

2nd Grade

Social Emotional Learning

Self Awareness Lesson Integrity

You will need:

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

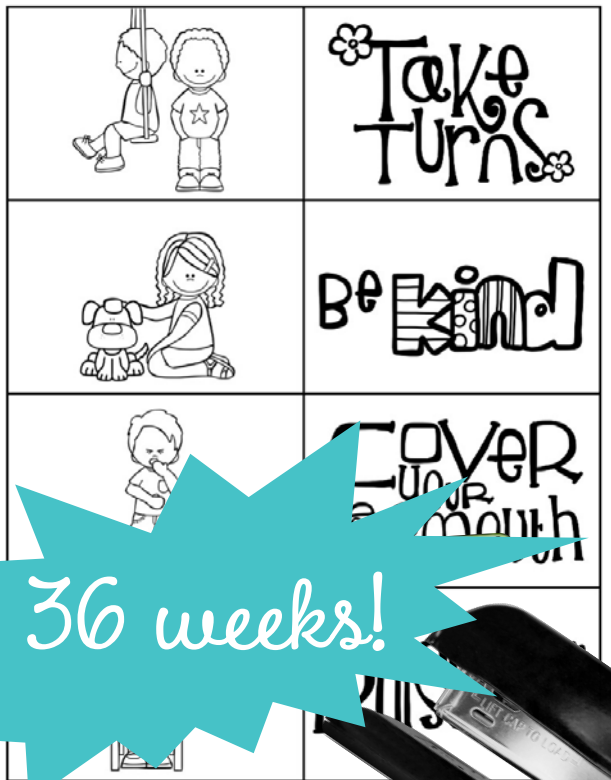
Instructions:

- Monday: Read a Book
 - Then ask the students, 'Why is it important to have integrity even when no one is looking?'
 - Lead a class discussion about integrity.
- Tuesday: Day 1-Writing Activity
 - Brainstorm by leading a discussion about integrity and why it is important to have integrity. Explain to the students about the prior day. Explain to the students why having integrity is important.
- Wednesday: Day 2-Writing Activity
 - Review what it means to have integrity. Explain to the students that it looks like to have integrity. For example, doing the right thing even when no one is looking.
 - Pass out the Integrity writing page. Have the students draw a picture of what having integrity means to them, then write what it means to have integrity.

Notes:

It is important to be honest when..

It is important to be honest pa



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	<ol style="list-style-type: none">1. Be Yourself2. Patience3. Honesty4. Integrity5. Positive Self Talk6. Identifying Your Emotions
Self Management	<ol style="list-style-type: none">1. Managing Your Emotions2. Stress Management3. Following the Rules4. Setting Personal Goals5. Responsibility6. Manners
Responsible Decision Making	<ol style="list-style-type: none">1. Choices (Good, Better, Best)2. Identifying the Problem3. Identify Solutions4. Evaluate the Results5. Ask for Help6. Stranger Danger

36 Weeks of Social Emotional Learning Outline	
Relationship Skills	<ol style="list-style-type: none">1. Communication2. Developing Good Relationships3. Practicing Teamwork4. Leadership5. Conflict Resolution6. Offering Support When Needed
Social Awareness	<ol style="list-style-type: none">1. Recognizing Strengths in Others2. Respecting Differences3. Empathy & Compassion4. Showing Concern for Others5. Gratitude6. Contributing to the Well-Being of the Whole
Review	<ol style="list-style-type: none">1. Self Awareness2. Self Management3. Responsible Decision Making4. Relationship Skills5. Social Awareness6. 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

Magnificent Me

 I have a pet... or
I wish I had a pet...

 I want to be a...

 I work hard at...

 I am good at...

 One thing I like about me is...


 My favorite color is...

Name: _____

Honesty Bookmarks

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

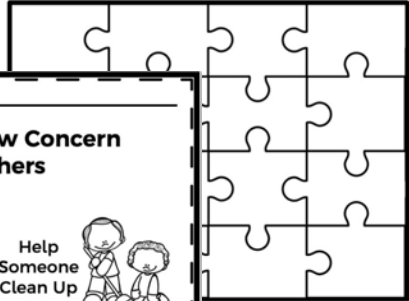
HONESTY IS THE BEST POLICY



Name: _____

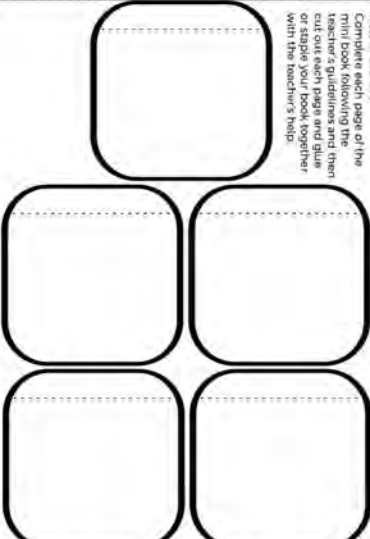
Create a Puzzle

Draw a picture 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.




Mini Book


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





Name: _____


Ways To Show Concern For Others


 Be Kind To Others

 Help Someone Clean Up

 Encourage Someone

 Help Someone When They Are Hurt

 Help Someone With a Task

 Write Someone a Nice Note

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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: _____

Colors & Emotions

Color in the color on each of the labeled ovals. Then cut out the watercolor palette and each of the colored ovals. Then put glue on the bottom of the dotted area, and glue it to the palette to create a flap. Once you have finished gluing, draw a picture under the flap showing how you feel when you see that color.

Red

Orange

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

Name: _____

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 and then explain what they could do to be responsible.

