



License Holder

# Welcome Toolkit



**Thank you for choosing Fly Five as your social, emotional, and academic solution.**

**Dear Fly Five Educator,**

We are thrilled to welcome you to the Fly Five community! As a Fly Five license holder, you play a pivotal role in shaping the SEL journey in your school community, and we want to ensure that your experience with us is seamless and enjoyable from the beginning. This guide provides an overview of your role in kick-starting Fly Five implementation, as well as the tools and resources you will use to prepare your school community for taking flight with Fly Five.



## What's in Your Welcome Toolkit

### Product Overview

A detailed guide to Fly Five products and services, outlining key features and benefits.

### Getting Started Guide

Step-by-step instructions to help you set up and activate your account or product. This guide will walk you through the initial setup process, ensuring a smooth onboarding experience.

### FAQs

Anticipating your questions, we've compiled a list of frequently asked questions and provided detailed answers to assist you promptly.

### Contact Information

Our dedicated customer support team is here to assist you. Find our contact details in the kit for any inquiries or assistance you may need.

## How to Use Your Welcome Toolkit

### 1. Read Through

Take a moment to go through the Welcome Kit thoroughly. It contains valuable information that will enhance your understanding of where to begin.

### 2. Refer to Guides

For specific setup instructions, troubleshooting tips, or any other queries, refer to the Getting Started Guide and FAQs included in the kit.

### 3. Reach Out

Don't hesitate to contact our customer support team with questions.

## Stay Connected

Follow us on social media for the latest updates, tips, and exclusive offers. We also love to share SEL insights from our community, so be sure to tag us in your Fly Five posts!



We value your feedback and encourage you to share your thoughts with us on social media or contact us through our website at [www.flyfivesel.org/contact-us](http://www.flyfivesel.org/contact-us).

Thank you for choosing Fly Five. We look forward to partnering with you and ensuring that your experience with us exceeds your expectations.

# Welcome aboard!

# Table of Contents



- 1** Implementation Phases
- 2** Product Overview
- 3** Getting Started Guide
- 4** Frequently Asked Questions
- 5** Contact Information



# Implementation Phases



## 1. Plan

The goals and objectives for curriculum implementation are defined through the Customer Success Plan. School Leaders and Ambassadors will have access to this document to provide support as needed.

## 3. Execute

License holders begin to deliver lessons and tasks outlined in the Customer Success Plan are carried out.

## 5. Close, Celebrate, and Look Ahead

Complete the C-SETI, wrap up lesson delivery, celebrate successes, and analyze data to help identify future goals.

## 2. Prepare

Digital platforms are assigned, materials are received, and school personnel are trained.

## 4. Monitor and Evaluate

Progress is monitored, feedback is collected, and lessons learned are documented and shared with stakeholders.































































# Product Overview: Print or Digital?



- The Fly Five instructional program is a combination of print and digital materials designed to empower educators in their teaching and students in their learning.
- These components ensure student learning is constructive, dynamic, and developmentally appropriate.

Reference the chart below to identify the print and digital resources for each grade level.

Key
 Print
 Digital
 Hybrid

	Teacher's Lesson Guide	Student Journal	Poster Pack	PPT	Scenario Cards	The Mindful Student	School to Home Connection	Learning Management System
K								
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								
8th								

# Product Overview



## Teachers Lesson Guide

K-8, Print Only




The Fly Five Teacher’s Lesson Guide is an instructional manual and comprehensive toolkit to keep teachers organized, prepared, and focused as they bring SEL into their classrooms.



## Cooperation Lessons

### Show Them the Way

**Directions:** View the images below. Use the three steps to help guide in the characters’ self-control. Draw an image or write words to demonstrate how each character can show self-control.

### Respect Looks and Sounds Like Exit Ticket

**Directions:** What does showing respect look like and sound like to you? Draw a picture and then write a sentence that matches your picture.

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### Resolves Differences Quickly C1RDQ Grade 1

**TEACHER OBJECTIVE:**

The teacher will teach and model how we can display self-control and patience and show respect to our peers when waiting our turn.



**STUDENT OBJECTIVE:**

The student will be able to display appropriate behavior while waiting their turn.

