



Rethink Ed
Alternate Back to School
Four Week Curriculum

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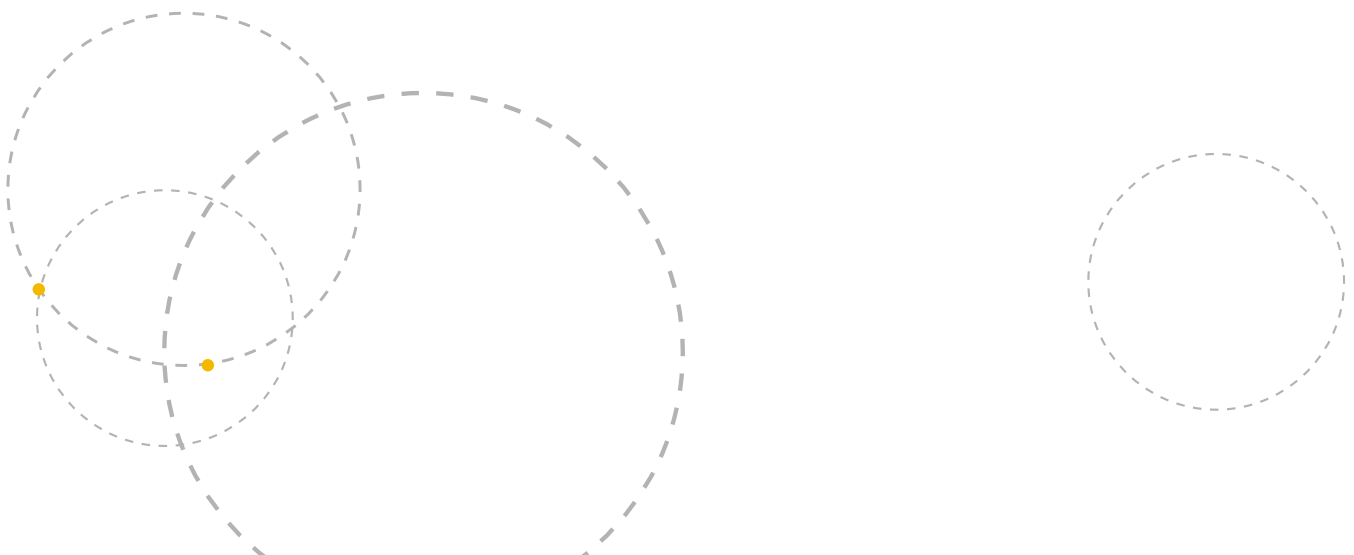
Social Emotional Learning

The stress from a difficult event can disrupt brain development and cause many physical and mental health problems. Students need tools to help them manage their emotions and the stress caused by a difficult event. In these lessons, students learn to identify and accept their emotions and the emotions of others, see the emotions and empathy lessons for your grade level in our SEL program. To help students understand and accept themselves, see the Self-Knowledge and Cultural Competence lessons for your grade level in our SEL program.

This toolkit includes resources from the Rethink Ed SEL curriculum in these four topic areas:

- Emotions
- Empathy
- Self-Knowledge
- Cultural Competence

If at any point during this course you need extra help with any of the content please feel free to [register for a support session](#) with the Rethink Ed team who are ready to provide assistance.





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Lesson 1: Emotions

Emotions are a natural part of what makes us human. In the past months, Covid-19 has caused us to feel a myriad of emotions, some that have the power to enrich our lives and others to hinder our lives. Here are some strategies you can try to help with identifying and managing emotions, as well as building emotional intelligence.

- **Gain Awareness**
 - Pay attention of your emotions to identify what you are feeling.
- **Keep a Feelings Journal**
 - Ask yourself “how was I feeling?” 1-2 times each day. Watch for patterns and any behaviors you want to keep, or change
- **Use Emotional Management Strategies That Will Help You Get Centered Before Responding**
 - Examples include (but are not limited to deep breathing, stretching, exercising, spending time in nature, watching a funny video)
- **Engage in Creative Arts**
 - Research has shown that creative arts improves emotional intelligence by strengthening empathy and perspective taking skills
 - Examples include listening to music, viewing art, and completing a creative project

Here are some social emotional learning lessons to support teaching your students to identify and manage their emotions as well as build emotional intelligence. Simply type the lesson title into the search engine in the lesson library to access the lesson.

