Tier I curriculum and can be generalized to help students' social-emotional awareness in all settings, including their home, school, and community. While Skill of the Week was originally designed for elementary students, it can be modified for older students.

Materials Provided

- Access to 40 editable lessons with supporting materials (classroom visuals, optional activities, and parent/guardian information)
- Lessons are grouped in 5 Units:
 1. ***I Am Important and Courageous*** – Focused on beliefs and school rules aligned with the Circle of Courage
 2. ***I Am Calm and In Control*** – Focused on coping skills
 3. ***I Am a Polite and Positive Person*** – Focused on social skills
 4. ***I Am a Problem Solver and I Am Strong and Healthy*** – Focused on cooperative play along with providing tips for the body and tips for the mind
 5. ***Additional Stand-Alone Lessons*** – Provided for specific time periods (being thankful/gratitude for Thanksgiving, New Year's resolutions, test taking strategies, end of the year changes, recognizing end of the year accomplishments)



Goal of the Curriculum

To teach, model, and reinforce life-long social, emotional, and behavioral skills using 40 weekly lessons

Materials Included

- 40 weekly lessons (4 comprehensive units with 5 stand-alone lessons)
- PowerPoint lesson to introduce and teach each skill
- Visual or poster of the skill
- Weekly staff email
- Weekly parent/guardian letter
- Student worksheet for additional practice and review of each skill

Before Each Lesson

- Schedule a time each week for the initial lesson presentation, and plan times throughout the week to review and practice skills
- Prepare staff email (send before lesson), posters, and parent letters (send home on the day of the lesson)
- Familiarize yourself with the content of the week's materials
- Add supplemental information, pictures, school information, etc. to make it your own

Following Each Lesson

- Review and practice skills throughout the week
- Model the skill and reinforce students who use the skill
- Remember that all skills take time and practice to learn and utilize



Welcome to Skill of the Week

Introductory Information

We want to begin by making a few points of acknowledgment:

- Thank you for working in this field and making a difference in the lives of children. Regardless of anything else going on in the lives of children between the ages of 5-18, school and teachers are constant. Even when they miss school, they know it continues and it will be there for them when they are ready to return. You are the constant, you are the safety, you are the guiding light and motivation.
- Thank you for taking an interest in a program that focuses on social, emotional, and behavioral skills. There is so much emphasis on improving test scores and making academic progress and at times, social, emotional, and behavioral skills take a backseat to academics. These skills help students grow to be the best they can be and help them feel at their best so they can learn.
- Thank you for taking the time to have a better understanding of trauma, the impact on children, and their ability to learn, socialize, think, cope, and respond to life.
- A special thank you from the children whom you have already impacted. They may not have told you that you have changed their lives, but you have. Sometimes the students who challenge us, who make us question our abilities, who make us feel things that we didn't want to feel are the very same children we should thank for making us better people. These are the same children who guided us as this curriculum was created.

Before reading this curriculum, please take the time to ask yourself:

- What brought you to this field?
- Why are you still in this field?
- What role do you play in the lives of your children?
- What impact do you have on them?
- What do you want for every child?
- What are your beliefs about how to get there?

These answers will guide you more than any curriculum can offer. In addition, your unique approach and style are what make a true impact. Think about how you want your students to view you and what approach is important to you. While we can't always choose the content, you will choose your delivery.

Skill of the Week Program

Skill of the Week is designed to teach social, emotional, and behavior skills in a similar manner as academic skills are taught. These are skills that need to be explicitly taught, modeled, practiced, reviewed, and reinforced. *As with every other academic skill, students' baseline abilities vary and their abilities to learn and utilize skills on a consistent basis will also vary.* Kindergarten students come to school with varying abilities. Some can read while some are still learning letters. And yet, teachers are responsible for providing all of them with reading instruction. A lesson that is intended for all students will be received differently by all of them. Third graders given a weekly spelling list will also vary with their responses. As a teacher, you may introduce the words at the beginning of the week (some students already know most of them and some do not). Each day you provide activities in class to review and practice the words and homework opportunities are provided to further reinforce skills. When Friday comes, not every student will get a 100%. We expect this and understand that students learn academic skills at a different rate. For students who struggle, we sympathize and we try to offer more support.

However, when it comes to behavior, we often expect that if we taught the rule, students should follow the rule all the time. When rules aren't followed, we may have an emotional response, feel a lack of empathy, and feel the need to address and correct this behavior or provide a consequence. This program is designed to use a similar approach and response to social, emotional, and behavioral skills the same way we approach and respond to academic skills.

Skill of the Week Units Include:

- **I Am Important and Courageous** – focused on beliefs and school rules aligned with the Circle of Courage
- **I Am Calm and In Control** – focused on coping skills
- **I Am a Polite and Positive Person** – focused on social skills
- **I Am a Problem Solver and I am Strong and Healthy** – focused on cooperative play along with providing tips for the body and tips for the mind
- **Additional Stand-Alone Lessons** – Provided for specific time periods (being thankful/gratitude for Thanksgiving, New Year's resolutions, test taking strategies, end of the year changes, recognizing end of the year accomplishments)

An emphasis of the program is to generalize the skills to all areas of students' lives. Although the initial teaching of the skills occurs in the classroom, it is important for skills to be practiced in all environments in the building (cafeteria, art, physical education, music, library, recess, bus, assemblies, etc.). Materials are also provided to support parents in carrying over skills to the home and community settings.

