



# Start with SEL

## Build a foundation that transforms student learning

### Imagine Purpose Prep K-12 Sample Packet

Imagine Purpose Prep is a complete, CASEL-aligned Social-Emotional Learning (SEL) solution for your primary and secondary students, as well as faculty and staff. Our SEL curriculum helps your entire school community increase self-confidence, maintain healthy relationships, increase academic excellence, improve behavior, and find success both at school and after the bell.



### Included in your packet

- Imagine Purpose Prep Emotions & Feelings Wheel
- K-2 Emotions Tracker
- K-12 Peace Page
- K-12 Emotions Flip Board
- 3-5 Lesson: Anger
- 3-5 Lesson: Love
- Discussion Guide for Secondary Students



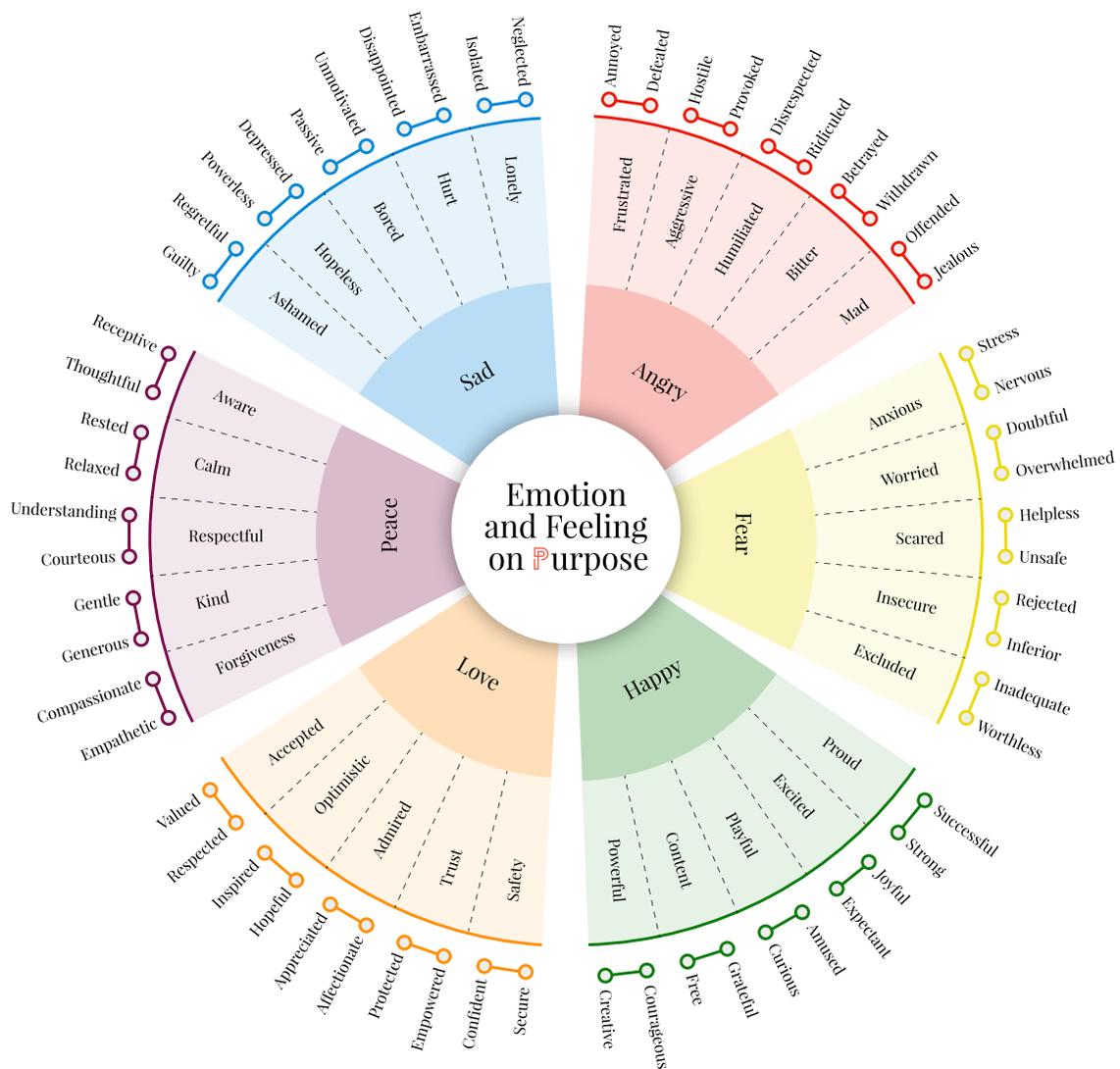
# Imagine Purpose Prep Emotions and Feelings Wheel

In an average day children make approximately 3,000 conscious decisions where adults can make up to 35,000 conscious decisions in a day. Our decision making skills, mood and behavior are directly correlated to our emotions which effect our relationships, ability to manage ourselves and how we treat ourselves and others.

