



# Second Step Middle School Remote Learning Advisory Activity Pack

This is a collection of advisory activities written specifically for use during COVID-19-related school closures. These advisory activities are aligned with the Second Step Middle School Program and help reinforce important social-emotional skills and concepts. For more information on using advisory activities to support adolescents' social-emotional well-being during the COVID-19 pandemic, see our [Second Step Middle School Remote Learning Advisory Guide](#).

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# Battling Boredom

## Getting Started

### Objective

Identify ways to cope when feeling bored

### Delivery

- Synchronous
- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts

Students will need:

- Internet access

### Preparation

If your students are equipped to participate in a live online discussion, this Class Meeting works in that format (synchronous). You can also run the class meeting asynchronously by having students interact and discuss on a secure message board that you're moderating.

### Themes



Planning Ahead



Resilience



Thoughts and Emotions

## Class Meeting Instructions

### Warm-Up

Have everyone in the class answer the following question:

- **How often have you felt bored at home since schools closed?**

### Discussion

As a class, discuss one or more of the following prompts, as time allows:

- **What activities do you miss most right now?**
- **What are some things you do for fun right now?**
- **What are some things you can do to help others right now?**
- **What are three things you never had time to do before that you might be able to do now?**

## Reflection

Have students reflect on the following prompt and submit their answers privately to you:

- **Choose an activity another student suggested that you want to try the next time you're feeling bored. Why did you pick this activity?**

# Growing Pains

## Getting Started

### Objective

Reflect on conflicts you've experienced while learning from home

### Delivery

- Synchronous
- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts

Students will need:

- Internet access

### Preparation

If your students are equipped to participate in a live online discussion, this Class Meeting works in that format (synchronous). You can also run the class meeting asynchronously by having students interact and discuss on a secure message board that you're moderating.

### Themes



Conflicts



Perspective Taking



Relationships

## Class Meeting Instructions

### Warm-Up

Have everyone in the class answer the following question:

- **We're spending a lot of time with our families at home, and there's potential for conflicts to arise. Has learning from home or sharing space with your family introduced some challenges?**

### Discussion

As a class, discuss one or more of the following prompts, as time allows:

- **Think about some of the conflicts that have occurred since you've been learning from home. These might be conflicts with siblings, parents, or other members of your household.**

- How was one of these conflicts resolved?
- Were you able to (or can you now) imagine the other person's perspective?
- Can you describe some of the things that the other person might have been thinking or feeling?
- Do you think it's easier or harder to resolve conflicts during this time? Why?

### **Reflection**

Have students reflect on the following prompt and submit their answers privately to you:

- What's one thing you can do to deescalate a situation when you're feeling upset? How could resolving conflicts respectfully make things easier at home?

# What Are You Grateful For?

## Getting Started

### Objective

Focus on something positive in your world during a time when many things are changing and different

### Delivery

- Synchronous
- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts

Students will need:

- Internet access

### Preparation

If your students are equipped to participate in a live online discussion, this Class Meeting works in that format (synchronous). You can also run the class meeting asynchronously by having students interact and discuss on a secure message board that you're moderating.

## Class Meeting Instructions

### Warm-Up

Have everyone in the class do this:

- Take three deep breaths.

### Discussion

As a class, discuss one or more of the following prompts, as time allows:

- What are three things you're grateful for?
- What are three things that made you happy this week?

### Themes



Growth Mindset



Perspective Taking



Thoughts and Emotions

## Reflection

Have students reflect on the following prompt and submit their answers privately to you:

- **Think about some of the things your classmates are grateful for, or things that made them happy. Are these things you feel grateful for or happy about, too?**

# Good News Network

## Getting Started

### Objective

Look for and share positive, uplifting news stories and updates

### Delivery

- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts

Students will need:

- Internet access

### Themes



Helping Others



Resilience



Values

## Activity Instructions

### Introduction

Present the activity: **Today your challenge is to search for and share examples of good news from our community, our country, and across the world.**

### Steps

1. Have students search for one or two news articles about something positive happening in the world right now. They can search either on the internet or in their local newspapers, and can ask family members to suggest news sources if needed.
2. Have students post the articles they've found on the secure digital platform.
3. Have each student read two classmates' articles and comment on each with a thought or reflection.

### Reflection

Have students reflect on the following prompts and post their responses on the secure digital platform:

- **How easy was it to find stories with good news?**
- **What was one piece of good news that surprised you?**



# Instruction Deconstruction

## Getting Started

### Objective

Reflect on how words can be perceived differently by different people

### Delivery

- Asynchronous

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts

Students will need:

- Internet access
- A phone or digital camera to record themselves

### Themes



Growth Mindset



Perspective Taking

## Activity Instructions

### Introduction

Present the activity: **Today you're going to think about the challenges of trying to teach someone to do something remotely. It may seem like an easy thing to do, but it can be quite difficult.**

### Steps

1. Have each student choose a simple task they do at home. The task must not require money or any special equipment. Things like preparing snacks, doing chores, exercising, or simple hobbies work well.
2. Have students write step-by-step instructions for how to do the task and submit their instructions to you.
3. Redistribute the instructions to students, making sure no one gets their own back.
4. Have students take videos of themselves trying to follow the instructions they received, and then post the videos on the secure digital platform.
5. Have students comment on each other's videos, noting how things went. Monitor responses to make sure students are commenting respectfully.
6. (Optional) After the Reflection activity, have students revise their original instructions and try the challenge again.

