

1st Grade

Social Emotional Learning

Picture Books to Teach Self Awareness

- Giraffe's Can't Dance by Giles Andreae (Be Yourself)
- The Way to a Boy's Heart by Mo Willems (Patience)
- The Purple Purse by Kevin Henkes (Integrity)
- The Honesty Book by Aaron Blabey (Honesty)
- The Book by Diane deGroat (Honesty)
- The Tiny Lie by Laura R.

I Like Myself

Name: _____



I like that I

I am special because

Change Your Thoughts

Name: _____

Cut out each card and then decide if it is something positive that you should say to yourself or something that you shouldn't say to yourself.

Things I Should Say

Things I Shouldn't Say

36 weeks!

Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning

Note to Educator

Congratulations! This product contains 36 Weeks of Social Emotional Learning activities! All you need to do is print and go! We know your kids will benefit from these engaging activities that will help foster positive relationships with others and a positive sense of self for each of your students.

Simply print or copy each page for each of your highly recommend organizing them in a binder so that they can be easily accessed.

Head over to our Amazon page to find all the recommended within this product.
<https://www.amazon.com/shop/wifeteachermommy>

If you haven't already, be sure to check out V Club so you can access even more resources
<https://www.wifeteachermommy.com/vclub/>

If you have any questions about this product to email us at hello@wifeteachermommy.com

Rest easy now! ☺

-Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline	
Self Awareness	1. Be Yourself 2. Patience 3. Honesty 4. Integrity 5. Positive Self Talk 6. Identifying Your Emotions
Self Management	1. Managing Your Emotions 2. Stress Management 3. Following the Rules 4. Setting Personal Goals 5. Responsibility 6. Manners
Responsible Decision Making	1. Choices (Good, Better, Best) 2. Identifying the Problem 3. Identify Solutions 4. Evaluate the Results 5. Ask for Help 6. Stranger Danger
Relationship Skills	1. Communication 2. Developing Good Relationships 3. Practicing Teamwork 4. Leadership 5. Conflict Resolution 6. Offering Support When Needed
Social Awareness	1. Recognizing Strengths in Others 2. Respecting Differences 3. Empathy & Compassion 4. Showing Concern for Others 5. Gratitude 6. Contributing to the Well-Being of the Whole
Review	1. Self Awareness 2. Self Management 3. Responsible Decision Making 4. Relationship Skills 5. Social Awareness 6. Self Reflection

Weekly Lesson Plan Outline/Overview

You will need:
We have included a list of everything you will need for each week's lesson plans.

Instructions:

- **Monday:** Read a Book and Have a Classroom Discussion
Each Monday, you will read a book themed to that week's focus. Reading the book is optional, but highly encouraged. If you choose not to read the book aloud, you can still introduce the week's theme by leading the discussion.
- **Tuesday:** Writing Activity (Brainstorming)
Each Tuesday, you will lead a discussion and review the things that were talked about in Monday's lesson. Some weeks we have included a graphic organizer to be used.
- **Wednesday:** Writing Activity
Each Wednesday, your students will complete a writing activity.
- **Thursday:** Art Activity
Each Thursday, your students will complete an art activity centered around the week's theme.
- **Friday:** Activity
Each Friday, your students will participate in a fun, themed activity to wrap up the week's SEL lessons.

Notes: _____

The Weekly Lesson Plan Outline page gives you an idea of how you could implement the activities into your daily instruction. (However, feel free to implement the activities however they fit into your schedule!)

Meaningful Student Activity Pages to Keep Students Engaged All Yearlong

Name: _____

I Like Myself



I like that I _____

I am special _____

Name: _____

I am patient when...



Name: _____

Honest vs Dishonest

Cut out each card and then decide if the person was being honest or dishonest. Glue each card into the correct category.

Honest	Dishonest
I thought Ben's teacher was in the classroom, he lied all the rules.	Emma was playing ball in the house and broke a picture frame. When her mom asked her who did it, she told her that it was her little sister.
My wanted to go to her dad's house, but her mom said she needed to read book first. Whitely told mom she is done and even though she isn't.	Nolan really wants to do well on his spelling test, so he copies all the answers from his friend.

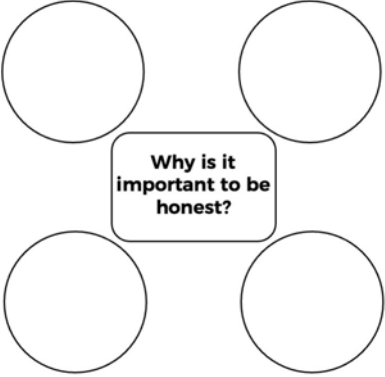
Magnificent Me

-  Favorite Animal
-  I want to be a...
-  I like to...
-  I am good at...
-  I don't like...
-  Favorite Candy

Name: _____

Honesty Brainstorming

Draw a picture in each circle explaining why it is important to be honest.



Why is it important to be honest?

There are 36 weeks of social emotional activities included. These were designed so you could have an activity for every day of the school year, but you can assign them as you see fit.

Activities That Will Transform Your Students Social Emotional Learning

Name: _____

Change Your Thoughts

Cut out each card and then decide if it is something positive that you should say to yourself or something that you shouldn't say to yourself!

Things I Should Say	Things I Shouldn't Say
School is fun!	I will never get any better.
I am going to fail my spelling test.	I am dumb and school is stupid.

Name: _____

Emotion Matching Game

To play:
 1. Cut out all the cards and place them face down.
 2. Then the tallest player will turn over two cards, one at a time.
 3. If the cards match, the player takes both cards and takes another turn.
 4. If they do not match, the player will turn them back over and the next person will take their turn.

	Worried
	Surprised
	Tired



Name: _____

Stress Graphic Organizer

Draw a picture of something that causes you stress and then what you can do to manage that stress.

Stress is _____

_____ → _____

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Name: _____

When I Feel... Brainstorming

Complete the brainstorming page by filling in appropriate actions when you feel each emotion.

	Upset	
	Worried	
	Scared	
	Happy	
	Confused	
	Sad	

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Your students will enjoy each and every activity. Each activity has been designed with your students' social and emotional needs in mind.

Focused Student Activity Pages to Teach Over 30 Social Emotional Concepts

Name: _____

Daily Choices

Fill in the circle with some choices you have made today.
Cross out the circle with the option you did not choose.

☐ OR ☐

☐

☐

☐

Name: _____

Prioritizing

Circle the most important task that you should complete first in each set of tasks.

What is the most important task?

 Play Basketball	 Help mom with dinner	 Play with your toys
---	--	---

What is the most important task?

Name: _____

Identify the Problem

Draw a picture of the problem in the box below. Then draw three choices the person has in the circles next to it.

☐

☐

☐

Name: _____

Safety Hand

Write down someone on each line that you can talk to if you feel scared or uncomfortable.



When I feel scared, I can talk to...

Name: _____

Design a Team Jersey

Design and color a jersey for our class team.



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Each week focuses on a specific skill, and we have created an activity for each day to help students master each skill. Your students will learn about 30 different concepts and then spend the last 6 weeks reviewing the skills they have learned.

Easy to Follow Weekly Lesson Plans to Save You Time

Self Awareness Lesson Be Yourself

You will need:

- Picture Book About Being Yourself
- Things I Like About Myself Worksheet (one per student)
- I Like Myself Worksheet (one per student)
- Blank white art paper
- Crayons or colored pencils
- Mirror
- Small M&Ms Packages (one per student)

Instructions:

- Monday: Read a book About Be
• Then ask the students, "What do y
the students pair share their answe
makes you special?" Have them pi
makes them special.
- Tuesday: Writing Activity (Brain
• Have the students complete the T
brainstorming activity about two t
themselves. After they finish their
them that you need to check thei
any corrections.

Notes:

Responsible Decision- Making Lesson Choices

You will need:

- Picture Book About Choices
- What Would You Choose? Worksheet (one per student)
- Daily Choices Worksheet (one per student)
- This or That Activity Choices
- Crayons or Colored Pencils

Instructions:

Read a Book
the students, "What choices did
make?"
discussion about choices and how
le day. Point out that there are
make in situations.

Day 1: Writing Activity (Brain
discussion about what choices yo
students pair share some of the
Make a list on the board for the
as good, better, or best.

Day 2: Writing Activity (Brain
to eat for breakfast
to wear
to play at recess

Responsible Decision- Making Lesson Choices

Instructions:

- Wednesday: Day 2- Writing Activity
• Pass out the "What Would You Choose?" Writing Page and
explain to the students that they will be choosing one of the
options and then explaining why they chose that option.
- Thursday: Art Activity - Daily Choices Worksheet
• Pass out the Daily Choices worksheet and explain to the
student that every day they make choices. They can be simple
choices like what to eat for breakfast or bigger choices like
whether to go to your friend's house. Have the students
complete the worksheet by filling in each circle with options
they had to choose between.
- Friday: This or That Activity
• For this activity you will have all your students stand up and
you will give them two different options for them to choose
between. You will designate two opposite areas of the
classroom to be each option.
• For example, one wall will be dogs and another wall will be
cats. You will then ask the class if they like dogs (point to the
dog wall) or if they like cats (point to the cat wall). When you
say "go" the students will move to stand by whichever one they
prefer if they cannot decide, they can stand in the middle.

Notes:

Weekly lesson plans are included for each concept. This will save you time planning so that you can effortlessly plan your week.

Note to Educator

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Head over to our Amazon page to find all the books we've included within this product!