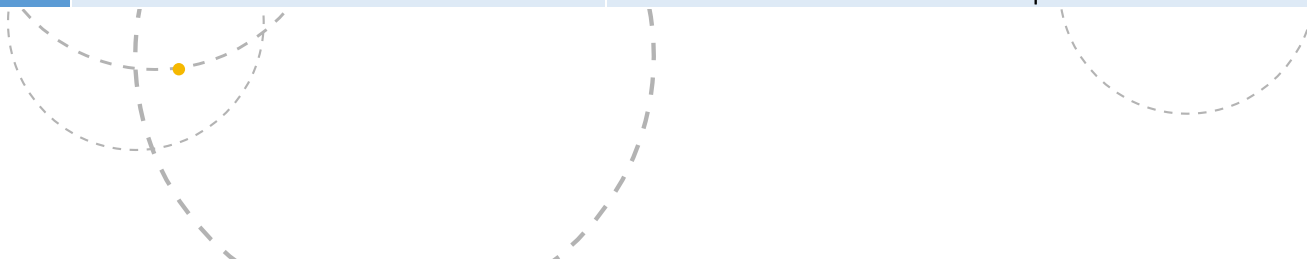
Tier 1 and 2 Lessons		
Grade	Emotions	Lesson Ideas
K	<i>It's a Feeling</i> Students will identify and label emotions.	<ul style="list-style-type: none">• Begin by showing students the lesson video.• After the video, ask students a few of the discussion questions and then play a game of Heads Up (each student will draw a card, without looking at it, and hold it to his or her forehead, so that the other students can see it, but he or she cannot) with the emotions cards (through Zoom or in person).
1	<i>My Feelings Monster</i> Students will identify and label complex emotions	<ul style="list-style-type: none">• Begin by showing students the lesson video.• After the video, ask students a few of the discussion questions. Then, ask them to pick an emotion and draw their own Emotion monster (Dive Deeper). Students can complete an online drawing or upload their drawings.
2	<i>Feelings Detective</i> Students will identify and label their own emotions	<ul style="list-style-type: none">• Begin by showing students the lesson video and asking several of the discussion questions.• Then, show the Feelings Detective worksheet on screen. Ask students to upload a picture of a cartoon character



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		displaying at least 2 of these emotions. For example, Simba from the Lion King was happy during “I Just Can’t Wait to Be King.”
3	<p><i>Super Emotions!</i></p> <p>Students will understand that all emotions are natural and valid</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and asking several of the discussion questions. • Display the All Emotions Are Okay! Slides. Read the first scenario. Ask, how would you feel? Have students hold up the card that shows how they would feel. Call attention to the different emotions the students are showing. After all the emotions are named, together with the students say, all emotions are okay!
4	<p><i>Emotions: Action!</i></p> <p>Students will identify how emotions impact behavior</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and asking several of the discussion questions. • Display the Lights, Camera, Action! Slides. Read a scenario aloud. Ask each member to share with their group what emotion they would feel and what he or she would do. Review the discussion questions at the end.
5	<p><i>Expressing Emotions</i></p> <p>Students will learn strategies for using words to express their emotions</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video and then ask one of the discussion questions. • Display the Lights, Camera, Action! Slides. Read a scenario aloud. Ask each member to share with their group what emotion they would feel and what he or she would do. Review the strategies.
6	<p><i>Sparks of Emotion</i></p> <p>Students will learn strategies for identifying personal triggers to emotions</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then ask a few discussion questions. • Play the Emotional Sparks Visualization. Following the Emotional Sparks Visualization, use the discussion questions to help the students reflect on their emotional triggers and responses.
7	<p><i>My Emotions</i></p> <p>Students will identify ways emotions affect the body</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then talk about the strategies and ask a few discussion questions. • Display the Emotional Response Slides. Read a scenario and ask each volunteer to choose the Emotional Response Card or Cards that best describe the physical response he or she would have to the scenario. Talk about the similarities and differences in the responses using the discussion questions.
8	<p><i>My Emotional Brain</i></p> <p>Students will learn about how the adolescent brain affects emotions</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then talk about the strategies and ask a few discussion questions. • Have the students read the Your Brain Under Construction Student Resource in their groups. Then have the groups work together to complete the Our Emotional Responses Activity using an online discussion forum. Review the discussion questions.

