



# school on wheels

Social and Emotional Learning Summer Program

**During this session and all future sessions continue to remind your student(s) that they are safe, and they are the only ones in control of their emotions.**

**Use the DNA method and focus on the positive when addressing misbehavior.**

## DESCRIBE

behavior calmly and without judgement. Younger students: "Your face looks like this." (mirror expression). Older students: "You pulled your hoodie over your eyes."

Wait for eye contact. Take deep breaths together (if you start, hopefully they'll join).

## NOTICE

and model empathy:  
"You seem \_\_\_\_\_."

## ACKNOWLEDGE

and problem solve: "You wanted \_\_\_\_." or "You were hoping \_\_\_\_." Followed by, "Your choices are \_\_\_ or \_\_\_\_." Both should be choices you can live with.

**Questions? Visit:**  
[schoolonwheels.org/selprogram](http://schoolonwheels.org/selprogram)  
or contact [mraab@schoolonwheels.org](mailto:mraab@schoolonwheels.org)

## LESSON INTEGRATION #10 - Grit

Grit is a distinct combination of passion, resilience, determination, and focus. It allows a person to maintain the discipline and optimism to continue to work toward their goals, even in the face of discomfort, rejection, or a lack of visible progress. Grit is an essential part of learning, and helping your student(s) recognize and develop grit will likely help them achieve more of their goals.

**Always check in with your student at the beginning of each session. Remind them that tutoring sessions are safe spaces and take some deep breaths if necessary. Ask your student(s) if they would be willing to share some things that they were grateful for during the past week. Share some things that you are grateful for.**

## BEGINNING SEL ACTIVITY

Ask your student(s) what their favorite hobbies are. Try to prompt them to give you ones that aren't passive, for example, dancing, drawing, playing sports, or gaming (rather than watching YouTube or listening to music). Point out how it takes grit and perseverance to get better at something, and ask them if that's how they get better at their hobbies. Talk about a hobby of yours and how you use grit to get better at it.

Read this quote with your student(s):

**"At various points, in big ways and small, we get knocked down. If we stay down, grit loses. If we get up, grit prevails."**  
- Angela Duckworth

Discuss what the quote means with your student(s). Ask them to talk about a time they were "knocked down" and "got back up". Share your own example. For older students, you can talk about how this is a metaphor. Ask them for a situation where this could be taken literally.

## DURING YOUR SESSION

During this session and all future sessions continue to remind your student(s) that they are safe, and they are the only ones in control of their emotions.

Do any pre-prepared activity while reinforcing the ideas about grit you've been discussing, if possible. Continue practicing the breathing and self-regulation techniques learned in the first integration when opportunities arise. Alternatively, you can do [this writing activity](#) about grit from Character Lab. You can also adjust this activity and make it a drawing activity (especially for younger students who are still learning to write).

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*LESSON INTEGRATION #10: Grit (Continued)*

## END OF YOUR SESSION

Review everything you talked about and did during the session. Encourage your student(s) to practice breathing, empathy, and gratitude in their daily lives. Confirm the day and time of the next session and wish your student(s) well.

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