<https://www.amazon.com/shop/teamwife>

If you don't already have a sales check, we'll send you one! Club so you can access more resources just like this! <https://www.wifeteachermommy.com>

If you have any questions about this product at all, please feel free to email us at hello@wifeteachermommy.com

Rest easy now! ☺

Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

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Notes:

Self Awareness

Picture Books to Teach Self Awareness

- Waiting for Not by Mo Willems (Patience)
- Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
- The Monster at the End of the Book by Grognard (Honesty)
- The Color Monster by Anna Lenas (Emotions)
- Grumpy Monkey by Suzanne Lang (Emotions - Grumpy)
- The Feelings Book by Todd Parr (Emotions)
- The I'm Not Scared Book by Todd Parr (Emotions - Scared)
- Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis (Emotions - Silly)
- Today I Feel An Alphabet of Feelings by Madalena Moniz (A-Z Emotions)
- Wild Feelings by David Milgrim (Emotions)
- Say Something by Peter H. Reynolds (Integrity)
- Giraffe Problems by Jory June (Positive Self Image)
- The Day You Begin by Jacqueline Woodson (Positive Self Image)
- We're All Wonders by R.J. Palacio (Positive Self Image)
- Being Frank by Donna W. Earhardt (Honesty)
- The Rainbow Fish by Marcus Pfister (Be Yourself)
- The Crayons' Book of Feelings by Drew Daywalt (Emotions)
- The Boy With Big, Big Feelings by Britney Winn Lee (Emotions)

Self Awareness Lesson

Be Yourself

You will need:

- Picture Book About Being Yourself
- Things I Like About Myself Worksheet (one per student)
- I Like Myself Worksheet (one per student)
- Blank white art paper
- Crayons or colored pencils
- Mirror
- Small M&M's Packages (one per student)

Instructions:

- Monday: Read a book About Being Yourself
 - Then ask the students, "What do you like about yourself?" Have the students pair share their answers. After that ask, "What makes you special?" Have them share with the class.
- Tuesday: Writing Activity (Brainstorming)
 - Have the students complete the Things I Like About Myself worksheet. Have them brainstorm at least two things they like about themselves. If they struggle, have them think of things that make them special. Check their work and help them make any corrections.

Self Awareness Lesson

Be Yourself

Instructions:

- Wednesday: Writing Activity
 - Have students pull out their brainstorming page and review it with a partner. Then they can choose one of the things they like about themselves to write about on their final publishing page. Remind students to use their best handwriting.
- Thursday: Art Activity - Self Portrait
 - Pass out a blank piece of art paper and explain to the class that they will be drawing a picture of themselves. Model drawing a picture of a face so that they are familiar with the process. Pass around a mirror so that each student can look at themselves in the mirror.
- Friday: Magnificent Me Activity
 - Pass out a mini package of M&M's to each student. Tell them not to open them until you explain the activity. Display the color code on the board for everyone to see and explain what each color represents. Put each student into a partnership and then have them pull out one M&M at a time and tell their partner the information about themselves. Once they share the information, they can eat that M&M.

Things I Like About Myself

Draw a picture of two different things you like about yourself and finish the sentence.

I like _____

I like _____

Name: _____

I Like Myself



I like that I _____

I am special because _____

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Name: _____

I Like Myself



I like that I _____

I am special because _____

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Magnificent Me

-  Favorite Animal
-  I want to be a...
-  I like to _____
-  I am good at _____
-  I don't like...
-  Favorite Candy

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Self Awareness Lesson

Patience

You will need:

- Picture Book about Patience
- Patience Lesson Writing Page
- Puzzle Template for students
- Crayons or colored pencils

Instructions:

- Monday: Read a book**
 - Then ask the students, "What are some things that are hard to wait for?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1-Writing Activity (Brainstorming)**
 - Lead a discussion with the class about times when they must be patient.
 - Examples:**
 - When a parent is on the phone.
 - Waiting for help with homework.
 - Waiting for a teacher to come help with an assignment.
 - On Christmas Eve, when waiting for the morning.
 - Taking turns while playing a game.

Notes: _____

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Self Awareness Lesson

Patience

Instructions:

- Wednesday: Day 2 -Writing Activity**
 - Have the students complete the "I am patient when..." activity about a time when they needed to be patient.
- Thursday: Art Activity - Create a Puzzle Activity**
 - Puzzles require patience so you will pass out the puzzle template and have the students do their best drawing and coloring to create a beautiful piece of art that represents a time when they had to be patient, then you will have each student cut their puzzle apart and try to reassemble it while showing patience since it can be very tricky. Once they are finished with their puzzle, they can put all the pieces into a bag and trade with a friend. Once they have completed their friend's puzzle, they can trade back and take their own puzzle home to challenge their family.
- Friday: Simon Says**
 - Students must be very patient while playing the game Simon Says. If they get impatient, they will make a mistake. While you direct the students, draw out the instructions so that they anticipate each action.

Notes: _____

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Name: _____

I am patient when...



It is important to be patient when _____

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Name: _____

I am patient when...



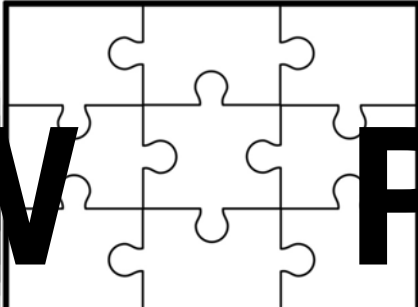
It is important to be patient when _____

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Name: _____

Create a Puzzle

Draw a picture of a time when you had to be patient on the puzzle and then color it using your very best coloring skills. Once you have finished coloring your picture, cut out the puzzle pieces and see if you can put it back together. Then, trade with a partner and see if they can solve your puzzle.

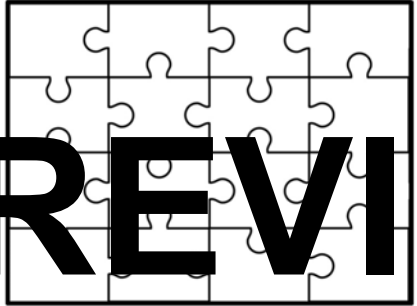


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Name: _____

Create a Puzzle

Draw a picture of a time when you had to be patient on the puzzle and then color it using your very best coloring skills. Once you have finished coloring your picture, cut out the puzzle pieces and see if you can put it back together. Then, trade with a partner and see if they can solve your puzzle.



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Self Awareness Lesson Honesty

You will need:

- Picture Book About Honesty
- Honesty Brainstorming Worksheet (one per student)
- Honesty Writing Worksheet (one per student)
- Honest vs. Dishonest Sort (one per student)
- Honesty Bookmark Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a book about honesty.
- Then ask the students, "Why is it important to tell the truth?"
- "When is it hard to tell the truth?"
- "What are some ways to be honest?"
- Tuesday: Day 2-Writing Activity (Brainstorming)
- Have the students complete the Honesty Brainstorming Worksheet by drawing pictures of why it is important to be honest.

Notes:

Self Awareness Lesson Honesty

Wednesday: Day 2-Writing Activity

- Have the students complete the Honesty writing page by reviewing their Honesty Brainstorming worksheet from the day before and then choosing one reason it is important to be honest to write about.
- Thursday: Art Activity - Bookmark
- Have each student color and design three bookmarks to serve as constant reminders to always be honest.
- Friday: Activity: Honesty Sort
- Have students read each card and decide if the person was being honest or dishonest by sorting the cards into the correct categories. You may need to read each card aloud to the class.

Notes:

Honesty Brainstorming

Draw a picture in each circle explaining why it is important to be honest.

Why is it important to be honest?

Honesty

It is important to be honest because

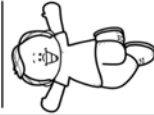
Honesty Bookmarks

Complete each bookmark and then design your own honesty theme bookmark to serve as a constant reminder to always be honest.

HONESTY IS THE BEST POLICY



I CHOOSE TO BE HONEST BECAUSE



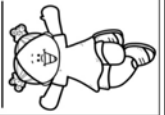
Honesty Bookmarks

Complete each bookmark and then design your own honesty theme bookmark to serve as a constant reminder to always be honest.

HONESTY IS THE BEST POLICY



I CHOOSE TO BE HONEST BECAUSE



Honest vs Dishonest

Cut out each card and then decide if the person was being honest or dishonest. Glue each card into the correct category.

Honest

Dishonest

Clara took \$5 from her dad's wallet and when her dad asked where it went, Clara told him that she had taken it to buy a candy bar.

Whitley wanted to go to her friend's house, but her mom told her she needed to read her book first. Whitley told her mom she is done and goes even though she isn't.

Nathan really wants to do well on his spelling test, so he copies all the answers from his friend.

Self Awareness Lesson Integrity

You will need:

- Picture Book About Integrity
- Crayons or Colored Pencils
- Integrity Flipbook Pages (one flipbook per student)

Instructions:

- Monday: Read a Book
 - Then ask the students, "Why is it important to do the right thing even when no one is looking?"
 - Lead a class discussion about integrity.
- Tuesday: Day 1-Writing Activity (Brainstorming)
- Brainstorm by leading a discussion about what it looks like to have integrity and why it is important. Review what was talked about the prior day. Explain to the class they are going to write about why having integrity is so important.
- Wednesday: Day 2-Writing Activity
- Review what it means to have integrity and discuss what it looks like to have integrity. For example, having integrity means doing the right thing even when no one is watching.
- Pass out the Integrity writing page to each student and have them draw a picture of what having integrity looks like then write what it means to have integrity.