1	2	3	4	5
9	10			
		14	15	

Name: _____

Problems Happen Comic Strip









Complete the comic strip by drawing pictures to show a problem. Then caption each picture on the lines below.

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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.

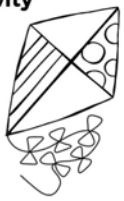
 <p>I pinched my friend when she made me mad.</p>	 <p>My friend went home.</p>
 <p>I threw a block and broke something.</p>	 <p>I got in trouble and had to clean up the mess.</p>
 <p>I said a bad word to my friend when they made me mad.</p>	 <p>I had to write a letter saying I was sorry for saying a bad word.</p>
 <p>I pushed a girl in the lunchroom.</p>	 <p>I was sent to the principal's office.</p>

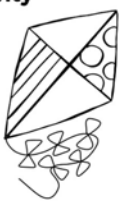
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Your students will enjoy each and every activity. Each activity has been designed with your students' social and emotional needs in mind.

Focused Student Activity Pages to Teach Over 30 Social Emotional Concepts

<p>Share with someone</p> <p>Smile at someone</p> <p>Give someone a gift</p> <p>Write a card</p>	<p style="text-align: center;">Name: _____</p> <p style="text-align: center;">Self Reflection Survey</p> <p style="text-align: center;"><small>Honestly evaluate how you feel you are doing in school by circling the face that best represents you.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">I follow the rules.</td> <td style="width: 50%; text-align: center;"> <input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️ </td> </tr> <tr> <td>I complete my schoolwork.</td> <td style="text-align: center;"> <input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️ </td> </tr> <tr> <td>I use my time wisely.</td> <td style="text-align: center;"> <input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️ </td> </tr> </table>	I follow the rules.	<input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️	I complete my schoolwork.	<input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️	I use my time wisely.	<input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️	<p style="text-align: center;">Concern For Others Questions</p> <p>● How does it feel to show concern for others?</p> <p>● Name one way you can show concern for other people.</p> <p>● The best way to show concern for me is...</p>
I follow the rules.	<input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️							
I complete my schoolwork.	<input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️							
I use my time wisely.	<input type="radio"/> 😊 <input type="radio"/> 😐 <input type="radio"/> ☹️							

<p style="text-align: center;">Name: _____</p> <p style="text-align: center;">Team Player Writing</p> <p style="text-align: center;"><small>Complete the writing page by filling in the characteristics a good team player must have.</small></p> <div style="border: 1px solid black; height: 150px; margin: 10px 0;"></div> <p>A good team player must be _____</p> <p>and _____</p> <p>because _____</p>	<p style="text-align: center;">Name: _____</p> <p style="text-align: center;">Team Members: Relay Activity</p> <ol style="list-style-type: none"> Write down each person's name on the line above. Color the picture. Draw a circle on the back of this paper with a three-syllable word. Give it to the runner to give to the teacher. 
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<p style="text-align: center;">Name: _____</p> <p style="text-align: center;">Team Members: Relay Activity</p> <ol style="list-style-type: none"> Write down each person's name on the line above. Color the picture. Draw a circle on the back of this paper with a three-syllable word. Give it to the runner to give to the teacher. 	<p>when people...</p> <p>like it when people...</p> <p>help others.</p>
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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

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 Chart
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the student to make a choice.
 - "Why were those decisions made?"
- Tuesday: Day 1- Write
 - Lead a discussion about the choices made every single day. Pair students to make a list of choices to make in a day.
 - For example:
 - What to eat for breakfast
 - What to wear
 - What to play at recess

Notes:

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 students 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:

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 Crayons and Crayons

Instructions:

- Monday: Read a Book
 - Then ask the student to make a choice? "Hi partner."
 - Lead a discussion about the choices they can be.
- Tuesday: Day 1- Write
 - Lead a class discussion about the choices you had to make in a day. Were a good decision?

Responsible Decision-Making Lesson Evaluating the Results

Instructions:

- Wednesday: Day 2- Writing Activity
 - Review with the class what a result is, then pass out the Evaluating the Results Writing page to each student and ask the students to think of a problem they had and a choice they had to make. Then, ask them what the results were and if they were the results they were hoping for. Call on a few students to share their ideas with the class to help activate their schema.
- 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:

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

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 students! We highly recommend organizing them in a binder for your children so that they can be easily accessed.

Head over to our Amazon page to find all the books we recommend within this product:

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

If you don't already have a social media check, please follow this Club so you can access more resources just like this! <https://www.facebook.com/teamwifeclub>

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

Rest easy now! ☺

Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

Self Awareness	<ol style="list-style-type: none"> 1. Be Yourself 2. Patience 3. Honesty 4. Integrity 5. Positive Self Talk 6. Identifying Your Emotions
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Responsible Decision Making	<ol style="list-style-type: none"> 1. Choices (Good, Better, Best) 2. Identifying the Problem 3. Identify Solutions 4. Evaluate the Results 5. Prioritizing 6. Stranger Danger

36 Weeks of Social Emotional Learning Outline

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Review	<ol style="list-style-type: none"> 1. Self Awareness 2. Self Management 3. Responsible Decision Making 4. Relationship Skills 5. Social Awareness 6. Self Reflection

Weekly Lesson Plan Outline/Overview

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- We have included a list of everything you will need each week's lessons.

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- 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.

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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:

Self Awareness

Picture Books to Teach Self Awareness

- Waiting Not by Mo Willems (Patience)
- Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
- The Monster at the End of the Book by Grolier (Honesty)
- The Daylight Marriage by David DeGroot (Respect)
- Tiny Lie by Laura R. King (Empathy)
- 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 them pair share the things they like about themselves.
- Tuesday: Writing Activity - Brainstorming
 - Have the students complete the Things I Like About Myself worksheet. Have them write down the things they like about themselves. Have them write down the things they like about themselves. Have them write down the things they like about themselves.