Materials for Each Lesson

- PowerPoint lesson to introduce and teach each skill. Teacher notes with explicit language on what to say for each slide is included. Notes also include teacher tips related to trauma or disabilities and strategies to modify instruction or approach based on these factors.
- Visual or poster of the skill to be displayed in the classroom and reviewed on a daily basis throughout the week.
- Email to send to all staff members working with your students during week to provide information about the Skill of the Week and tips to incorporate the skills in their settings.
- Letter to be sent home to parents/guardians to provide information about the skills and ways to practice the skill at home and in the community. In some lessons, the information presented in the parent poster varies slightly from the school poster.
- Student worksheet to provide additional practice and review of each skill.

- Although the above 5 aspects of the program are included in each lesson, it is what happens outside of these 5 opportunities that will determine the effectiveness of each lesson. The lesson is intended to introduce the skill of the week, but the delivery of the skills throughout the week are most important. These are the real-life opportunities when students can naturally apply the skills when needed. This is where the growth occurs and these are the times that will help students truly master the skills.

Format of the Program

Each Monday (or first day back to school from the weekend, whichever time best fits in your schedule to ensure consistency), the core lesson is provided. The classroom teacher provides the PowerPoint lesson to all students as a whole group lesson.

Lessons are typically completed in 20 to 45 minutes depending on the needs of the students and supplemental materials that you have decided to include (a specific book, video, or activity). At times, lessons may be shorter for older students if the skill is more of a review. However, it may also be longer for older students because they are able to have in-depth conversations of the impact of using the skills, and more specific skills can be introduced (ex. focusing on body language or tone of voice rather than just using expected language).

Make It Your Own

All lessons are intended to provide a comprehensive framework to be used alone or to supplement any materials that you choose to use. You are the experts on your students. The format of the program was specifically chosen because it can be modified. Add any final touches that will make it the most powerful and effective tool for your students. Some ideas include:

- Including your specific school rules and your classroom beliefs in each lesson to be reviewed on a weekly basis. It is recommended that the rules align with the Circle of Courage as this concept is used in every lesson throughout the program and is intended to be the foundation of the program.
- Include any school or classroom specific concepts that help students feel a sense of belonging. This will increase the value and connectedness to the program. Include a class motto, picture of the school mascot, school or classroom pledge, school song, etc.
- Provide a slide that is created by the students each week. This slide may include a motivational quote that is picked by a student. It may include a student-friendly joke that is selected by a student with the intention of having joy and fun together in the classroom.
- Choose a student of the week who helps with the lesson or has an opportunity to share any information about themselves, interests, etc.

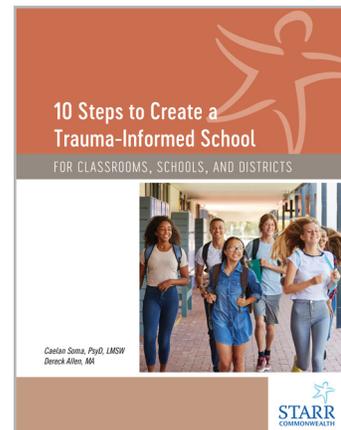


- Include a book that is read aloud to the class that specifically relates to the skill (suggested books and activities are provided at the end of each PowerPoint lesson).
- Include pictures of students using the skills from the previous week.
- Obtain permission from parents to use video modeling and show examples of videos of students using the skills.

Circle of Courage



All lessons use concepts from the Circle of Courage and incorporate the belief that all students (all human beings) are trying to meet the basic needs of feeling a sense of belonging, mastery, independence, and generosity. Behavior is a result of a person attempting to meet these needs and attempts may be healthy or unhealthy, but either way, the need is the driving force behind a person's actions. Behavior is also impacted by a student's exposure to trauma, specific disabilities, and experiences throughout their lives which impacts views of themselves and the world. Starr strongly recommends completing the course *Trauma-Informed Resilient Schools* prior to or during the implementation of the Skill of the Week Program. In addition, reading the book *10 Steps to Create a Trauma Informed School* by Dr. Caelan Soma and Derek Allen will serve as another excellent resource when implementing this program. Interested in learning more? Starr also offers Certified Trauma Practitioner-Educational (CTP-E) Certification, which consists of 5 courses designed for all staff who work in an educational settings (all courses include CEs). For additional information on each noted resource and more, please visit www.starr.org.