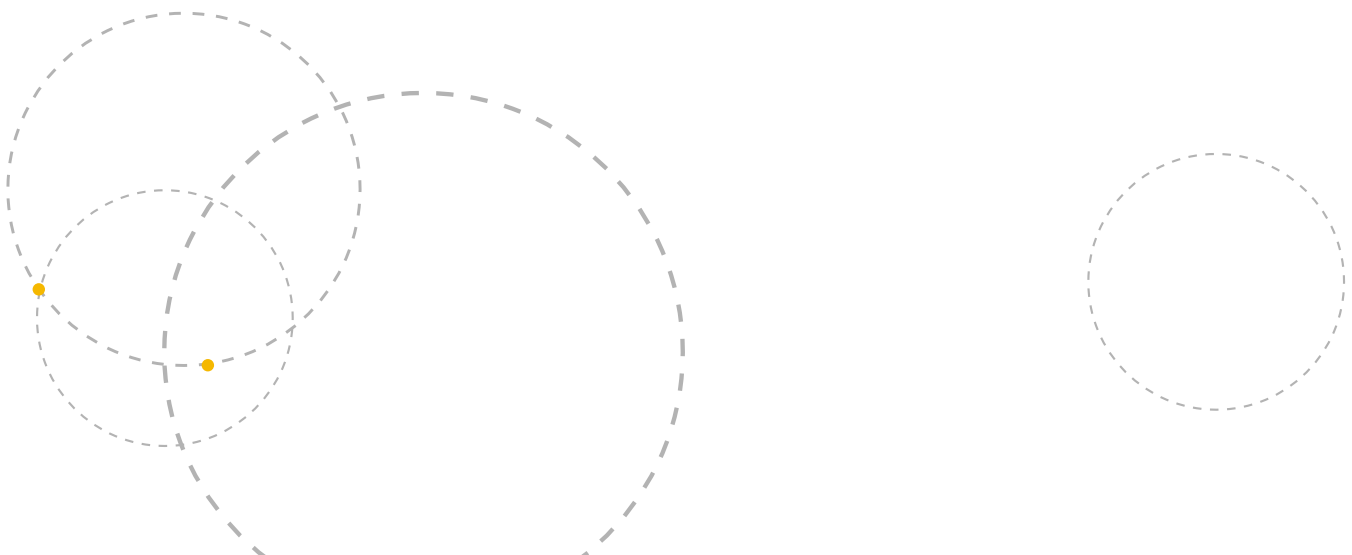




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9	<p>Waves of Emotion</p> <p>Students will identify the range of emotions how emotions change</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then talk about the strategies and ask a few discussion questions. • Display the My Wave Tracker Activity. Explain that students are to track the range emotions that they experience by plotting their feelings on the graph. They can jot down their emotions by the hour if there isn't the option to print. Come back to the activity another day and generate a conversation about the range of emotions we experience.
10	<p>Shades of Emotion</p> <p>Students will identify their own emotions and how they affect their bodies and relationships</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then talk about the strategies and ask a few discussion questions • Assign students to groups and display the emotions definition cards. Have the students work together to match the definitions to the emotions and order the emotions by shade or degree – from least to strongest. Review why they chose the color for that emotion.
11	<p>Accepting Emotions</p> <p>Students recognize the negative effects of emotional avoidance and strategies for accepting and expressing their emotions</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then talk about the strategies and ask a few discussion questions. • Display the 10 Emotions We Like to Avoid Student Resource. Ask students to think about one emotion they tend to avoid. End by reviewing the discussion questions and ask students to complete one page of the Sitting with My Emotions Journal for reflection.
12	<p>My Emotional Intelligence</p> <p>Students will use emotions to understand themselves and others</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video and then talk about the strategies and ask a few discussion questions. • Have students complete the What's Your EI? Inventory. Engage students in several of the discussion questions. Provide each student with the Strategies for Developing Your EI Student Resource and the Developing Your EI Activity. Based on the information collected from the What's Your EI? Inventory, have the students choose the Developing Your EI Activity for the area that they would most like to develop.