Purpose Prep is build on life long competencies that all students need to succeed in life: self-awareness, self-management, responsible decision making, social-awareness and relationships skills. Without these skills

it is difficult to succeed in learning both K-12, higher Ed and becoming a life-long learner, in our occupation and in society as a whole.

This **Theory Classification of Emotions** is created to help people young and old identify what they feel and then drive conversations to why they feel what they feel, how they feel what they feel, what they may want to feel instead and then how to create the change by empowering people to make that change through a plan or simply awareness.



**Purpose Prep's Theory Classification of Emotions:**

**Inner Circle:** Primary Emotions/Feelings

**Middle Circle:** Basic Emotions/Feelings

**Outside Circle:** Complex Emotions/Feelings



Name: \_\_\_\_\_

Directions: Bring your feelings tracker wherever you go today and tally how many times you noticed feeling each emotion. When you notice yourself feeling something, write down what caused you to feel that way.

My feelings	Tally	Cause of my Feeling
Happy		
Love		
Peace		
Sad		
Angry		
fear		





Name: \_\_\_\_\_

Directions: Sit down with a family member and ask them the interview questions about peacefulness.

1) What brings you the most peace?

2) What does peace look like to you?

3) If you had to tell someone how to find peace in their life, what would you say?

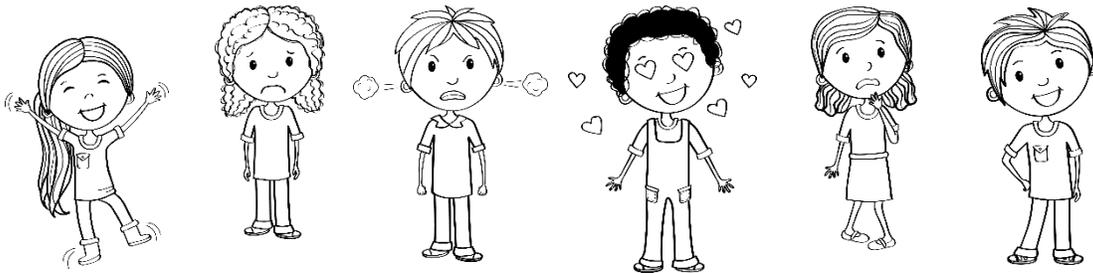


## Lessons 6-10 Call to Action Assignment

You will be using the following template to create a flipbook of strategies that will help you navigate your emotions. On each page, write down strategies that you've learned to keep feeling your positive emotions, or ways to navigate through your tough emotions. Make your emotion strategies flipbook colorful, just like your feelings!

# My Emotion Strategies Flipbook

Name: \_\_\_\_\_



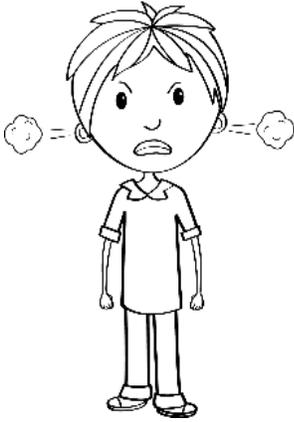
HAPPY



SAD



# ANGRY



# LOVE



# FEAR



# PEACE





Name: \_\_\_\_\_

Everyone has different things that can make them feel angry. Write three things that “push your buttons” in the red buttons on top. Then write a strategy in each green button below that could help you work through that feeling of anger.



TM



Name: \_\_\_\_\_

Directions: It's easier to love others when we truly love ourselves. Fill in the lists below to show yourself some love, and honor what makes you unique and amazing.

### Things That I Do Well

Four horizontal lines for writing inside a purple and orange rounded square frame.

### Actions that make me proud

Four horizontal lines for writing inside a purple and orange rounded square frame.

### My positive personality traits

Four horizontal lines for writing inside a purple and orange rounded square frame.

