



CAPTAINS & POETS

# Junior Program

(Ages 9 -11)

WEBSITE COPY

# JUNIOR PROGRAM

## Overview

Captains & Poets is designed to introduce tools and language that students can carry with them in their back pocket to navigate the ongoing journey of personal identity formation.

The Junior Program addresses core SEL competencies and expands understanding around what it means to be a whole person. The main focus is on self-expression and honouring one's uniqueness, while embracing the same in others.

The program is designed to be structured but not scripted with lessons that are easily adaptable. They draw on multiple modalities to help students connect with, embody and express the archetypes of the Captain and Poet in their own unique way. While archetypes are universally resonant, we each relate to them in our own personal way. As a result, the archetypes are not be defined prescriptively so that students can internalize and personalize their definitions of each in a way that is meaningful to them.

All activities are designed to be practical and grounded in the context of the everyday lives of students. Lesson plans leverage an inquiry-based learning approach by placing students' experiences, challenges, questions and observations at the center of learning. Rather than taking a prescriptive approach, the Teacher is able to draw on students' own points of reference to create meaningful dialogue together.

Lesson formats include video, discussion, reading, writing, role playing, personal reflection, metacognition, experiential exercises, written and visual arts and multi-media components. The activities can be delivered independent of the curriculum or easily aligned to prescribed learning objectives.

Please reference the **Teacher's Guide** for more background information and a comprehensive overview of how to deliver the curriculum effectively.

## Alignment to Learning Outcomes

The Junior Program aligns best to Literacy, Music, Art, Social Studies and Health curriculum. Those curricula focused on mental health, well-being, social emotional learning, and inclusion are also direct tie-ins.

It is up to the Teacher how much they want to align the program to the school/board curriculum. Captains & Poets is not meant to be “another thing on Teacher’s plates” but a meaningful addition to classroom content and learning that strengthens engagement by all students.

The curriculum has been designed to be adopted globally as much as possible and supports alignment to extra-curricular themes in different cultures/regions such as:

- Earth Day /Environmental impact campaigns
- Antibullying events
- Antiracism campaigns
- Aboriginal/indigenous/anti-colonialism education
- Relevant cultural history months/days
- Cross-cultural holidays/celebrations
- Gender empowerment and/or LGBTQ events/campaigns
- Mental health awareness month/days
- Etc.

## SEL Competencies

The Captains & Poets program is aligned to the CASEL 5 which address five broad, interrelated areas of competence.

The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers. Please see [www.casel.org](http://www.casel.org) for more details.

Each lesson outlines which of the CASEL 5 interrelated competencies are addressed: Self-Awareness (SA), Self-Management (SM), Social Awareness (SA), Relationship Skills (RS), and Responsible Decision-Making (RDM).

Each competency is listed on the following page for reference.

<p><b>SELF-AWARENESS (SA):</b> The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> <li>• SA1 Integrating personal and social identities</li> <li>• SA2 Identifying personal, cultural, and linguistic assets</li> <li>• SA3 Identifying one’s emotions</li> <li>• SA4 Demonstrating honesty and integrity</li> <li>• SA5 Linking feelings, values, and thoughts</li> <li>• SA6 Examining prejudices and biases</li> <li>• SA7 Experiencing self-efficacy</li> <li>• SA8 Having a growth mindset</li> <li>• SA9 Developing interests and a sense of purpose</li> </ul>	<p><b>SELF-MANAGEMENT (SM):</b> The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation &amp; agency to accomplish personal/collective goals. Such as:</p> <ul style="list-style-type: none"> <li>• SM1 Managing one’s emotions</li> <li>• SM2 Identifying and using stress-management strategies</li> <li>• SM3 Exhibiting self-discipline and self-motivation</li> <li>• SM4 Setting personal and collective goals</li> <li>• SM5 Using planning and organizational skills</li> <li>• SM6 Showing the courage to take initiative</li> <li>• SM7 Demonstrating personal and collective agency</li> </ul>
<p><b>SOCIAL AWARENESS (SoA):</b> The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, &amp; contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:</p> <ul style="list-style-type: none"> <li>• SoA1 Taking others’ perspectives</li> <li>• SoA2 Recognizing strengths in others</li> <li>• SoA3 Demonstrating empathy and compassion</li> <li>• SoA4 Showing concern for the feelings of others</li> <li>• SoA5 Understanding and expressing gratitude</li> <li>• SoA6 Identifying diverse social norms, including unjust ones</li> <li>• SoA7 Recognizing situational demands and opportunities</li> <li>• SoA8 Understanding the influences of organizations/systems on behavior</li> </ul>	<p><b>RELATIONSHIP SKILLS (RS):</b> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:</p> <ul style="list-style-type: none"> <li>• RS1 Communicating effectively</li> <li>• RS2 Developing positive relationships</li> <li>• RS3 Demonstrating cultural competency</li> <li>• RS4 Practicing teamwork and collaborative problem-solving</li> <li>• RS5 Resolving conflicts constructively</li> <li>• RS6 Resisting negative social pressure</li> <li>• RS7 Showing leadership in groups</li> <li>• RS8 Seeking or offering support and help when needed</li> <li>• RS9 Standing up for the rights of others</li> </ul>