Notes:

Self Awareness Lesson Integrity

Thursday: Day 1-Integrity Flipbook

- Pass out the flipbook pages and have students cut out and assemble the flipbook before they start working on each page.
- The pages should go in order from smallest on top to biggest on bottom and stapled or glued at the top. Be sure to model how to assemble the books or have them already assembled for your students.
- All About Integrity
- What is integrity?
- Why should we have integrity?
- What are some ways we can show integrity?
- How do you feel when you show integrity?
- When have you shown integrity?
- Once the flipbooks are assembled, your students can complete the first 3 pages - "All About Integrity", "What is integrity?" and "Why should we have integrity?"
- Lead a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.

Notes:

Name: _____

Integrity

Loving integrity so

All About Integrity

By: _____

What is integrity?

Why should we have integrity?

What are some ways we can show integrity?

How do you feel when you show integrity?

When have you shown integrity?

Self Awareness Lesson

Positive Self Talk

You will need:

- Picture Book About Positive Self Talk
- YouTube Clip: [Jessica's Daily Affirmations](#)
- Change Your Thoughts Sort (one per student)
- Glue sticks
- Scissors

Instructions:

- Monday: Read a Book
 - Then ask the students, "What can we learn from this story?" Have them pair-share the ideas they have with a partner.
 - Then lead a class discussion about loving what we have and ourselves.
- Tuesday: Day 1-Writing Activity (Brainstorming)
 - Self Affirmations: the things you say or think about yourself. Show the class the video clip [Jessica's Daily Affirmations](#). Explain to the class that how we talk to ourselves is important. Write a sentence starter on the whiteboard, "I am..." or "I am..." Then model for the class how to create a self affirmation sentence. Here are some examples:
 - I am strong.
 - I am smart.
 - I am helpful.
 - I am a good friend.
 - I can do hard things.
 - I love myself.

Notes: _____

Self Awareness Lesson

Positive Self Talk

- Wednesday: Day 2-Writing Activity
 - Review what a self affirmation is and then explain to the class that they are going to be creating their own self affirmations.
 - Pass out the Affirmation Star worksheet and model for the students where to write their affirmations.
- Thursday: Art Activity - Mini Book
 - Students will create a mini book all about how wonderful they are! Each page will focus on a different aspect!
 - Cover: Students will draw a picture of themselves and color it using their best coloring skills. They will also choose a title.
 - Page 1: Something they like about the way they look.
 - Page 2: Something they like about their personality.
 - Page 3: Something they like about how they treat others.
 - Page 4: Something else they like about themselves.
 - Page 5: A positive affirmation.
- Friday: Activity - Change Your Thoughts Sort
 - Explain to the class that it is very important for them to talk positively to themselves. Explain that sometimes it is hard to talk positively to ourselves, but it is very important to change the things we say. Pass out the Change Your Thoughts Sort. Model for the class how to create the worksheet.

Notes: _____

Name: _____

Affirmation Star

Write the words "I am a star" in the middle of the star. Then write 1 affirmation on each of the points of the star and use your best coloring skills to decorate the star. After that, cut out the star by cutting on the solid black lines. Then fold each of the points into the center.

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Name: _____

Mint Book

Color each page of the mint book following the teacher's guidelines and then cut out each page and glue or staple your book together with the teacher's help.

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Name: _____

Change Your Thoughts

Cut out each card and then decide if it is something positive that you should say to yourself or something that you shouldn't say to yourself.

Things I Should Say	Things I Shouldn't Say
School is fun!	I will never get any better.
I am going to fail my spelling test.	I will work hard to practice my spelling words so that I pass my spelling test.
I am dumb and school is stupid.	I believe in myself!
	Even though I made a mistake, I am not a bad friend.

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Self Awareness Lesson

Identifying Your Emotions

You will need:

- Picture Book about Emotions
- Colors and Emotions Worksheet (one per student)
- Crayons or Colored Pencils
- The Way I Feel... Writing Page (one per student)
- Writing Paper (one per student)

Instructions:

- Monday: Read a Book**
 - As you read the story, have the students connect with each emotion by making their face show each emotion.
- Tuesday: Day 1. Writing Activity (Brainstorming)**
 - Have the students complete the writing activity about the way they feel during certain times.
 - Have the students reflect on how they feel and why they feel that way at certain times. Focus on what triggers each emotion.
 - For example, I feel sad when I cannot play with my friends.
 - I feel happy when I do well on my spelling test.
 - I feel frustrated when no one listens to me.

Notes: _____

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Self Awareness Lesson

Identifying Your Emotions

- Wednesday: Day 2- Writing Activity**

Have the students pull out their "The Way I Feel..." Work and review the way they feel during certain times. Then cut out the Feelings writing page and have them write about way they feel when they are doing something specific. Be sure that they reflect on why they feel that way.
- Thursday: Art Activity - Colors and Emotions**
 - Show the students a watercolor palette and talk about when you see specific colors it makes you feel a certain way. For example, yellow makes you feel happy. Model for the students how to complete the Colors and Emotions worksheet.
- Friday: Emotions Matching Game**
 - Place the students in partnerships and pass out the emotion matching game cards. Explain the instructions to the class and model taking a turn so that they know how to play.

Notes: _____

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Name: _____

The way I feel...

Complete the sentence and then draw a picture to represent the emotion and the situation.

I feel _____ when _____

I feel _____ when _____

I feel _____ when _____

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Name: _____

Feelings

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Emotion Matching Game

To play:

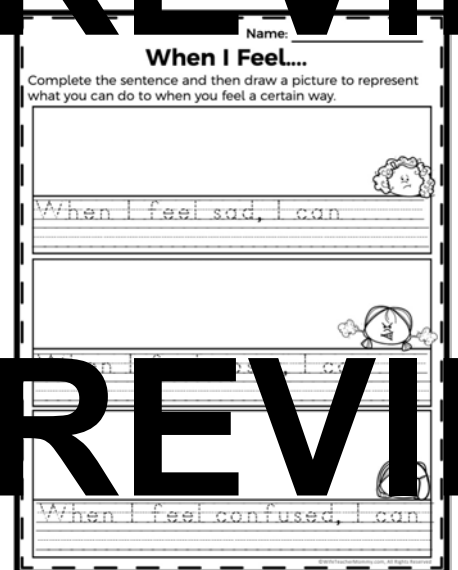
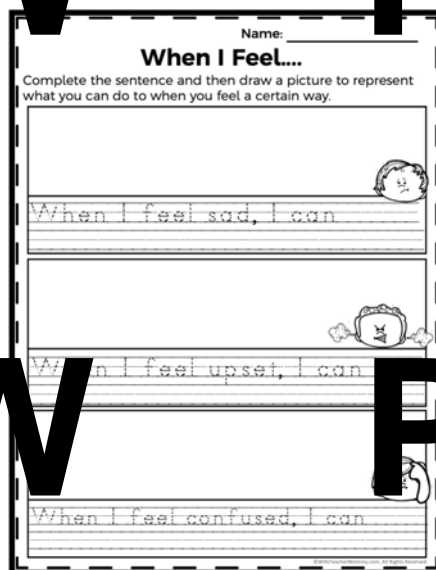
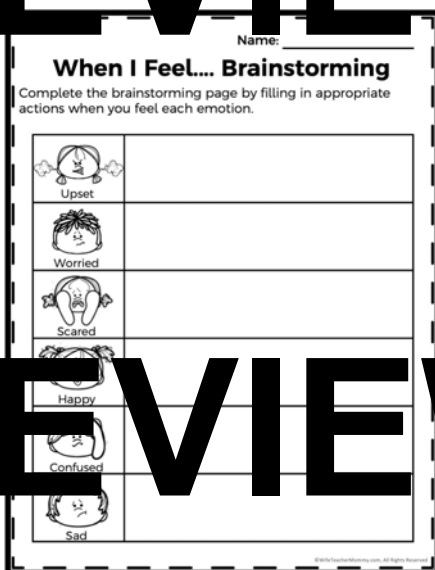
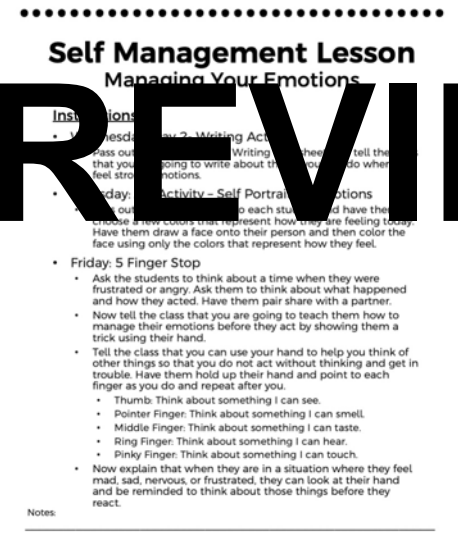
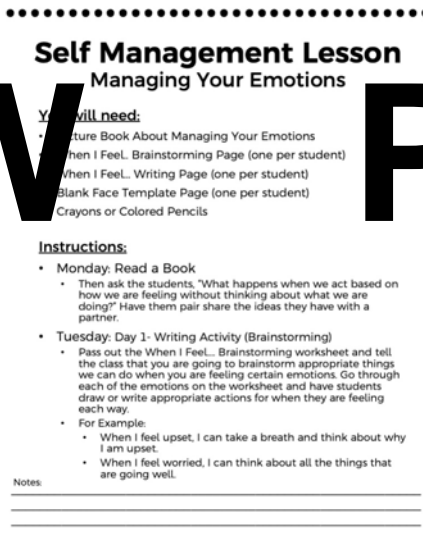
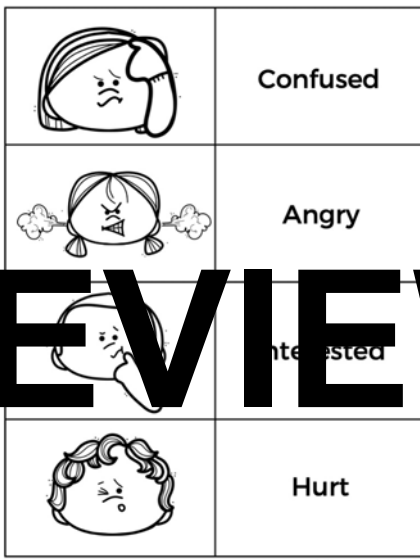
- Cut out all the cards and place them face down.
- Then the tallest player will turn over two cards, one at a time.
- If the cards match, the player takes both cards and takes another turn.
- If they do not match, the player will turn them back over and the next person will take their turn.