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Lesson 2: Empathy

In order to effectively navigate the world, understand the range of human experiences, and relate with others, students must learn to empathize with others. Empathy is the ability to understand and share the feelings of another person. It is a core component of social awareness. Being empathetic promotes trust, which leads to positive relationships built on open and honest communication. Here are some strategies on how to reflect on your feelings, thoughts, and behaviors to develop empathy.

Feelings: Be mindful of your emotions to notice any patterns in your emotional responses. Use this information to question and address your biases.

Thoughts: See more contact with a person or group that you want to increase empathy for. Put yourself in the other person's shoes.

Behaviors: Intentionally make an effort to respond more supportively. Build and practice the necessary skills for empathy such as communication and perspective-taking.

Here are some social emotional learning lessons to support teaching your students develop empathy. Simply type the lesson title into the search engine in the lesson library to access the lesson.

Tier 1 and 2 Lessons		
Grade	Empathy	Lesson Ideas
K	<i>My Feelings, Your Feelings</i> Students will recognize core emotions in others.	<ul style="list-style-type: none">• Begin by showing students the lesson video.• Then, review the discussion questions and talk about different feelings. Direct the students' attention to the How Do You Feel? Slides. Read the first slide aloud. Ask the students to choose the card that best describes how they would feel, without showing the card.
1	<i>How Someone Else Might Feel</i> Students will identify what another person might be feeling.	<ul style="list-style-type: none">• Begin by showing students the lesson video and talking through the discussion questions.• Direct the students' attention to the How Someone Else Might Feel Slides. Click through each slide, stopping at each image and asking, what is happening? Allow students to respond. Then ask, how would you feel? Encourage the students to turn and tell their partner how they would feel. Share out answers.
2	<i>The Case of Caring</i> Students will use facial expressions and body language to recognize emotions in others.	<ul style="list-style-type: none">• Begin by showing students the lesson video and talking through the discussion questions.• Break students into 4 groups LOOK, LISTEN, THINK, and ASK (cards provided). Direct students' attention to the Case of Caring Slides. Ask each group to answer the questions from their cards and then share out the responses. Allow each group to present how their group answered the questions and why.



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3	<i>From Another Perspective</i> Students practice active listening strategies.	<ul style="list-style-type: none">• Begin by showing students the lesson video and reviewing the discussion questions.• Display the From the Perspective of Another Slides. Read the first slide aloud. Encourage students to Turn and Talk about how they would feel and how the person might feel. Share out answers.
4	<i>Showing Empathy</i> Students will learn strategies for showing empathy to another person	<ul style="list-style-type: none">• Begin by showing students the lesson video, reviewing the strategies, and asking several of the discussion questions.• Display the Empathy Cards and pair up students. Provide about 5 minutes for students to write a script about the scenario. Ask the pairs to read their scenarios and decide whether the student was effective in showing empathy.
5	<i>Taking the Perspective of Another</i> Students will identify empathy busters and strategies for showing empathy.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions.• Create and display the Empathy Map (lesson plan for reference). Tell students to put themselves in this new student's shoes and reflect on what the new student might think and feel; see; hear; and say and do. Discuss responses at the end drawing on similar and different responses.
6	<i>ACTIVE Listening</i> Students will practice strategies for showing empathy, avoiding empathy busters.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions.• Present the Card A/Card B to students. Either have students work in groups or ask for a volunteer. Have the student(s) respond to the card and then ask for their partner or a volunteer to paraphrase their response. Use the discussion questions to close out the activity.
7	<i>Reflective Listening</i> Students will learn benefits and strategies for showing empathy.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions.• Using one of the Conversation Starter cards (or your own), ask two volunteers to have a conversation, using reflective listening. Ask the class to discuss the strategies used to clarify feelings and gain understanding and provide any suggestions for how the listener and themselves could listen more effectively.