**RESPONSIBLE DECISION-MAKING (RDM):** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- RDM1 Demonstrating curiosity and open-mindedness
- RDM2 Identifying solutions for personal and social problems
- RDM3 Learning to make a reasoned judgment after analyzing information, data, facts
- RDM4 Anticipating and evaluating the consequences of one's actions
- RDM5 Recognizing how critical thinking skills are useful both inside & outside of school
- RDM6 Reflecting on one's role to promote personal, family, and community well-being
- RDM7 Evaluating personal, interpersonal, community, and institutional impacts

## Program Pillars

Captains & Poets is at the intersection of Social Emotional Learning and Inclusion curriculum. We believe that by better understanding and embracing the Captain and Poet in each of us we lay the groundwork for understanding and embracing the Captain and Poet in others.

The following pillars form the foundation of the curriculum and are used to facilitate the discovery and expression of authentic identity in various forms and contexts.

- **self-awareness** around what is innate and natural within them
- **self-compassion** when conflict arises between their inner and outer worlds
- **self-acceptance** of all parts of themselves and their human makeup
- **self-expression** from a broader repertoire of attributes, emotions, values and choices
- **social awareness** including empathy, compassion, taking others' perspectives, and inclusive behaviours

## Scheduling & Approach

Introducing key concepts can take as little as two hours but there are up to 30 hours of lessons to choose from. It is up to the teacher how and when they want to incorporate the activities into the classroom and align them to the curriculum at hand.

Each lesson is designed to complete basic concepts in 30 minutes. However, many lessons contain enough activities to extend the lesson well beyond that time frame to enable Teachers to expand it into a more comprehensive inquiry as desired. It also allows for Teachers to increase or decrease the task demands for various students and to allow for either more concrete practice or abstract inquiry to foster deeper connections in the learning.

## Approach

It is important to start with the **Core Activities** as it is essential for students to anchor and internalize their understanding of each of the archetypes in general and how they show up in themselves. The concept of *Better Together* is fundamental to the program as it is not Captain OR Poet but the harmony and balance between the two that enables full, authentic self-expression.

### **Core Activities**

It is recommended that the **Core Activities** be launched over the span of a few days initially to immerse students in the curriculum, help them integrate the concepts and deepen their connection to the archetypes. Those lessons that are critical to the delivery of the program and/or are key milestones are marked with a checkmark:



From there, **Extension Activities** can be run ongoingly on a weekly basis alongside a specific unit or throughout the term or year.

### **Extension Activities**

Extension Activities are designed to consolidate concepts, provide opportunities to practice over time and explore them in different contexts and can be run in any order.

Where the program is being rolled out more extensively, Teachers may wish to intersperse some **Extension Activities** throughout the Core curriculum where students have a particular need or interest.

The program is designed to be adaptable to Teacher and student preferences and needs. You will notice that several activities have been suggested within many lessons to offer the opportunity to elongate the program and/or reinforce key concepts over time with repetition. It will also be important to take advantage of teachable moments in the classroom to reinforce concepts over time. There are some suggestions for this throughout the activities.

Further, referring to the Captain and the Poet ongoingly during various subjects and learning activities will help children develop a deeper relationship with them and to build a habit of mind so they can continue to draw on them in their lived experiences.

## Scheduling

In terms of scheduling, the school may wish to launch a school-wide program starting at the beginning of the school year. Deciding how much you plan to address school learning outcomes using the program will also factor in.

