

## Understanding Self-Doubt & RIE Intro: Sophomores

Nov. 28, 2017

	Lessons	Standards
<b>Last Week</b> Nov 20-24	Parent-Teacher Conferences – No School	
<b>This Week</b> Nov 27-Dec 1	<b>Understanding Self-Doubt/RIE Intro</b> (Tues) Foxes in Focus/RIE Review (Wed) First RIE (Thurs) Study Hall/AG Door Decorating Planning (Fri)	SEL 1: Self-Regulation
<b>Next Week</b> Dec 4-8	SMART Goal Review (Tues) AG Door Decorating (Wed) AG Door Decorating/AG Party (Fri)	SEL 1: Self-Regulation

**Materials:** Extreme Success Worksheet & Just the Facts Worksheet (In box, attached), RIE Schedule (Attached), RIE Permission & Letter to Parent (In box, attached)

### Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements
4. **Read the following announcement to students:** RIE Thursdays will begin this Thursday, Nov. 30<sup>th</sup>. Instead of being requested during AG over two days, students will be requested over two sessions at the end of the day on Thursday. See the attached schedule for exact details. On Thursdays, students will not go to AG after 3<sup>rd</sup> period. Instead, students will go directly to their 4<sup>th</sup> period class. Lunch will be based on 6<sup>th</sup> period instead of 5<sup>th</sup> period, but the same rules will apply. After 7<sup>th</sup> period is over, students will report to their AG. In AG, the AG teacher will confirm with each student where they should go for each session of RIE. The RIE request list will remain the same, and will be posted on Wednesday in the same location as always. Students who are not requested may leave campus for the day if they do **not have a D or F in any course** and if they have returned the **signed permission slip** from their parent/guardian. If students do not return the signed permission slip, they cannot leave campus. Students with D's or F's in any course must remain in their AG if they are not requested by another teacher. Students may be requested for remediation, intervention, or extension purposes. This means that students may be requested because of missing assignments, to re-learn a concept, to complete a test, project, or lab, for a club meeting, to attend a college visit, or for an opportunity to dive deeper into subject matter. If you are requested, you must go to the requested location or you will go to **Saturday School**. RIE is just like any other academic class time and students

- must not be absent or tardy. RIE is a very important learning and growth opportunity. It can make the difference between a diploma, a scholarship, a career, or a college. Do not schedule outside appointments during this time. Expect to be at school and taking advantage of learning opportunities during this time. RIE is not a time to wander around from teacher to teacher. Students need to check in beforehand or ask to be requested ahead of time. If students ask to be requested or ask to go get help from a teacher, they must remain in that class the whole 30 minutes. Remember, students must communicate with teachers ahead of time. Also, all RIE requests are done by 1:00pm on Tuesday. If students need to go see a teacher after that, they will need to get a note. **Note: Buses run on the normal schedule. Students who are bused home will not be able to leave school early unless they provide their own transportation.** If a student remains on campus, they can go to three locations: **The Fishbowl Computer Lab, B127 Computer Lab, or the Commons.**
5. **Pass out the RIE Permission Slip & Letter to Parent Handout.** Review the document with students. Tell students if they want to be able to leave campus this Thursday, the document must be returned before this time. Tell students that tomorrow you will have more time to address any of their questions about RIE. The point of today's RIE introduction is to simply get the permission slips out to students. Tell students to talk with their parent/guardians, write down any of their questions, and be prepared to discuss the topic further tomorrow.
  6. Conduct the Classroom Activities below (Note: There are 3 fun/easy activities integrated into this lesson. Feel free to choose 2 of the 3 if you are running short on time).
  7. End AG according to personal preference.

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### CLASSROOM ACTIVITIES

1. **To begin, ask students how they define the word "doubt."** Write their definitions on the board. Discuss the definitions students offer. Share that the typical definition of doubt is "a feeling of not being sure or certain." Be sure to share that doubt is actually a powerful tool.
2. **Give students sticky notes (Alternative: paper & tape)** and share with them that they are going to create a list of times that they and their friends have experienced the most self-doubt.
3. **Ask students to work with a partner to identify times in their lives when they were uncertain about something** and to write an individual example on the sticky-note. Be sure that you give examples that might be relevant to the life experience of your students. Work from some that are typical for all teenagers but include those that are most relevant to the first-generation college-going student in your school. An example may be changing schools frequently or taking harder classes than their friends.
4. **Rather than asking students to report out verbally, use the board to allow students to put up their sticky-notes** and to group them with notes from other students that are similar.

5. **Give students time to look over the groups of notes** and see if there are any themes they can identify about when teenagers are most uncertain. Make a master list.
6. **If students do not see the themes immediately, be prepared to help them think about how most people experience doubt** when something:
  - Is unknown, unclear or challenging to understand,
  - Requires learning new skills,
  - Requires personal risk-taking, and
  - Places the individual outside of the peer or community group.
7. **Guide students through an activity regarding “Extreme Success.”** One of the first strategies in overcoming self-doubt is to look back on times in the past when you doubted yourself but ended up coming through with flying colors. Knowledge and recognition of your past successes bolsters the courage it takes to achieve your goals in the future.

Inform students that just like in the TV and video examples of extreme sports, we all have some challenges that we have overcome even when it was challenging and we were not sure we would be successful. Ask students about what they know about extreme sports or competitive shows that are on TV or video. Ask them what all of the people involved have in common. Distribute the *Extreme Success Worksheet* and give them time to make a list of things they have overcome and the strategies they used. Have students share with a partner or in small groups and be prepared to share with the larger group one or two strategies they thought were particularly important.

8. **Help students learn to focus on the facts.** Have students turn over to the *Just the Facts!* Worksheet (on the back of the Extreme Success Worksheet), which is an opportunity for the facilitator to assess the information students have, to identify what is accurate, and to help students see what information they may need to find.

Ask students to individually fill out the worksheet as best they can and be prepared to share one doubt. Use a “popcorn” technique where you ask one person to share a doubt and then have others share if they had a similar one. Have the group provide the “facts” so that no individual student is vulnerable in displaying what they know and what they do not know. Help the group as needed to determine strategies that may address the doubt.

9. **To conclude, ask students to turn to their partner and share what they have learned about self-doubt.** Summarize for the class (using their words and examples) that:
  - Self-doubt is the feeling of uncertainty about your ability to accomplish something. It can lead to hesitation, indecision and compromising personal expectations.
  - Self-doubt is totally normal. Feeling it does not mean that you are going to fail.
  - Self-doubt has a positive side because it causes us to stop and evaluate our actions.

