

SEL Curriculum—PowerPoint

THIRD GRADE

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Introduction

Dear Educator:

Thank you for purchasing this curriculum!

We developed the Top 20 Training Curriculum as a team of three teachers along with the help of our coworkers at Saint Boniface School, and in partnership with Top 20 Training and THE MASTER TEACHER.

This curriculum is a guide for implementing Top 20 Training concepts and strategies in order to encourage our youth to Think, Learn, and Communicate (TLC) effectively. TLC skills help students discover the power they have within themselves to develop their potential and make choices that enhance the quality of their lives, relationships, and experiences.

Within this curriculum, you'll find lesson plans, PowerPoint slides, and reproducibles for nine Top 20 topics:

1. Creating a Culture of Learning
2. The Line
3. Mistakes
4. The Frame
5. EQ and Star Qualities
6. Other People's Opinions (OPOs)
7. Eliminating Negativity
8. Conflict Resolution
9. Know How We're Smart

Accompanying this curriculum is a copy of *Top 20 Teachers* as well as *Top 20 Teens*. Within the "Preparation" section preceding each topic, we have recommended readings from one or both of these books. These passages can introduce you to—or reacquaint you with—all relevant Top 20 concepts.

We encourage you to discover ways to personalize the concepts by developing some personal stories and methods to model the Top 20 thinking and behaviors you hope to nurture in your students. Use these lessons to introduce your students to the Top 20 concepts, but challenge yourself to look for ways to keep these ideas in the forefront of your teaching throughout the day.

Thank you for sharing in this endeavor with us. We are truly excited about providing you with tools to help children develop their potential.

Sincerely,

Kim Baumgarten, Krista Rausch, Lora Smith
The "Teaching Trio" of Saint Boniface School

Topic Overview

There are nine topics in all. This curriculum is designed for students to learn one topic for each month of a nine-month school year.

1. **Creating a Culture of Learning:** Our #1 job is to help others succeed. Students will learn how to show others they matter, own problems, and develop important listening skills.
2. **The Line:** The Line is a metaphor for understanding our state of mind, moods, or attitudes. Students will learn to recognize when their thinking is serving them well (Above the Line) or is not serving them well (Below the Line) and become aware of the choices they make.
3. **Mistakes:** Students will understand the importance of learning from mistakes, identify their comfort zones, and celebrate confusion as a natural and necessary step in the learning process.
4. **The Frame:** We can look at the same situation in more than one way. Students will learn to reframe situations in order to see them differently and get better results.
5. **EQ and Star Qualities:** EQ (emotional intelligence) is essential to becoming a successful person. Students will learn about IQ and EQ and how to build upon their Star Qualities or personal strengths.
6. **Other People's Opinions (OPOs):** Students will discuss True Self, define OPOs, and learn how to respond to others' opinions.
7. **Eliminating Negativity:** Students will learn how to eliminate negativity in their thinking (Thought Circles) and in their communication with others (Tornadoes).
8. **Conflict Resolution:** Students will learn how to respond to conflict in a positive way in order to achieve what is beneficial for others and themselves.
9. **Know How We're Smart:** Students will recognize that people are smart at different things and learn how to respond if they aren't good at something.

Getting Started

The Top 20 Training PowerPoint Curriculum includes lesson plans, PowerPoint slides, and reproducibles for nine Top 20 topics.

We've included materials in this book and on the accompanying flash drive to help you facilitate the teaching of these concepts.

CURRICULUM MATERIALS

The contents in this Top 20 Training PowerPoint Curriculum are organized by topic for your convenience:

1. Creating a Culture of Learning
2. The Line
3. Mistakes
4. The Frame
5. EQ and Star Qualities
6. Other People's Opinions (OPOs)
7. Eliminating Negativity
8. Conflict Resolution
9. Know How We're Smart

Within these sections, you will find:

- **Lesson Plans:** Step-by-step lessons for keeping students engaged by interacting with the PowerPoint, leading discussions, and incorporating activities and children's literature.
- **PowerPoint Slides:** Previews of the PowerPoint slides for at-a-glance planning and teaching purposes.
- **Reproducibles:** Worksheets and handouts for reinforcing concepts. Can also be used as a tool to inform parents about Top 20 Training.
- **Related Stories:** List of topic-specific picture books, chapter books, and/or middle-grade novels for creating a common experience while supporting literacy initiatives.