### My favorite parts of me

Four horizontal lines for writing inside a purple and orange rounded square frame.





# Discussion Guide for Secondary Students

Use these discussion questions to help facilitate conversations, reflections and questions. You can use these as a class discussion, in a small group or 1:1 setting, as writing or video prompts or have students respond to in creative ways. If this is the first time your students are having these types of conversations, start by setting some group expectations and community norms. Let your students create these guidelines so they are invested in the process and create a space that protects and honors their needs. Create a space that is respectful, safe, and respectful.

## Some things to keep in mind as a facilitator:

### Practices to Know as a Facilitator

#### 1. Be Open and Kind

Why? Be open and prepared for both the best and worst to come out of students, and be ready to create meaningful learning moments when either response happens. Every student will experience discussions differently and you can help control the energy by being kind and modeling non-judgmental responses.

#### 2. Don't Give Answers or Solutions

Why? When we draw conclusions or provide solutions, we stop the discovery process for the student. Allow students to seek and find out new things about themselves. When we ask questions, we can more easily draw the class into a journey of self-discovery. Help your students create a list of questions they can ask themselves and others. Be curious, not judgmental.

#### 3. Be Caring and Uplifting

Why? Some of your students are not treated with love at home and receive little affirmation on a daily basis. Identify ways that you can be an uplifting voice. Create a safe and inviting environment for students to be 100% themselves. When students have the freedom to be themselves, they will open up and engage more with their peers.

#### 4. Create Moments of Reflection

Why? When we create opportunity for students to reflect on their lives, they can internalize what's being experienced. They have a chance to internalize the wisdom within each lesson and apply it in that moment. It's often helpful for students to close their eyes and visualize how the lesson applies to their life. Place a strong focus on applying moments to real life. Help students build routines of reflection throughout their day.



## Suggested Discussion Questions

### Angry Outcomes

1. Think about a time that you were angry and hurt someone, even if they were wrong. What would happen if you apologized to the person for being angry and chose to forgive them?
2. How do you think being calm instead of angry can change a situation? Do you think the outcome is different if you manage your anger differently? How?
3. Why do you think it is important to control your anger?

### Types of Anger

1. What are some ways that you can express your feelings of anger?
2. Is there someone that you are angry at or something you are angry about that you are holding onto? How can you make that better?
3. What does anger look like for you? Do you find that you internalize your anger, or do you display it more outwardly?

### Connecting with Your Parents

1. How can you connect with your parents or caregivers for a couple of minutes each day? What would that look like to get to know who they were when they were your age?
2. How do you think you are you similar to your parents or caregivers? Imagine them at your age, doing similar things and trying to figure out life. How does that mental exercise change how you look at them?
3. How do you feel about your relationship with your parents or caregivers? Do you connect well with them? Why or why not?

### Communicating with Your Teachers

1. What advantages are there to connecting with a teacher that are unique compared to your relationships with other adults in your life?
2. Who is a teacher in your life you would like to connect with? How can you get to know him or her better? What are some questions you would like to ask him or her?
3. Why do you think teachers are a good resource?

### Communication with Your Friends

1. Think about a relationship or two that you want to continue and grow. How can you show that intentionality with your words and actions? How can you be a good friend to them?
2. How can you foster a friendship that is meaningful? How can you show you care with your actions? How can you show you care with your words?
3. Have you ever met anyone you just “clicked with”? Why do you think that is? Did you continue that relationship?



### Motivated by Positive Feelings

1. Do you celebrate when you get a “win”? Why is acknowledging your improvement or successes important?
2. How does experiencing setbacks impact your process? How can you learn from setbacks to improve your process?
3. What is your personal process for getting a positive outcome for something you want? Why is the process as important as the outcome?

### Positive Reinforcement

1. In what ways do the people you hang out with affect your self-image?
2. “You are the company you keep.” In other words, you end up being like the people with whom you surround yourself. Do you agree with this statement? Why or why not?
3. Who is someone positive in your life that you can reach out to when you feel down?

### What Was I Feeling?

1. Why is it important to reflect on the feelings you had during past intense situations?
2. Do you think you are able to think clearly when your emotions are high? How does emotional intensity change the way your thought process works?
3. How do you tend to react to situations? Are you usually proud of your reactions, or do you find yourself having to apologize for them often?

### Establishing Trust

1. How does consistency play a role in establishing trust?
2. What does trust mean to you? How do you gain trust for others in your personal relationships?