**MATERIALS:**

- Session One**
  - The Big Blue Notebook
  - Vocabulary poster (C1RDQ)
- Session Two**
  - Vocabulary poster (C1RDQ)
  - Self-Control Steps (SJ 13)
  - Three Steps of Self-Control poster (C1RDQ)
  - Show Them the Way (SJ 14)
  - Pencils
- Session Three**
  - The Big Blue Notebook
  - Vocabulary poster (C1RDQ)
  - Respectful Scenario Sheet (TR 13)
  - Pick and Choose Posters (TR 14)
  - Respect Looks and Sounds Like Exit Ticket (SJ 15)
  - Pencils

**ICON KEY:**

-  **Formative Assessment**  
An assessment that monitors student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
-  **Interactive Learning Structures**  
Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.



## Student Journals

K-8, Print Only

The Student Journals are vibrant, colorful workbooks that provide visual and hands-on activities to promote students’ learning and engagement. Each student receives their own journal so they can creatively and individually engage with their SEL lessons.



# Product Overview

**FLY FIVE**

**Vocabulary**  
Resolves Differences Quickly

**Respect (v.):**  
to treat or think about something or someone in a positive way

**Patient (adj.):**  
a way to wait calmly without complaining or becoming upset

**Self-Control (n.):**  
the ability to recognize and regulate your thoughts, emotions, and behaviors to be successful in the moment

**STOP**  
Behavior is the first step.

**THINK**  
What do you expect for me? What is next? What is being expected?

**A CHOICE**  
What will I do differently so that I am displaying appropriate behaviors?

**FLY FIVE**

**Range of Emotions**

Serenity Joy Excitement Perseverance Sadness Grief

Boredom Disgust Loneliness

Acceptance Trust Admiration Interest Amusement Vigilance

Annoyance Anger Rage Disrespect Surprise Amusement

**FLY FIVE**

**Purpose of Self-Control**

**FLY FIVE**

## Poster Packs

K–2, Print Only

For kindergarten through second grade, the Poster Packs are a visual resource for interactive learning. They feature concept maps and character illustrations that support students' understanding of SEL lessons and vocabulary as well as the Emotion Posters.

**FLY FIVE**

**Emotion** **Feels Like** **Looks Like**

**FLY FIVE**

**Range of Emotions**

Serenity Joy Excitement Perseverance Sadness Grief

Boredom Disgust Loneliness

Acceptance Trust Admiration Interest Amusement Vigilance

Annoyance Anger Rage Disrespect Surprise Amusement

**FLY FIVE**

**Purpose of Emotions**

Helps us focus on what matters

Helps us to understand what is helpful or unhealthy

Helps us to be vulnerable and to bond with others

Protects us from harm or danger

Motivates us to act

## Emotions Poster Pack

3–8, Print Only

The Poster Packs also strengthen students' understanding of emotions through a series of three emotion-themed posters: Emotion—Feels Like, Looks Like; the Purpose of Emotions; and Range of Emotions. These emotion posters allow students to gain insight into why we have emotions and how they range in intensity.

# Product Overview



**Cooperation**  
Able to Make and Keep Friends

**Mindfulness Principle:** Take it slow

**Skill Focus:** Identify the characteristics of a healthy friendship

- What does it mean for a friendship to be healthy? How are many unhealthful friendships?
- In a group of 2 or 3, think about positive characteristics you like to have in a friend, such as loyalty.
- What were some of the traits you loved in your friend? As you go about your day, think of ways to think about what makes healthy friendships.

**Friendship Puzzle**

Think about what it means to be a friend. Consider what makes a friendship healthy. How can you do right by your friends, no matter what?

## The Mindful Student

K–8, Print and Digital

The Mindful Student includes 20 grade-specific mindfulness lessons, each focused on a C.A.R.E.S. competency and grade-level skill. The activities range from interactive partner work and role-playing to quiet visualizations and guided reflection.

**Change the Behavior**

**Cooperation**

**TITLE:** Change the Behavior

**SCENARIO:**  
Shen's class has earned a pizza party because the students had worked so hard to build their reading stamina. Everyone was so excited, and Shen couldn't believe they were going to have a pizza party at school. He had a hard time sleeping the night before because that was all he could think about. When school started, the teacher reminded the class, "Don't forget, we have our pizza party today, but we also need to finish our math problems and do some writing before having any pizza." All Shen could think about was the pizza. During the middle of doing math, he said, "What time are we having pizza? Can we have it now?"