	Worried
	Surprised
	Tired

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	Happy
	Excited
	Embarrassed
	Disgusted

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Name: _____

Stress

Complete the writing activity by reflecting on what causes you stress and what you can do when you feel stressed.

EVIEW

Something that causes me stress is _____

When I feel stress, I can _____

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Self Management Lesson

Following the Rules

You will need:

- Picture Book About Following the Rules
- Our Classroom Rules Worksheet (one per student)
- My Rule Writing Page (one per student)
- Blank White Piece of Art Paper (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
Then ask the students, "Why is it important to follow the rules?"
- Tuesday: 1- Writing Activity (Brainstorming)
Review your classroom rules and ask the class why each rule is important.

Then pass out the Our Classroom Rules worksheet and to the class that they are going to write down one classroom rule and then explain why it is important.

Self Management Lesson

Following the Rules

Instructions:

- Wednesday: Day 2- Writing Activity**
 - Review the classroom rules discussed yesterday and explain to the class that for this project they get to create their own classroom rule. Explain that it is important for them to explain why the rule is important.
- Thursday: Art Activity – Draw a Picture of a Zoo and Label What Rules Are Being Followed**
 - Pass out a blank piece of art paper and tell the class that they need to draw a picture of a zoo with people following lots of rules. Once they have drawn their picture, they need to label all the rules that are being followed (2-3 total).

Activity: Divide the class into two teams. Each student will be given the opportunity to act out a rule that they follow. The other half of the class will guess which rule they are acting out.

Name: _____

Our Classroom Rules

Write a classroom rule that you will write on the board. Explain why it is important.

REVIEW

One classroom rule is _____

It is important because _____

Name: _____

My Rule

Choose a rule that you would like to create. Explain why you would like an important rule to have.

If I were to create a rule, it would be _____

It would be important because _____

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Self Management Lesson

Setting Personal Goals

REVIEW

You will need:

- Reading Book about Setting Personal Goals
- Setting Goals Graphic Organizer page (one per student)
- Goal Worksheet (one per student)
- Board (one per student)
- Chart or

Instructions:

- Monday: Read a Book
 - Then ask the students, "Why is it important to set goals?"
 - What are some goals you have?
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Start the day off by brainstorming some ideas for some personal goals you have for yourself (model how to make and set goals).
 - Pass out the Setting Goals Graphic Organizer page and have students brainstorm some ideas for goals they have. Have the students pair share their ideas with a partner.

Notes:

Self Management Lesson

Setting Personal Goals

Instructions:

- **Wednesday: Day 2- Writing Activity**
 - Hand out the My Goal worksheet to each student and have them pull out their brainstorming page from yesterday. Have them review their goals with a partner and then choose one to focus on and write about. Once they choose a goal from their idea page, have them think about where they are right now and what they would like to achieve.
- **Thursday: Art Activity - Create a Vision Board**
 - For this activity, your students will create a vision board! This vision board is a place for them to put all their goals and dreams in a visual place. They can use magazines, drawings, pictures, etc.
- **Friday: Make a Bucket List**
 - Your students will enjoy creating a bucket list for the school year, summer, or their childhood. Your students can make a list to save of all the fun things they want to do! They can write or draw each item on their list.

E
V
E

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Name: _____

Setting Goals Graphic Organizer

Brainstorm the goals you have at home, school, and other places by drawing a picture of each idea in the boxes below and then explaining your goal on the line.

Goals at School



Goals at Home



Goals at Other Places



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NAME _____

My Goal

Draw a picture of your goal and then describe it on the lines below. Then explain how you will reach your goal.



Today I can _____

My goal is _____

I can reach my goal by _____

My deadline is _____

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Name: _____ **Answer Key**

Responsibility Scoot

Move around the room and read each card, decide if the person on the card is being responsible. If they are being responsible, write the word "yes" in the box. If they are not being responsible, write the word "no" in the box.

1 no	2 no	3 yes	4 yes	5 yes
6 no	7 yes	8 yes	9 no	10 no
11 yes	12 yes	13 no	14 yes	15 yes

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1. Tom has a messy desk. Is that responsible?



2. Kate is pulling faces at her teacher. Is that responsible?



3. Lammie is reading her book. Is that responsible?



4. Ruby and Jess help clean up the mess. Is that responsible?



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5. Riley takes care of his friend. Is that responsible?



6. Eric kicks the garbage can. Is that responsible?



7. N... ..s a word. Is that responsible?



8. Parker was quiet in the hallway. Is that responsible?



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9. Conner steals from Emrie. Is that responsible?



10. Brooke throws a fit. Is that responsible?



11. Makenna and Aubrey work together. Is that responsible?



12. Lettie talks to a grown up when she needs help. Is that responsible?



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13. A group of kids won't work together. Is that responsible?



14. Tate keeps his desk clean. Is that responsible?



15. Brynn is working hard at school. Is that responsible?



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Self Management Lesson Manners

You will need:

- Manners Book
- Manners Writing Page
- Manners Matching Game Cards (one set per student)
- Scissors
- Glue
- Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "What does it mean to have manners?"
- Review manners. For example:
 - Say please and thank you.
 - Don't talk with your mouth full.
 - Say sorry.
 - Cover your mouth when you sneeze or cough.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about what manners we should have in the following places:
 - School
 - Dinner Table
 - Sports
 - Home
 - Music Class
 - Swimming Pool

Notes: _____

Self Management Lesson Manners

Instructions:

- Wednesday: Day 2- Writing Activity
 - Pass out the Manners Writing Page and have students write about why it is important to have manners.
- Thursday: Art Activity - Manners Matching Game Cards
 - Pass out the Manners Matching Game Cards and review each manner with the class. Then give the students time to color each card so that they are all ready to cut out and play the matching game tomorrow. Be sure to have students put the cards in a safe place so that they can pull them out tomorrow to play the game with a partner.
- Friday: Manners Matching Game
 - Each partnership will only need one set of cards so they can play twice and use both partners cards.
 - To play:
 1. Cut out all the cards and place them face down.
 2. Then the shortest player will turn over two cards, one at a time.
 3. If the cards match, the player who turned them over keeps both cards.
 4. If the cards do not match, the player who turned them back over and the other person will take the turn.

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Name: _____

Manners

Complete the writing page by filling in why it is important to have manners.