Inside of that, the Teacher may want to explore the best approach for the class. It is recommended to take a more intensive approach in the beginning and then continue the program on a weekly or monthly basis over the year, all while pacing the program according to the needs and rate of assimilation of the students.

The main goal will be to get all students to the “a-ha moment” for each of Captain, Poet and Better Together concepts. Outlined below is a sample approach based on a September to June School Year:

- September to November – explore key concepts of Captain, Poet and Better Together in the Core Activities as it relates to the classroom environment, social development and situations that arise over the year, a deeper embodiment and experience of the archetypes to consolidate the concepts over time.
- December to May – continue to reinforce and expand upon the basic concepts with the Extension Activities to heighten the learning on an experiential level
- June – choose one of the Extension Activities to create a celebration and/or culminating activities.

## Lesson Format

Each activity is designed to deepen students’ understanding and application of the Captain and Poet in their day-to-day life and to create a sense of connection across students. The lesson structure is as follows:

### Overview

- A summary of the activity scope.

### Learning Outcomes

- What the activity aims to accomplish.

### SEL Competencies

- Which of the CASEL 5 interrelated competencies are addressed: Self-Awareness (SA), Self-Management (SM), Social Awareness (SM), Relationship Skills (RS), and Responsible Decision-Making (RDM).
- Key competencies for that lesson will be bolded in the next version for easy identification.

## Teacher Tips

- Strategies for adapting or further bringing the curriculum to life. These sections will be expanded in alignment with the forthcoming *Teacher Reflection Guide*.

## Activity Format

- Detailed, step-by-step instructions on how to facilitate the activity.

## Activity Book Extensions




- Page references are included for some fun enhancement activities for reinforcement at school and/or home. While these books were designed for the home market Teachers love them!
  - The **Activity Book** is aligned to the *Junior Program* and is designed for children aged 8-12.
  - The **Drawing & Activity Book** is aligned to the *Primary Program* and is designed for children 5-8. However, some older students may enjoy these activities as well.
  - The **Journal** is aligned to the *Senior Program* and is designed for youth aged 12-14. However, some younger students may enjoy the activities as well.

## Teacher Notes








- A space for taking notes on preparation required and/or follow-up notes for next time.

## Types of Learning Activities

Within each lesson are a number of activities to support a universal design for learning. Look for the following icons to get a glimpse of what types are included.

ICON	Indicates an activity:
	where you will want to play or replay the video
	with a discussion format
	with an opportunity for students to reflect



	using small groups or pairs
	with an artistic component
	with a writing exercise
	with a kinaesthetic or experiential component
	a research opportunity for students
	relates to STEM skills
	supportive of neurodiverse classrooms (coming soon!)

# CORE ACTIVITY SUMMARIES

## Core Activities

### Core Activity 1: We Are All the Same Because We Are All Different

#### Overview

This activity is useful in younger grades and may be appropriate based on the readiness of the group and/or developmental levels of students. This activity is designed to explore what makes students similar and different from their peers. The main focus is on recognizing each person's uniqueness, experiences, strengths and identities.

#### Learning Outcomes

- Recognize that we all have different likes, dislikes, preferences and experiences.
- Appreciate that what makes us all the same is that we are all unique.

#### SEL Competencies

- ✓ SA1 Integrating personal & social identities
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ SoA2 Recognizing strengths in others
- ✓ RS4 Practicing teamwork and collaborative problem-solving

### Core Activity 2: Meet the Captain and the Poet

#### Overview

This activity is designed to introduce the Captain and Poet archetypes using a multimedia format. The main focus is on creating a starting point for recognizing and internalizing the archetypes.

#### Learning Outcomes

- Develop a basic understanding of the Captain and Poet archetypes.
- Recognize that there is a Captain and Poet inside everyone.

#### SEL Competencies

- ✓ SA2 Identifying personal, cultural, and linguistic assets

### Core Activity 3: The Captain and Poet in Me!



#### Overview

This activity is designed to encourage self-exploration around the Captain and Poet archetypes. The main focus is on identifying the key characteristics that make up each student's unique identity.

#### Learning Outcomes

- Identify Captain and Poet traits in themselves.
- Articulate how the Captain and the Poet show up inside of them.