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8	<p><i>Developing Empathy</i></p> <p>Students will apply strategies for showing empathy.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions. • Pair students or ask for two volunteers and ask one person to be the empathetic interviewer and the other to be the interviewee. Question-What’s been the most noteworthy part of your day so far? Ask students (or volunteers) to briefly share their partner’s day and how he or she felt. When the interviewers are done sharing, ask the interviewees to evaluate whether the interviewers ‘heard’ them and understood their feelings.
9	<p><i>Empathy Busters</i></p> <p>Students will identify empathy in a piece of literature, historical account, or current event.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions. • Direct students’ attention to the Name That Empathy Buster! Slides and invite the students to play Name That Empathy Buster Game. Explain that you will read a scenario and ask the students to determine which empathy buster is blocking empathy.
10	<p><i>Resolving Conflicts with Empathy</i></p> <p>Students will learn the importance of and strategies for showing empathy.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions. • Have each pair of students describe a common conflict that occurs between friends, romantic partners, teammates, or family members using the Empathy Translator Activity. Students can work in pairs. Share out a few examples at the end.
11	<p><i>Care to Care</i></p> <p>Students will practice strategies for showing empathy</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions. • Display the <i>Empathy in Action</i> resource. Provide the students with two minutes to write about a time that was challenging for them and they could have used empathy. Have a volunteer or two share out their stories.
12	<p><i>Empathy and Social Change</i></p> <p>Students will evaluate their ability to show empathy to others.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions. • Display the <i>Empathy for Social Change Student Resource</i>. As a class, ask students to brainstorm controversial issues of injustice. Using a Venn Diagram, have students write the feelings and issues of each side. In the center, have the students consider the common ground between the two sides. Share out responses.





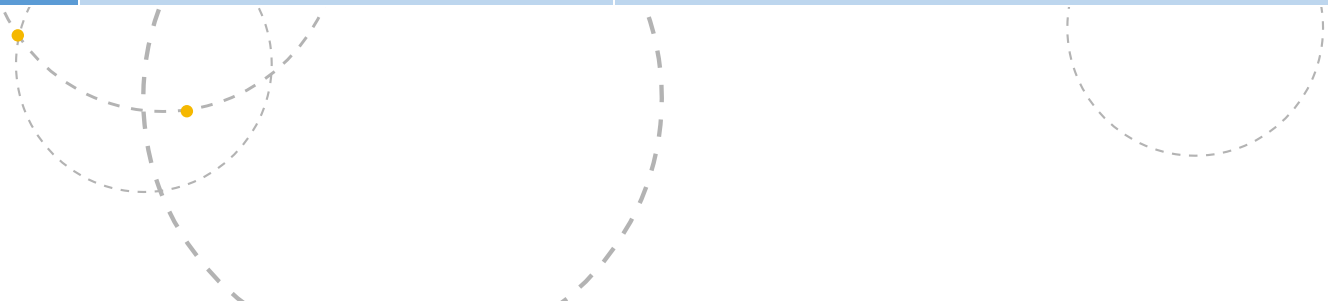
Lesson 3: Self-Knowledge

Self-knowledge is the ability to understand one's own interests, feelings, weaknesses, and strengths, as well as learning and relating styles. Self-knowledge is the starting point for all social and emotional learning. In fact, self-knowledge influences all areas of SEL including self-management, social awareness, relationship skills, and responsible decision-making. An important part of self-knowledge is our ability to recognize and understand our emotions, or what experts refer to as emotional self-awareness. Here are some strategies you can try to help with developing your emotional self-awareness:

- **Reflection**
 - To gain greater insight into your goals and how much progress you have made in reaching them, ask yourself: What is my definition of success? What steps have I taken or am I currently taking to make this definition a reality in my life?
- **Meditate**
 - Meditation provides an opportunity to become more aware of how you are feeling in the moment. With practice, those that mediate can have more awareness of their emotions as they move through their daily lives.
- **Track your Emotion**
 - Take time each day to track your emotions and get a better sense of how your mood changes throughout the day. Also note what activities or events lead to certain emotions

Here are some social emotional learning lessons to support teaching your students how to understand their own interests and strengths. Simply type the lesson title into the search engine in the lesson library to access the lesson.

