

Sample Scripts: SEL Student Rollouts

Juliana's Live Model of a Guided Reflection (tailored from MS Lesson #1)

Please use the "[Building Brave Spaces](#)" one pager as a reference for terms listed below.

Live Model Script: (~13 mins)

Hook: (~1 min)

- Since we started our journey as emotion scientists yesterday, you've been hearing about this exciting new tool called the Mood Meter. And later this week, we get to learn how to use it!
- The Mood Meter helps us to be more aware of our emotions and the emotions of others around us. But before we jump into the tool, we first need to know what it means to be aware of our emotions.

Frame: (~ 3 mins; *emphasize Establishing Norms*)

- I'll model first. As I share my emotions--and as you hear your peers share theirs--remember that in our community we actively listen and show respect for what others are saying. When talking about something deeply personal, it's important to show the respect you would want to receive when you share.
- When I say deeply personal, I mean something that someone might feel uneasy sharing or nervous of being judged. So it's even more important to show actions of active listening like:
 - Nodding, sending them shine
- And by refraining from any type of gesture or reaction that might indicate you're not taking them seriously like:
 - Laughter, funny faces, looking at a friend in a way that looks like you're judging
- This will ensure we have a safe and welcoming community when sharing something deeply personal like emotions, and really build a brave space for us all.
- As I model being aware of my emotions at a couple points in my day, listen for the feeling words I use to describe my emotions. Jot down each feeling word you hear me say.

Model: (~3 mins; *emphasize Selective Vulnerability--share personal details*)

- I'm going to think back to waking up and getting ready for work this morning. How was I feeling?
 - hmmm... I think I felt content this morning. I was in a really pleasant mood. I wonder why... Well, I woke up to a really sweet text from my friend. She invited me to her house this weekend, so I was feeling excited by that. And then I did a pretty tough workout on my Peloton, and got my best output yet. Plus, I got to listen to my favorite singer--Beyonce--while I was working out. So I think all those things made me feel really content.
- Now I'm thinking about a little later, as I was coming into school. How was I feeling?
 - Honestly, I felt irritated, but I'm not sure why. Everything here at school was fine. hmmm... oh! There was this big truck that pulled out right in front of me and cut me off while I was driving, and I thought it was so rude! And it was going really slow so I started to feel anxious about being late, especially because I left my house 10 mins earlier than normal to get a jump-start on things. So I think that's why I was feeling irritated earlier.
- Now I'm thinking about when I finally arrived to school. How was I feeling?

- I felt focused. Hmm...why? Well luckily I still got here early, which allowed me to spend time reviewing my schedule and priorities for the day. So that allowed me to really narrow to the most important things I need to get done today.

Debrief (~2 mins)

- So what feeling words did you hear me say? (call on a few students)
- As you identified, I've already felt a range of different emotions just this morning!

Practice (~4 mins; *emphasize Warm Call & Validate Brave Sharing*)

- Now it's your turn!
 - I want you to close your eyes and think about when you woke up this morning. How were you feeling? Now try to figure out why? What was causing that feeling?
 - Now think about when you were on your way to school today. How were you feeling? Why--what was causing that feeling?
- Turn & Talk to your partner: Share at least 1 emotion you felt this morning.

<Pause. Now I'll fast-forward to sharing-out.>

- Let's share-out! I'm looking for hands to call on and respectful listening as they share.
 - (call on 1-2 students who volunteer, then warm-call a reluctant student)
 - Let's hear from _A_ and _B_ first. After they share, _C_--I'd love to hear from you. You can either share your own or revoice.

<Pause. Now I'll fast forward to after they've shared. Action!>

- Wow--those were all really powerful to hear.
- As you can tell, we all have a lot of feelings throughout the day--that's part of what makes us all human.
- Thank you for sharing your emotions and respecting others as they shared theirs!

<Scene>

Initial SEL Rollout for Community Meeting

Hook: (~5 mins)

- This school year is a really important one. So I want to ask you--what do you think matters most about this school year?
 - Call on a few students to share (likely responses: "being in-person together, learning a lot, preparing for college," etc)
- I want to share a quote with you from one of America's most famous poets--a black woman named Maya Angelou. As I share this quote, think about what it means and if it changes your answer about what matters most this school year.
- Maya Angelou said: *"People will forget what you said, people will forget what you did, but people will never forget how you made them feel."* (repeat)
- Turn & Talk to your partner: What does this quote mean to you? Does this change your answer about what matters most this school year?
 - Call on a few students to share
- Our feelings and others' feelings are called emotions. And our emotions are incredibly important. Neuroscientists who study the brain have discovered that our emotions have a big impact on our ability to make decisions, to build relationships, to pay attention and learn, and on our physical and mental health. So Ms. Angelou's quote definitely makes sense to me.

Frame: (~2 mins)

- So this school year, just like those neuroscientists, we are going to be emotion scientists. We're going to pay attention to our emotions, try to better understand how we're feeling, how others are feeling, and what we can do when we don't feel the way we want to.
- Science is all about asking questions, so becoming emotion scientists means we need to ask ourselves questions about our feelings. A great question to start with is:
 - Who did you most enjoy spending time with this summer? (family member, friend, anyone)
 - Why did you enjoy spending time with them?
 - How did they make you feel?
- As I model sharing my answer to this question, try to notice what emotions or feelings I name.

Model: (~1 min)

- This summer, I most enjoyed spending time with _____ because we would go to fun places together and he makes me laugh a lot. He's also a really good listener. So when we were together, I felt upbeat and relaxed, and felt grateful to have him in my life.

Debrief (~3 mins)

- What did you notice about my answer?
- What emotions did I name? (upbeat, relaxed, grateful)
- What's the difference between just saying that we went to fun places together and saying that I felt upbeat and relaxed?

Practice: (~7 mins)

- Now it's your turn! There's no right or wrong emotions--so don't just copy the ones I said. The important thing is that you just name how you felt.
- Take 15 silent seconds to consider who the person is that you most enjoyed spending time with this summer, and how they made you feel.
- When you turn-and-talk, Partner A: you have 2 mins to share. Then Partner B, please take 1 min to revoice back to them what you heard to make sure you understood them. Then you'll switch.
 - Partner A: share (2 mins)
 - Partner B: revoice (1 min)
 - Partner B: share (2 mins)
 - Partner A: revoice (1 min)
- Ready, Partner A, share!
- <after> It can be difficult to talk about emotions. And we all experience emotions differently. So please turn to your partner and thank them for sharing with you.

Closing: (~1 min)

- You might be noticing some new posters and resources around the school about emotions and Social-Emotional Learning. Later this week, you're going to have the chance to dive deeper into how you feel, using a tool called the Mood Meter!
- Your teachers and I are feeling motivated and inspired to continue our work as emotion scientists with you this week and all year!