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: M&M Activity - Magnificent Me
 - Pass out a mini package of M&M's 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 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 three different things you like about yourself and finish the sentence.


I like _____

I like _____

I like _____

Name: _____


I Like Myself



I like that I _____

Name: _____

I Like Myself



I like that I _____

Magnificent Me

- I have a pet... or I wish I had a pet...
- I want to be a...
- I love to eat that...
- I'm good at...
- One thing that makes me special is...
- My favorite treat is...

.....

Self Awareness Lesson

Patience

You will need:

- Picture Book about Patience
- Important Dates Poster (Writing student)
- Puzzle Template for students
- Markers or colored pencils
- Scissors

Instructions:

- Monday: Read a book**
 - Then ask the students, "What are some things that are hard to wait for?" Have the students pair share the ideas they have with a partner.
 - Then ask, "Why are those things hard to wait for?" Have the students 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 "It is important to be patient when..." writing activity about a time when they need to be patient.
- Thursday: Art Activity - Create a Puzzle Activity**
 - Puzzles require patience. Pass out the puzzle template. Have the students do their best drawing and coloring to create a beautiful piece of art, 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 have finished 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: _____

Name: _____

It is important to be patient when...



It is important to be patient when _____

Name: _____

It is important to be patient when...

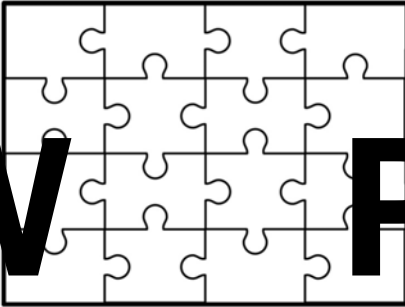


It is important to be patient when _____

Name: _____

Create a Puzzle

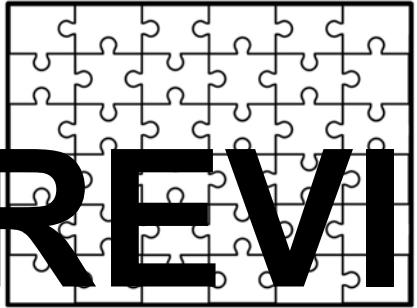
Draw a picture on the puzzle and then color it using your very best coloring skills. Once you have finished coloring your picture, cut out the puzzle pieces and see if you can put it back together. Then, trade with a partner and see if they can solve your puzzle.



Name: _____

Create a Puzzle

Draw a picture 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.



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 be honest?" Have the students share their ideas with a partner.
- When it is time to write, have the students write their ideas on the worksheet.
- Why is it important to be honest? Have the students pair up and share the ideas they wrote with a partner.
- Tuesday: Day 2-Writing Activity (Brainstorming)
- Have the students complete the Honesty Brainstorming Worksheet by writing four reasons 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

Name: _____

Write down four different reasons it is important to be honest.

Why is it important to be honest?

Honesty

It is important to be honest because

Honesty Bookmarks

Name: _____

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

Name: _____

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

Name: _____

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 tells her mom she is done and goes even though she isn't.	Nolan really wants to do well on his spelling test, so he copies all the answers from his friend.
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Self Awareness Lesson Integrity

You will need:

- Picture Book About Integrity
- Crayons or Colored Pencils
- Integrity Writing Page (one per student)
- 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 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.

Day 2: Day 2-Integrity Flipbook

Students will complete the last 3 pages of the flipbook. They will draw a picture of what having integrity looks like and write what it means to 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

E
V
I
E
W

Having integrity means _____

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All About Integrity

By: _____

REVIEW

REVIEW

Why should we have integrity?

What are some ways we can show integrity?

REVI

REVIEW

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](#)
- Affirmation Star Worksheet (one per student)
- Mini Book Worksheet (one per student)
- Change Your Thoughts Sort (one per student)
- Glue sticks
- Scissors

Instructions:

Monday: Read a Book

- Think 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, and how important it is to always talk positively to 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 Affirmation](#)

Explain to the class that how we talk to urself is important.

Write a sentence starter on the whiteboard, "I am..." or "I am good at..."

Then model for the class how to create a self affirmation sentence. Here are some examples.

- I am strong.
- I am smart.
- 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 life can be hard and it's okay to feel sad or angry, but it is very important to change negative thoughts into positive ones. The Change Your Thoughts Sort will help the class how to create the new thought.

Notes:

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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: _____

Mini Book

Color each page of the mini 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 hard, but I am smart and can do whatever I set my mind to!	I will never get any better.
I am going to fail my math test.	I am dumb and school is stupid.
	I will work hard to practice my math so that I pass my math test.
	I believe in myself!
	I am a bad friend.
	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
- Watercolor Palette
- "The Way I Feel..." Writing Page (one per student)
- Feelings Writing Page (one per student)
- Emotions Matching Game Cards (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 of them.
- 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..." Worksheet 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 _____

I feel when I _____

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Name: _____

Feelings

I feel _____ when _____

It makes me feel this way because _____

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Name: _____

Colors & Emotions

Color in the color on each of the labeled ovals. Then cut out the watercolor palette and each of the colored ovals. Then put glue on the bottom of the dotted area, and glue it to the palette to create a flap. Once you have finished gluing, draw a picture under the flap showing how you feel when you see that color.

