



WRITE BRAINWORLD™

STELLAR S.E.L.!



EXCERPTS ONLY

WRiTE BRAiN™

# C12 WHEEL WORKS

## A SOCIAL-EMOTIONAL LEARNING PROGRAM

A Complete Guide To Teaching Social-Emotional Learning  
Through Creative Projects, Writing Activities,  
Presentations, and Vibrant Visuals

EDUCATOR'S PROGRAM MANUAL  
FOR USE WITH STUDENTS  
GRADES 4-12

CASEL  
FRAMEWORK  
ALIGNED!

---

I am writing this mini bio in first-person narrative, with a nod to all of you who know that today's student more than likely doesn't know what that is. As Founder & CEO, I bring to our content development my lifetime of experience as a "super-connector" who has thrived in the co-creation of personal and professional relationships. The WRiTE BRAiN K-12 curricula was designed to be both disguised project-based learning and social-emotional learning and it succeeds. The C12 Wheel Works supplements any academic program implemented in any learning environment, whether it's our robust children's book authoring program or not. The decades I have spent in front of and behind the camera as an actress, producer, writer, director in the entertainment industry allowed me to be the storyteller I was born to be -- just as the public school teachers of my youth celebrated my self-expression and ability to collaborate with my peers. Asking Rhona Cleary to take WRiTE BRAiN's C12 Core Components Wheel and grow it beyond the bounds of its own circumference was a smart CEO decision I proudly own.

---



Meredith Scott Lynn  
Founder & CEO

Rhona Cleary



This WRiTE BRAiN C12 SOCIAl-EMOTiONAl LEARNiNG program was developed by Rhona Cleary. A writer, performer, and former English Language educator from Ireland, at WRiTE BRAiN Rhona serves as the Director of Program Development, writing lesson plans, creative content, and helping to design programs in specific focus areas. She graduated from Vassar College with a B.A. in Creative Writing. She is a professional writer who most recently authored two graphic novels for Disney, as well as a young adult novel.

As an English Language teacher, working first at La Sapienza University in Rome and later at a summer language program at UCLA, Rhona emphasized creative writing and art-focused activities in her classes. A member of the Upright Citizens Brigade in Los Angeles, Rhona has been studying and teaching the specialized craft of improvisational performance and acting since 2012. Her passion is working with young people to help them cultivate their self-esteem and sense of creative play through improv and writing. Currently, she works with youth under the age of 18 at a juvenile detention center in the heart of Los Angeles County. Giving kids of all ages a path to greater understanding of social-emotional concepts to support their maturity is a purpose shared by both Rhona and WRiTE BRAiN.

WRITE BRAIN™

# C12 WHEEL WORKS

## A SOCIAL-EMOTIONAL LEARNING PROGRAM

### UTILIZING WRITE BRAIN'S C12 CORE COMPONENTS WHEEL

<b>How to Use the Wheel Works Program</b> .....	4
WRITE BRAIN BOOKS C-12 Core Components Wheel .....	6
CIRCLE UP! .....	7
WRITE IT UP .....	7
CREATE .....	8
REFLECT .....	8
SEL Word Frame Cards and Story Cards .....	9
C12 Pre- & Post-Program Self-Assessment Survey .....	9
<b>C12 Wheel Works Connects Kids with their Community</b> .....	10
<b>C12 Wheel Works &amp; English Learners</b> .....	11
<b>UNIT 1: Commitment</b> .....	12
<b>UNIT 2: Compassion</b> .....	14
<b>UNIT 3: Creativity</b> .....	16
<b>UNIT 4: Curiosity</b> .....	18
<b>UNIT 5: Connection</b> .....	20
<b>UNIT 6: Character</b> .....	22
<b>UNIT 7: Courage</b> .....	24
<b>UNIT 8: Critical Thinking</b> .....	26
<b>UNIT 9: Comprehension</b> .....	30
<b>UNIT 10: Communication</b> .....	34
<b>UNIT 11: Confidence</b> .....	38
<b>UNIT 12: Collaboration</b> .....	40
<b>Commitment Action Plan</b> .....	46
<b>SEL Word Frame Games</b> .....	47
<b>Character Sketch Worksheet</b> .....	52
<b>Classroom Constitution Worksheet</b> .....	53
<b>Pre- &amp; Post-Program Student Self-Assessment Survey</b> .....	54



## UNIT 3

# CREATIVITY

### MATERIALS

C12 Wheel, Chart Paper, Notebooks and Pencils, Story Cards, Materials for Creative Journal Entries (i.e. drawing pencils, colored paper, collage materials)

### OBJECTIVE

Students will think about the ways creativity is useful outside of art, participate in a collaborative creative writing activity, and channel their personal creativity into a weeklong creativity journal.

## CREATIVITY



### DISCUSS & DEFINE

- What does it mean to be creative?
- What are some ways that creativity is important in your daily life?
- Are there ways that creativity can be useful outside of making art?
- Do you know anyone who is creative but not necessarily artistic?
- Why do you think creativity is important for anyone of any age to explore?



### WRITE IT UP

Divide the class into small groups and use your WRiTE BRAiN Story Cards to play a round of PASS iT!

- Divide the students into small groups.
- Every participant should have a Story Card, paper, and pencil.
- Set a timer for **two minutes** and instruct students to start writing a story.
- After two minutes are up, students should pass the illustration AND their story to the next person in their group, who will pick up where they left off.
- Continue passing and writing in two minutes increments.
- By the end of the game, there will be a multitude of co-authored stories! Ask participants to share their stories aloud.

