

# QuaverSEL Lesson Overview

QuaverSEL lessons are designed to be taught in 30 to 45-minute blocks of time, or spread out over a five-day week in 6 to 9-minute segments, perhaps taught in a “morning meeting.”

The lesson overview below shows you can use each screen. The week view below suggests how you can use the lesson over a five-day week.

## **Week View:**

**Monday:** Screens 1-3

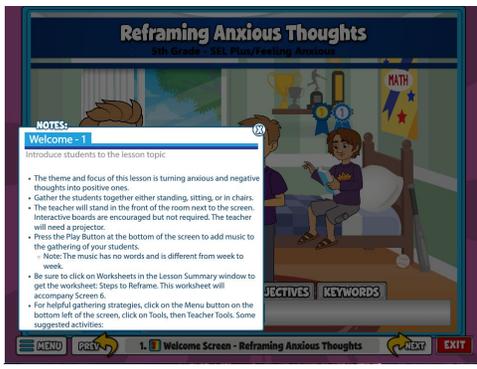
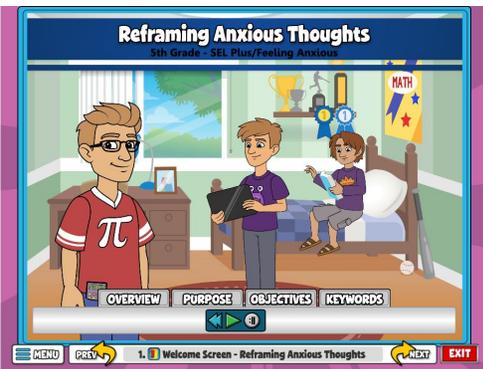
**Tuesday:** Screen 4

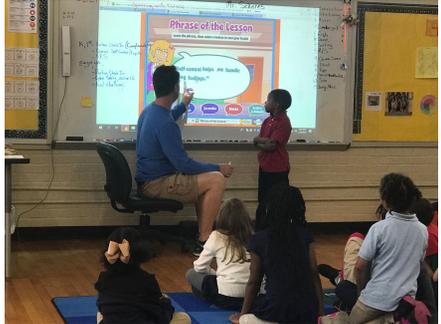
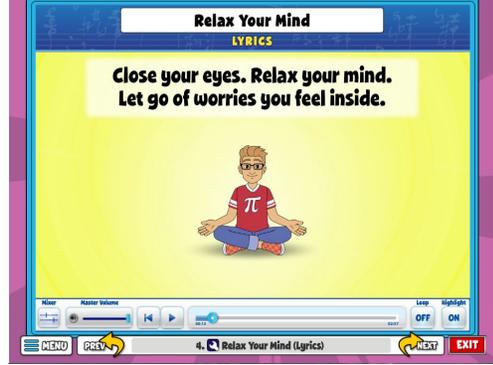
**Wednesday:** Screens 4-5

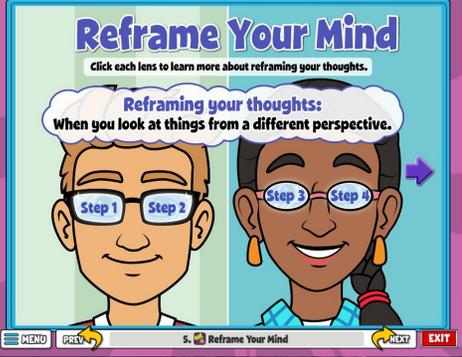
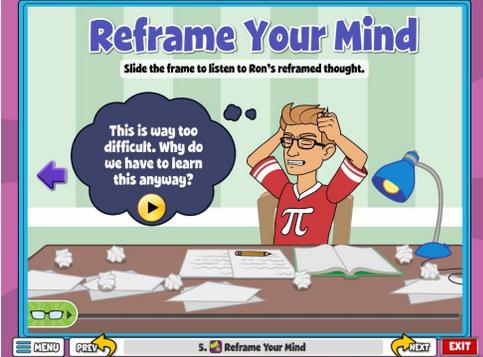
**Thursday:** Screen 4 & 6

**Friday:** Screen 4 & 7

## ***Lesson Overview***

<p><b>Screen 1</b></p>		<p><b>Welcome</b></p> <p>The Welcome screen allows the teacher to settle the students into the classroom. Music is playing in the background without any lyrics. One of the characters may introduce himself and explain what problem is being addressed in the lesson. Notes on this, and every screen, offer suggestions for teacher-led activities.</p>	
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<p><b>Screen 2</b></p>		<p><b>Topic Discussion</b></p> <p>The Topic Discussion is organized around six questions that stimulate the students thinking about the lesson. Real students may pose the questions in the older grades. The questions focus on definitions and understanding what the lesson is about.</p>	
<p><b>Screen 3</b></p>		<p><b>Lesson Mindset</b></p> <p>The lesson mindset screen presents a phrase that we want to stick in the students' mind. This phrase is reinforced in the song or story of the lesson. Students are challenged to identify the phrase in a number of different ways including rearranging words or guessing letters, with fun "consequences" if the phrase is not identified.</p>	
<p><b>Screen 4</b></p>		<p><b>Song/Story</b></p> <p>A song or story is introduced that reinforces the phrase in the mindset screen. The idea is to introduce emotion and possibly movement in the lesson to engage the students. Plus the chorus becomes an "earworm" that buries itself in the student's subconscious resulting in better</p>	

		<p>retention and long-term memory.</p>	
<p>Screen 5</p>		<p><b>Critical Thinking</b></p> <p>This sequence of screens introduces real world situations that the students have to resolve. Students are encouraged to think of themselves in the situation as well as others (empathy). Students are also asked how they would cope with the situation and also how to help others cope.</p>	
<p>Screen 6</p>		<p><b>Class Activity</b></p> <p>The class activity utilizes some form of social learning structure pairing - circle, fishbowl, runway, etc. Scenarios are developed for role playing or group discussions with presentations before the class. The idea is to have the students experience the feelings being taught so they internalize them. The Quaver approach is based on experiential learning.</p>	

Screen 7



Reflections

Here, the students are asked to reflect on what they learned in the lesson. For example, time is allowed for the students to listen to an older voice going over the lesson promoting reflection.



Printables

Emotions Journal When I Feel Angry. Includes a word bank (Excited, Angry, Confused, Worried, Happy, Sad, Frustrated) and thought bubbles for journaling.

Printables

The teacher can print out the song lyrics or the story. The teacher can also print out worksheets for coloring or drawing. At the end of each lesson, the teacher can print out a journal page that the students can use to write down what they learned.

These can also be saved as a PDF and uploaded to your online learning platform.

Steps to Reframe worksheet. A four-step process for identifying and reframing anxious thoughts, with a grid for notes and a cartoon character illustration.