#### SEL Competencies

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA7 Experiencing self-efficacy
- ✓ SoA7 Recognizing situational demands and opportunities

### Core Activity 4: Connecting to Your Captain and Poet Through Music



#### Overview

This activity is designed to help students connect and relate to their Captain and their Poet through music. The main focus is on articulating the expressions and feeling of each individually and in combination.

#### Learning Outcome

- Describe the qualities conveyed in the music associated with the Captain and the Poet.
- Identify the musical components that convey the Captain and Poet.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SA5 Linking feelings, values, and thoughts

### Core Activity 5: Captain and Poet Explorers

#### Overview

This activity is designed to help students recognize how the Captain and Poet explore the world together. The main focus is on identifying their unique contribution and how they make our experiences what they are.

### Learning Outcomes

- Explain how the Captain and Poet both help them explore the world.
- Develop strategies for exploring things that are important to them.

### SEL Competencies

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA7 Experiencing self-efficacy
- ✓ SoA7 Recognizing situational demands and opportunities

### Core Activity 6: Better Together



#### Overview

This activity is intended to highlight the partnership between the Captain and Poet in everyday life. The main focus is considering how their partnership makes us better people.

#### Learning Outcomes

- Generate examples of how Captain and Poet work together.
- Identify the impact of the Captain and Poet working together.

#### SEL Competencies

- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA8 Having a growth mindset
- ✓ SM2 Identifying and using stress-management strategies
- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA7 Recognizing situational demands and opportunities

### Core Activity 7: Captains and Poets are Everywhere

#### Overview

This activity is designed to ground the Captain and Poet archetypes as recognizable characters or personas in the everyday. The main focus is on exploring how they show up across different types of people and contexts.

### Learning Outcomes

- Generate examples of each archetype in different areas of their life.
- Recognize that Captains and Poets are everywhere around us.

### SEL Competencies

- ✓ SoA1 Taking others' perspectives
- ✓ SoA2 Recognizing strengths in others
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ SoA8 Understanding the influences of organizations/systems on behavior
- ✓ RDM5 Recognizing how critical thinking skills are useful both inside & outside of school
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being
- ✓ RDM7 Evaluating personal, interpersonal, community, and institutional impacts

## Core Activity 8: Captains and Poets in the Classroom

### Overview

This activity is designed to help students recognize the Captain and Poet in their peers. The main focus is on identifying the unique combination of qualities that exist in everyone.

### Learning Outcomes

- Recognize the Captain and Poet in others.
- Become aware of which aspects of Captain and Poet others see in them.

### SEL Competencies

- ✓ SA1 Integrating personal & social identities
- ✓ SA6 Examining prejudices and biases
- ✓ SoA2 Recognizing strengths in others
- ✓ RS1 Communicating effectively

## Core Activity 9: Captain and Poet Puppets!

### Overview

This activity is designed to help students express their Captain and Poet through puppets. The main focus is on appreciating how they help each other.

### Learning Outcomes

- Create relatable Captain and Poet characters.
- Express the different traits and voices of the Captain and Poet using puppets.

### SEL Competencies

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA3 Identifying one's emotions
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA7 Experiencing self-efficacy
- ✓ SM1 Managing one's emotions
- ✓ SM2 Identifying and using stress-management strategies
- ✓ SoA1 Taking others' perspectives
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ RS1 Communicating effectively
- ✓ RS2 Developing positive relationships
- ✓ RS5 Resolving conflicts constructively
- ✓ RS8 Seeking or offering support and help when needed

### Core Activity 10: My Captain and Poet Friends

#### Overview

This activity is designed to highlight the role and the presence of the Captain and Poet in friendship. The main focus is on appreciating how they each enhance interpersonal relationships.

#### Learning Outcomes

- Recognize the Captain and Poet characteristics in friends.
- Identify which aspects of Captain and Poet they appreciate the most in personal relationships.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions

- ✓ SoA1 Taking others' perspectives
- ✓ SoA2 Recognizing strengths in others
- ✓ SoA5 Understanding and expressing gratitude
- ✓ RS2 Developing positive relationships
- ✓ RS8 Seeking or offering support and help when needed
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being
- ✓ RDM7 Evaluating personal, interpersonal, community, and institutional impacts

### **Core Activity 11: Expressing Your Captain and Poet in Art**

#### **Overview**

This activity is designed to foster personal exploration and identification with the Captain and Poet using visual expression. The main focus is on the uniqueness of each person's expression and the acknowledgement of similarities and differences across interpretations.