It is important to have manners because _____

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Take Turns



Be Kind

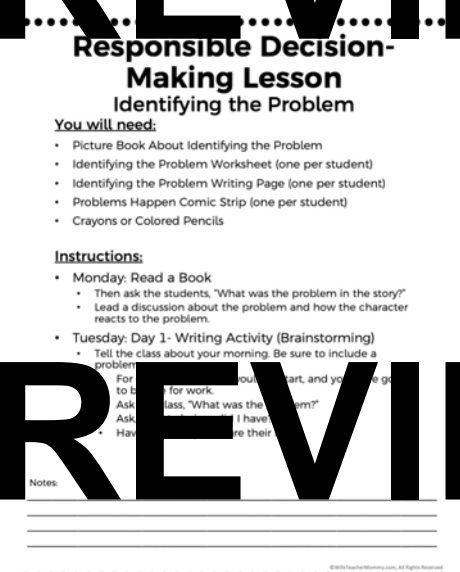
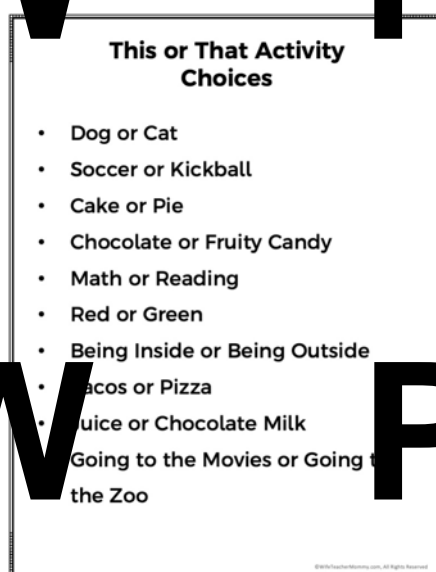
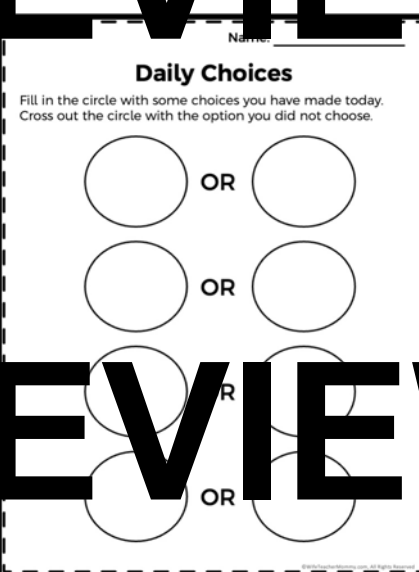
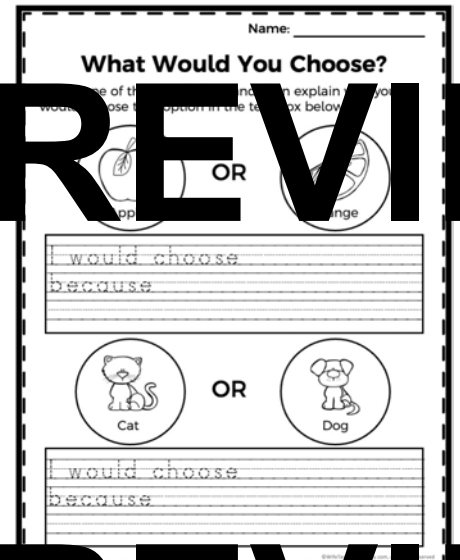
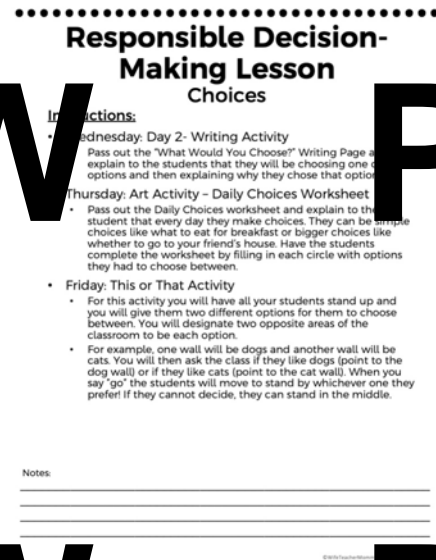
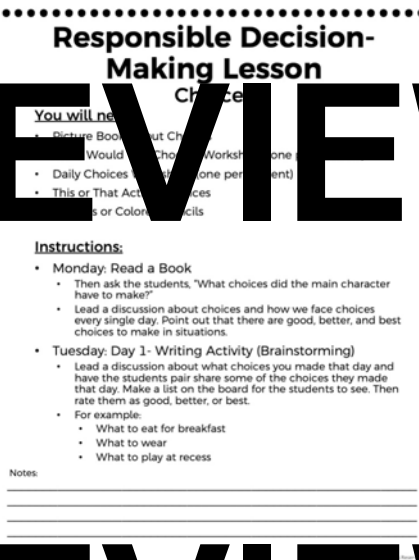
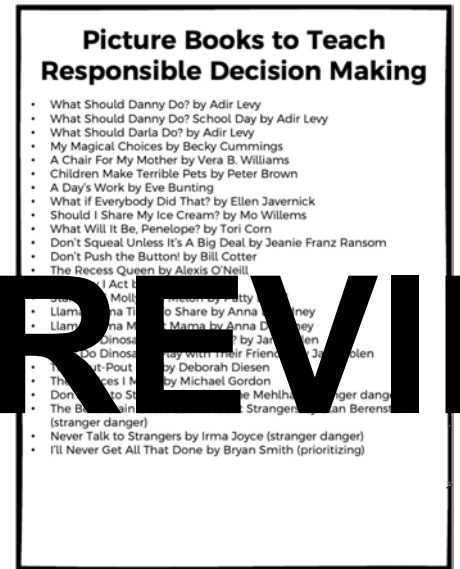
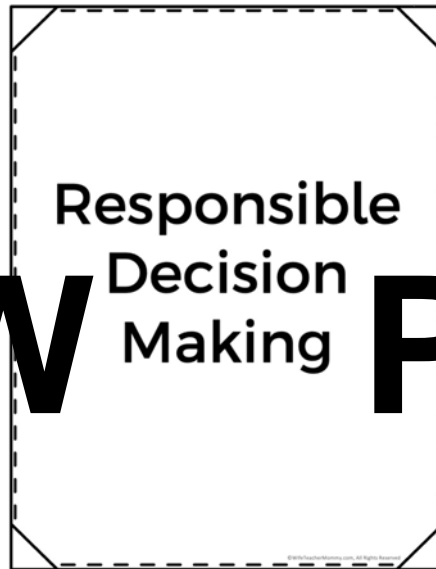


Cover Your Mouth



Wash Your Hands

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Responsible Decision-Making Lesson

Identifying the Problem

Instructions:

- Wednesday: Day 2- Writing Activity
 - Read a picture book to the class.
 - Hand out the Identifying the Problem Writing page and have the students pair share the problem and possible choices the main character can make. Then each student can complete the writing page individually.
- Thursday: Art Activity -
 - Hand out the Problems Happen Comic Strip pages to each student and have them draw the illustrations for the text. Tomorrow they will work on coloring their illustrations so be sure to collect the pages at the end.
- Friday: Activity
 - Hand out the Problems Happen Comic Strip pages from yesterday and let the students color their illustrations from the day before.

Notes:

Name: _____

Identify the Problem

Draw a picture of the problem in the box below. Then draw three choices the person has in the circles next to it.

What is the problem?

Name: _____

Identifying the Problem Writing

Complete the writing page by filling in what the problem is and the best choice.

The problem was _____

The best thing to do is _____

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Problems Happen Comic Strip

Draw a comic strip by drawing pictures in the boxes below and then caption each by writing an explanation in the lines below.

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Responsible Decision-Making Lesson

Evaluate the Results

You will need:

- Picture Book About Results
- Evaluating the Results Writing Page (one per student)
- Results Matching Card (one per student)
- Evaluating the Results Worksheet (one per student)
- Crayons and Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "What choices did the characters have to make?" then ask, "What happened when they made those choices?" Have them pair share the ideas they have with a partner.
 - Lead a discussion about results and consequences and how they can be positive or negative.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a class discussion about a problem you had and a choice you had to make. Evaluate the results by identifying if they were a positive result or a negative consequence to your decision.

Notes:

Responsible Decision-Making Lesson

Evaluate the Results

Instructions:

- Wednesday: Day 2- Writing Activity
 - Review the Results Writing page with each student and have them think of a problem they had and a choice they had to make. Then, ask them what the results were and if they were positive or negative. Have a few students share their ideas with the class to help them with their choice.
- Thursday: Art Activity - Results Matching Cards
 - Hand out the Results Matching Cards worksheet to each student and have them color each picture. Then they will cut out each card and see if they can match each decision to the result.
- Friday: Activity
 - Hand out the Evaluating the Results Worksheet and read aloud each scenario to the class. Then have each student write down what they think the results of that decision would be.

Notes:

Evaluating the Results Writing

Complete the writing page by evaluating the results of a decision you made.

The problem was _____

I chose to _____

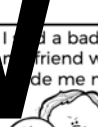
The results were _____

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Name: _____

Results Matching Cards

Color each card and then cut them out and see if you can match the decision to the result.

 I pinched my friend when she made me mad.	 I had to go to timeout.
 I threw a block and broke something.	 I got in trouble and had to clean up the mess.
 I said a bad word to my friend when they made me mad.	 I had to write a letter saying I was sorry for saying a bad word.

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Evaluating the Result Worksheet

Complete the page by evaluating the results of a decision you made by explaining what the results were.

 I kicked the trash can.	Then _____
 I broke a vase and lied about it.	Then _____
 I said a bad word to my friend when they made me mad.	Then _____

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V day: Did you find a book? Lead a class discussion about the story. Write activities around it. Share your solution. Tell the class what you're going to do on a test, have them brainstorm solutions.

Notes

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- **Wednesday: Day 2- Writing Activity**
 - Hand out the Identifying a Solution Writing page and have students choose the best solution for their problem that was discussed yesterday (cheating on a test).
- **Thursday: Art Activity - Thumb Print Art**
 - Hand out one blank piece of art paper to each student. Then tell them to dip their thumb into paint or on an ink pad and create a thumb print on the page. After the thumbprints dry, students can use a pencil to add details and create objects, animals, etc.
 - Point out that whatever they choose to make their thumbprints into are called 'solutions'.
- **Friday: Writing Activity**
 - Hand out the "How Does It Feel?" Writing page and have students complete it. In writing about how you feel one has thought of a good solution to a problem.

Notes

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	1.
he of a co d...	2.
	3.

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EVIE

I cheated on a test, the
best thing to do is

Teacher [redacted] and [redacted]

It feels
when I think of a good
solution to a problem
because

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REVIEW

- **Monday: Read a Book**
 - Ask the students, "What can we do when we have a lot of things to get done?"
 - "How do we know what things to do first?"
 - Lead a discussion about getting things done and the importance of prioritizing.
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Lead a discussion about how to know what is the most important thing to do. Homework is very important so that should be one of our priorities.
 - Hand out the Prioritizing Worksheet and have the students circle the most important thing to do in each series of three tasks.

Notes

- * Wednesday: Day 2- Writing Activity**
 - Hand out the Prioritizing Writing page and have each student complete the writing page by identifying one thing that is their priority when they get home.

- * Thursday: Art Activity**
 - Hand out the My Priorities worksheet and have the students brainstorm 4 things they planned to do when they get home. Ask them to think about the most important thing to do and draw it in the box with the number 1. Then think about the next important thing and draw it in the box with the number 2. Continue this process until all the boxes are complete.

- * Friday: Rock Activity**
 - Show the class a large jar and tell them that this jar represents all the time we have in a day.
 - Pull out some big rocks and start putting them into the jar and giving them each an important task.
 - After awhile, one rock won't fit going to school. Another will not fit because I'm doing homework after they go to bed. One will not fit because I want to watch the television every night.
 - Pebbles - Tell them there's always more pebbles than space left so they need to choose which ones are like little goals or video games watching TV.
 - Dump the small pebbles in until no space remains.
 - Point them to the first three items from the top of the list.