**QUESTION:**

- What cooperation skill does Shen need to practice?

**GRADE 1**

**FLY FIVE C1RDQ**

## Scenario Cards

K–2, Print Only

For kindergarten through second grade, the Scenario Cards depict a wide variety of situations where the characters must put their SEL skills to use. Each card is aligned with a skill focus and offers questions and prompts that allow students to think through the situations in their own way.

# Product Overview



**GRADE 5**  
Room 103

**Cooperation: Able to Make and Keep Friends (CSAMKF)** Lesson Status: In Progress

**STUDENT OBJECTIVE**  
The student will be able to identify the characteristics of a healthy friendship.

**TEACHER OBJECTIVE**  
The teacher will facilitate students' exploration of identifying the characteristics of a healthy friendship.

**DIRECTIONS**

**FLY FIVE**

About Us | Contact Us | Fly Five Library

## Teacher Resource

K-8, Digital Only

The Teacher Resource is an online downloadable resource that provides additional information regarding the lesson's visual components and Student Journal pages. The additional background information contextualizes the lessons and allows for stronger instruction and more in-depth learning.

**Helpful Hints:**  
COOPERATION LESSON - Able to Make and Keep Friends (CSAMKF)

**Session One:**

- Create a Friendship Characteristics anchor chart for Session One.
- Save the Friendship Characteristics chart for Session One and Three.
- Hang the Friendship Characteristics chart or place it on a table in the front of the class so students can refer to it throughout the lesson.
- Display PPT 8: Brainstorming and Combining as a model throughout the Student Practice section.

**Session Three:**

- Create four anchor charts titled as follows:
- "How do you tell your friend something that's hard to hear?"
- "How do you show your friend that they can trust you?"
- "How do you show your friend that you will be there for them when they need help?"

## Helpful Hints

K-8, Digital Only

The Helpful Hints section anticipates the questions and challenges that may arise when implementing the curriculum and offers solutions. The hints include evidence-based tips and strategies for using the instructional materials to their fullest potential.

**FLY FIVE**

**School-to-Home Connection Newsletter**

Greetings Parents/Guardians!

Trustworthy, Honest, Cooperative, Empathetic, Thoughtful, Funny. Great comes to mind when you read those words? For us here at Fly Five, we know our friends. You know the ones that you can call at any hour of the day and they'll be there for you. The ones who go with you to school every day. The ones who sit with you at lunch. The ones who sit with you at home. The ones who sit with you at home.

Friendships are one of life's greatest treasures, and as adults, we've all learned that it's important to have friends. Through the School-to-Home Connection, we also have former friends, the ones we've parted ways with but that the friendship was unhealthy, and it wasn't serving us the way that we needed it.

This week, your fifth grader is learning about the competency of **making and keeping friends**. Throughout the School-to-Home Connection, your child will discover many different ways to build the characteristics of a healthy friendship within the classroom, school, and community.

Here are some ways that you can practice this important skill with your child:

- **Dinner Discussion:** Healthy Friendships
- **Nighttime Reflections:** Journal Prompts, Parent Conversation Starters, Friendly Advice
- **Art Activity:** Friendship Collage
- **Community Connection:** Informal, Jam Session, Movie Time!
- **SEL, Saturday:** Food Bank

As you continue to support your child with the development of this skill, we hope you celebrate the healthy qualities of your friendships. For every great work with a friend, you could say "That was great! How spending time with a friend is such a beautiful blessing!" The more your child hears about the importance of friendship, the more they'll value them, too.

Sincerely,  
The Fly Five Team

Page 1/5

## School-to-Home Connection

K-8, Digital Only

The School-to-Home Connection is a weekly toolkit filled with engaging activities to bring SEL learning into a student's home and community. This newsletter communicates which SEL skills students are practicing each week and offers conversation prompts, guided reflections, read-alouds, and suggestions for students and families to practice SEL in their communities.

# Product Overview



## TAKE C-SETI

Welcome to the C-SETI, an assessment to help you identify your classroom's social and emotional type following the completion of the Fly Five curriculum. Choose one of three C-SETI options for assessment: whole class, small group, or individual. When considering which option will best meet your classroom's needs, remember that your decision is final; after you have clicked confirm you will not be able to change the assessment type. Once you have completed your chosen assessment, your results will be saved to your teacher dashboard.