Scheduling

Pick a consistent time each week (we recommend the first day back from the weekend). This time should not be in place of something fun (e.g. recess is at 11:00 everyday but on Mondays, Skill of the Week is at 11:00). Students will naturally have a negative perception of the program if it occurs in place of a desired activity. Instead, maybe all academic activities are shorter on Mondays to allow time to fit in this program. Maybe morning meeting is replaced by a Skill of the Week morning meeting. Maybe this is in place of a science or social studies unit and concepts from your academics can be included. Be creative but also make it a priority that you are able to stick to it consistently. You will be taking time during the week to respond to behaviors. This program is intended to take this time in a proactive and purposeful manner rather than in a reactive manner of addressing issues only when they arise. It is intended that this program will decrease the need to address as many negative behaviors throughout the week. In the long run, it will also allow for more time to be devoted to academics.

Be Aware

Provide awareness, acknowledgment and acceptance, and appreciation of differences in families, ethnic backgrounds, etc. Be mindful of language and examples that are used to include different family makeups. When asking students to take letters home be aware of language that is used. Use the language “share this with an adult” tonight rather than “mom or dad at home”. Although parent/guardian letters are sent home on a weekly basis, it is not expected that all parents/guardians have the ability to review and practice skills with students on a consistent basis. There is no judgement related to the ability of parents to spend time on these skills. Everyone’s life is different and the letters sent home are intended to provide an opportunity for all families regardless of ability to take time to review them. Be mindful of celebrations and holidays throughout the year (e.g. use inclusive language for Father’s Day or Mother’s Day, using “special person’s day” instead). Provide families with the same opportunities to access letter/information about academics (e.g. translated into their primary language if needed or reviewed verbally for parents who cannot read).





Using Skills During Academics

Incorporate books that relate to the skill. Include writing opportunities that relate to school topics. Discuss the perspective of characters/historic figures in books, videos, history units, etc.

When discussing school or classroom rules, make concepts generic enough that they can be applied to all environments. The example rules that are used throughout this unit include being safe, respectful, responsible, and helpful. Regardless of age and environment (school, sports, clubs, a future job, being part of a family, etc.), following these rules will help to develop a healthy lifestyle and success in all areas. If students feel these rules are expected of them and not adults, they will be less likely to follow the rules. If the rules are introduced in a way that students have an understanding that these are helpful for everyone, they will be more motivated to follow the rules.

The delivery and approach of Skill of the Week concepts and information is intended to be positive, motivational, and empowering.

Developmental Differences

Skill of the Week lessons can be reviewed each year as students will be at different stages of development. It is expected that growth will occur over the years if skills are continuously taught and reviewed. Students continue to be exposed to the same sight words that were taught in kindergarten and the same basic math skills from kindergarten are continuously used in all grades and throughout life (e.g. multiplication facts: introducing skills and needing to use manipulatives or visuals memorizing multiplication facts, having an understanding of the facts, having an understanding of when to use multiplication as a tool and being able to use it when needed). These skills are the foundation of math and reading. The skills in this program are foundational skills that will be used throughout life. Common areas of growth often occur in the following format:

Skills	Introduction of Skill	Developing Skill	Refining Skill
Social Skills	<ul style="list-style-type: none"> • Saying hi when greeting people (nonverbal skills are introduced but may not be used yet). • May need to be prompted to use skills 	<ul style="list-style-type: none"> • Students can initiate a greeting at times when feeling comfortable in the current situation or with a familiar person • May need a preset to use skills 	<ul style="list-style-type: none"> • Consistent delivery of using eye contact, friendly tone of voice, body language, and using the person’s name in the greeting • Student has the comfort level to greet people in different environments
Coping Skills	<ul style="list-style-type: none"> • Students have exposure and awareness of some skills • Can identify skills when given a scenario or when calm 	<ul style="list-style-type: none"> • Can practice skills that would work best for specific situations • May use some skills with a prompt or preset 	<ul style="list-style-type: none"> • Can use coping skills when at an escalated state and skills provide them with the ability to cope with the difficulty
All Skills	<ul style="list-style-type: none"> • “Planting the seed” • Students gain awareness, and can state the skill and may memorize the steps 	<ul style="list-style-type: none"> • May inconsistently use skills • May need to rely on a visual or prompt to increase the use of skills • May identify a plan to use skills, but are not able to use them when needed 	<ul style="list-style-type: none"> • Students can use the skills in a purposeful manner, have a true understanding and meaning of the skill, and can use skills when needed • Students can identify the impact of using the skill of self and others • Students can relate the skills to the Circle of Courage

Delivery

For younger students or students who have not been previously exposed to the program, the delivery will be much more teacher-driven. For students who have been through the program in previous years, they may be able to help teach and model skills. Students may have opportunities to work with group members to teach skills to the rest of the class.

Skill of the Week Strategies

All lessons are meant to introduce and practice life skills that can be used anywhere by anyone. The Skill of the Week program is designed to promote independence and to teach skills that can be used throughout life regardless of access to supplies or materials.