## **Reflection**

Have students reflect on the following prompts and post their responses on the secure digital platform:

- **What makes some sets of instructions easier to follow than others?**
- **How does it feel to follow instructions written by someone else?**
- **How might thinking about a task from someone else's perspective help you write instructions?**

# My People

## Getting Started

### Objective

Identify unexpected connections with others

### Delivery

- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts
- Interview questions for the activity (use the following questions, or create your own):

1. What's your full name? Were you named after anyone? Do you have any nicknames?
2. When were you born? Where did you live when you were young?
3. What's your earliest memory?
4. What were you like when you were my age?
5. What's the scariest thing you've ever done?
6. What was your first job? What was your favorite job?
7. What stories did your family tell you when you were young?
8. What events impacted you the most while you were growing up?
9. How is the COVID-19 pandemic affecting you? How does it compare to other big events in your life?
10. What are your three favorite movies? Why?

Students will need:

- Internet access
- A phone or digital camera to record their interviews

### Themes



Relationships



Perspective Taking

## Activity Instructions

### Introduction

Present the activity: **We're all spending more time with family during the COVID-19 pandemic. Today your challenge is to learn more about your family, as well as the families of your classmates.**

### Steps

1. Share the list of interview questions with students.
2. Have students choose one adult member of their family to interview. Students can either record their interview (using audio or video), or write down their family member's answers. It's okay for students to conduct their interviews in other languages.
3. Have students post their interviews to the secure digital platform.
4. Have students watch at least two classmates' interviews.

### Reflection

Have students reflect on the following prompts and post their responses on the secure digital platform:

- **What's one surprising thing you learned about your family member? Why was it surprising to you? How did it change the way you think of them?**
- **What's something interesting you learned about your classmates' families? Are there similarities to your own family? How does hearing other people's stories change your perception of your classmates?**

# One Sees Two Sees

## Getting Started

### Objective

Share something new with classmates and learn new things about them, too

### Delivery

- Synchronous
- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts
- A theme for the activity (choose one from the following list or create your own):
  - Something that hasn't changed or moved in a long time
  - Something that represents your personal values
  - Something you used to love when you were little, but don't think about much anymore
  - Something that brings you comfort
  - Something that reminds you of a special person or time in your life
  - Something you think seems out of place in your home
  - Something that represents your family history

Students will need:

- Internet access
- (If using photos or videos) a phone or digital camera to record themselves

### Themes



Perspective Taking



Relationships



Values

## Activity Instructions

### Introduction

Present the activity: **Even though schools are closed, we can still get to know each other better. Today your challenge is to use objects from around your house to help the class learn about you.**

### **Steps**

1. Have students choose an object in their homes that fits your selected theme.
2. Have students share the object and a story about it on the secure digital platform using any combination of text, photos, or videos. Stories can include:
  - Why the object is or was important to them, or important to someone else in their family
  - How the object came into their house
  - An event in their lives connected to the object
3. Give students the opportunity to comment on each other's objects and stories.

### **Reflection**

Have students reflect on the following prompts and post their responses on the secure digital platform:

- **How did hearing other students' stories change the way you think about them?**
- **How do you think your stories affected the way the class sees you?**

# Operation Lighthouse

## Getting Started

### Objective

Create a sign of support to hang in your window for people outside

### Delivery

- Asynchronous
- Individual

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts
- Some examples of support signs or supportive messages

Students will need:

- Internet access
- Art materials (paper, poster board, markers, pens, crayons, glitter, and so on)
- A phone or digital camera to take pictures of their signs

### Themes



Helping Others



Values

## Activity Instructions

### Introduction

Present the activity: **Today your challenge is to create a sign of support for your community. You can post your sign on a window, a door, or somewhere else visible to people outside. Think of an uplifting and encouraging message you want to share with others, like a beacon of light from a lighthouse.**

### Steps

1. Have students think about who they'd like to support: neighbors, friends, frontline workers, and so on.
2. Have students create their signs with art materials they have at home.
3. Have students share pictures of their signs on the secure digital platform, along with the motivation behind their message and how they hoped others would feel when seeing the signs.
4. Have students comment on each other's photos.

## **Reflection**

Have students reflect on the following prompts and post their responses on the secure digital platform:

- **How do you like to be supported?**
- **What would a message of support say if it was made for you?**
- **What are some ways that you can still participate in a larger community even while staying at home?**



# You Did What?

## Getting Started

### Objective

Recognize classmates' talents and identify something new to learn

### Delivery

- Asynchronous

### Materials

The advisor will need:

- A secure digital platform where students can share articles and comment on posts

Students will need:

- Internet access
- A phone or digital camera to record themselves

### Themes



Growth Mindset



Relationships

## Activity Instructions

### Introduction

Present the activity: **Today your challenge is to be part of our talent show. This talent show is a bit different. Your goal is to surprise us. You can show any talent you'd like, big or small, but try to pick something that we wouldn't expect to see you do.**

### Steps

1. Have students choose a talent to show the rest of the class. This talent can be an impressive feat of skill or something quite simple, so long as it surprises the rest of the class.
2. Have students post videos of themselves demonstrating their talents on the secure digital platform.
3. Have students ask about each other's talents. Encourage students to ask "why" and "how" questions.
4. (Optional) Compile the videos into a virtual talent show and share with the rest of the school.

### **Reflection**

- Have students reflect on the following prompts and post their responses on the secure digital platform:
  - **Which student surprised you the most with their talent?**
  - **Which talent would you most like to learn?**
- Have students pick someone else's talent they want to try. Have them submit videos of themselves trying the new talent, along with a written statement about why they chose the talent they did.

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