

## Educator Guide

# Video Topic Series

## About the Video Series

This three-part video series for teens reinforces a healthy self-concept, empowering students to meet the challenges of today's world by also understanding how they can change it for the better. Based on the principles of social-emotional learning (SEL)—and with a focus on empathy and kindness, belonging, and identity—each video helps teens better understand themselves to make intelligent decisions and build more positive relationships.

## How to Use This Guide

This guide is designed to help you incorporate this SEL Video Series into your classroom. The videos may be shared singularly or as a group—and in any order. To help students explore the concepts presented in these videos, you will find student questions that can be used for reflection or discussion and activity ideas for various increments of time. You may present all of the content, or you may pick and choose the questions and activities that best meet the needs of your students!

## Video Themes

- **Finding Your Brave:** Building a Positive Identity
- **Seen and Heard:** The Power of Belonging
- **Kindness Revolution:** Understanding Empathy



## Video: Identity

This video inspires young people to reflect on the many layers of their identity. It demonstrates that identity is multi-faceted, encompassing culture, gender, beliefs, interests, values, and more. Students will learn that their identity grows as they learn, succeed, and sometimes fail. They will be challenged to consider how they can leverage their identity to take action and make a difference in the world around them.



## CASEL Connections

- Self-Awareness
- Self-Management

## Questions for Class Discussion and/or Individual Reflection

- What does identity mean to you? Who and what influences your identity?
- How would you define your own identity?
- Do you ever feel pressure related to your identity? How does this affect you?
- What can you do to understand the identities of others better?
- The video presented a few ideas for understanding and embracing our own identities as well as the identities of those around us. Which idea(s) could you incorporate into your school community and why?

“You need to feel pressure to be one thing, you can be anything you want really.”

—Keyan

## Activity Ideas

Reinforce the concepts presented in the video by leading students in completing one or more of the following activities:

- **If you have 10 minutes:** The class can participate in a group-share, in which they fill in the blank: “One thing you may not be able to tell by looking at me is \_\_\_\_\_. It’s important for you to know this because\_\_\_\_\_.” Before students share, be sure to discuss the importance of respectful listening.
- **If you have 20 minutes:** Students can independently create identity maps in which they reflect on the most important components of their identities. Students can begin by writing their names in the center of a piece of paper. Around their names, they can draw circles that include the significant parts of their identities, with lines connecting the circles back to their names. They can then draw a set of secondary circles extending from these primary circles with additional aspects of their identities. *For instance:* Extending from Simon’s name, he writes that he is musical because music plays a huge part in his life. Then, from this primary circle, he further describes himself as a hard worker and creative, which are two personal characteristics that he relates to his musical ability. As long as students describe what makes them, there are no wrong answers in this activity!
- **If you have 45–60 minutes:** Students can work in small groups to design a school campaign that encourages their peers to share and embrace their true identities. Encourage teams to consider the *Questions for Class Discussion and/or Individual Reflection* included here as they develop their ideas.

## Video: Belonging

This video explores what it means to have a sense of belonging. It explains that feeling safe, valued, and respected can contribute to feeling like one belongs. It also explains that when people have a sense of belonging, they are more engaged, more motivated, more successful, *and* healthier—which will prompt student viewers to think about the importance of inclusivity in the world around them.

## CASEL Connections

- Self-Awareness
- Relationship Building



## Questions for Class Discussion and/or Individual Reflection

- What does it mean to belong?
- What are the benefits of belonging?
- Can you describe a time or a place when you feel/felt like you belong? How does/did it affect you? Can you describe a time or a place when you feel/felt like you didn't belong? How does/did it affect you?
- What factors affect your sense of belonging?
- The video presented a few ideas for helping others feel like they belong. Which idea(s) could you incorporate into your school community and why?

“It feels open, like a  
breath of fresh air.”

—Faithly

## Activity Ideas

Reinforce the concepts presented in the video by leading students in completing one or more of the following activities:

- **If you have 10 minutes:** Break students into groups of three or four and give them five minutes to list the things that all of the group members have in common. Then encourage each group to share their commonalities and anything that surprised them as they completed this activity!
- **If you have 20 minutes:** After reflecting on times during the school day that may make it difficult for everyone to feel included, students can set a *Belonging Goal* designed to help someone else feel like they belong. Their goals should be SMART (in other words: Specific, Measurable, Attainable, Relevant, and Timely), and they should report on their progress!
- **If you have 45–60 minutes:** As the video explained, belonging is more than being seen and heard—it's contributing to the outcome. Encourage students to form small groups and brainstorm the strengths and skills they have that could help them positively contribute to their school community. Then guide students in planning and executing this contribution—whether it's a new club, a lunchtime activity, volunteering, an art exhibit, a sports event, or a music performance!

## Video: Empathy/Kindness

This video highlights how fostering a culture of empathy and kindness can help students make good decisions and meet the challenges of today's world. It demonstrates how to use empathy to build an understanding of how they experience the world as they expand beyond their own viewpoints and try to understand the emotions and experiences of others better.



## CASEL Connections

- Social Awareness
- Self-Management

## Questions for Class Discussion and/or Individual Reflection

- Who does kindness affect? Why?
- Can you describe a time when someone's kindness affected you? How about a time when someone's lack of kindness affected you?
- What obstacles prevent people from being kind to others?
- How can stepping into someone else's shoes help you be more kind?
- The video presented a few ideas for promoting kindness and empathy in a school setting. Which idea(s) could you incorporate into your school community and why?

"Being kind makes me feel a lot better, It makes me feel like I am making a difference."

—Nessie

## Activity Ideas

Reinforce the concepts presented in the video by leading students in completing one or more of the following activities:

- **If you have 10 minutes:** Student pairs can work together to brainstorm and identify an act of kindness they could perform independently over the next day. They can then check back in with their partner during the following class session to share the effects their act of kindness had on both the giver and the receiver.
- **If you have 20 minutes:** Students can create a series of short comic strips to place around their school that highlight the importance of kindness. Each comic strip can provide specific examples of how members of their school community can be more empathetic.
- **If you have 45–60 minutes:** Retelling a story from the perspective of another can help people practice empathy because it prompts them to consider how people with different perspectives and experiences may view the world. Encourage students to select a news article from a print or online news source. Then instruct them to place themselves in the shoes of someone mentioned in the article and rewrite the story from their perspective. Students may make up details to add to the story as long as their account is based on the article they read.