Skills should be practiced on a regular basis. When skills are practiced on a consistent basis, students become more familiar and comfortable with each skill. If students are able to use these strategies when calm and at baseline, they will be more likely to use them during a more escalated state. Using skills on a consistent basis can also decrease the frequency of escalated behaviors and emotional responses. If students are encouraged to only use skills when displaying inappropriate behavior, they will quickly associate skills and strategies as negative when they are only paired with negative situations.

It is important for students to recognize that all skills promote a healthy and positive state and lifestyle. These are skills for EVERYONE.

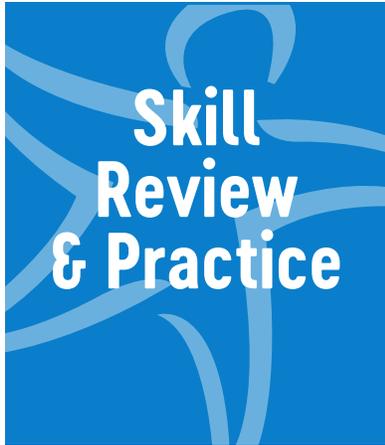
Goals of Weekly Skills

The primary goal of all learning (academic, social, emotional, or behavioral) is to first teach self-regulation skills and healthy ways for students to meet their needs of belonging, mastery, independence, and generosity. When students are at a calmer state, they are more likely to meet their needs in a healthy manner, and then are more likely to access academic skills and skills from this curriculum.

When students are in a stressed state, their bodies respond with physical symptoms including a faster heart rate, faster rate of breathing, more rapid thoughts, and uncomfortable feelings, making it more difficult to learn and apply skills. After supporting students emotionally and having an understanding of the impact of trauma, disabilities, and life experiences, the ability to learn and access skills will increase. Each time skills are used, students are provided with the opportunity to make progress with social, emotional, and behavioral skills. All of these skills create a better physical and emotional state for academic learning, as well as lifelong habits of using positive skills and beliefs in all environments.

The program is intended to create a positive environment and healthy relationships within the classroom. The class is working on each skill together even if students are at different developmental levels.

Establish healthy expectations by knowing that teachers recognize positive qualities as well as areas of need with the plan to celebrate and support all areas.



Scheduled Times

The Skill of the Week should be practiced each day during scheduled times (e.g., morning meeting, prior to a transition, regrouping after lunch or humanities).

As Needed Times

Strategies can be used when students' energy levels seem too high or too low or when presetting students prior to engaging in an activity in which skills would be beneficial.

As Requested By Students

The goal is for students to learn to recognize when they need to use skills. Students should feel empowered to initiate the use of skills or to ask for help or feedback related to skills.

Frequently

Notice and point out skills being used and celebrate the success and the impact it has on self and others. Relate using the skills to completing the Circle of Courage for self and others.

When Responding to Negative Behaviors

This should be done in a similar manner as responding to academic mistakes (supportive and nonjudgmental). As an educator, we would be thinking of the reason why the academic skills are not being retained and we would provide additional skills and practice to help support the student's learning.

- It is important to not address and discuss skills and behavior only in a reactive manner. If skills are mostly addressed in response to negative behavior, students will associate the topic as negative and one to be avoided.
- Model and encourage skills from the unit throughout the day. Show how these skills are also beneficial for adults.



Tips for Introducing and Participating in Activities

Prior to introducing each lesson, create a calm environment. Introduce activities in a calm and positive manner. Explain the purpose and impact of each skill on self and others.

Encourage students and staff in classrooms to actively participate and practice each skill. Use the approach that some skills may be easy while others may be difficult. Use the approach that skills may not be learned YET. There is no judgment related to current ability and ability to make progress. Everyone will make mistakes and will struggle with skills at times. This is normal, and as educators we are here to support students. Students who are able to apply skills one day may not be able to utilize skills on another day. Factors such as stress, lack of sleep, family and environmental changes, and/or medical changes impact students' ability to use skills on a consistent basis.

An empowering approach is used for each skill as a way to help each student be the best that they can be. The purpose is not to use skills for compliance but rather to provide students with skills that will be beneficial throughout life. The primary benefit is not to make the classroom more structured and to decrease behavioral issues (this will be a secondary benefit). The primary benefit is to help students feel their best. Students will be more motivated to use skills if they feel that it will help them feel their best and will have a positive impact on their future (rather than feeling as though they are just complying with rules to create order and to help you get to the real teaching of academics). Students should want to use skills because they want to rather than because they are expected and told to.

When practicing skills, view it as a break in the day for everyone. All staff present in the classroom should participate in the activity with students. Some activities and skills may feel awkward at first, but students may feel more comfortable and may be more likely to try the activities if they are practiced together as a group. We shouldn't be asking students to do things that we aren't willing to do ourselves. We may also get the added benefit of feeling calmer, comfortable, and more connected to students. We may learn more about ourselves and make our own growth too.

Be patient! Just like everything else, all skills take time and practice.

Tips for Preparing for Each Lesson

Review all materials prior to teaching the lesson. Although lessons are scripted and provide you with everything needed, it is important to be comfortable and familiar with the concepts, format, and language in each lesson.