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Name: _____

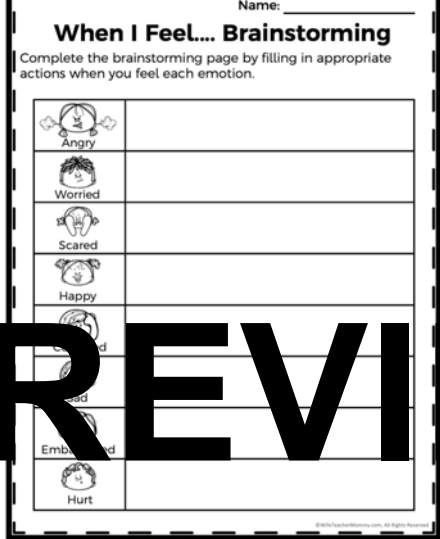
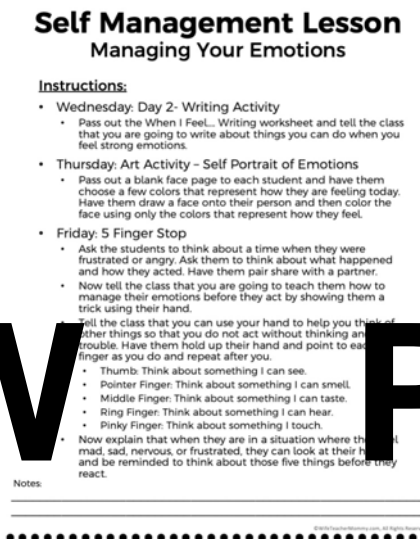
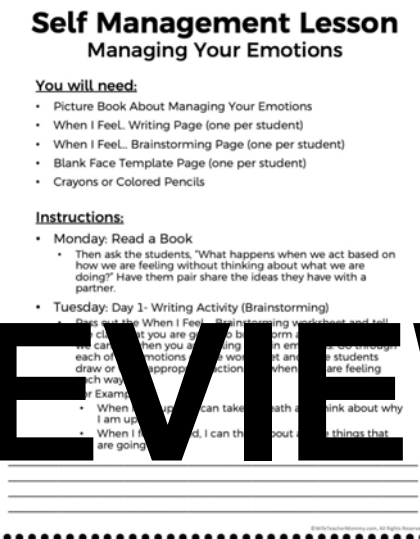
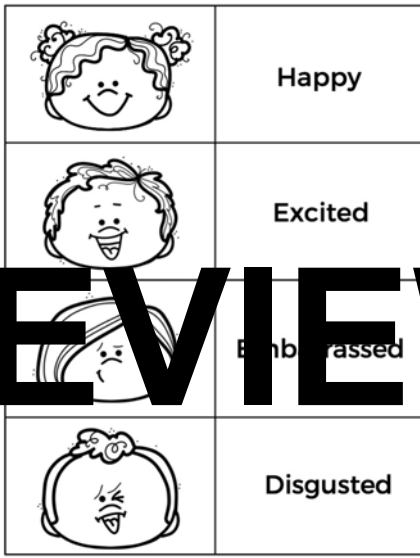
Emotion Matching Game

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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Name: _____

When I Feel...

Complete the sentence and then draw a picture to represent what you can do when you feel a certain way.

When I feel sad, I can _____

When I feel _____, I can _____

When I feel confused, I can _____

Name: _____

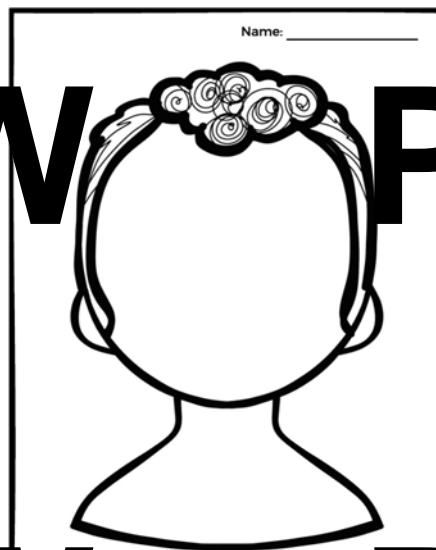
When I Feel...

Complete the sentence and then draw a picture to represent what you can do when you feel a certain way.