In the **Appendix**, you will find:

- A glossary of Top 20 Training terms.
- The scope and sequence documents for grades K-6.
- A complete bibliography—including both required and extension literature—of related stories for grades K-6.
- Testimonials about the effect Top 20 Training has had on schools and communities.
- A list of other products and programs from Top 20 Training.

The electronic files accompanying the curriculum are customizable, giving you the flexibility to plan and teach according to your needs.

List of Required Children's Literature

Several lessons are built upon the common experience of listening to a related story. You will need the following books in order to teach this Top 20 Training PowerPoint Curriculum.

We strove to use literature that is commonly found in elementary classrooms or is easily obtainable. If these books are already available in your classroom or school library, they should be set aside to ensure they'll be at hand when the lessons are taught. If your school does not own these books, you will need to purchase or borrow them, or ask your school librarian to purchase or borrow them for you.

FOR THE THIRD GRADE LESSONS

Arnold, Tedd. *Parts*. Puffin Books, 2000.

Bingham, Kelly. *Z Is for Moose*. Illustrated by Paul O. Zelinsky, Greenwillow Books, 2012.

Henkes, Kevin. *Chrysanthemum*. HarperCollins, 1991.

Henkes, Kevin. *Julius, the Baby of the World*. Greenwillow Books, 1995.

Hoffman, Mary. *Amazing Grace*. Illustrated by Caroline Binch, Dial Books for Young Readers, 1991.

Jones, Charlotte Foltz. *Mistakes that Worked*. Illustrated by John O'Brien, Delacorte Books for Young Readers, 2016.

Saltzberg, Barney. *Crazy Hair Day*. Candlewick Press, 2008.

Topics Planning Chart

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7	MONTH 8	MONTH 9
Creating a Culture of Learning	The Line	Mistakes	The Frame	EQ and Star Qualities	Other People's Opinions (OPOs)	Eliminating Negativity	Conflict Resolution	Know How We're Smart

Please refer to the Scope and Sequence documents in the Appendix for detailed grade-level objectives of each topic.

Introduction to Creating a Culture of Learning

These lessons on Creating a Culture of Learning will guide students through their role in the classroom. The teacher plays an essential part in setting the tone for the classroom as well.

Top 20 teachers use Four-at-the-Door to greet their students:

1. Eye to Eye.
2. Name to Name.
3. Hand to Hand.
4. Heart to Heart.

As elementary teachers, we are with our students for many hours each day. Due to that extended time together, Four-at-the-Door will look different for elementary students than as originally designed in *Top 20 Teachers*. We recognize the importance of building a relationship of trust by creating connections with our students. This is accomplished by using each student's name frequently throughout the day, making eye contact, using appropriate physical contact, and having meaningful interactions. As we do this, we are building a relationship of trust. Top 20 teachers understand it is necessary for students to have a high positive trust fund with their teachers.

Every child has an emotional tank, a place of emotional strength that can fuel him through the challenging days of childhood and adolescence. Just as cars are powered by reserves in the gas tank, our children are fueled from their emotional tanks. We must fill our children's emotional tanks for them to operate as they should and reach their potential.

–Gary Chapman and Ross Campbell

Each positive interaction with our students builds this trust fund. Each time we correct our students, we need to balance our corrections with positive interactions.

As you create the culture of your classroom, responding positively to mistakes and celebrating confusion are other key concepts to incorporate. These concepts have been further developed in other Top 20 lessons.

Lesson Plans

OBJECTIVES:

1. Communicate "You Matter."
2. Recognize that names are sacred (special).
3. Take responsibility to do whatever we can to solve a problem (See the Problem, Own the Problem).
4. Recognize there are different Listening Levels (The Zone, Distracted, Life on My Mind).
5. Know when to say, "Not Now."
6. Recognize that we can put distractions into our mental Parking Lot.

PREPARATION:

1. Have paper for fingerprint art and fine point black markers or use the handout.
2. Have geoboards and rubber bands for lesson two.
3. Preview PowerPoint slides.
4. Read *Top 20 Teachers*, pp. 36-44, 63-68.

TIME:

Lesson 1: 30 minutes

Lesson 2: 30 minutes

If you choose to use the optional breaks, this will change the structure of these lessons into four segments of approximately 15 minutes each.