Add your final touches to each lesson. Make it your own by adding your own classroom beliefs, rules, pictures, etc. Consider adding additional activities such as opportunities to practice skills, calming or grounding activities, or reading a related book during the activity. Change the language in parent letters or staff emails to make it consistent with what you are teaching. Include the name of the book used and concepts from the book.

Prior to each unit, read the introduction section to have a better understanding of how to prepare for each individual lesson. Prepare all posters. Create a ring of posters for each unit. These posters should be visible in the classroom so staff and students can refer to them on a regular basis.

Emails to staff should be sent prior to teaching the lesson to allow time for additional staff to review the skills. They will be more likely to review the skills in the lesson if they have time to prepare.

Parent/guardian letters should be taken home with students the day of the lesson to provide adults with information about the lesson and ways to support the student outside of school. Additional copies should be sent to additional parent/guardians if students live in multiple locations. An alternate electronic version can be sent through email if that is a better communication system for your population.

Suggested Follow-Up Activities for All Lessons

- [Gonoodle.com](https://www.gonoodle.com) includes calming activities, academic activities, movement/brain breaks, and activities including a higher level of activity. An account is required. There are options of a free account with limited materials and a paid account to access all materials.
- [Calm.com](https://www.calm.com) includes guided meditations, breathing exercises, calm background for interactive classroom boards, and calm noises (e.g., waterfalls). There are opportunities for teachers to apply for a free account.
- [Headspace.com](https://www.headspace.com) includes guided meditations and animations introducing the skills of mindfulness and meditation. There are opportunities for teachers to apply for a free and/or discounted account.
- [Calm Classrooms Curriculum](#) includes teacher manuals of scripts of guided meditations. Each meditation is 1 to 3 minutes.



Rules/Expectations/Beliefs: I Am Important and Courageous

1. Welcome and School Rules (Safe, Respectful, Responsible, Helpful) and Circle of Courage
2. Making Mistakes and Restorations Stations
3. 5-point Scale and Sensory Boxes/Calm Corners
4. Safety and Belonging
5. Responsible and Mastery
6. Respectful and Independence
7. Helpful and Generous
8. Whole Body Listening
9. Following Directions and Visuals
10. Teacher Jobs vs. Student Jobs
11. Shield of Courage (Beliefs that Keep Us Strong and Safe)

Feelings and Coping Skills: I Can Stay Calm and in Control

12. Self-Awareness, the Brain, and Stress Response
13. Talking/Verbalizing Feelings
14. Deep Breathing
15. Counting
16. Positive Thoughts
17. Relaxing Thoughts
18. Tightening and Relaxing Muscles
19. Think of Rewards
20. Accepting "No"/Limits

Social Skills: I Am a Polite and Positive Person

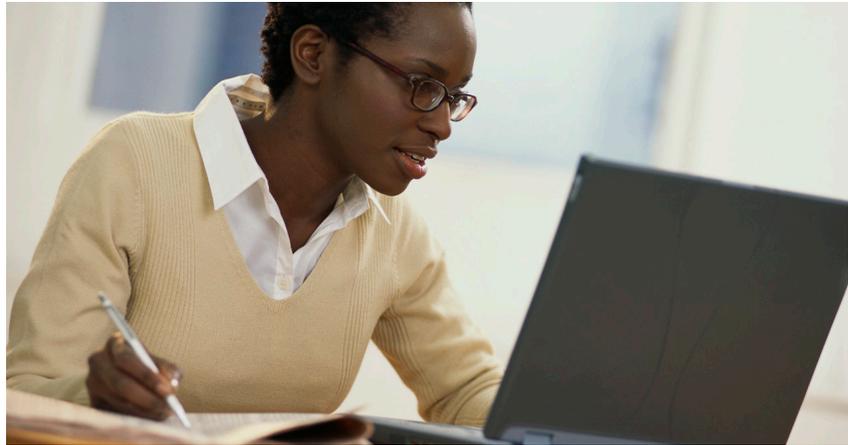
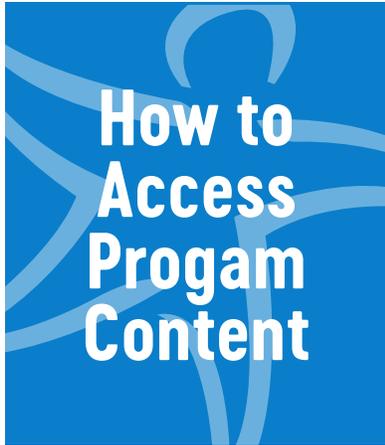
21. Saying Hi/Greeting People
22. How are you?/Shaking Hands
23. Giving Compliments
24. Listen and Respond
25. Asking Politely for Items
26. Say it or Think it?
27. I-Messages
28. Personal Space and Safety

Problem Solving and Life Skills: I Am a Problem Solver and I Am Strong and Healthy