When I feel _____, I can _____

When I feel _____, I can _____

When I feel _____, I can _____



Name: _____

Self Management Lesson

Stress Management

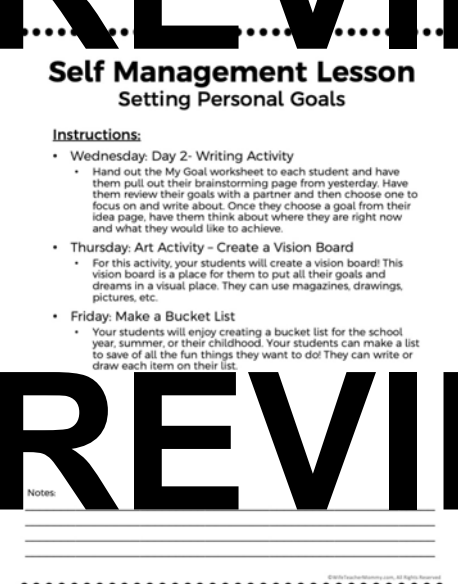
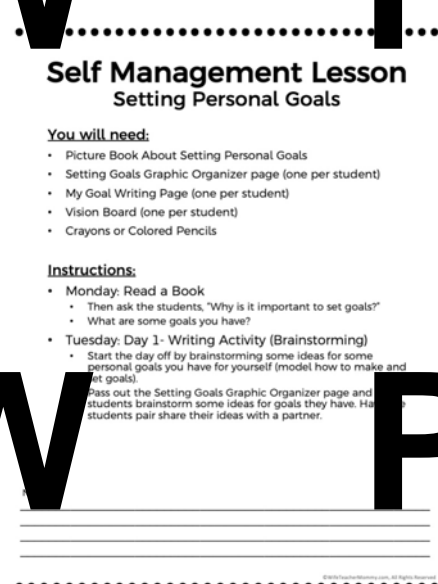
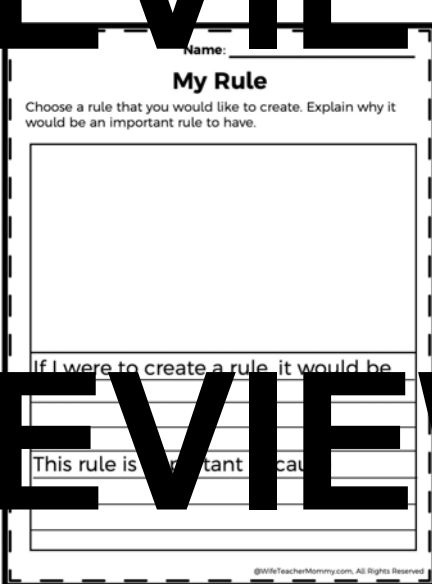
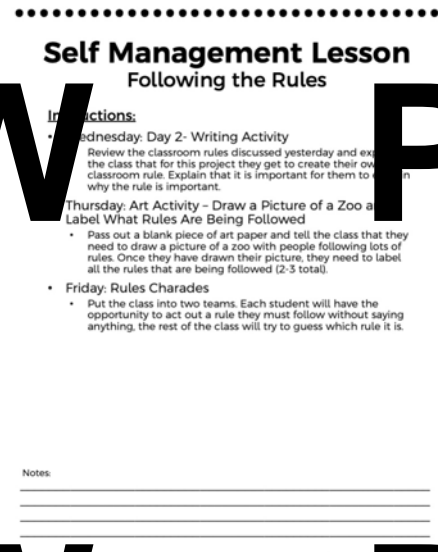
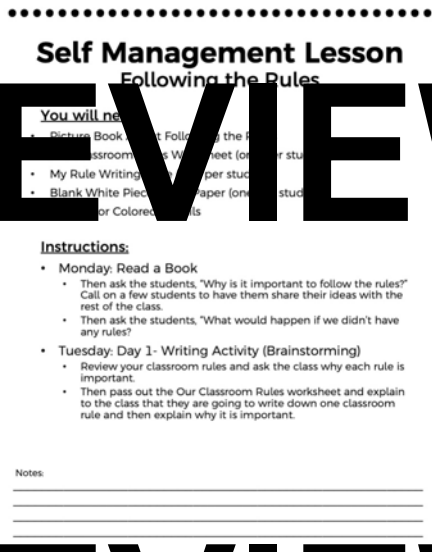
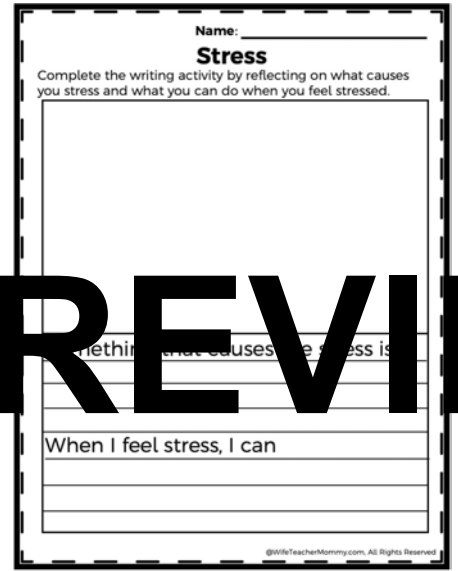
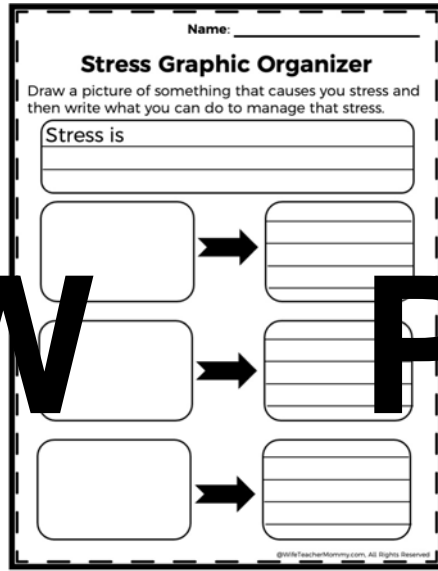
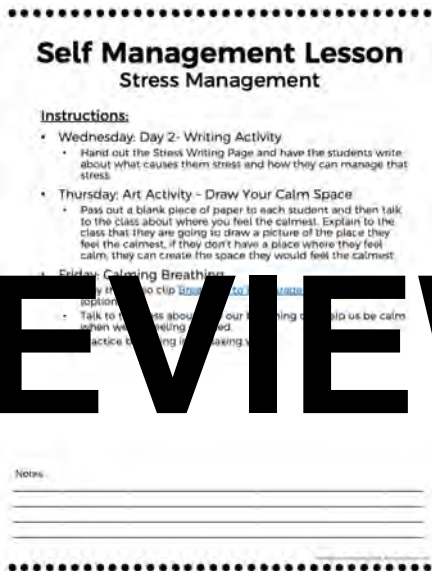
You will need:

- Picture Book About Stress Management
- Stress Writing Page (one per student)
- Stress Graphic Organizer (one per student)
- Crayons or Colored Pencils
- Calming Music or video clip [Breathing to Encourage Stress Relief](#)

Instructions:

- **Monday: Read a Book**
 - Then ask the students, "How does it make you feel when you feel stressed?"
- **Tuesday: Day 1 - Writing Activity (Brainstorming)**
 - Talk about what causes stress and what they can do when they start feeling stressed.