Class C-SETI

Group C-SETI

Individual C-SETI

### Classroom Social Emotional Type Inventory

K-8, Digital Only

The C-SETI is a grade-level inventory that the teacher uses to identify the social and emotional type of their classroom at the end of teaching the curriculum.

## Your SETI Report



### JAVELIN THROWER (SAHTA)



### Social Emotional Type Inventory

K-8, Digital Only

The Social and Emotional Type Inventory provides an inventory of one's social and emotional tendencies, behaviors, attitudes, and dispositions.

**Group Goals**

Expand friendships	Maintain personal property
Maintain healthy friendships	Maintain community property
Contributes to a group within their role	Follow the rules
Communicate effectively within a group	Identify, express and validate emotions in self and others
Apply strategies to resolve conflicts	Compassionate for self, peers, and countries
Adheres to roles and goals within a group	Demonstrates compassion for self and peers
Recognize when to help others	Includes others with same or different opinions
Helps others for the greater good	Values diverse points of view
Explore and explain emotions through stressful moments	Recognize how behaviors impact communication
Set boundaries respectfully with differing opinions	Show and express gratitude toward others
Recognize when and how to ask for help	Can connect emotions to social interactions
Use help for overall	Identify behaviors and emotions that impact

	Least Important to My Goal for Students' SEL Learning			Most Important to My Goal for Students' SEL Learning			
	VERY	QUITE	SOMEWHAT	NEUTRAL	SOMEWHAT	QUITE	VERY
Identify strategies to resolve conflict							
Build alliances to control impulses							
Employ strategies to break the loop of obsessive thoughts							
Recognize how power and/or obsessive thoughts can shape behavior							
Use strategies to achieve goals							
Express and validate emotions effectively in social roles							

### Hopes and Goals Setting Module

K-8, Digital Only

The Hopes and Goals Setting Module (HGSM) report compares a teacher's SEL strengths and growth from their SETI profile with their goals for their class, offering them a clear starting point and a path toward reaching those goals.

# School Community Roles



Roles within the school community play a crucial role in the effective curriculum implementation in various ways. The collaboration and coordination among these roles ensure that curriculum implementation is comprehensive, responsive to student needs, and continuously improving based on feedback and evaluation. Each role contributes uniquely to the success of implementing a well-rounded and effective curriculum.

## School Leader

### Role

To lead the logistical setup of the digital platforms and ensure that license holders have their materials

### Responsibilities

- Confirm materials are delivered and accounted for
- Assign license holders in the Learning Management System
- Share the Fly Five Academy enrollment key with license holders
- Complete annual Student Journal Order

## Ambassador

### Role

To mentor Fly Five license holders and point of contact in the school community for Fly Five instructional needs

### Responsibilities

- Be available to license holders for implementation questions
- Provide lesson demonstrations for license holders to observe
- Support license holders in data collection
- Attend regular coaching sessions to build SEL expertise

## License Holder

### Role

To provide weekly Fly Five instruction to students and communicate with families.

### Responsibilities

- Take the SETI and complete Fly Five Academy requirements.
- Sequence Fly Five lessons
- Prepare for and deliver Fly Five lessons
- Send the School to Home Connection to families

# Year at a Glance Task Sheet



## Start of the Year

- FLY FIVE LMS** Activate LMS account
- FLY FIVE LMS** Take the SETI
- EMAIL COMMUNICATION** Bookmark Welcome Kits and Six Week Planner page
- FLY FIVE WEBSITE** Complete the Six Week Planner Activities and reference the Welcome Kit as needed
- FLY FIVE LMS** Complete the Hopes and Goals Setting Module at least six weeks after getting to know your students.
- TEACHER'S LESSON GUIDE** Use the At-a-Glance Planner to plan for the sequence of your lessons

## Throughout the Year

- FLY FIVE LMS** Begin lesson implementation, update lesson progress and provide lesson feedback
- SCHOOL-BASED SUPPORT** Reach out to your School Leader and Ambassador for support as needed

## End of Year

- FLY FIVE LMS** Complete the C-SETI

# Digital Platform How-Tos



## The LMS and Implementation Supports

The **Learning Management System (LMS)** and implementation supports are in separate digital spaces to ensure that learners and administrators can access the tools and resources they need without unnecessary overlap or confusion. This separation enhances the efficiency and effectiveness of learning delivery and system management.

