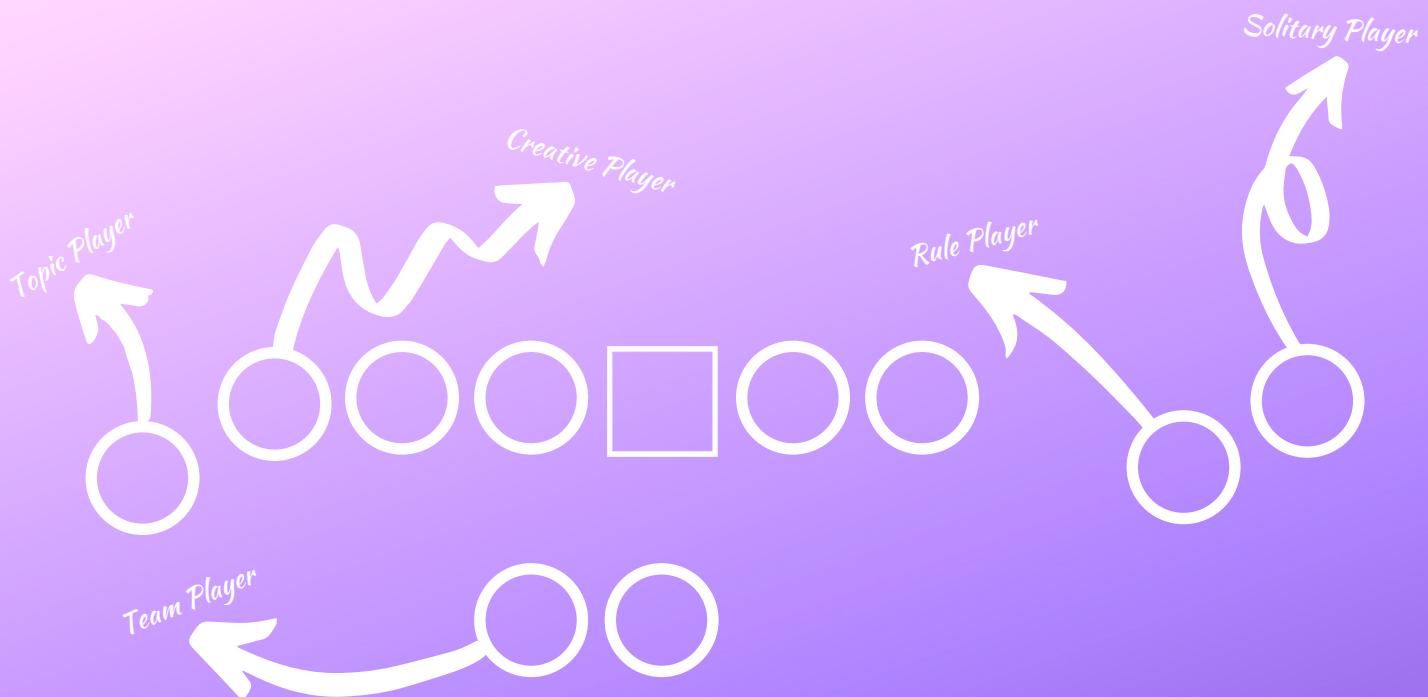


THE

# TEAM LEARNING PLAYBOOK



A Character Education Workbook for  
Social and Academic Development

CALEB D. DAVIS

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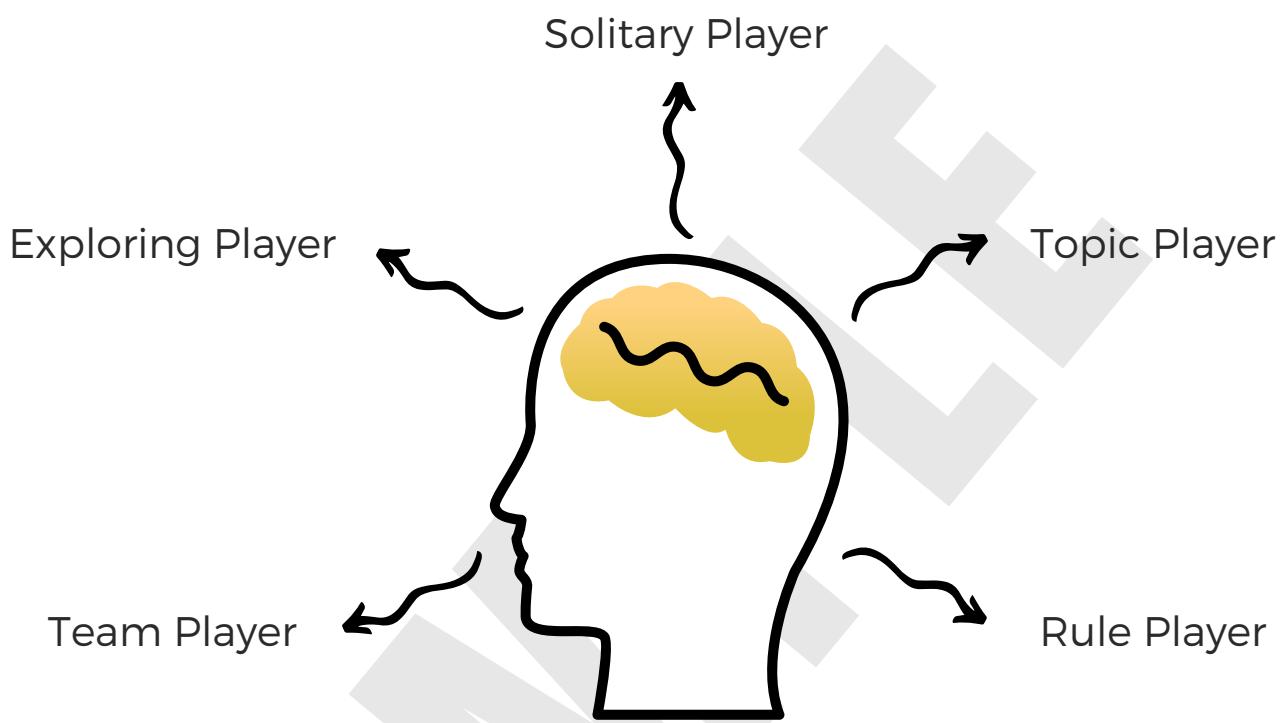
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## THE PLAYERS

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# Team Learning Learner Preferences



## TEAM LEARNING EMPOWERMENT UNITS

The Team Learning Empowerment Units in this Playbook are all aligned with the CASEL Framework for Social and Emotional Learning (SEL). These units are designed to cause intrinsic awareness and development to redefine the everyday learner. All of our learners have the ability to reach their social and academic potential. These units will push them into the right direction. By the end of this Playbook, each learner is expected to show noticeable growth in the social competencies below, resulting in an improved academic experience.

### •→ **Citizenship & Good Decision Making**

The decisions you make today are the ones that will determine the life you live tomorrow. Making good (responsible) decisions means you have to think ahead to consider what the outcomes and consequences would be and how they impact others. We make so many decisions each day, but the most important decision you'll need to make is always the one right in front of you.

### •→ **Self-Awareness**

Self-Awareness is your ability to understand your own thoughts, experiences, and emotions, and consider them as they relate to your actions or decisions. This unit will allow you to dive deep inside and explore your own mind.

### •→ **Social Awareness**

Social-Awareness, or Diversity & Inclusion, relates to your ability to understand the views and perspectives of others in areas such as race, gender, age, religion, and socioeconomic status. This unit will help you develop skills to empathize with others and make decisions that are socially responsive.

### •→ **Relationship Skills**

A relationship is simply the connection that you have with someone else. Your ability to establish healthy relationships depends on your willingness to listen, solve conflicts, and consider the emotions and perspectives of others. This unit will help you explore ways to build and improve your relationships.

### •→ **Self-Advocacy & Self-Management**

Being able to speak up for yourself isn't always easy. This unit will equip you with the tools to advocate for your needs and desires in a respectful, yet effective way. Additionally, you'll learn how to set goals and manage your behavior by creating your own Self-Management Plan.