29. Good Sport
30. Determining Order
31. Go Fish and Mountain (Big Deal) vs. Mole Hill (Little Deal) & Exercising
32. War and Comparing Words (First, Better, I, Me, etc.) vs. Cooperative Words (We, Together, Us, etc.) & Taking a Shower/Bath
33. Old Maid and Muddy Thinking (Everyone, Always, Never, etc.) vs. Clear Thinking (Sometimes) & Brushing Teeth
34. Uno and Tug of War Words (Arguing) vs. Letting Go of the Rope (Resolving or Avoiding Conflicts) & Nutrition
35. Bingo and Expected vs. Unexpected & Mindfulness

PLUS 5 Additional Lessons Based on the Time of Year

1. Being Thankful/Gratitude (Thanksgiving)
2. New Year's Resolutions/Goal Setting
3. Test-Taking Strategies and Coping Skills (State Testing)
4. Changes (End of the Year/Preparing for the Following Year)
5. Final Celebration and Celebrating Accomplishments



Once an individual or multi-user license for the program has been purchased, an invitation will be sent to you via email to access your new “My Learning” page, through Starr’s eLearning platform. **If you have purchased an online course with Starr in the past, make sure to use the same email address you previously provided – that way all of your course and program content can be accessed from the same account.** If this is the first time you are accessing this page you will be asked to create a new account and password.

It’s as easy as 1, 2, 3 to access the materials!

- 1. Go to: store.starr.org**
- 2. Login with your email and password**
- 3. Click on the “My Learning” link**

Included on your My Learning Page will be the Courageous Classrooms: Skill of the Week Program. This page is home to all of the introductory content and tutorial videos for the program, in addition to the 5 units that contain the 40 weekly lessons, concluding documents, and supporting materials.

If you are unfamiliar with Starr’s online courses, as previously mentioned in this Sample Kit, Trauma-Informed Resilient Schools is perfect starting point for all professionals who work in educational settings. Once this course has been completed, the doors open to other online trainings such as Resetting for Resilience, Healing Trauma and Restoring Resilience in Schools, and more!



Don’t forget to request access to our Closed Facebook Group too, <<https://www.facebook.com/groups/skilloftheweek>> upon completion and confirmation of your purchase. This will provide a great opportunity for you to connect with other professionals using the program, share questions, and learn from your peers!

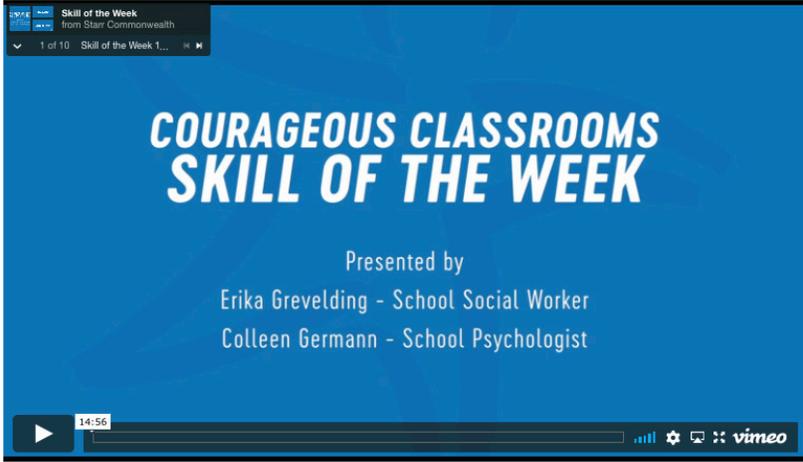
Home > Courses > Online Courses > CC5W

Welcome to Courageous Classrooms - Skill of the Week Program!

Welcome to Starr Commonwealth's Courageous Classrooms - Skill of the Week Program!

Skill of the Week
from Starr Commonwealth

1 of 10 Skill of the Week 1...



Before each lesson:

- Schedule a time each week for the initial lesson presentation and plan times throughout the week to review and practice skills
- Prepare staff email (send before lesson) posters, and parent letters (send home on the day of the lesson)
- Familiarize yourself with the content of the week's materials
- Add supplemental information, pictures, school information, etc. to make it your own

Following each lesson:

- Review and practice skills throughout the week
- Model the skill and reinforce students who use the skill
- Remember that all skills take time and practice to learn and utilize

DOWNLOAD: Introduction to Courageous Classrooms - Skill of the Week 42MB Archive (ZIP)

Announcements

Unit 1: I am Important and Courageous

Focused on beliefs and school rules aligned with the Circle of Courage

The lessons in this unit are meant to teach positive belief statements, school rules, and specific skills to help in following the school rules. School rules and beliefs taught in the classroom should be skills that will help throughout life. The emphasis is on teaching this unit in a way that supports and motivates students.

Weekly Lessons (1-11)

- Welcome and Belief Statements
- School Rules
- Making Mistakes and Restoration Stations
- 5-Point Scale and Classroom Tools
- Safe and Belonging

The Courageous Classrooms: Skill of the Week Learning Page

If this is your first time accessing Starr’s eLearning platform, we are honored to have you join our network or caring professionals. If you are a frequent flier, welcome back!

