



# Second Step® Middle School Remote Learning Advisory Guide

A guide to using the Second Step® Middle School program advisory activities during school closures.

Supporting the social-emotional well-being of adolescents during the COVID-19 pandemic is a critical challenge for middle school educators. Providing that support while teaching remotely, however, is a difficult challenge. Adapting core Second Step® lessons for remote use with the Second Step® Remote Learning Guide is an excellent strategy for meeting students' needs. Creating an online advisory program is another important strategy that can work well for schools and districts looking for a more flexible, customizable solution.

This guide will help you create an effective remote advisory program to meet your students' social-emotional needs. It will provide guidance on adapting the nearly 200 advisory activities (included in the Second Step® program) to build an effective remote learning advisory program. It contains general best-practices, advice for adapting the advisory activities included in the Second Step program, and several new activities created in response to this crisis.

## Contents

- Why Students Need Advisories Now More Than Ever.....2
  - Social Connections During School Closures.....2
  - A Buffer Against Trauma.....2
- Building a Remote Advisory Program.....3
- The Structure of a Remote Advisory.....4
  - Synchronous Activities .....4
  - Asynchronous Activities.....4
  - Individual Activities.....5
- Adapting Second Step Advisory Content for Remote Learning.....6
- Check-Ins and Check-Outs: The Heart of a Remote Learning Advisory.....6
  - Check-Ins (Daily) and Check-Outs (Weekly).....6
    - Daily Check-In Template.....7
    - Weekly Check-Out Template.....8
- Class Meetings: Opportunities to Connect and Collectively Process Feelings.....9
  - Suggested Class Meetings.....9
- Class Challenges: Fun Activities to Strengthen Relationships.....10
  - Suggested Class Challenges.....10
- Service-Learning Projects: Empowering Students to Make a Difference.....11
  - Suggested Service-Learning Projects.....11
- The Power of Unstructured Time.....12
- Second Step® Middle School Remote Learning Advisory Activity Pack .....13

**PLEASE REFER TO PAGE 32 FOR LIMITED LICENSE TERMS PRIOR TO USING THIS CURRICULUM.**



## Why Students Need Advisories Now More Than Ever

### Social Connections During School Closures

Adolescents are incredibly social people. Their lives are centered on social activities and efforts to build connections with their peers. The term “social distancing” implies disconnecting socially from all but our immediate family. This can be difficult for anyone to handle and even harder for adolescents, for whom those social connections are so important. We must find a way to maintain the physical distance required by social distancing, but still foster social and emotional connections and closeness between adolescents and their school communities.<sup>1</sup>

### A Buffer Against Trauma

The coronavirus pandemic and related school closures are exposing many students to trauma. For students who may already experience trauma at home, school closures significantly increase their risk of exposure. Other students may be experiencing trauma for the first time as they stay at home with increasingly stressed and anxious family members, such as parents who are trying to balance work and childcare, or who may have lost jobs, or who may be caring for others who are ill. All students are managing the stress of being isolated from their peers at a development stage that relies on socialization. Left unaddressed, these traumas can lead to toxic stress and long-term academic, social, and physical health issues.<sup>2</sup>

Fortunately, educators can be an important buffer against trauma during this crisis. Even while physically closed, schools can provide a supportive online sanctuary where students can build strong connections with adults and safely talk about feelings. These connections and communication channels can create positive experiences that counteract the effects of trauma.<sup>3</sup>

“It is vital to keep the lines of connection and communication open and to remember that we all—adolescents and adults—need to be members of a connected community.”

—Daniel J. Siegel, MD

*Brainstorm: The Power and Purpose of the Teenage Brain*

“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

—Rita F. Peirson, EdD

*Every Kid Needs a Champion TED Talk*



## Building a Remote Advisory Program

### Keep It Simple

Advisory programs are, at their core, all about building relationships. A remote advisory program is no different. Place your students at the center of your planning. What do they need? How can you reach them? Do the best you can to connect with them through whatever channels you have available, but don't overthink things. The more complex and stressful students—and you—find the remote advisory experience, the less effective it will be for building relationships.