#### **Learning Outcomes**

- Form a personal interpretation of the Captain and Poet.
- Acknowledge diverse expressions of the Captain and Poet.

#### **SEL Competencies**

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ RS1 Communicating effectively

### **Core Activity 12: The Masks We Wear**

#### **Overview**

This activity is designed to increase awareness around how students start to hide parts of themselves as they get older. The main focus is on recognizing when they are doing it and the impact it is having on them.

#### **Learning Outcomes**

- Recognize that we all put on masks in different situations.
- Explain why we wear masks and how it affects us.



## SEL Competencies

- ✓ SA1 Integrating personal & social identities
- ✓ SA3 Identifying one's emotions
- ✓ SA4 Demonstrating honesty and integrity
- ✓ SA8 Having a growth mindset
- ✓ SoA1 Taking others' perspectives
- ✓ SoA3 Demonstrating empathy and compassion
- ✓ SoA4 Showing concern for the feelings of others
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ SoA8 Understanding the influences of organizations/systems on behavior
- ✓ RS3 Demonstrating cultural competency
- ✓ RS7 Showing leadership in groups
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

## Core Activity 13: Being MY Best Captain and Poet

### Overview

This activity is designed to expand students' self-awareness and identify areas for growth and development. The main focus is on taking steps to embrace their inner Captain and Poet more fully.

### Learning Outcomes

- Recognize the attributes of the Captain and Poet they admire the most.
- Identify areas for personal development and growth.

## SEL Competencies

- ✓ SA4 Demonstrating honesty and integrity
- ✓ SA8 Having a growth mindset
- ✓ SA9 Developing interests and a sense of purpose
- ✓ SM3 Exhibiting self-discipline and self-motivation
- ✓ SM4 Setting personal and collective goals
- ✓ SM6 Showing the courage to take initiative
- ✓ SM7 Demonstrating personal and collective agency
- ✓ RDM6 Reflecting on one's roles to promote personal, family, and community well-being
- ✓ RDM7 Evaluating personal, interpersonal, community, and institutional impacts

## Core Activity 14: Declaring My Captain and Poet

### Overview

This activity is designed to help students define their inner Captain and Poet. The main focus is on articulating their uniqueness in how the Captain and Poet make them who they are.

### Learning Outcomes

- Define the Captain and Poet on a personal level.
- Articulate how the Captain and Poet work together to make them who they are.

### SEL Competencies

- ✓ SA1 Integrating personal & social identities
- ✓ SA9 Developing interests and a sense of purpose
- ✓ SM6 Showing courage to take initiative
- ✓ RS1 Communicating effectively
- ✓ RS7 Showing leadership in groups

## Core Activity 15: My Captain and Poet Emoji

### Overview

This activity is designed to help students solidify an authentic interpretation of the Captain and Poet. The main focus is on explaining how they help them be their best self.

### Learning Outcomes

- Represent the traits of the Captain and Poet that they identify with most in a visual format.
- Recognize how the Captain and Poet are at once the same and different in others.

### SEL Competencies

- ✓ SA1 Integrating personal & social identities
- ✓ RS1 Communicating effectively

# EXTENSION ACTIVITY SUMMARIES

## Curriculum Extensions – Language and Visual Arts

### Extension Activity: Captains and Poets in TV Shows and Movies

#### Overview

This activity is designed to help students recognize the Captain and Poet in TV and movie characters. The main focus is on identifying how both sets of attributes contribute to the journey and evolution of that character.

#### Learning Outcomes

- Identify the Captain and Poet in different characters.
- Articulate how the Captain and Poet help the character.

#### SEL Competencies

- ✓ SoA1 Taking others' perspectives
- ✓ SoA2 Recognizing strengths in others
- ✓ SoA3 Demonstrating empathy and compassion
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ SoA8 Understanding the influences of organizations/systems on behavior
- ✓ RDM2 Identifying solutions for personal and social problems

### Extension Activity: Captains and Poets in Novels

#### Overview

This activity is designed to help students recognize the Captain and Poet in different texts. The main focus is on identifying how both sets of attributes contribute to the journey and evolution of that character.

#### Learning Outcomes

- Identify the Captain and Poet in different characters.
- Articulate how the Captain and Poet help the character.