Included on this page will be all of the resources you need to successfully implement the program. As you will see below, a series of videos have been created for you to watch prior to implementation and to continue to reference throughout the program, as needed. In addition, we have also include an introductory folder that contains critical reference material to launch the program.

How Do You Access the Documents?

To access the documents for each week, click the “DOWNLOAD” link at the bottom of each unit. This download includes a ZIP folder with the corresponding folders and documents for each noted week in that particular unit. For example, included in the Unit 1 ZIP folder is a

folder titled “1.4 Safe and Belonging Lesson,” which corresponds to week 4 of unit 1. From there, make it your own! All lessons are intended to provide a comprehensive framework to be used alone or to supplement any additional materials you choose to use. You are the experts on your students, so we encourage you to adapt/customize each lesson as needed.

Please note: The documents included in each ZIP folder should only be used in your classroom and with your students, with the exception of those that are noted to be shared with staff (e.g., Staff Communication) or parents/guardians (e.g., Home Communication). Do not share the documents with other educators.

If you are interested in purchasing a multi-user option, so other interested teachers or staff can have access, multi-user licenses are available. Please contact info@starr.org for additional information.

Terms & Conditions

Your purchase of this program includes a non-exclusive, limited license to access and use the Professional Training and Coaching Materials (“Materials”) contained within it. Use of these products is governed by the Terms and Conditions provided in the “Introduction to Courageous Classrooms - Skill of the Week” download. Please take time to carefully review this document.

By using the Starr Commonwealth eLearning platform, and specifically our materials, you accept these terms. If you do not accept them, please cease using this website and the materials included on it. Instead, contact us to inquire about a full refund or credit.

Thank you again for investing in new tools and resources to build the social, emotional, and academic strength on the children you serve! You ARE making a difference, and we are honored that you chose Starr as a partner in this important work.



Let's Review

1. Login to 'My Learning' to access the weekly lesson.

2. Review and practice the week's skills and make it your own.

3. Implement the lesson with your students.

4. Throughout the week review, practice, and reinforce the skill.



Sample Weekly Lesson

The next 6 pages are samples pulled directly from 1 of the weekly lessons included in the program. Each document is delivered as Word document so it can be easily edited/personalized to best fit your school and classroom needs.

Courageous Classrooms

Skill of the Week

5-Point Scale and Classroom Tools

Our skill of the week is using a **5-point scale** to help us understand how we are feeling and using **tools in the classroom** to help us feel better.

Students will learn the following:

- When we notice how we are feeling physically and emotionally, we can take better control of ourselves and make good choices rather than having our body react for us.
- There is no right or wrong way to feel and our body and feelings will change throughout the day.
- We can use a 5-point scale to help us (and help others) understand how we are feeling. It is OK to be a 1 or a 5 as long as we are following the rules. It is important to know what number we are at so we know how to take care of ourselves.
- Any feeling can be related to any number on the scale. For example, a 5 could indicate feeling mad, silly, or excited. The number 5 represents the intensity of the feeling.
- We have tools in our classroom that can help us feel better: sensory boxes, courageous corner, and break cards.

Included you will find a poster of the 5-point scale students will use to identify how they are feeling and a body scan to be used to help students identify where they are on the scale.

Please provide reinforcement and appreciation when the following occur:

1. Students identify what number they are on the 5-point scale.
2. Students use classroom tools to help their body feel better.

Teacher Tips:

- Identify a quiet space in your room (your own Courageous Corner) where students can go when needed. Take time to show students this space and explain the purpose (to take a break and get calm) and the process for utilizing the space. This is an area where you may want to include sensory tools such as putty or glitter bottles.
- Normalize identifying feelings, both positive and negative, and that these feelings fluctuate in intensity throughout the day. (“I was really grumpy when I woke up this morning because I ran out of my favorite cereal. Once I picked a different breakfast, I felt a lot better.”)
- Identify where you fall on the 5-point scale, and let students know what tools you used to help yourself feel better. (“I was at a 4 when the copier wasn’t working this

morning, but I took a break and used some deep breaths and it brought me down to a 2.”)

- Support students and help them to identify when they are at a 4 or 5 on the feeling scale and having difficulty controlling their body and following the rules. (“I notice you seem to be having a hard time right now. Where do you think you are on the feeling scale?”)
- Support students to identify what classroom tools help them feel better. (“What tool will help you feel better? Would you like to try the putty from your sensory box?”)
- Support students when mistakes are made and focus on what was learned from the situation. (“You told me you were at a 5 on the feeling scale and had a hard time keeping your body focused. After you took a break in the Courageous Corner, you got your body calm and helped yourself feel better. You told me that the tent helped your body come back down to a 2. What could we do next time we feel like we are at a 4 or 5?”)
- Guide students through the body scan throughout the day to help them recognize physical cues in their bodies.

Courageous Classrooms

Skill of the Week

5-Point Scale and Classroom Tools

Lesson Focus: Our skill of the week is using a **5-point scale** to help us understand how we are feeling and using **tools in the classroom** to help us feel better.