### Make It Your Own

Research shows that successful advisory programs are customized to meet the unique needs of their students.<sup>4</sup> There is no one-size-fits-all approach. A remote advisory program has two areas of customization:

- **The Structure:** How will you engage with students? How will students engage with each other? Figuring out how this will work for you and your students within the constraints of time and technology is critically important.
- **The Content:** What activities will you and your students engage in during the advisory program? What topics do you want to cover? What will your students respond to? You may not have the answers to these questions right now. Feel free to experiment until you find something that works and, when in doubt, involve your students in the planning process. They often know what they need and are just waiting for someone to ask.

## The Structure of a Remote Advisory

There are three ways to engage with students during school closures:

- Synchronous Activities: When a class meets live, simulating a regular school experience.
- Asynchronous Activities: When a class engages in something together, but not at the same time.
- Individual Activities: When students work on something on their own. The final product may or may not be reviewed by a teacher or classmates.

Successful advisory programs will be a mix of all three strategies. What the particular mix looks like for you and your students depends on what technology is available, how your school or district is prioritizing social-emotional supports, and what works best for your students.

### Synchronous Activities

Bringing students together to interact live via online meeting platforms is a powerful way to foster social interaction and connect with students. Since this is the most "school-like" of the engagement strategies, it requires the least adaptation of activities to make it work. However, it can be a challenge to manage and students may find it difficult to focus on the activities or even attend, depending on their individual situations.

- Because this can be such an effective way to support social-emotional needs, look for ways to host synchronous activities.
- Use this time judiciously—a few hours per week, at most.
- Recognize that the students who most need an advisory program may also be the ones least able to attend live sessions.

### Asynchronous Activities

In these activities, students collectively engage in an activity but do so on their own time. The general way this works is:

1. An advisor posts an activity in a shared online space (Google Classroom, for example)
2. Students publicly post their responses to the activity
3. Students and the advisor all post comments on each other's responses, engaging in an asynchronous conversation
4. The advisor closes the activity by summarizing the conversations and optionally posting a final reflection question for students to complete individually

While this format may be more cumbersome than a live conversation, it can allow students to have deep conversations asynchronously. This strategy gives students time to think and reflect before responding. This setup can lead to more thoughtful responses and broader participation, as students who may not feel comfortable speaking in the moment are able to engage with the class when they feel ready.



## The Structure of a Remote Advisory (continued)

### Individual Activities

Activities where students work individually are an important part of remote advisory programs. These activities are an excellent way to build the strong student-teacher relationships that can buffer against the effects of trauma.

- These are the most accessible activities, as they require minimal technology on the part of students. This may be the only way to connect with students who are not able to engage in digital remote learning.
- These can be time-consuming for educators because it's important that advisors read and respond thoughtfully to students' submissions.



## Adapting Second Step® Advisory Content for Remote Learning

The Second Step® Middle School program has a library of nearly 200 advisory activities, many of which lend themselves well to adaptation for remote use. This section breaks down each type of activity and provides suggestions for how best to modify them for remote learning.

To make your planning easier, we've identified the advisory activities that are best suited to remote learning. These activities are sorted into four types: Check-Ins and Check-Outs, Class Meetings, Class Challenges, and Service-Learning Projects.

All the Second Step Middle School program advisory activities are available online. Log onto SecondStep.org and go to <https://app.secondstep.org/Middle-School/Extend/Advisory-Activities>

All advisory activities are available as PDFs:

1. Open an activity
2. Click "Print Activity" in the upper-right corner
3. Select "Save as PDF" under destination or printer

## Check-Ins and Check-Outs: The Heart of a Remote Learning Advisory

### Delivery Suggestion: Synchronous

One of the simplest yet most effective ways to connect with students and foster a sense of community is through weekly Check-Ins and Check-Outs. Providing a space for students to share a little bit about what they're up to and how they're feeling can be very valuable to them. The original activities focus on supporting students' academic success. You can use these adapted activities to shift the focus towards social-emotional support and community building.