#### SEL Competencies

- ✓ SoA1 Taking others' perspectives

- ✓ SoA2 Recognizing strengths in others
- ✓ SoA3 Demonstrating empathy and compassion
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ RS5 Resolving conflicts constructively
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's roles to promote personal, family, and community well-being

### **Extension Activity: Expressing Your Captain and Poet Through Story**

#### **Overview**

This activity is designed to foster personal exploration and identification with the Captain and Poet using story. The main focus is on the uniqueness of each person's expression and the acknowledgement of similarities and differences across interpretations.

#### **Learning Outcomes**

- Create a story revolving around the Captain and Poet.
- Acknowledge diverse expressions of the Captain and Poet.

#### **SEL Competencies**

- ✓ SA1 Integrating personal & social identities
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ RS1 Communicating effectively

## Character Education

### Extension Activity: School/Board Character Education Module

#### Overview

This activity is designed to encourage students to reflect on the values that are promoted in their school or board's values and character education program. The main focus is on identifying how they can be demonstrated in day-to-day school life.

#### Learning Outcomes

- Explain the designated character traits/values in their own words.
- Identify ways the Captain and Poet can help them bring the values to life in the day-to-day.

#### SEL Competencies

- ✓ SA4 Demonstrating honesty and integrity
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA8 Having a growth mindset
- ✓ SM3 Exhibiting self-discipline and self-motivation
- ✓ SM6 Showing the courage to take initiative
- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ RS3 Demonstrating cultural competency
- ✓ RDM5 Recognizing how critical thinking skills are useful both inside & outside of school
- ✓ RDM7 Evaluating personal, interpersonal, community, and institutional impacts

## Superpowers

### Extension Activity: The Superpower of Empathy

#### Overview

This activity is designed to illuminate the power of empathy in building human connection. The main focus is on developing the ability to connect parts of ourselves with that of others.

#### Learning Outcomes

- Define empathy and understand how it connects us with ourselves and others.
- Explain how the Captain and Poet work together to help us be more empathetic.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SoA1 Taking others' perspectives
- ✓ SoA3 Demonstrating empathy & compassion
- ✓ SoA4 Showing concern for others' feelings
- ✓ RS1 Communicating effectively
- ✓ RS2 Developing positive relationships
- ✓ RS8 Seeking or offering support and help when needed

### Extension Activity: The Superpower of Compassion

#### Overview

This activity is designed to illuminate the importance of compassion. The main focus is on the empowering effect of compassion when it is directed towards the self and others.

#### Learning Outcomes

- Define compassion and self-compassion and explain their importance.
- Explain how the Captain and Poet work together to help us be more compassionate.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SM1 Managing one's emotions
- ✓ SM6 Showing the courage to take initiative

- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA1 Taking others' perspectives
- ✓ SoA2 Demonstrating empathy & compassion
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ RS1 Communicating effectively
- ✓ RS2 Developing positive relationships
- ✓ RS7 Showing leadership in groups
- ✓ RS8 Seeking or offering support and help when needed
- ✓ RS9 Standing up for the rights of others
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

### **Extension Activity: The Superpower of Resilience**

#### **Overview**

This activity is designed to introduce students to the concept of resilience. The main focus is on how being resilient enables us to live our best lives.

#### **Learning Outcomes**

- Define the concept of resilience and explain its importance.
- Explain how the Captain and Poet work together to help us be more resilient.

#### **SEL Competencies**

- ✓ SA3 Identifying one's emotions
- ✓ SA7 Experiencing self-efficacy
- ✓ SA8 Having a growth mindset
- ✓ SM1 Managing one's emotions
- ✓ SM2 Identifying and using stress-management strategies
- ✓ SM3 Exhibiting self-discipline and self-motivation
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

### **Extension Activity: The Superpower of Curiosity**

#### **Overview**

This activity is designed to explore the power of curiosity in our everyday lives. The main focus is on how their curiosity fuels their unique experience of things.



## Learning Outcomes

- Identify how curiosity enhances our connection with the world around us.
- Explain how the Captain and Poet work together to help us be more curious.

## SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SA9 Developing interests and a sense of purpose
- ✓ SM3 Exhibiting self-discipline and self-motivation
- ✓ RDM1 Demonstrating curiosity and open-mindedness

## Extension Activity: The Superpower of Courage

### Overview

This activity is designed to reveal how courage shows up in students' daily lives. The main focus is on mapping out the roles the Captain and Poet play in enabling us to be courageous.