Notes:

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What is the most important task?			
	Play Basketball		Help mom with dinner
			Play with your toys

What is the most important task?			
	Do your homework		Fly a Kite
			Feed the cat

What is the most important task?			
	Color		Make a paper airplane
			Help clean

What is the most important task?			
	Finish your project		Walk the Dog
			Get ice cream

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When I get home, I will

REVIEW

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Name: _____

Safety Hand

Write down someone on each line that you can talk to if you feel scared or uncomfortable.



When I feel
scared I can
talk to...

REVIEW

Relationship Skills

Picture Books to Teach Relationship Skills

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different – A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity and Inclusion by Shannon Quirk
- All Stars by Matt Chalka Sreekantiah
- ABC's of Friendship by Samantha Berger and Ekaterina Krut'kova
- I Feel Better by Michael Gordon
- Now I'll Be a Friend by Jessica Hische
- The Go-Friend by Christina Fuchs
- Taste Your Words by (Kindness)

Relationship Skills Lesson

Communication

REVIEW

You will need:

- Picture Book about Communication
- Writing Friend's writing page (one per student)
- Blank piece of paper (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday: Read a Book**
 - Then ask the students, "Why is communication important?"
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Choose a student to join you in front of the class and model having a conversation. Remember to:
 - Look at the speaker
 - Nod appropriately
 - Wait for your turn to talk
 - Ask questions
 - Be kind
 - Discuss with the class how to make friends.

Notes:

Relationship Skills Lesson

Communication

Instructions:

- **Wednesday: Day 2 - Writing Activity**
 - Hand out the Making Friends Writing page to each student and then review ways to make friends.
 - Let the students complete the writing page.
- **Thursday: Art Activity -**
 - Hand out a blank piece of art paper to each student and have them create a poster about how to be a good communicator. They can draw or write different ways to be a good communicator.
- **Friday: Play Telephone**
 - Line up the students around the classroom and whisper something in the first student's ear, after that each student must whisper the same thing into the next person's ear and so forth. Once it makes it to the last student, they will say what they heard out loud and see if it matches what you whispered into the first person's ear!

Notes

Name: _____

Making Friends Writing

Write to the Venn diagram below a good way to make friends.

REVIEW

I can make new friends by _____

EVIEW

Relationship Skills Lesson

Developing Good Relationships

You will need:

- Picture Book About Good Relationships
- Be a Good Friend Writing Page (one per student)
- Partner Project worksheet (one per student)
- Crayons or Colored Pencils
- Colored Cardstock (one per student)

Instructions:

- Monday: Read a book
 - Then ask the students, "Why is it important to be a good friend?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about how you can develop good relationships.
 - Be a good friend to others.
 - Ask for help from others.
 - Listen to others when they speak.
 - Look for things we can work on as a friend.
 - Include others in our recess.
 - Sit by someone who is lonely at lunch.

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[illegible]

REVI

Name: _____

Be a Good Friend Writing

Complete the writing page by filling in how to be a good friend.

I can be a good friend by

REVI

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Name: _____

Partner Project

Draw pictures of all the things you love in both sides of the circle.
Be sure to write your name on both sides as well. Color your
circle and make it represent you.



The image shows a large circle divided into two equal halves by a vertical line. The word 'EVIE' is written across the middle of the circle in a large, bold, black, sans-serif font. The letters are positioned such that they span across the vertical dividing line, with 'E' on the left, 'V' in the middle, and 'IE' on the right. The background of the page is white, and the circle and text are the primary visual elements.

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Relationship Skills Lesson

Practicing Teamwork

You will need:

- Picture Book About Teamwork
- Teamwork Writing Page (one per student)
- Blank Puzzle Piece Page (one per student)
- Blank Jersey Page (one per student)

Instructions:

- Monday: Read a book
 - Then ask the students, "Why is it important to work together as a team?" Have them pair share the ideas they have with their partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Discuss why teamwork is important and ways that we can be a team player. Make a list on the board.

Notes

Relationship Skills Lesson

Practicing Teamwork

Instructions:

- **Wednesday: Day 2- Writing Activity**
 - Pass out the Teamwork Writing page and have students explain why it is important to work with others.
- **Thursday: Art Activity - Design a Teammate**
 - Hand out the Design a Team Player page to each student. Have them design and color a teammate to represent them, to use in our classroom team collage.
 - Once students have created their team member, be sure to have the student cut them out and write their name on the back.
 - (Optional) Collect the team members to use in a collage with the words "We are a team!"

Friday: Design a Team Jersey

Hand out the blank jersey page and have each student design a jersey for their class.

REVIEW

Notes:

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Name: _____

Teamwork Writing

the writing page. Write why you think it is important to work with others.

REVIEW

Being able to work with others is important because

Name: _____

Design a Team Player

Design and color your team member for our classroom collage. After you color it, cut it out and write your name on the back.



Name: _____

Design a Team Player

and color your team player for our class team.
Cut it out and use it to write your team name.

REVI



REVI

NAME: _____

Design a Team Jersey

Design and color a jersey for our class team.



REVIEW

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Relationship Skills Lesson

Conflict Resolution

You will need:

- Picture Book About Conflict Resolution
- Conflict Resolution Writing page (one per student)
- To Resolve Conflicts, I Can... Page (one per student)

Instructions:

- Monday: Read a book.
 - Then ask the students, "What can we do when we have a conflict with a friend?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a class discussion about conflict resolution strategies.
 - For example:
 - Compromise
 - Do what they want to first and then do what you want to do
 - Do something different
 - Talk to an adult

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Relationship Skills Lesson

Conflict Resolutions

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Conflict Resolution Writing page to each student and then have them write down one way they can resolve a conflict.
- Thursday: Art Activity – To Resolve Conflicts, I Can...
 - Create a list of things you can do to resolve conflicts.
- Friday: Conflict Resolution Survey
 - Hand out the Conflict Resolution Survey and have the students evaluate how they are doing with conflict resolution strategies by coloring in the appropriate smiley face.

Notes:

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Name: _____

Conflict Resolution Writing

Complete the writing page by filling in what you can do when you and your friend have a conflict.

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Name: _____

To Resolve Conflicts, I Can....

Create a list of things you can do to resolve conflicts when they happen.

1	
2	
3	
4	
5	

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Name: _____

Conflict Resolution Survey

Honestly evaluate how you feel you are doing with conflict resolution by coloring in the smiley face that best represents you.

I listen to my friends when they talk.	😊	😐	☹️
I look for a win-win option.	😊	😐	☹️
I say I am sorry.	😊	😐	☹️
I work out my...	😊	😐	☹️
I ask for help from an adult.	😊	😐	☹️
I suggest so...	😊	😐	☹️
I compromise.	😊	😐	☹️
I use kind words when speaking to others.	😊	😐	☹️

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.....

Relationship Skills Lesson

Offering Support When Needed

You will need:

- Picture Book about Supporting Others
- Supporting Others Writing Page (numbered)
- Supporting Others Graphic Organizer (one per student)
- Support Cards (one per student)
- Markers and Colored Pencils

Instructions:

- Monday:** Read a book
 - Then ask the students, "How can we support other people?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Hand out the Supporting Others worksheet to each student.
 - Lead a class discussion about how we can support others.
 - Help someone carry something
 - Write someone a nice note
 - Help someone clean up
 - Help your parent make dinner
 - Help your parent with yardwork

Notes: _____

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Relationship Skills Lesson

Offering Support When Needed

Instructions:

- Wednesday: Day 2- Writing Activity**
 - Hand out the Supporting Others Writing page to each student and have them fill in one way they can support others.
- Thursday: Art Activity - Support Cards for the Word Wall**
 - Hand out one card with a way to support someone to each student. Have the student draw a picture of the word or phrase on the card. Once the cards are complete, display them on the classroom word wall.
- Friday: Activity**
 - Break the students into groups of 3-4 students. Explain to them that they are going to work together to act out how they can offer support to someone. Assign each group one of the following scenarios.
 - Your friend gets hurt on the playground.
 - Your friend is sad because no one will play with them.
 - Your mom is tired and needs help with dinner.
 - Your dad had a long day at work and must finish a project.
 - Your little brother's favorite toy gets broken, and he starts to cry.
 - Someone in your class forgets their lunch at home.
 - Someone in your class is sitting alone.

Notes: _____

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Name: _____

Supporting Others

Write in the box how you can support others.

I can support others by...

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Name: _____

Supporting Others Writing

Complete the writing page by filling in what you can do to support others.

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Give a hug	
Say something nice	
Give someone a compliment	
Say "thank you"	

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Share with someone	
Smile at someone	
Give someone a gift	
Write a card	

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Help someone clean up	
Help someone with something	
Listen to someone	
Play with someone new	

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Do a chore	
Help your teacher	
Tell them you love their friend	
Include someone at recess	

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Offer to help someone	
Tell someone a joke	
Leave a happy note for someone to find	
Tell someone why they are special to you	

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Talk to someone new at school	
Share a seat with someone	
Read a book to someone	
Hold the door open for someone	

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Clean up your classroom	
Help clean the lunchroom	
Clean up garbage at recess	
Tell your teacher "thank you"	

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Relationship Skills Lesson

Kindness

You will need:

- Mini package of Skittles (one per student)
- Kindness Writing Key
- Mini package of Skittles (one per student)

Instructions:

- Monday: Read a book
 - Then ask the students, "Why is it important to be kind?"
 - "Should we be kind even when others are not?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a class discussion about how we can show kindness to others.
 - For example:
 - Say nice things to others
 - Help clean up
 - Compliment others

Notes:

Relationship Skills Lesson

Kindness

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Kindness Writing page to each student and then have them complete the writing page by explaining what they can do to show kindness to others.
- Thursday: Art Activity - Heart Art for a Friend
 - Hand out a Heart Art page to each student, they can decorate their heart using whatever art supplies you have on hand. Once they decorate their heart, they will cut it out and save it to give to someone.
- Friday: Kindness Rainbow Activity
 - Pass out a mini package of Skittles to each student. Display the color code on the board for everyone to see and explain what each color represents. Put each student into a partnership and then have them pull out one Skittle at a time and answer the question. Once they answer that question, they can eat that Skittle.