## Check-Ins (Daily) and Check-Outs (Weekly)

### Overview

Making sure a caring adult connects with every student every day is an effective way to build strong student-staff relationships and a positive school environment. Daily check-ins are a practical strategy for facilitating these connections schoolwide. They also serve to identify students who may need more personalized social-emotional support. The weekly check-out provides students with an opportunity to reflect on and process the week.

## Daily Check-In Template

### Objectives

By the end of this activity, students will be better able to:

- Identify how they're feeling
- Ask for help with concerns or problems

### Materials

- Paper and pencil

### Activity Note

Consider participating in the conversation yourself. When you share how you're feeling, you help normalize these conversations for students.

If you're able to host digital polls, consider adding a second individual check-in as an anonymous poll. It can be very affirming for students to visually see how their peers are responding.

### Group Check-In (5 min.)

- 1. What's something you're looking forward to this week?** *Seeing family. Finishing a project. The weekend.*
- 2. What's something you're not looking forward to this week?** *A test. Following safety guidelines. Dealing with drama.*
- 3. Do you have any announcements for the class?** *I'm organizing a Fortnite team. It's my birthday!*

### Individual Check-In (5 min.)

1. Have students privately submit answers to the following questions. Make sure to let them know you'll read their answers.
  - **How are you feeling today?**
  - **Is there anything you'd like me to know?**
  - **Is there anything you need help with?**
2. Read their answers. Note any students you'd like to follow up with or who you may want to refer to the school counselor.



**Bold**—Teacher's script

*Italics*—Anticipated student responses



## Weekly Check-Out Template

### Objective

By the end of this activity, students will be better able to reflect on their experiences over the last week.

### Note

As with check-in, consider participating in the conversation yourself. When you share how you're feeling, you help normalize these conversations for students.

### Group Check-Out (10 min.)

1. Set the purpose of the lesson: **Let's reflect on how this week went for us.**
2. Have everyone in the class (including you!) briefly answer the following question: **What's one challenge you encountered and one success you experienced this week?** *I missed school. I fixed a computer problem. I didn't get enough sleep. I finished a project.*
3. **What do you need to do to be prepared for next week?** *Study. Relax. Pick up supplies.*
4. **What's one thing you're looking forward to this weekend?** *Sleeping. Playing video games. Playing with my dog.*





## Class Meetings: Opportunities to Connect and Collectively Process Feelings

### Delivery Suggestion: Asynchronous

Conversations among students about personally important topics are a central part of an advisory program, and particularly critical during this crisis. These conversations provide ways for students to interact socially, and they can make space for them to talk about feelings and feel supported by friends—important buffers against trauma.<sup>5</sup>

### Adaptation Guide

- Most Class Meetings require minimal adaptation.
- Look for opportunities to change general discussion topics so they focus specifically on the COVID-19 crisis, or ask students to adapt the topics themselves. You can even use online polls to give students the chance to pick the topics they'd most like to discuss.
- Class Meetings are particularly well-suited for asynchronous use.

### Suggested Class Meetings

Meeting Name	Program Themes
Being Grateful	Perspective-Taking
Calming a Conflict	Conflicts, Relationships
Coping with Emotions	Thoughts and Emotions
Digital Friendships	Bullying and Harassment, Relationships, Values
Feeling Anxiety	Staying Calm, Thoughts and Emotions
Getting Calm	Staying Calm, Thoughts and Emotions
Goals Large and Small	Planning Ahead
Happy Thoughts	Thoughts and Emotions
Helping Others	Helping Others, Relationships, Values
How Are You Changing?	Growth Mindset, Perspective-Taking, Relationships, Values
Middle School Brain	Growth Mindset
My Values	Values
Online Bullying	Bullying and Harassment, Relationships, Values
Our Strengths	Starting Right
Overcoming Challenges	Planning Ahead, Resilience
Recognizing Emotions	Thoughts and Emotions
Social Media Experiences	Decision-Making, Planning Ahead, Relationships, Values
Try Something New!	Growth Mindset, Planning Ahead, Resilience
Year in Review	Conflicts, Decision-Making, Helping Others, Relationships, Values
You've Got Skills	Conflicts, Relationships

## Class Challenges: Fun Activities to Strengthen Relationships

### Delivery Suggestion: Varies (see "Suggested Class Challenges" chart)

Finding ways to have fun with friends is crucial for students during this crisis. Class Challenges provide a great opportunity to help students enjoy friendships in a safe, supportive environment. Class Challenges also provide students with novel experiences during a time when they may be feeling quite bored.