Notes: _____



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.

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: _____

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: _____

My Vision Board

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

Today I can

My vision is

I can reach my vision by

My deadline is

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Name: _____

My Bucket List

Create a bucket list by drawing or writing each activity you would like to do in each box!

1	
2	
3	
4	
5	
6	
7	

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Self Management Lesson Responsibility

You will need:

- Responsibility Writing Page (one per student)
- Responsibility Scoot Cards (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a book
 - Ask the students, "What are some things that you are responsible for at home?"
 - "What are some things you are responsible for at school?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Hand out the My Responsibilities graphic organizer and discuss some of the responsibilities you have at school and at home.
 - "One of my responsibilities at school is to walk our class to the lunchroom everyday."
 - "One of my responsibilities at home is to cook dinner each night for my family."
 - Then discuss the responsibilities the students have at home and at school. For example:
 - One responsibility they have at school is to do their very best on each project.
 - One responsibility they have at home is to clean their room and pick up their toys.

Notes

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Self Management Lesson Responsibility

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Responsibility Writing Page to each student and have them explain what they think being responsible means.
- Thursday: Art Activity - Create a Daily Checklist
 - Show the class your to-do list and explain that part of being responsible is getting everything you need to do done and a good way to do that is by creating a checklist.
- Friday: Responsibility Scoot Activity
 - Pass out the Responsibility Scoot worksheet and point out the cards posted around the room. Model how to complete 1-2 questions on the scoot worksheet so that students are familiar with how to complete the activity.
 - The excuse the students to walk around and look at each card to decide if each person is being responsible or not.

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Name: _____

My Responsibilities

Fill in some responsibilities you have at home, at school, and at some other place.

At Home

At School

Other Places

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Name: _____

Responsibility

Complete the writing page by filling in what it means to be responsible.

Being responsible means

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Name: _____

My Daily Checklist

Create a daily checklist by completing the worksheet with your daily responsibilities.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

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Name: _____

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 and then explain what they could do to be responsible.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

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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 and then explain what they could do in that situation to be responsible.

1 no = explanation	2 no = explanation	3 yes =	4 yes =	5 yes
6 no = explanation	7 yes =	8 yes =	9 no = explanation	10 no = explanation
11 yes	12 yes	13 no = explanation	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. Sammie is reading her book during reading time. Is that responsible?




4. Ruby and Tess helped clean up the mess. Is that responsible?



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 her job. 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. Nicole says a bad word. Is that responsible?



8. Parker walks quietly in the hallway. Is that responsible?



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9. Conner steals from Whitley. 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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Self Management Lesson Manners

You will need:

- Picture Book About Manners
- Manners Writing Page (one per student)
- Manners Matching Game Cards (one set per student)
- Crayons or 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: _____

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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:
 - Cut out all the cards and place them face down.
 - Then the shortest player will turn over two cards, one at a time.
 - If the cards match, the player who turned the cards over will take the cards.
 - If the cards do not match, the player who turned the cards over will take the cards and the other player will take the cards.

Notes: _____

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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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Responsible Decision Making

Picture Books to Teach Responsible Decision Making

- What Should Danny Do? by Adir Levy
- What Should Danny Do? School Day by Adir Levy
- What Should Daria Do? by Adir Levy
- Magical Choices by Becky Cummings
- A Chair For My Mother by Vera B. Williams
- When I Make Terrible Pets by Peter Brown
- My's Work by Eve Bunting
- What If Everybody Did That? by Ellen Javernick
- Should I Share My Ice Cream? by Mo Willems
- What Will It Be, Penelope? by Tori Corn
- Don't Squeal Unless It's A Big Deal by Jeanie Franz Ransom
- Don't Push the Button! by Bill Cotter
- The Recess Queen by Alexis O'Neill
- The Way I Act by Steve Metzger
- Stand Tall Molly Lou Melon by Patty Lovell
- Llama Llama Time To Share by Anna Dewdney
- Llama Llama Mad at Mama by Anna Dewdney
- How Do Dinosaurs Go to School? by Jane Yolen
- How Do Dinosaurs Play with Their Friends? by Jane Yolen
- The Pout-Pout Fish by Deborah Diesen
- The Choices I Make by Michael Gordon
- Don't Talk to Strangers by Christine Mchaff (stranger danger)
- The Berenstain Bears Learn About Strangers by Stan Berenstain (stranger danger)
- Never Talk to Strangers by Irma Joyce (stranger danger)
- I'll Never Get All That Done by Bryan Smith (prioritizing)

Responsible Decision-Making Lesson

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You will need:

- Picture Books about Choices
- What Would You Choose? worksheet (one per student)
- Daily Choices worksheet (one per student)
- Crayons or markers

Instructions:

- Monday: Read a Book
 - Then ask the students, "What choices did the main character have to make?"
 - "Why were those decisions important to the story?"
 - Lead a discussion about choices and how we face choices every single day. Point out that there are good, better, and best choices to make in situations.
- Tuesday: Day 1 - Writing Activity (Brainstorming)
 - Lead a discussion about what choices you made that day and have the students pair share some of the choices they made that day. Make a list on the board for the students to see. They rate them as good, better, or best.
 - For example:
 - What to eat for breakfast
 - What to wear
 - What to play at recess

Notes: _____

Responsible Decision-Making Lesson Choices

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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 students 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 students, "Do you like dogs or cats?" If they like dogs, they will point to the cat wall and say "go" and if they like cats, they will point to the dog wall and say "go". Students cannot choose the middle.

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Name: _____

What Would You Choose?

Select one of the two choices and then explain why you would choose that option in the text box below.