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Name: _____

Kindness Writing

Complete the writing page by filling in what you can do to show kindness to others.

I can show kindness by _____

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Name: _____

Heart Art

Design and color your heart. After you color it, cut it out and save it to give to someone to spread kindness.



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Kindness Rainbow

-  What does kindness mean to you?
-  How can you show kindness to others?
-  How do you feel when someone is kind to you?
-  Why is it important to be kind?
-  How do you feel when you are kind to someone?
-  How could you show kindness to someone you don't know?

- # Kindness Rainbow
-  What does kindness mean to you?
 -  How can you show kindness to others?
 -  How do you feel when someone is kind to you?
 -  Why is it important to be kind?
 -  How do you feel when you are kind to someone?
 -  How could you show kindness to someone you don't know?

**Social
Awareness**

V **P**

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Picture Books to Teach Social Awareness

- *Be Kind* by Pat Zietlow Miller
- *Click, Clack, Moo Cows That Type* by Doreen Cronin (Communication)
- *The Color Thief* by Gabriel Alborozo (Friendship)
- *Enemy Pie* by Derek Munson (Friendship)
- *The Rainbow Fish* by Marcus Pfister
- *How to Be a Friend* by Laurene Krasny Brown
- *You Will Be My Friend!* By Peter Brown
- *Do Unto Otters* by Laurie Keller
- *You Are Friendly* by Todd Snow
- *How To Spot a Best Friend* by Bae Birdsong
- *Different - A Great Thing to Be!* by Heather Avis
- *What If We Were All The Same: A Children's Book About Ethnic Diversity* and *Learning to Be Different* by Shannon Olsen
- *All Shirts Matter* by Chakra Sreekanth
- *ABC's of Friendship* by Samantha Bergeron, Ekaterina Rukhsarova
- *I Feel Left Out* by Michael Gordon
- *Now I'll Be Different* by Jessica Hische

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Social Awareness Lesson

Recognizing Strengths in Others

E V I E W

You will need:

- Picture Book about Friendship
- Dramatic Friendship Worksheet (one per student)
- Friendship Writing Paper (one per student)
- Relay Activity Cards (one per student)
- Pens and Colored Pencils

Instructions:

- **Monday: Read a book**
 - Then ask the students, "What was _____ really good at in the story?" Have them pair share the ideas they have with a partner.
- **Tuesday: Day 1 - Writing Activity (Brainstorming)**
 - Lead a discussion about finding strengths in our friends.
 - (optional) Call each student to the front of the class and identify 2-3 strengths they have.

Notes:

Social Awareness Lesson

Recognizing Strengths in Others

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Social Awareness Lesson

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 - Hand out the Friendship Writing page to each student. Have them think of one of their friends. Tell them to think about a strength their friend has and complete the writing page.
- **Thursday: Art Activity - Draw a Picture of a Friend**
 - Draw a picture of a friend and label 5 strengths they have on the lines around them.
- **Friday: Relay Activity**
 - Assign the students into groups of 3 students. Each group of students must decide who should do each job - reader, artist, and runner based on each person's strengths. Once you have assigned each student to a group and they have decided on each person's job, pass out the Relay Activity card. Be sure to show the students the pathway the runner needs to take around the classroom.
 - Each student will have their own part in the activity:
 - The reader will read the instructions and be the scribe.
 - The artist will color the picture.
 - The runner will run through a designated pathway around the classroom to give the picture to the teacher.

Notes

Social Awareness Lesson

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 - The artist will color the picture.
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Notes

[illegible][illegible][illegible]

Name: _____

Fantastic Friend

Draw a picture of your friend in the center of the page and then label 5 strengths they have on the lines.

EVIEW

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Name: _____

Fantastic Friend

Draw a picture of your friend in the center of the page and then label 5 strengths they have on the lines.

PREVIEW

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Name: _____

Fantastic Friend

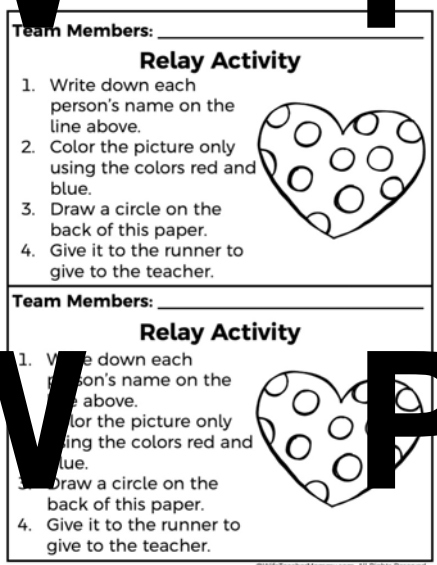
Draw a picture of your friend in the center of the page and then label 5 strengths they have on the lines.

EVIE

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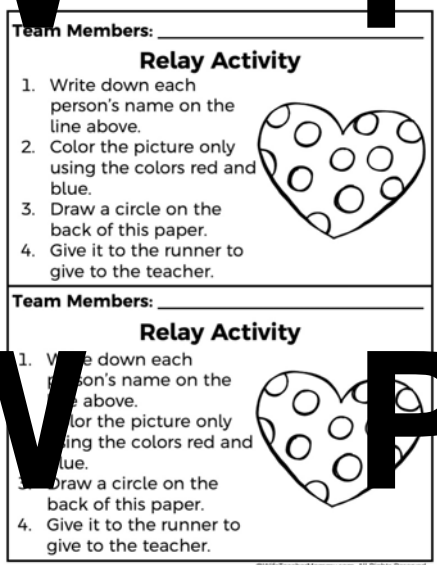
Team Members: _____	
Relay Activity	
1. Write down each person's name on the line above. 2. Color the picture only using the colors red and blue. 3. Draw a circle on the back of this paper. 4. Give it to the runner to give to the teacher.	
Team Members: _____	
Relay Activity	
1. Write down each person's name on the line above. 2. Color the picture only using the colors red and blue. 3. Draw a circle on the back of this paper. 4. Give it to the runner to give to the teacher.	

- | | |
|--|---|
| Team Members: _____ | |
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| | |
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| | |



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- | | |
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| | |
| Team Members: _____ | |
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| | |



Social Awareness Lesson

Respecting Differences

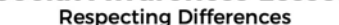
You will need:

- Picture Books About Diversity
- White Paper Plates
- Paints to match various skin tones
- Googly Eyes
- Yarn
- Be Different Writing page (one per student)
- Music from different cultures

Instructions:

- Monday: Read a Book
 - Then ask the students, "Is everyone the same?" and "Is it ok to be different?" Have them pair share the ideas they have with a partner.

Notes _____



Social Awareness Lesson

Respecting Differences

You will need:

- Picture Books About Diversity
- White Paper Plates
- Paints to match various skin tones
- Googly Eyes
- Yarn
- Be Different Writing page (one per student)
- Music from different cultures

Instructions:

- Monday: Read a Book
 - Then ask the students, "Is everyone the same?" and "Is it ok to be different?" Have them pair share the ideas they have with a partner.

Monday: Use the book **Brainstorm** and a discussion about how everyone is different and the same. Differences are what make each of us special. We can't all be the same. We have different ways we look, but we all have the same heart. We like, friends, and things.

REVIEW

Notes

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- # Social Awareness Lesson

Respecting Differences

You will need:

 - Picture Books About Diversity
 - White Paper Plates
 - Paints to match various skin tones
 - Googly Eyes
 - Yarn
 - Be Different Writing page (one per student)
 - Music from different cultures

Instructions:

 - Monday: Read a Book
 - Then ask the students, "Is everyone the same?" and "Is it ok to be different?" Have them pair share the ideas they have with a partner.

REVIEW

Today, I learned _____ about the Brainstorming process and a question about how everyone is different and the differences are what make each of us special. We can't change the way we look, but we can change the things we like, dislike, friends, etc.

Notes:

Social Awareness Lesson

Respecting Differences

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Notes:

- # Social Awareness Lesson

Respecting Differences
- You will need:
- Picture Books About Diversity
 - White Paper Plates
 - Paints to match various skin tones
 - Googly Eyes
 - Yarn
 - Be Different Writing page (one per student)
 - Music from different cultures
- Instructions:
- Monday: Read A Book
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- Notes
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Social Awareness Lesson

Respecting Differences

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Instructions:

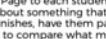
- Monday: Read a Book
 - Then ask the students, "Is everyone the same?" and "Is it ok to be different?" Have them pair share the ideas they have with a partner.

REVIEW

Notes _____

REVIEW PREVIEW

- Wednesday: Day 2- Writing Activity

- Wednesday: Day 2 - Writing Activity**
 - Hand out the Be Different Writing Page to each student and have them fill in the information about something that makes them special. After all students finish, have them pair share with someone else who is finished to compare what makes each of them special.
- Thursday: Art Activity – Diversity Plate Portraits**
 - For this activity, you will want to have different colors for your students to mix to create a color to close their skin color. Hand out a paper plate to each student and call them over one table at a time to mix their paint to create their skin tone. Once they are done, give each student a water plate.