### Adaptation Guide

- Depending on the specific activity, Class Challenges can require significant adaptation.
- Consider doing a hybrid of synchronous and asynchronous activities, where students do the initial work on their own but come together to share it live.
- There is considerable variation between activities. Use the "Suggested Class Challenges" chart to help decide which ones you'll choose and how you'll use them.

### Suggested Class Challenges

Activity Name	Program Themes	Synchronous	Asynchronous	Individual
Advisory Class Book	Relationships		✓	
Anxiety Triptych	Staying Calm, Thoughts and Emotions		✓	✓
Back to Your Old Self	Growth Mindset, Values	✓	✓	✓
Calm Preserver	Staying Calm, Thoughts and Emotions	✓	✓	✓
Compliment Toss	Helping Others, Relationships	✓		
Conflict Word Web	Conflict	✓	✓	✓
Fast Friends	Relationships	✓	✓	
Goal Boards	Decision-Making	✓	✓	✓
Gratitude Chain	Relationships, Values	✓	✓	
I Am Not, I Am	Resilience, Values	✓	✓	✓
I Am/I Will Be	Perspective-Taking, Thoughts and Emotions, Values	✓	✓	✓
If-Then Notebook	Planning, Starting Right, Values		✓	✓
Learn Something New	Growth Mindset, Helping Others	✓	✓	
Listen with Your Eyes	Growth Mindset, Relationships	✓		
Love	Relationships Thoughts and Emotions, Values	✓	✓	
Name That Person	Relationships, Starting Right	✓		
On a Positive Note	Perspective-Taking	✓	✓	✓
Perspective Poetry Slam	Perspective-Taking	✓	✓	
Strengths and Interests Inventory	Growth Mindset, Planning Ahead, Starting Right	✓	✓	✓
The Art of Values	Values	✓	✓	✓



## Service-Learning Projects: Empowering Students to Make a Difference

### Delivery Suggestion: Combined Asynchronous and Individual

Being stuck at home during the COVID-19 pandemic can make students and adults feel powerless, even hopeless, in the face of the crisis. Service-Learning Projects offer students the opportunity to do something meaningful. Collaborating on a Service-Learning Project provides an important social activity and gives students an important sense of agency and self-worth.

### Adaptation Guide

- These service-learning templates are simple planning guides and are not designed for students to pick up and do on their own. Executing the project will require advisors to provide a significant level of additional support.
- Look for ways to focus these generic activities more specifically on issues connected to the COVID-19 pandemic.
- Service-Learning Projects require students to do independent research. Make sure any research they do can be done digitally.
- Students will need to collaborate with their peers on these projects. Have a strategy in place ahead of time for managing this remotely.

### Suggested Service-Learning Projects

Project Name	Program Themes
Academic Support	Helping Others, Relationships
Community Health	Helping Others
Get Well Soon	Helping Others
Outside Assistance	Helping Others
Personal Wellness	Decision-Making, Helping Others
Positive School Relationships	Relationships

## The Power of Unstructured Time

While building your content plan, don't be afraid to set aside time for students to talk and socialize with each other. Often, the most important parts of an adolescent's day happen in the moments between classes when they're connecting with friends. Giving students time to simulate this through live online meetings can mean a lot to them. Just letting kids be kids may run counter to our instincts to provide students with structured activities, but simply having the advisor present can be structure enough. Students' other social outlets during this crisis—social media, texting, online games, and so on—can be difficult spaces to navigate, with risks of bullying, harassment, and other antisocial behaviors. Your advisory class may provide students their one opportunity to socialize with friends in a safe, supportive environment.