- The LMS is where licenses are assigned and managed, reports and assessment results are viewed, and lesson progress is monitored for all licenses. This is where license holders access all digital lesson components.
- The Welcome Kit and Six Week Planner are webpages with links to material that help license holders get oriented to the curriculum and access their PD materials.

Grade	Room#	Competency	Lesson Name	Status	Last Visited	Go To Lesson
5	JM-G5	Cooperation	<a href="#">Able to Make and Keep Friends</a>	In Progress	07/18/24	

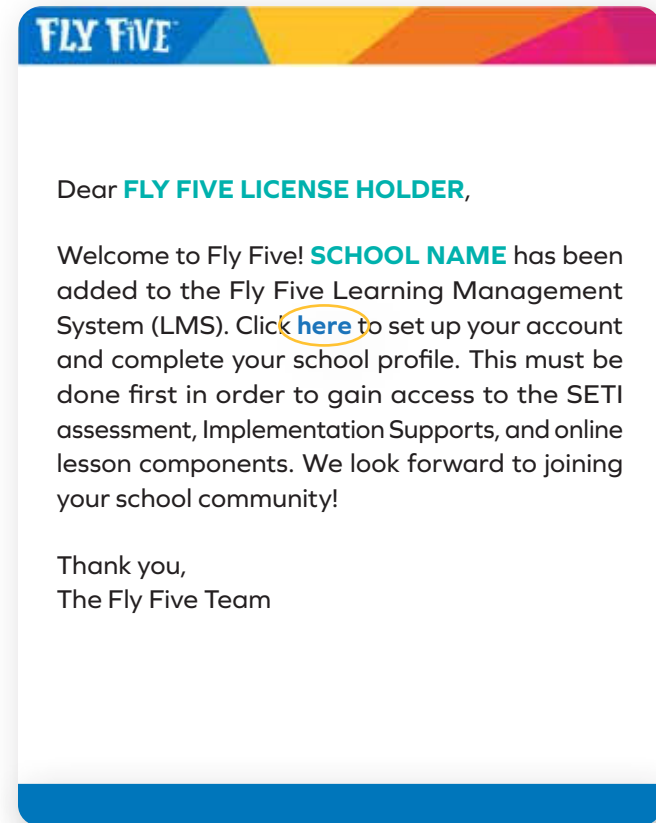
# Digital Platform How-Tos



## Activate LMS account

To carry out various technical tasks within the Learning Management System (LMS), it is essential that your LMS account is activated. This activation process is a critical step to access the full range of features and capabilities the system offers.

Use the activation link in the welcome email to create your Fly Five account.





# Add Students And Parents To Classes

Within the LMS, there is an option to upload student and parent information to classes. This enables the educator to send the School to Home Connection to families through the LMS if they choose.

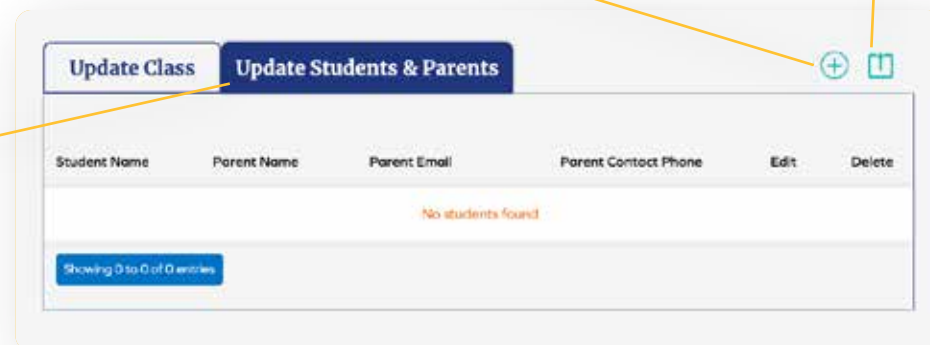


Select **CLASSES** from the dashboard

Add students individually by clicking the **PLUS SIGN**

Add students by clicking the **IMPORT ARROW**

Click on the **UPDATE STUDENTS & PARENTS** tab



# Lesson Delivery in Action



To get a sense of what Fly Five videos look and sound like in the classroom, it's beneficial for them to watch some examples. The videos below are designed to support implementation by demonstrating lesson delivery in action.