Cake

OR

Ice Cream

I would choose _____

because _____

Octopus

OR

Zebra

I would choose to have a pet _____

because _____

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Name: _____

Daily Choices

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

○

OR

○

○

OR

○

○

OR

○

○

OR

○

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This or That Activity Choices

- Dog or Cat
- Soccer or Kickball
- Cake or Pie
- Chocolate or Fruity Candy
- Math or Reading
- Give a gift or get a gift
- Going to the Movies or Going to the Zoo
- Math or Reading

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Responsible Decision-Making Lesson

Identifying the Problem

You will need:

- Picture Book About Identifying the Problem
- Identifying the Problem Worksheet (one per student)
- Identifying the Problem Writing Page (one per student)
- Problems Happen Comic Strip (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "What was the problem in the story?" and a discussion about the problem and how the character reacts to the problem.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Tell the class about your morning. Be sure to include a problem.
 - For example: your car wouldn't start, and you were to be late for work.
 - Ask the class, "What was the problem?"
 - Ask, "What choices did I have?"
 - Have students pair share their ideas.

Notes

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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 - Comic Strip
 - Hand out the Problems Happen Comic Strip page to each student and have them create a comic strip that has a problem and a solution.
- Friday: Art Activity - Comic Strip
 - Hand out the Problems Happen Comic Strip page to each student and have them create a comic strip that has a problem and a solution.

Notes

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Identify the Problem

Read the problem and the choices below. Write down three choices the person has in the box next to the problem.

What is the problem?

Identifying the Problem Writing

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

The problem is

The best thing to do is

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Problems Happen Comic Strip

Read the problem and the choices below. Draw pictures to show the problem and then draw each picture 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 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 negative consequence to your decision.

Responsible Decision-Making Lesson

Evaluating the Results

Instructions:

- Wednesday: Day 2- Writing Activity
 - Review with the class what a result is, then pass out the Evaluating the Results Writing page to each student and ask the students to think of a problem they had and a choice they had to make. Then, ask them what the results were and if they were the results they were hoping for. Call on a few students to share their ideas with the class to help activate their schema.
- 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.

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Evaluating the Results Writing









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

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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.	 My friend went home.
 I threw a block and broke something.	 I got in trouble and had to clean.
 My friend told me that I was wrong when I said she was mad.	 I had a friend who was saying something bad about me.
 I pushed a girl in the lunchroom.	 I was sent to the principal's office.

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Name: _____

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 tripped someone.	Then _____ _____ _____

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Responsible Decision-Making Lesson

Identify Solutions

You will need:

- Picture Book With Clear Solutions to the Problems
- Identifying Solutions Worksheet (one per student)
- Identifying a Solution Writing page (one per student)
- Ink Pads or Paint
- Blank White Art Paper (one per student)
- How does it feel? Writing Page (one per student)

Instructions:

Monday: Read a book about the solutions that were made in a story.

Tuesday: Discuss the solutions (instructions) in the story.

Wednesday: Hand out the Identifying Solutions worksheet. Each student will write down the solutions that they think are the best. Tell the class what you are going to do. You can have a class brainstorm as a class.

Notes: _____

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Responsible Decision-Making Lesson

Identify Solutions

Instructions:

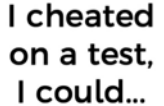
- Wednesday: Day 2- Writing Activity
Hand out the Identifying a Solution Writing page. Each student will write down the solutions that they think are the best. Tell the class what you are going to do. You can have a class brainstorm as a class.
- Thursday: Art Activity- Thumbprint Art
Hand out one piece of art paper to each student. They will draw a picture of a solution that they think is the best. They will then use a pencil to add details and create 5-7 thumbprints 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 by writing about how you feel once you have thought of a good solution to a problem.

Notes: _____

Name: _____

Identifying Solutions

Complete the worksheet by identifying a solution to the problem by writing three different options, one in each box.

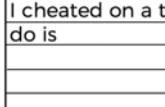
 I cheated on a test, I could...	1. _____ _____
	2. _____ _____
	3. _____ _____

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Name: _____

Identifying a Solution Writing

Write the best solution to the problem by writing three different options, one in each box.


 I cheated on a test, the best thing to do is	1. _____ _____
	2. _____ _____
	3. _____ _____

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Name: _____

How should it feel?

Complete the writing page by explaining how creating a good solution will feel.

 When I think of a good solution to a problem I feel _____ _____ _____
--

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Responsible Decision-Making Lesson

Prioritizing

You will need:

- Picture Book About Prioritizing or someone who has a lot to do
- Prioritizing Writing Page (one per student)
- Prioritizing Worksheet (one per student)
- My Priorities Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

- 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 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 tasks.

Notes: _____

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Responsible Decision-Making Lesson

Prioritizing

Instructions:

- 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 plan/need 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.
For example, one rock represents going to school. Another rock represents being with family when they get home.
Tell them that these rocks represent the most important things like playing video games and watching TV.
Explain that this is called prioritizing - putting the most important things first.

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REVIEW

How can I stay safe?

Stranger Safety Bookmarks

Name: _____

Complete each bookmark and then design your own stranger safety themed bookmark.

I can stay safe from strangers.

V

safe from strangers, I can:

P

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Name: _____

Safety Hand

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



REVIEW

I can talk to...