For more info on Social and Emotional Learning, visit <https://casel.org>



*The Playbook*

*Week 1*

## UNIT ONE

### CITIZENSHIP AND DECISION MAKING

# *What is Good Decision Making?*

What do you think the world would look like if everyone practiced making good decisions? A big ol' happy place? Yeah, me too!





## CITIZENSHIP AND DECISION MAKING

# *What is Good Decision Making?*

UNIT 1 - WEEK 1



## OBJECTIVES

In Unit 1, **What is Good Decision Making?**, we will develop and explore essential skills to prepare you to make important decisions.

By the end of this lesson:

- **Players** will be able to distinguish between positive and harmful decisions.
- **Players** will also understand the value of having integrity.

## KEY VOCABULARY

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- Manipulated
- Integrity
- Contribute
- Citizen

As you explore this unit, focus on these vocabulary terms and how you can apply them to your life.





## "HAVE ENOUGH INTEGRITY FOR THE ONES WHO DON'T"

### THE STORY OF JUSTINA

There are two types of people in the world: ones who make good decisions and ones who do not. The main difference is their ability to be influenced.

Let's dive into the mind of Justina. Justina is 11 years old and really enjoys coming to school. Well, up until recently, that is.

Lately, she's been trying to fit in with a group of popular girls in her class and it's not all what she thought it would be. It's time for her to make a decision.

The "Crew," as they are known by their classmates, has a major influence on the class. Justina has been hanging around the Crew and began to notice that they don't always make good decisions. Mainly, because they are being **manipulated** by their leader, Chloe. They are choosing to be mean and rude to the other kids and it is destroying the classroom culture.

One day, after school, Justina noticed a sign that the bus driver had up above the door. It read, "Have enough **integrity** for the ones who don't."

**"HAVE ENOUGH INTEGRITY FOR THE ONES WHO DON'T"**

**CONTINUED**

She asked the bus driver what that meant, and he told her that it means to ‘*always make the decision to do the right thing, even when no one else is around.*’ At that moment, the words on that sign changed her mindset towards the Crew.

The next day, Justina felt empowered to make healthier decisions. During group work, the Crew invited Justina over and told her that if she wanted to become a part of the group, then she would need to **contribute** to their secret plan. Chloe began to explain the plan to them and told Justina that she needed to walk past another classmate and knock their computer off their desk. Justina must choose to be a good classroom **citizen** or make the decision to become a part of the Crew.

## RESPOND

After reading ***Have Enough Integrity for the Ones Who Don't***, respond below with what you think Justina should do next and why.

**VOCABULARY**

Draw a line to **connect** the term with its matching definition.

TERM	DEFINITION
Manipulate	to give something in order to achieve a goal
Integrity	quality of strong moral principles and honesty
Contribute	a person who belongs to a specific community
Citizen	to control or influence a person unfairly

**PRACTICE**

Individually or with a teammate, discuss how you would respond to the following situations. **What decisions would you make?** Continue onto the next page to record your responses.

- 1. You've spent your entire life being close to your cousin. One day, they come to you to tell you that they have 2 new iPhones that they stole from backpacks in the gym. They give you one of the phones because you've 'always been a good cousin to them' and then they leave. **What do you decide to do?**
- 2. Someone in your class has been messing with you for the past week. As you're working and minding your business, they walk past you and make a rude comment about your mother and your dead grandmother. It really upset you. **What do you decide to do?**
- 3. You're hanging out at your best friend's house and their parents have gone out for the evening. Your friend goes over to the liquor cabinet and grabs a bottle. You've never had alcohol before and you know your parents disapprove of underage drinking. Your friend promises, "they won't smell the liquor on your breath." **What do you decide to do?**

## PRACTICE

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Use the space below to **record your decisions** and provide a positive outcome and a negative result (or effect) that comes from each of your decisions.

1. Your **decision**:

**Positive** outcome:

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**Negative** result:

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2. Your **decision**:

**Positive** outcome:

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**Negative** result:

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3. Your **decision**:

**Positive** outcome:

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**Negative** result:

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