# Family Support



As we prepare to strengthen the connection to students' families, we want to ensure you have the resources you need to effectively reach out to and support our families.

**SHC Introductory Letter  
for Parents**

**What is the School to Home  
Connection?**

**SHC Overview**

# Lesson Features



Understanding of lesson features can prepare license holders to effectively implement the curriculum. Use the following link to build knowledge of the features for effective lesson delivery

**Lesson Features**

# Planning Resources



Preparing to teach a competency and fostering an active learning environment involves thoughtful planning and execution. Use these resources to help get prepared.



**Preparing to  
Teach a Competency**

**Preparing for  
Active Learning**

# How to Place an Order



All Fly Five orders must go through the Educational Partnerships Consultants. One will be assigned to your Support Team. Your School Leader will contact that individual directly or email [inquiries@flyfivesel.org](mailto:inquiries@flyfivesel.org) to get in touch with additional licenses or materials that you may need to purchase.



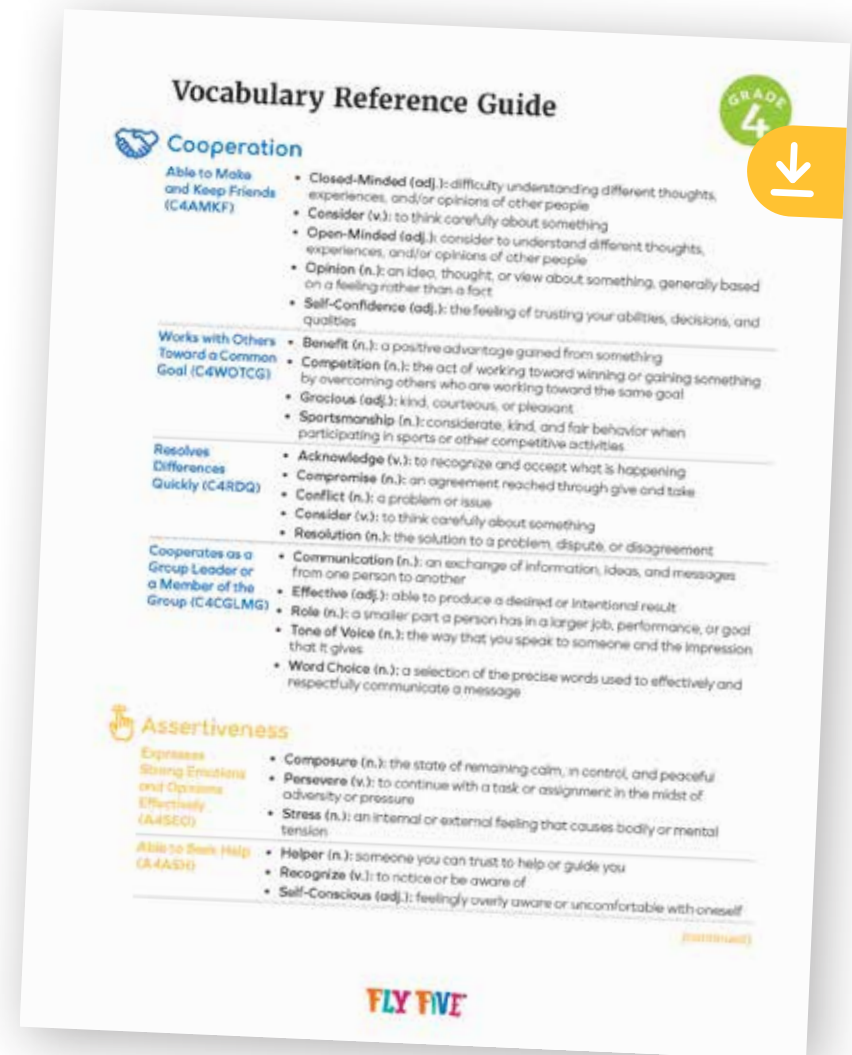
Order Avenue A books directly on the website at [www.flyfivesel.org/shop/avenue-a-books](http://www.flyfivesel.org/shop/avenue-a-books)



Order The Mindful Student cards and the Mini Mindfulness Course directly on the website at [www.flyfivesel.org/product-category/mindfulness-activities-for-students](http://www.flyfivesel.org/product-category/mindfulness-activities-for-students)

# Vocabulary Reference Guide

Fly Five lessons are embedded with rich vocabulary to promote literacy through the social context of learning. There is strong evidence that explicit instruction in vocabulary is one of the most effective strategies for improving literacy skills and content knowledge. Share these vocabulary guides with colleagues within your school building to integrate this learning into other contexts.