Invite students to reflect on the ways they engaged their creativity in this writing game.





Note  
to the  
Educator!

Make sure students understand that they all have creative abilities, whether or not they are naturally drawn to artistic pursuits. The pages of their creativity journal are for them to experiment and have fun with, and will never be graded or judged. Encourage students to try out new forms of creativity in their journals (e.g., if they have strong drawing skills, encourage them to write a song; if they are excellent writers, have them draw or make a collage).



## CREATE (OVER SEVERAL DAYS)

- Tell students that they will be keeping a creativity journal throughout the week, which they will add to each time you meet throughout this unit. They can use the pages of their regular notebooks or loose paper for this project.
- Each day you meet, give students 10-15 minutes of dedicated time to craft an entry for their creativity journal. **Types of entries can include short stories, poems, songs, drawings, collages, experiments, blackout poems, etc.**
- Encourage students to choose a variety of creative entries throughout the unit.
- Remind students that these journals are not like regular journals; instead of processing their feelings by simply writing about them, they will be using their feelings to inspire works of art!



## REFLECT

- What role does creativity play in your life?
- Is it important to you? Why, or why not?
- Do you think creativity is a talent that you're born with or a skill to cultivate?
- How can you use creativity in different areas of your life - at home, in math class, in science class, or in recess time, for example?

### CASEL ALIGNMENTS

**Goal V. Objective B:**  
Student uses effective decision-making skills.

## MATERIALS

C12 Wheel, Chart Paper, Notebooks and Pencils

## OBJECTIVE

Students will think about specific people they know who are confident, write an account of a situation when they could have done things differently if they had displayed more confidence, then pair up to interview their peers and present each other to the rest of the class.

# CONFIDENCE



## DISCUSS & DEFINE

- Who is someone in your life that you perceive as being confident?
- In what ways do they use their confidence positively?
- Why do you think confidence might be important in the classroom? In life?
- What are some steps you might be able to take to increase your confidence?



## WRITE IT UP

- Tell students to think of a specific situation in their lives when having more confidence might have made them act differently.
- Now, they will write a brief (one or two paragraphs) account of how that situation might have unfolded if they had displayed more confidence.
- Explain that they should write their account as if they are telling a true story (remembering to use specific details and sensory language to set the scene), except the end of the story will be different from what actually happened.



## CREATE



### Part I

1. Divide the class into pairs, ideally pairing students who don't already know each other well. Tell students that they will be interviewing one another so that tomorrow they can brag about each other to the rest of the class. This means that the purpose of their interview is to gather all the facts they can about what makes their pair partner interesting, unique, and awesome! You can write some or all of the example questions below on the board to guide students' interviews or type up a sheet to hand out. Remind students to ask a variety of questions so they can present the most detailed and interesting introduction to their pair partner to the rest of the class tomorrow.
2. Set a timer for 5-7 minutes and have Student A interview Student B. Student A should be listening and taking detailed notes on Student B's answers. This is a great opportunity to practice handwriting, but you can choose to have students keyboard instead. *Research has shown that students have higher retention of information when handwriting their notes rather than typing.*
3. Once the time is up, set the timer again for Student B to interview Student A and take notes.

### Example Interview Questions:

1. Do you have a nickname friends or family call you?
2. Do you have a special talent or skill? (Languages, singing, physical abilities, hobbies)
3. Are you especially good at any sport?
4. Do you have a sibling? If so, how are you a supportive brother/sister?
5. Have you ever won a prize? If so, what for?
6. Have you ever helped anyone who was in trouble? What's the story?
7. What is the one thing you can do better than anyone else in your family?
8. What is the bravest thing you've ever done?
9. Can you think of something you used to be afraid of that you no longer fear?
10. What are you most proud of?



### Part II

- Tell students that they will be using the notes from their interview to present their pair partner to the class. The point of the presentation is to brag about their partner by talking about all the unique and interesting things they can do.
- Invite a pair of students to volunteer to present first. Both students in the pair should stand up in front of the class. Each presentation should take no more than two minutes. Student A will present Student B first by saying, "This is (name) and s/he is awesome because (list fun facts and accomplishments)..."
- Once two minutes are up, Student B will present Student A to the class.
- Continue with presentations either throughout the week or over the course of implementation as time permits until every pair has had the opportunity to present.



### REFLECT

- How did you use your confidence as both the interviewer and interviewee?
- How did it feel to have your pair partner present you to the class?
- Did you feel more or less confident after the activity?
- What is one specific way you could improve your confidence this week?

Note  
to the  
Educator!

If a student is having a difficult time thinking of anything positive to say about themselves, remind them that even the smallest acts of kindness are worth a big brag!

### CASEL ALIGNMENTS

#### Goal I. Objective B:

Student demonstrates awareness of personal qualities.

#### Goal III. Objective A:

Student demonstrates awareness of other's emotions and perspectives.

#### Goal IV. Objective A:

Student uses positive communication and social skills to interact with others.



## Contact Us

WRiTE BRAiN WORLD  
EduProgram@WriteBrainWorld.com  
[www.WriteBrainWorld.com](http://www.WriteBrainWorld.com)  
855-WB-WORLD  
(855.929.6753)