Tier 1 and 2 Lessons		
Grade	Self-Knowledge	Lesson Ideas
K	<i>Proud to Be Me!</i> Student will learn and use self-affirmation statements.	<ul style="list-style-type: none">• Begin by showing students the lesson video.• Then, review the discussion questions and talk about how stating self-affirmations can help them feel better. Have your students identify qualities about themselves they are proud of and help them turn it into a daily self-affirmation.
1	<i>You Are Special!</i> Students will identify things they like to do.	<ul style="list-style-type: none">• Begin by showing students the lesson video.• Then, go through several of the slides with the class and encourage them think about their own interests and the activities they enjoy.





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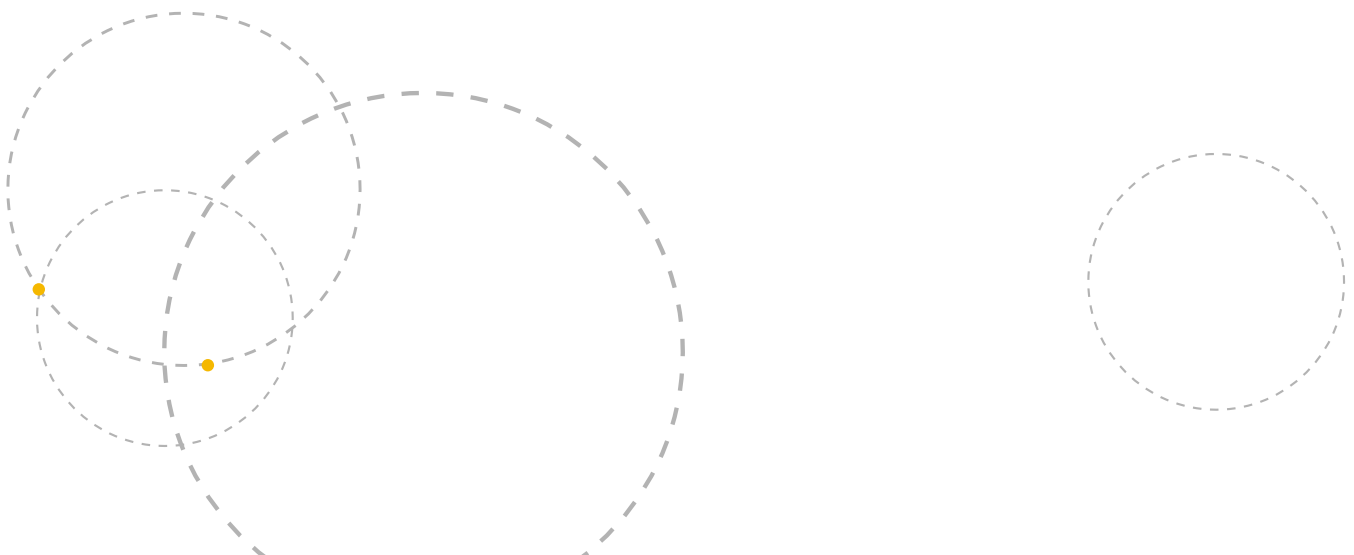
2	No One is You-er Than You Students will identify their uniqueness.	<ul style="list-style-type: none">• Begin by showing students the lesson video.• Then, go through several of the slides with the class and give students the opportunity to share their own interests and the things you like.
3	My Kind of Strong Students will identify their own strengths.	<ul style="list-style-type: none">• Begin by showing students the lesson video and review the different strengths covered.• Present students with the My Kind of Strong activity and help them identify which statement describes themselves.
4	What's Your Superpower? Students will identify their character strengths.	<ul style="list-style-type: none">• Begin by showing students the lesson video, reviewing the strategies, and asking several of the discussion questions.• Display the Character Strengths visual and ask students to complete the activity. Have students share their super strengths.
5	My Creative Strengths Students will identify their character strengths.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the creative strengths, and beginning some discussion questions.• Present the My Creative Strengths activity and have students share 1 of their creative strengths in detail with the class.
6	Social Strengths Students will identify their social strengths	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the social strengths, and beginning some discussion questions.• Display the Social Skills visual and encourage students think about their communication, friendship, and cooperation skills as they complete the My Social Skills inventory activity.
7	You Got Style Students will identify their own learning styles.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions.• Display the Learning Tips for Learning Styles visual and have the students discuss the strategies they already use to help them learn. Then ask students to identify a new strategy to try and add some of their own strategies.
8	Ignite Your Passion Students will identify their interests and passions.	<ul style="list-style-type: none">• Begin, by showing students the lesson video and beginning some discussion questions.• Ask students to complete the Explore Your Passions Activity and ask them to share one of their passions in one word.
9	You Got Personality Students will identify their own personality traits.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the personality traits, and beginning some discussion questions.