# Teaming with C.A.R.E.S.

The development of Adult SEL is crucial for fostering a collaborative and supportive educational environment. Use the tips below to help develop your own social and emotional competence to create a positive and inclusive atmosphere that benefits both you and your students.



FLY FIVE
↓

**C.A.R.E.S.**  
Practical Tips to Improve Your Social and Emotional Competence

These practical tips are aligned with *Cultivating SEL Competencies: Building Social and Emotional Skills for Adults*. They are research-based strategies and techniques for strengthening your SEL skills in all of the C.A.R.E.S. competencies, and they are designed to be flexible, scalable, and easily implemented into your everyday life. Each tip is tied to an anchor standard of the curriculum. As you explore these tips, consider how you can use them to build on the social and emotional competence you already possess.

**Objective:** Practice ways to further develop competence in cooperation, assertiveness, responsibility, empathy, or self-control.

Cooperation	Assertiveness	Responsibility	Empathy	Self-Control
<p><b>Able to Make and Keep Friends</b></p> <p>Deepen your casual connections. Is there someone at work or in an organization you're part of with whom you connect but haven't cultivated a friendship? Ask them for a coffee and get to know them better. If that seems daunting, remind yourself that making friends as an adult is tough for almost everyone—you're not alone.</p>	<p><b>Expresses Strong Emotions and Opinions Effectively</b></p> <p>When strong emotions arise, remind yourself that they are temporary. Before reacting to them, find a strategy to work through them, such as writing, taking a walk, or taking three to five deep breaths.</p> <p>As you work through these emotions, remind yourself that you are capable of handling them constructively. Practice affirmations like "I am in control of my thoughts" or "This feeling will pass."</p>	<p><b>Selects the Best Option Among Choices for A Suitable Outcome</b></p> <p>When making a decision, big or small, consider your ideal outcome. What does that outcome look like and feel like? Take a moment to visualize yourself experiencing that outcome.</p> <p>Work backward from that outcome and consider the action steps to take and choices to make to get there. Backwards planning helps you to make well-thought-out decisions that put you on track to reach your goals.</p>	<p><b>Recognizes and Manages One's Own Emotions and Recognizes the Emotions of Others</b></p> <p>Schedule moments throughout the day to stop and notice how you are feeling. How do you feel right before students come to class? How do you feel before and after lunch? During your commute home?</p> <p>Intentionally noticing how we are feeling cultivates emotional awareness, and this awareness nurtures a stronger relationship with our emotions.</p>	<p><b>Adheres to Social, Behavioral, and Moral Standards</b></p> <p>Consider why certain social norms and standards exist. As we examine the purpose these norms and standards serve, we can better adhere to them because we understand how our behavior fits into a larger picture. Understanding the purpose also helps us connect norms and standards to our lives, which can make it easier for us to adhere to them in a variety of situations.</p>

# Six Week Planner



The **Six Weeks Planner** is a support for you to prepare for implementation. Each week, there are three, short and engaging learning activities designed for you to prepare self for Fly Five knowledge implementation.

## Week One: Getting Oriented with Fly Five

Content Area:	Microlearning:	Resources:	Notes:
Why SEL?	Video (5 minutes)	<a href="#">Academic Outcomes</a>	Benefits and vision for how students will love this curriculum
Welcome Kit	Scroller Page (1 hour)	<a href="#">Welcome Kit Landing Page</a>	Find the Welcome Kit checklist and complete the start of the year tasks throughout this week
Component Walk Through	Infographic (10 minutes)	<a href="#">Fly Five Product Catalog</a>	Brief description of all components