### Learning Outcomes

- Explore different aspects and expressions of courage.
- Explain how the Captain and Poet work together to help us be more courageous.

### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA4 Demonstrating honesty and integrity
- ✓ SA7 Experiencing self-efficacy
- ✓ SM1 Managing one's emotions
- ✓ SM3 Exhibiting self-discipline and self-motivation
- ✓ SM5 Showing courage to take initiative
- ✓ RS6 Resisting negative social pressure
- ✓ RS9 Standing up for the rights of others
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

## Social Emotional Learning (SEL) & Well-Being

### Extension Activity: Emotions as Messengers

#### Overview

This activity is designed to encourage students to explore the role of emotions. The main focus is on exploring how emotions influence them in day-to-day life.

#### Learning Outcomes

- Explore how emotions can send signals to them.
- Explain how the Captain and Poet can help them understand what their emotions are trying to tell them.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA7 Experiencing self-efficacy
- ✓ SM1 Managing one's emotions
- ✓ SM7 Demonstrating personal and collective agency

### Extension Activity: Cracking Our Emotions

#### Overview

This activity is designed to help students explore different emotions and how they show up. The main focus is on using the Captain and Poet to process them.

#### Learning Outcomes

- Explore a range of emotions using different scenarios.
- Experience working through one or more emotions to resolution.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA7 Experiencing self-efficacy
- ✓ RDM3 Learning to make reasoned judgment after analyzing information, data, and facts

## Extension Activity: Captain and Poet Yoga

### Overview

This activity is designed to explore how different yoga poses shift their physical state. The main focus is on becoming aware of the physical embodiment of Captain and Poet.

### Learning Outcomes

- Recognize how holding different poses makes them feel.
- Connect the expression of the Captain and Poet to yoga poses.

### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SM2 Identifying and using stress-management strategies
- ✓ RDM2 Identifying solutions for personal and social problems

## Identity, Inclusion & Belonging

### Extension Activity: Creating Brave Spaces

#### Overview

This activity is designed to foster a classroom environment that supports brave spaces where every member of the class feels empowered and supported to share and be vulnerable. The main focus is on establishing mutually agreed upon guidelines or agreements along with strategies for the teacher and students to apply throughout the unit in order to promote courageous conversations around identity.

#### Learning Outcomes

- Explore what it takes to create brave spaces from a personal and collective perspective.
- Generate strategies for fostering a brave space in the classroom.

#### SEL Competencies

- ✓ SA3 Identifying one's emotions
- ✓ SA4 Demonstrating honesty and integrity
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SM1 Managing one's emotions
- ✓ SM3 Exhibiting self-discipline and self-motivation
- ✓ SM4 Setting personal and collective goals
- ✓ SM5 Using planning and organizational skills
- ✓ SM6 Showing the courage to take initiative
- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA1 Taking others' perspectives
- ✓ SoA3 Demonstrating empathy and compassion
- ✓ SoA4 Showing concern for the feelings of others
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ RS1 Communicating effectively
- ✓ RS2 Developing positive relationships
- ✓ RS4 Practicing teamwork and collaborative problem-solving
- ✓ RS5 Resolving conflicts constructively
- ✓ RS7 Showing leadership in groups
- ✓ RS8 Seeking or offering support and help when needed
- ✓ RS9 Standing up for the rights of others
- ✓ RDM2 Identifying solutions for personal and social problems

- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

### **Extension Activity: Everyone Has a Story**

#### **Overview**

This activity is designed to illuminate the lived experience of students. The main focus is on gaining an appreciation for individual experiences and how the Captain and Poet show up across life stories.

#### **Learning Outcomes**

- Appreciate the stories of others and identify similarities and differences across experiences.
- Recognize how the Captain and Poet show up in other students' lives.

#### **SEL Competencies**

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA6 Examining prejudices and biases
- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA1 Taking others' perspectives
- ✓ SoA2 Recognizing strengths in others
- ✓ SoA3 Demonstrating empathy and compassion
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ RS1 Communicating effectively

### **Extension Activity: What is Identity?**

#### **Overview**

This activity is designed to introduce the concept of identity. The main focus is on identifying the different aspects of identity that inform who we are.

#### **Learning Outcomes**

- Explain what identity is.
- Identify three or more main aspects of their identity.