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		<ul style="list-style-type: none"> • Display the Personality Types visual and then ask students to complete the What's Your Personality Type? activity
10	<p>What's Your Purpose?</p> <p>Students will identify their life purpose.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions. • Provide your students with the Discover Your Life Purpose activity. Encourage your students reflect on their own strengths, emotions, learning style, and fears to help them identify a life purpose.
11	<p>Accepting Ourselves</p> <p>Students will learn strategies for knowing and accepting themselves.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions. • Provide each student with a Reflections Journal. Allow students time to reflect or use the activity for homework.
12	<p>Know Thyself</p> <p>Students will recognize adversity as an opportunity for growth.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions. • Display the Know ThySELF visual and provide students with The World's Stage Activity. Students will create a skit to present the key concepts for knowing yourself by knowing your strengths, emotions, learning styles, and fears.





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Lesson 4: Cultural Competence

Our world is a diverse place and this diversity requires that students learn how to interact and engage with people different from themselves. To do this well, students must understand themselves, including their culture, their values, and their biases. Cultural competence refers to our ability to act respectfully in order to communicate, understand, respect, and promote equality for all people. In these lessons' students recognize and celebrate the differences between themselves and others. They learn about the effects of stereotyping or thinking that all people in a group are the same and strategies for opposing stereotypical thinking. Below are some questions you can reflect on to address your own implicit biases.

1. Explore the type of people that make you comfortable. Who are you 3 closest friends? What similarities do you share?
2. Reflect on stereotypes you may believe. When I picture a doctor in my head, do they look, and sound like me?
3. Reflect on your own experiences of being excluded or discriminated against based on your gender, race, sexual orientation, etc. When am I tokenized? Did I noticed when it happened? Do I accept or enjoy it? Do I challenge it?

Here are some social emotional learning lessons to support students learn about cultural competence. Simply type the lesson title into the search engine in the lesson library to access the lesson.

Tier 1 and 2 Lessons		
Grade	Cultural Competence	Lesson Ideas
K	<i>Me and You</i> Students will identify differences & similarities between themselves & others.	<ul style="list-style-type: none">• Begin by showing students the lesson video.• Have the students complete the All About Me Poster drawing or writing about their favorite food, color, and animal, as well as what they like, what they like to play, and what they are smart at
1	<i>Our Families</i> Students will identify differences and similarities between their family and the families of others.	<ul style="list-style-type: none">• Begin by showing students the lesson video and talking through the discussion questions.• Explain the rules for the In My Family game. Ask one student to share a true statement about their family and then ask other students in the class to raise their hand if the statement is true for them as well.
2	<i>Cultures Around the World</i> Students will learn about different cultures.	<ul style="list-style-type: none">• Begin by showing students the lesson video and talking through the discussion questions.• Gather students around a picture of the world. Locate the North American continent, the US, and the state where you live. - Locate the 7 continents and 5 oceans. - Locate the countries mentioned in the video (China, India, Australia, Norway, Ethiopia, and Mexico).
3	<i>Celebrating Our Differences</i>	<ul style="list-style-type: none">• Begin by showing students the lesson video and reviewing the discussion questions.