# Six Week Planner



## Week Two: Creating a Climate of Warmth and Safety

Content Area:	Microlearning:	Resources:	Notes:
Fostering Positive School Community	Video Social Media Posts	<a href="#">Implementing SEL Effectively in the Classroom</a>	Take stock of how positive community is being built in the license holders' classroom
Meet Your Emotions	Introduce emotions with students through a suggested mini-lesson	<a href="#">Intro to Emotions Mini Lessons</a>	Provide lesson options for teachers to choose one that works best for them and their grade level
Mindfulness	Participate in a Mini Mindful Monday for students or a Mindful Monday for educators.	<a href="#">Imagining Box Breaths</a> <a href="#">My Learning Will Bloom</a>	Link in the email and share purpose of mindfulness

# Six Week Planner



## Week Three: Establishing Routines and Procedures

Content Area:	Microlearning:	Resources:	Notes:
Interactive Learning Structures	Try an ILS with your students	<a href="#">Interactive Learning Structures- Who They Support, How and Why</a>	Use one of the ILSs in the article. Reflect on how routines and procedures need to be in place in order for these to be successful
The Mindful Student	Build a routine for the Mindful Student	<a href="#">Introduction to Mindfulness Mini-Lesson</a>	Facilitate a discussion that affirms the purpose and benefits of mindfulness.
Review Discussion Norms	To establish norms for class or group discussions	<a href="#">Creating a Dialogue: Strategies for Discussing Difficult Topics</a>	Create a reel for teachers to reflect on

# Six Week Planner



## Week Four: Building Student Engagement

Content Area:	Microlearning:	Resources:	Notes:
Introduce Center City Kids	Encouraging student connections with the Center City Kids	<p><b>Just Like Me</b></p> <p><b>Character Traits</b></p>	<p>Digital Flashcards or Interactive Game</p> <p>Printable Trading Cards for students</p>
Introducing Student Journals	To get students familiar with how to use the student journals and create anticipation for their use	Page 56 in Teacher's Lesson Guide	<p>Do a picture walk of the journal with students to get them excited about the content</p> <p>Review page 56 in your Teachers' Guide</p> <p>Review expectations for care and use</p>

# Six Week Planner



## Week Five: Preparing for Lesson Delivery

Content Area:	Microlearning:	Resources:	Notes:
Emotions	Introduce the Emotions poster to students	<a href="#">Meet Your Emotions</a>	Introducing where the emotions posters will be and how students will use them in the classroom
Student Engagement	Introduce C.A.R.E.S to Students by using the C.A.R.E.S poster		Guiding questions around each competence for grade span
Family Communication	Introduce C.A.R.E.S to families by using the School to Home Connection and Family Guide	<a href="#">School-To-Home Connection</a>	Use this letter as way to help families understand their role in encouraging SEL skills at home

# Six Week Planner



## Week Six: Lesson Delivery and Reflection

Content Area:	Microlearning:	Resources:	Notes:
Space and Organization	Prepare classroom space and routines	<a href="#">Preparing for Lesson Delivery Checklist</a>	
Lesson Delivery	Prepare for a Fly Five lesson	<a href="#">Preparing for Lesson Delivery Checklist</a>	Use print and digital materials to prep for their first lesson
Lesson Reflection	Look back on the lesson prep and delivery to make adjustment for improvements		Use a graphic organizer to help license holders reflect.

# Frequently Asked Questions



## Can I share my license?

- Licenses are only assigned to one teacher who is implementing the lessons with students.

## Where can I find the scope and sequence?

- The teacher decides the sequence of the lessons through the SETI and the Hopes and Goals Setting Module.
- The scope is set by the skills within the K–8 standards. [Click this link](#) to look at the scope for each grade level.

# Contact Information



We are here for you every step of the way. Below you will find our contact information, as well as experts within your school community that are there to support you.

## Your School- Based Ambassador

Have an implementation question?

Contact your school-based ambassador for guidance.

## Your School Leader

Have a specific question regarding materials and access?

Contact for additional materials requests or troubleshooting LMS access.

## Fly Five Curriculum Support

In need of additional implementation support?

Reach out to us at [curriculumsupport@flyfivesel.org](mailto:curriculumsupport@flyfivesel.org)

## Fly Five Technical Support

Trouble with LMS access?

We're an email away at [contact@flyfivesel.org](mailto:contact@flyfivesel.org)

## Fly Five Website

Looking for free teacher resources?

[Visit the resources page on our website](#)

## Amazon

Ready for additional SEL materials?

[Order The Mindful Student, Avenue A or Responsive Classroom books on Amazon.](#)