LESSON 1

Anticipatory Set:

- Slide 1: Top 20s Create a Culture of Learning
- Slide 2: "Do these people look like they are glad to be on a team? Why? Do they look like they are having a good experience?" (Allow the class to tell why they would like to join this group.)

"Yes! Most people would want to join a team like this because they look like they are having a great time. We can think about groups of people or a class as a team."

Activity/Discussion:

- Slide 3^: "What do good team members do?" (Click to reveal actions that good team members do. Discuss these with your students.) "Do we talk to each other in school? Do we help and listen to each other? Yes, we do all of these things because we work together as a team at school."

(Click twice) “When we do all these kind and thoughtful things...” (Click) “We communicate ‘You Matter!’ Every person in our school is important. Every person matters. When you are part of a group, a team, or a class, you need to remember ‘You Matter!’”

- Slide 4: “The way we use our names can also communicate ‘You Matter.’ We need to remember that names are sacred. Our names are very important, and just like a fingerprint, our name is part of who we are. Let’s have fun with our names and use an art project to remember how unique each of us is! We are going to make a fingerprint on paper that we can decorate later. Don’t forget to write your name under your print. We are celebrating our names!” (Each student needs a blank piece of paper or a copy of the handout. Students will color one of their fingers with a washable marker and press quickly onto each other’s papers. You may want to have them write their names under their print. This is optional.)

OPTIONAL BREAK

- Slide 5^: (Click to reveal four speech bubbles and have students read the speech bubbles to the class.) “Would you want to sit next to someone who says things like this? Would you want them as part of your team or class? When we think only about ourselves, we might say things like this. We need to change our thinking from ME to WE. The comments on this slide are not about helping others at all. It’s good to think about what’s in our best interest; however, when we are part of a team, we need to think about ourselves but in a different way.”
- Slide 6^: (Click to reveal four speech bubbles and have students read the speech bubbles to the class.) “Would you want to sit next to this person? Would you want them on your team? When we change our thinking from ME to WE, we think about what is in the best interest of ourselves and our class.”
- Slide 7: “When we change our thinking from ME to WE, we are helping others succeed. What does it mean to succeed? How are these people helping others succeed?” (Guide students to identify teachers helping their students succeed and students sitting quietly to allow their classmates to learn. Elicit other ways to help others succeed at school.)
- Slide 8: “Our #1 Job is to help others succeed.”
- Slide 9: “What do football players do when they see their teammate fumble the ball?”
- Slide 10^: “They try to recover the ball! We are going to use that same type of thinking for all problems that might happen at our school. We are going to call this” (Click twice) “See the Problem,” (Click twice) “Own the Problem.” (Avoiding blame is a component of See the Problem, Own the problem. You may want to include some examples of blame and how it is not helpful.)
- Slide 11^: (Click) “Forgetting the homework that we need for class is definitely a problem. It would be easy to blame someone or something else for the problem—‘My mom didn’t put it in my backpack’ or ‘The bus was early’— (Click) but we should own the problem and decide what to do about it.”
- Slide 12^: (Click and read through the slide to reveal one way to Own the Problem.)

“When something you worked on gets ruined, it is hard not to be mad. Being mad isn’t a bad thing, but you can Own the Problem and figure out a solution. Maybe you can use the mistake. Maybe it is ruined and you can create another project. Own the Problem by figuring out what you can do to feel better about a bad situation. We want to be a problem solver, not a problem namer.”

Conclusion:

- Slide 13: (Pass out fine point markers for adding details to fingerprints.) “We are unique! Let’s finish our art project and get creative with our fingerprints.”
- Slide 14: “What did we learn from today’s lesson?”

LESSON 2

Anticipatory Set:

- Slide 15: Top 20s Create a Culture of Learning
- Slide 16: (Create a simple pattern with rubber bands on a geoboard. Be sure each student has the supplies needed to make the pattern you are going to describe.) “We are going to practice listening. We can see a pattern made on the geoboard on the screen. I have made a different pattern. I want you to listen to my directions and try to create the same pattern as I did.” (Give step-by-step directions to the students. Give gentle encouragement if they are frustrated, reminding them that it can be tricky. You may want to create a few distractions. Drop a cup of pencils or have someone walk into the room with a message. When finished, reveal the pattern you created on your geoboard.)
- Slide 17: “It’s great if you were able to create the same pattern as I did, but it is also OK if your pattern is different. What I really want to know is how well you listened to me. Were you focused? Did any of you get distracted by anything while I was giving directions? Getting distracted can happen when we are listening.” (Have students discuss distractions that may have happened during the geoboard exercise or common distractions that happen during other parts of your day.)