Students learned the following:

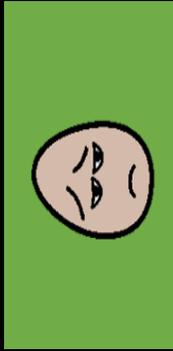
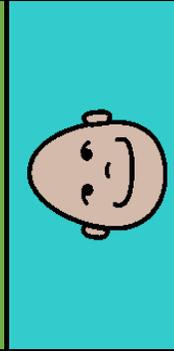
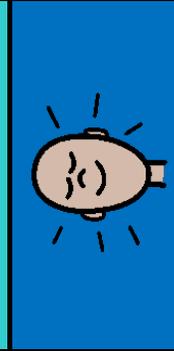
- When we notice how we are feeling physically and emotionally, we can take better control of ourselves and make good choices rather than having our body react for us.
- There is no right or wrong way to feel and our body and feelings will change throughout the day.
- We can use a 5-point scale to help us (and help others) understand how we are feeling. It is OK to be a 1 or a 5 as long as we are following the rules. It is important to know what number we are at so we know how to take care of ourselves.
- Any feeling can be related to any number on the scale. For example, a 5 could indicate feeling mad, silly, or excited. The number 5 represents the intensity of the feeling.
- We have tools in our classroom that can help us feel better: sensory boxes, courageous corner, and break cards.

Included you will find a poster of the 5-point scale students will use to identify how they are feeling.

Suggestions for using these techniques:

- Identify a quiet space in your home where your child can go when needed. Take time to show your child this space and explain the purpose (to take a break and get calm).
- Normalize identifying feelings, both positive and negative, and that these feelings fluctuate in intensity throughout the day. (“I was really grumpy when I woke up this morning because I ran out of my favorite cereal. Once I picked a different breakfast, I felt a lot better.”)
- Support your child and help them to identify when they are at a 4 or 5 on the feeling scale and are having difficulty controlling their body (“I notice you seem to be having a hard time right now. Where do you think you are on the feeling scale?”)
- If your child is identifying they are at a 4 or 5 on the feeling scale, ask them what tool they could use to help feel better. (“What would help you feel better right now: a break in a quiet place? Squeezing a pillow? Hugging a stuffed animal?”)
- Focus on what was learned from the situation. “You told me you were at a 5 on the feeling scale. After you took a break in a quiet spot, you got your body safe and helped yourself feel better. You told me that the break helped your body come back down to a 2. What could we do next time we feel like we are at a 4 or 5?”

Remember that all strategies take time and practice!

HOW AM I FEELING?		
Rating	Looks Like	Feels Like
5		Out of control
4		Some difficulties controlling myself
3		Uncomfortable/Uneasy
2		OK/Fine
1		Calm/In control/Ready to learn

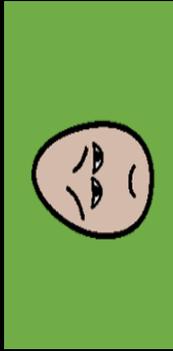
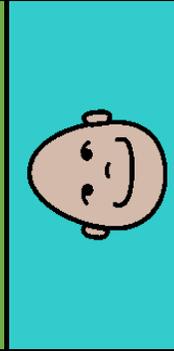
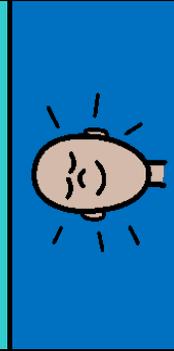
Courageous Classrooms: Skill of the Week
Lesson 1.3 – Poster 1



Name _____

HOW AM I FEELING?		
Rating	Looks Like	Feels Like
5		Out of control
4		Some difficulties controlling myself
3		Uncomfortable/Uneasy
2		OK/Fine
1		Calm/In control/Ready to learn

Situation		Number on Scale
	Doing your favorite thing at recess. _____ is my favorite recess activity.	
	Losing a game or race.	
	Too noisy.	
	Difficult work. _____ is most difficult.	
	Being with a close friend. One of my close friends is _____.	
	Being at a party.	
	Being told no.	
	Favorite part of my day. _____	
	Toughest part of my day. _____	

HOW AM I FEELING?		
Rating	Looks Like	Feels Like
5		Out of control
4		Some difficulties controlling myself
3		Uncomfortable/Uneasy
2		OK/Fine
1		Calm/In control/Ready to learn

Courageous Classrooms: Skill of the Week
Lesson 1.3 – Poster 1



BODY SCAN: HOW AM I FEELING?



Thoughts



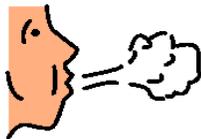
Heart



Breathing



Muscles



Deep breath



I am OK



Thanks for downloading this sample of Starr's
Courageous Classrooms: Skill of the Week!

Implement intentional social-emotional learning
into your weekly schedule and purchase the full
40-week program at starr.org/sotw.

Buy it NOW!





Thank you for being
DRIVEN TO HEAL

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