### References

1. Cort, J. (2020, April 9). Students Need Chances to Connect. *Association for Middle Level Education*. <http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/1132/Students-Need-Chances-to-Connect.aspx>
2. Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., Marks, & J. S. (1998). Relationships of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *American Journal of Preventative Medicine*, 14(4), 245–258. [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)
3. Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive childhood experiences and adult mental and relational health in a statewide sample: Associations across adverse childhood experiences levels. *Journal of the American Medical Association, Pediatrics*, 173(11). <https://doi.org/10.1001/jamapediatrics.2019.3007>
4. Galassi, J. P., Gullede, S. A., & Cox, N. D. (2015). Planning and maintaining sound advisory programs. *Middle School Journal*, 28(5), 35–41. <https://doi.org/10.1080/00940771.1997.11494473>
5. Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive childhood experiences and adult mental and relational health in a statewide sample: Associations across adverse childhood experiences levels. *Journal of the American Medical Association, Pediatrics*, 173(11). <https://doi.org/10.1001/jamapediatrics.2019.3007>



**New Remote Learning Advisory Activities**

# 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.

## Class Meetings

- Battling Boredom..... **14**
- Growing Pains..... **16**
- What Are You Grateful For?..... **18**

## Class Challenges

- Good News Network..... **20**
- Instruction Deconstruction..... **22**
- My People..... **24**
- One Sees Two Sees..... **26**
- Operation Lighthouse..... **28**
- You Did What?..... **30**

# 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.

### Themes



Growth Mindset



Perspective Taking



Thoughts and Emotions



## **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?**

### **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?**

## 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.



## **IMPORTANT: READ CAREFULLY BEFORE USING THIS CURRICULUM**

All use of this Second Step® Middle School Remote Learning Advisory Guide & Activity Pack is subject to the terms of this Limited License, and by using the Second Step Remote Learning Advisory Guide & Activity Pack, you agree to comply with the Limited License terms.

### **Limited License to Use this**

#### **Second Step® Middle School Remote Learning Advisory Guide & Activity Pack ("License")**

This **Second Step® Middle School Remote Learning Advisory Guide & Activity Pack**, its content, each lesson, each script, all embedded or hyperlinked content created by Committee for Children, and all elements and information therein (the "**Advisory Guide**") are intended for educational use only by educators in their respective schools and districts during the 2020-2021 academic year.

For these authorized educational purposes only, until July 31, 2021, you may download, use, perform, and display the Advisory Guide, and you may reproduce and distribute materials from the Advisory Guide solely for internal use by educators, students, parents, and administrators of your school or district, and you may post or share a copy of the Advisory Guide on your school or district website, in all cases provided that you do not modify the content and that you preserve all Committee for Children proprietary copyright and trademark markings.

This Advisory Guide has been created by Committee for Children and all intellectual property and other proprietary rights, including copyright and trademarks, are owned and controlled by Committee for Children. Your use of this Advisory Guide does not create any ownership interest or other rights in the Advisory Guide or any of its contents or elements.

Except as permitted by this License, neither the Advisory Guide nor its contents or elements may be copied, recorded, performed, modified, distributed, downloaded, displayed, posted, transmitted or shared with or given or sold to anyone or used for any non-educational purpose.

The Advisory Guide is provided "AS IS," and Committee for Children disclaims all warranties, express, implied or statutory, including without limitation any warranty of non-infringement. Committee for Children will have no liability for any direct, indirect, incidental, consequential, punitive or special damages arising out of your use of the Advisory Guide, to the fullest extent permitted by applicable law. This License will be governed by the laws of the United States and of the State of Washington, without regard to their respective conflicts of law provisions, and you hereby consent to the exclusive jurisdiction and venue of courts located in King County, Washington, USA in all disputes arising out of or relating to this License.

© 2020 Committee for Children

Second Step, the S-logo, Committee for Children and the C-heart logo are registered trademarks of Committee for Children.