OPTIONAL BREAK

Activity/Discussion:

- Slide 18: “We talked about distractions, but there are other times when it is really hard to focus. At times like this, you might have other things about your life on your mind.”
- Slide 19: “Who can tell me something we might have on our mind when we are listening?” (Allow students to brainstorm what the pictures might suggest and also allow them to add their own ideas.) “We all have times that things are on our mind. It makes it hard to listen. Let’s see what else can make listening hard.”
- Slide 20: “Life on My Mind is when we are thinking about our lives. Even if we don’t have something big on our minds, we can still get distracted.”
- Slide 21^: “What distracts you?” (Click three times and allow students to brainstorm what the pictures might suggest.) “Distractions happen all the time. There are even distractions happening in this room right now.” (Have students identify other classroom distractions.)

- Slide 22: “What can we do when we are distracted or have life on our mind?”
- Slide 23: “One thing we can do is say, ‘Not Now.’ Often saying ‘Not Now’ helps us remember that we are not listening and helps us focus. If you notice yourself being distracted, try saying, ‘Not Now.’”
- Slide 24: “Distractions can be small, like someone tapping a pencil, but distractions can be big, too. Life on My Mind is a bigger distraction. When we are thinking about something else, like a sick pet, we have Life on Our Mind. When this happens, we might try putting the worry or thought in a Parking Lot. We can make a decision to stop thinking about it and later, when we have time, we will think about it. Just like how someone parks their car in a parking lot and comes back to it later, we can leave our worries or even our exciting news in a Parking Lot and come back to it later. This will help us focus on listening.”
- Slide 25: “We listen best and learn best when we are in The Zone. The Zone happens when we are not distracted and don’t have our life on our mind, when we are focused and listening.”
- Slide 26: “These classrooms show students who seem to be in The Zone. Distractions are part of life, but by noticing when we are distracted or have other things on our minds, we can help ourselves focus. Top 20s use ‘Not Now’ and the Parking Lot to get to The Zone.”

Conclusion:

- Slide 27: “We want to be in The Zone. Top 20s are aware when they are not there.” (Click) “Let’s all say this together. ‘Be aware when we are not there.’ When we are aware, we have a choice. We can say ‘Not Now’ and use the Parking Lot to get to The Zone. (Click) When we are aware of our listening, it helps us listen better!”
- Slide 28: “Because we are better listeners and more focused in The Zone, we will also be better learners.”
- Slide 29: “What did we learn from today’s lesson?”

EXTENSIONS:

1. Create a poster of your classroom Parking Lot. Have sticky notes available and encourage your students to write down things they might need to leave in the Parking Lot.
2. When distractions happen during class, identify them as distractions and remind students to be aware of their listening.

STORIES RELATED TO CULTURE OF LEARNING:

- See book list for suggestions.

ADDITIONAL TEACHER RESOURCES:

1. *Top 20 Teens*, pp. 115-122 (listening).
2. *Top 20 Parents*, pp. 92-98 (listening).

Name _____
(Write your name here because names are important!)

We're going to collect fingerprints!
Each fingerprint is unique. Just like us!

PowerPoint Slides

Top 20s Create a Culture of Learning



Slide 1

Would you like to be part of this team?



Slide 2

What do good team members do?

- ★ Talk to each other
- ★ Help each other with problems
- ★ Want each other to do well
- ★ Listen to each other
- ★ Work together

When we do these kind and thoughtful things...

We communicate
You Matter!

Slide 3



Creating a Culture of Learning

Name: _____
(Write your name here because names are important!)

We're going to collect fingerprints!
Each fingerprint is unique. Just like us!

Slide 4

ME

Why should I help you?

What's in **my** best interest?

Listen next time.

I don't care.

Get your own!

Slide 5

WE

Who hasn't gotten the ball yet?

What's in **our** best interest?

We're on page 54.

I'll help you!

You're doing a nice job.

Slide 6