#### **SEL Competencies**

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA6 Examining prejudices and biases
- ✓ SoA1 Taking others' perspectives
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ RS3 Demonstrating cultural competency

### **Extension Activity: Circles of Identity**

#### **Overview**

This activity is designed to help students understand that we all have multiple identities at play in each of us. The main focus is on becoming aware of how their unique identities influence who they are.

#### **Learning Outcomes**

- Identify the main identities they associate with on an individual level.
- Articulate how one or more of their identities influences who they are.
- Recognize how the Captain and Poet help them navigate identity in different contexts.

#### **SEL Competencies**

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA6 Examining prejudices and biases
- ✓ SoA1 Taking others' perspectives
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ RS3 Demonstrating cultural competency

### **Extension Activity: Playing Identity Detective**

#### **Overview**

This activity is designed to explore identity outside of their own lived experience. The main focus is on grasping the complexity of identity in themselves and others.

#### **Learning Outcomes**

- Explain how people's identities go beyond what we can see on the surface.
- Recognize that identity is multi-faceted and different for each individual.

#### **SEL Competencies**

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA6 Examining prejudices and biases
- ✓ SoA1 Taking others' perspectives
- ✓ SoA2 Recognizing strengths in others
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ RS2 Developing positive relationships
- ✓ RS3 Demonstrating cultural competency
- ✓ RDM1 Demonstrating curiosity and open-mindedness

### Extension Activity: Celebrating Our Differences

#### Overview

This activity is designed to celebrate difference. The main focus is on framing difference in a positive way and identifying how our Captain and Poet help us bring the possibilities of being different to life.

#### Learning Outcomes

- Define how difference is a positive thing.
- Generate possibilities for how difference can have a positive impact on our lives.
- We are all the same because we are all different and different is

#### SEL Competencies

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA6 Examining prejudices and biases
- ✓ SM6 Showing the courage to take initiative
- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA2 Recognizing strengths in others
- ✓ SoA6 Identifying diverse social norms, including unjust ones
- ✓ RS3 Demonstrating cultural competency
- ✓ RS7 Showing leadership in groups
- ✓ RDM1 Demonstrating curiosity and open-mindedness
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

### Extension Activity: Captains and Poets of Inclusion

#### Overview

This activity is designed to introduce the concept of inclusion. The main focus is on recognizing the importance of remembering that we all have a Captain and Poet inside and, therefore, share certain experiences.

### Learning Outcomes

- Identify how the Captain and Poet show up in different lived experiences.
- Recognize how the Captain and Poet are at once the same and different in others.

### SEL Competencies

- ✓ SA1 Integrating personal and social identities
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA6 Examining prejudices and biases
- ✓ SA7 Experiencing self-efficacy
- ✓ SM6 Showing the courage to take initiative
- ✓ SM7 Demonstrating personal and collective agency
- ✓ SoA1 Taking others' perspectives
- ✓ SoA3 Demonstrating empathy and compassion
- ✓ SoA4 Showing concern for the feelings of others
- ✓ SoA7 Recognizing situational demands and opportunities
- ✓ RS2 Developing positive relationships
- ✓ RS6 Resisting negative social pressure
- ✓ RS7 Showing leadership in groups
- ✓ RS8 Seeking or offering support and help when needed
- ✓ RS9 Standing up for the rights of others
- ✓ RDM2 Identifying solutions for personal and social problems
- ✓ RDM4 Anticipating and evaluating the consequences of one's actions
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being

### Extension Activity: Who Do I Want to Be?

#### Overview

This activity is designed to invite students to articulate what they see as their contribution to the world. The main focus is on recognizing that they are an active agent and positive force in the world.

### Learning Outcomes

- Identify one or more unique attributes that they offer to the world.
- Articulate what positive and altruistic motivations they have for the world



## **SEL Competencies**

- ✓ SA1 Integrating personal and social identities
- ✓ SA2 Identifying personal, cultural, and linguistic assets
- ✓ SA5 Linking feelings, values, and thoughts
- ✓ SA8 Having a growth mindset
- ✓ SA9 Developing interests and a sense of purpose
- ✓ SM4 Setting personal and collective goals
- ✓ SM7 Demonstrating personal and collective agency
- ✓ RS7 Showing leadership in groups
- ✓ RDM6 Reflecting on one's role to promote personal, family, and community well-being