 - If you can't find enough paint, students may mix their own colors. You can also let them choose colors from a palette which could be felt tip pens or washable markers. They can then paint their faceplate with the colors they chose. Give them a water plate person to represent their skin color.
 - Your students will have different colors to represent their skin tones. This activity is to create diverse diversity plates. Create a plate person that best represents them.
- Friday: Music From Around The World**
 - Play music from other cultures and let the students move to the music to embrace the culture. Rotate through music from

Notes

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Complete the writing page by filling in something that makes you special.

What is the one thing that makes me special is

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REVIEW

- Picture Book about Empathy and Compassion
- Showing Compassion Writing page (one per student)
- Compassion Questions Worksheet (one per student)
- Crayons or Colored Pencils

REVIEW

Notes

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REVIEW PREVIEW

Wednesday, May 2 - Morning Activity
and out showing compass writing
discussion with students to who they see

- **Thursday: Art** – Faces of Feeling
Hand out the Faces of Feelings worksheet and have students draw the face to match each emotion in the box.
- **Friday: Compassion Cards**
 - Lead a class discussion and talk about compassion and empathy. Review what they have learned this week. Read aloud each compassion card to the class and have them pair share their ideas. Call on a few students to share their ideas with the class.

Notes

Figure 1

Fill in information by answering each question in by writing or drawing your answers.

What does empathy mean?

How does empathy help others?

How can you show empathy to others?

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REVIEW

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we sa... neor... sad.

When someone is sad, I can

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Complete the worksheet by drawing each face to represent each emotion your friends may be feeling.



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You are at recess and see someone sitting alone. What should you do?

Your mom is having a hard day and could use some help with dinner. How can you show her compassion?

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Your little brother or sister's favorite toy is lost. How can you show them compassion?

Your pet is limping and has a hurt foot. What can you do to help?

Your friend got hurt playing soccer. How can you show them compassion?

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REVIEW

Notes:

- Picture Book About Showing Concern for Others
- Showing Concerns for Others Writing Page (one per student)
- Mini M&Ms (one package per student)
- Concern For Others Question Color Key
- Showing Concern for Others Coloring Page (one per student)
- Crayons or Colored Pencils

- Monday: Read a Book
 - Then ask the students, "How can we show concern for others?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about how we can show concern for others.
 - Point out that we can show concern for others in many ways.
 - Great! Now show concern for others.
 - Brainstorm ideas on the board as the students share theirs.

Notes

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REVIEW

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Name: _____

Self Reflection Journal

Complete the sentence about each element we have learned about.

I am _____

Because _____

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Review Lesson

Self Management

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- **Monday: Review Managing Your Emotions**
 - Lead a discussion about managing your emotions. Then have each student complete the self reflection journal entry about managing their emotions.
- **Tuesday: Review Stress Management**
 - Lead a discussion about the stress management. Then have each student complete the self reflection journal entry about managing their stress.
- **Wednesday: Review the Importance of Following Rules**
 - Lead a discussion about the importance of following rules. Then have each student complete the self reflection journal entry about following rules.
- **Thursday: Review Setting Personal Goals**
 - Lead a discussion about setting goals. Then have each student complete the self reflection journal entry about their goals.
- **Friday: Responsibility & Manners**
 - Lead a discussion about the importance of showing responsibility and manners. Then have each student complete the self reflection journal entry about having manners and showing responsibility.

Notes _____

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Name: _____

Self Reflection Journal

Complete the sentence about each element we have learned about.

The way I can manage my emotions is _____

When I am stressed, I feel _____

It is important to follow the rules because _____

Self Reflection Journal

Name: _____

VIEW

I can show I am responsible and have manners by _____

Review Lesson

Responsible Decision Making

You will need:

- Reflection Journal Pages (one per student)

Instructions:

Monday: Review Choices

- Lead a discussion about making choices. Then have each student complete the self reflection journal entry about making choices.

Tuesday: Review Identifying the Problem and Solutions

- Lead a discussion about the importance of identifying the problem and solutions. Then have each student complete the self reflection journal entry about solving problems.

Wednesday: Review Evaluate the Results

- Lead a discussion about the importance of evaluating the results of a choice you made. Then have each student complete the self reflection journal entry about evaluating results.

Thursday: Review Prioritizing

- Lead a discussion about prioritizing. Then have each student complete the self reflection journal entry about their priorities.

Friday: Review Stranger Danger

- Lead a discussion about the importance of stranger safety. Then have each student complete the self reflection journal entry about staying safe.

Notes:

Self Reflection Journal

Name: _____

1. What is the solution or adjustment we have learned about?

2. One way to solve a problem is...

It is important to evaluate the results of a solution because

REVIEW

Self Reflection Journal

Name: _____

Complete the sentence about each element we have learned about.

My priority is _____

If I feel scared, I can talk to _____

EVIEW

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Review Lesson

Relationship Skills

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- **Monday: Review Communication**
 - Lead a discussion about the importance of communication. Then have each student complete the self reflection journal entry about communication.
- **Tuesday: Review Developing Good Relationships**
 - Lead a discussion about developing good relationships. Then have each student complete the self reflection journal entry about being a good friend.
- **Wednesday: Review Practicing Teamwork and Leadership**
 - Lead a discussion about teamwork and leadership. Then have each student complete the self reflection journal entry about being a team player.
- **Thursday: Review Conflict Resolution**
 - Lead a discussion about conflict resolution. Then have each student complete the self reflection journal entry about resolving conflicts.
- **Friday: Review Offering Support to Others**
 - Lead a discussion about supporting others. Then have each student complete the self reflection journal entry about offering support to others.

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Self Reflection Journal

Name: _____

Complete the sentence about each element we have learned about.

It is important to communicate because _____ _____ _____	
I can be a good friend by _____ _____ _____	

Self Reflection Journal

Name: _____

Complete the sentence about each element we have learned about.

I can resolve a conflict by _____

REVIEW

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Review Lesson

Social Awareness

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- **Monday: Review Recognizing Strengths in Others**
 - Lead a discussion about the recognizing the strengths in others. Then have each student complete the self reflection journal entry about a friend.
- **Tuesday: Review Respecting Differences**
 - Lead a discussion about the importance of communication. Then have each student complete the self reflection journal entry about respecting differences.
- **Wednesday: Review Empathy and Compassion**
 - Lead a discussion about the importance of communication. Then have each student complete the self reflection journal entry about showing empathy and compassion.
- **Thursday: Review Showing Concerns for Others and Gratitude**
 - Lead a discussion about the importance of communication. Then have each student complete the self reflection journal entry about showing concern for others and gratitude.
- **Friday: Review Contributing to the Well-Being of the Whole**
 - Lead a discussion about the importance of communication. Then have each student complete the self reflection journal entry about the well-being of the whole group.

Notes:

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Self Reflection Journal

Name: _____

Complete the sentence about each element we have learned about.

My friend _____ is
good at _____

REVIEW

I can show empathy and
compassion by _____

Self Reflection Journal

NAME: _____

about the science about which element

show science from

others by

I can be a team player by

Review Lesson

Self Reflection

You will need:

- Picture Book About Emotions
- Self Reflection Worksheet (one per student)
- Self Reflection Drawing Activity (one per student)
- Self Reflection Surveys (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday: Read a Book**
 - As you read the story, have the students connect with each emotion by making their face show each of them.
 - Have your students write a self reflection in their self reflection journal.
- **Tuesday: Reflection Journal**
 - Have your students write a self reflection in their self reflection journal.
 - After they write their self reflection, have the students pair share with a partner.

Notes:

Review Lesson

Self Reflection

REVIEW

- Monday: Self Reflection Journal
Students write a self reflection journal in their self reflection journals.
After they finish their reflections, the students pair up and share with a partner.
- Friday: Self Reflection Surveying Activity - Self Reflection Drawing Worksheet
Drawing Worksheet: Have the students draw pictures to match each element.
- Have your students write a self reflection in their self reflection journal.
- After they write their self reflection, have the students pair share with a partner.

Friday: Self Reflection Surveys

- Pass out the self reflection surveys to your students and explain to them that they are going to circle the face that best reflects how they feel they are doing with each task.
- Have your students write a self reflection in their self reflection journal.
- After they write their self reflection, have the students pair share with a partner.

Notes:

NAME: _____

Self Reflection Journal

Complete the sentence about how you feel today.

Today I feel _____

because _____

Today I feel _____

because _____

Today I feel _____

because _____

Name: _____

Self Reflection Journal

Complete the sentence about how you feel today.

Today I feel _____ because _____	
Today I feel _____ because _____	
Today I feel _____ because _____	

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Name: _____

Self Reflection Drawing Activity

Complete the worksheet by drawing a picture in each box.

My Favorite Thing About Myself Is:

My favorite part of my personality is:

Something I would work on is:

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Self Reflection Survey

Honesty evaluate how you feel you are doing in school by circling the face that best represents you.

I follow the rules.			
I complete my work.			
I use my time wisely.			
I pay attention to the teacher.			
I am kind to my classmates.			
I participate in class activities with a good attitude.			
I keep my desk and area clean.			
I use kind words when speaking to others.			

Self Reflection Survey

Honesty evaluate how you feel you are doing at home by circling the face that best represents you.

I follow the rules.			
I help my family members.			
I do my chores with a good attitude.			
I complete my homework when asked.			
I complete tasks the first time I am asked.			
I keep my room/area clean.			
I clean up after myself.			
I use kind words when speaking to others.			