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	<p>Students will show respect for the diversity among peers.</p>	<ul style="list-style-type: none"> • Display the This Is Me Poster example. Talk about what culture, beliefs, and values are and provide examples that apply to your students. Explain that our culture, beliefs, and values are some of the ways we are unique. Provide time for students to complete their posters. Have volunteers share out their posters.
<p style="text-align: center;">4</p>	<p><i>Everyone is Different</i></p> <p>Students will learn about disability awareness and how to respect individuals with a disability.</p>	<ul style="list-style-type: none"> • Begin by showing students the lesson video, reviewing the strategies, and asking several of the discussion questions. • Display the <i>Disability Awareness</i> resource. Direct students' attention to the Let's Include Everyone Slides. Read through the first slide and pose the questions: Have you ever been the new kid? Have you ever felt like you were different and didn't fit in? Have you ever wondered how to start to find a friend? Generate a discussion around ways to include students.
<p style="text-align: center;">5</p>	<p><i>In Someone Else's Shoes</i></p> <p>Students will use perspective taking to understand others from a different culture</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions. • Provide each student with the My Culture Catcher Pattern, scissors, and fine point markers. Use the How to Make a Culture Catcher Teacher Resource to provide directions to the students to make and use their culture catcher. Allow time for students to share what they learned about their classmates' culture.
<p style="text-align: center;">6</p>	<p><i>Be Cool: INCLUDE</i></p> <p>Students will learn about the effects of inclusion and exclusion in social environments.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions. • Direct students' attention to the slides. Using the Be Cool: INCLUDE! Student Resource and ask students to brainstorm different ways they can be an "includer" in this situation.
<p style="text-align: center;">7</p>	<p><i>Challenge Prejudice</i></p> <p>Students will learn how to identify prejudice and discrimination.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions. • Display the Check Yourself student resource. Have students trace the outline of a face and write things that people see or may assume about them with the outline of the face. On the inside of the face have students write who they really are. Have volunteers share their responses.
<p style="text-align: center;">8</p>	<p><i>SPOT the Stereotype</i></p> <p>Students will learn what stereotyping is and ways to spot stereotyping.</p>	<ul style="list-style-type: none"> • Begin, by showing students the lesson video and beginning some discussion questions. • Display 7-10 of the Stereotype cards. Read several of the Who'd You Rather and ask students to choose a card. Ask the groups to tell their choice and explain why. Talk about any stereotypical thinking that arises in the discussion.



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9	<i>STOP Stereotyping</i> Students will evaluate and apply strategies for opposing stereotyping.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions.• Show the Shatter the Stereotype scenarios. Read the first scenario and the stereo-typical thinking. Have the students write down as many ways to shatter the stereotype as they can in 30 seconds. Share out the responses.
10	<i>Cultural Competence</i> Students will identify ways to build cultural competence.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategies, and beginning some discussion questions.• Display My Culture Rules Activity. Have students think about a cultural event that is important to their family and write 5 rules to help a guest 'survive' the event. Ask students to share their rules and allow time for clarifying questions.
11	<i>Culture Change</i> Students will learn about how culture changes over time.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions.• Display the Culture Change Student Resource. Direct each group member to think about the most important culture change in the last 10 years. Have groups discuss each change and come to a consensus on one culture change.
12	<i>Cultural Competence</i> Students will learn about the benefits of working in a culturally diverse setting.	<ul style="list-style-type: none">• Begin, by showing students the lesson video, reviewing the strategy, and beginning some discussion questions.• Display the <i>Cultural Exchange Slides</i>. Read the first slide aloud and ask students turn and talk to someone close to them about the prompt on the slide. Allow the students about a minute to share.