VIEW

Relationship Skills

Picture Books to Teach Relationship Skills

- *Be a Friend* by Pat Zietlow Miller
- *Click, Clack, Moo Cows That Type* by Doreen Cronin (*Communication*)
- *The Color Thief* by Gabriel Alborozo (*Friendship*)
- *Share Pie* by Derek Munson (*Friendship*)
- *Rainbow Fish* by Marcus Pfister
- *To Be a Friend* by Laurene Krasny Brown
- *It Will Be My Friend!* by Peter Brown
- *From Outters to 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 C.M. Harris
- *Our Class Is a Family* by Shannon Olsen
- *All Shapes Matter* by Chakra Sreekanth
- *ABCs of Kindness* by Samantha Berger and Ekaterina Trukhan (*Kindness*)
- *When I Feel Left Out* by Michael Gordon (*Kindness*)
- *Tomorrow I'll Be Kind* by Jessica Hische (*Kindness*)
- *The Not So Friendly Friend* by Christina Fumival (*Setting Boundaries*)
- *Taste Your Words* by Bonnie Clark (*Kindness*)

Relationship Skills Lesson

Communication

REVIEW

You Will Need:

- Relationship Skills Booklet Communication
- Writing Friendships Booklet Communication (one per student)
- Blank piece of art paper (one per student)
- Pens 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 some good ways to make new 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!

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Making Friends Writing

Complete the writing page by filling in good ways to make friends.

I can make new friends by

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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 it is 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.
 - Ask each child to write down one thing that they would like to do to help others.
 - Ask each child to write down one thing that they would like to do to help someone new at lunch.

Notes _____

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Instructions:

- **Wednesday: Day 2 - Writing Activity**
 - Hand out the Be a Good Friend Writing page and have the students fill in how to be a good friend.
- **Thursday: Art Activity - Partner Project**
 - Place the students into partnerships (pair unlikely friends together). Hand out the Partner Project worksheets to each student and have them write their names on both halves of the circle. Then each student should draw their favorite things in both halves. Each half should have the same items as the other half. Once they are done, have each circle out and cut it in half to make a whole circle with their partner's half circle on a colored construction paper. Each pair will have to take turns drawing the items since each half is different.
- **Friday: Spelling Friends**
 - You will have to divide the class into two groups and distribute One Half of a Student's Name worksheet to each student and have them write their names on the worksheet.
 - Place one student from each group in the front of the room facing each other. Give each student 2 minutes to write down the other student's name. Then have the students come back to their seats and ask each other if they got the name right. What do you like to play at recess?
 - How many people are in your family?
 - What is your favorite food?
 - Do you have any pets?

Notes

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Name: _____

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

I can be a good friend by

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Name: _____

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.



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You will ne

- Picture Book without Textwork
- Blank Puzzle Pages (one per student)
- Blank Jersey Pages (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 a 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.

Winter

— 100 —

Instructions:

- **Tuesday: 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 the students design and color a teammate to represent 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.
 - Collect the team members to use in a collage with the words, "Together we make a team"
- **Friday: Design a Team Jersey**
 - Hand out the blank jersey page and have each student design a class/team jersey.

Notes:

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REVIEW

REVI

Working with others is important
because

We can learn

from working with others

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



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Name: _____

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



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STUDY

Design and color a jersey for our class team.



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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)
- Crayons or Colored Pencils

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 the other person wants to first, then do what you want
 - Do something completely different
 - Talk to an adult

Notes:

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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.

When I have a conflict, I can

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Name: _____

To Resolve Conflicts, I Can....

Write down things you can do to solve conflicts when they happen.

1	
2	
3	
4	
5	

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.

When to my friend's when they talk.			
Look for a win-win option.			
I say I am sorry.			
I work it out fairly.			
I ask for help from an adult.			
I suggest solutions.			
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 (one per student)
- Crayons or 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:

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 the housework.
 - Your brother had a long day at school and needs help with his homework.
 - Your brother is sad because he lost his favorite toy and he starts to cry.
 - Someone on your team forgot their lunch.
 - Someone on your team is sitting alone.

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Name: _____

Supporting Others

Draw a picture in each circle of a way 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.

I can support others by

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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 them	
Play with someone new	

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Do a chore	
Help your teacher	
Tell them you are 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 treat 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 your bag at recess	
Tell your teacher "thank you"	

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Relationship Skills Lesson Kindness

You will need:

- Picture Book About Kindness
- Kindness Writing Page (one per student)
- Kindness Rainbow Key
- Mini Packages 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

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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 the 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.


Notes

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Team Members:

Relay Activity

- Write down each person's name on the line above.
- Color the picture.
- Draw a circle on the back of this paper with a three-syllable word.
- Give it to the runner to give to the teacher.



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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 okay to be different?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Lead a discussion about how everyone is different and what makes us special. We are different in the way we look, but also in the things we like and dislike, how we act, talk, etc.

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Social Awareness Lesson

Respecting Differences

Instructions:

- 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 each student finishes, have them pair share with someone else who is finished to compare what makes them each special.
- Thursday: Art Activity - Diversity Plate Portraits**
 - For this activity, you will want to have different colors for students to mix to create a color close to 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 have created the color to their desire, have them draw a white person's face on the plate. You can mix the colors to not have the student mix the colors. You can mix a few skin tones and let the students choose which color they like best. Then let them draw a face on their plate. You can use googly eyes for the eyes. Your students can use different colored paint to represent their hair. Your students can use different colored paint to represent their hair. Your students can use different colored paint to represent their hair.
- 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 other cultures.

Notes: _____

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Be Different Writing

Fill in the information about something that makes you special.

One thing that makes me special is _____

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Social Awareness Lesson

Empathy & Compassion

You will need:

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

Instructions:

- Monday: Read a Book**
 - Then ask the students, "How can we tell how someone is feeling?" Have them pair share the ideas they have with a partner.
 - Lead a discussion about "Empathy and Compassion". Be sure to define empathy and compassion for your students.
 - Empathy: being about to know how someone is feeling
 - Compassion: the desire to help someone in need
- Tuesday: Day 1- Writing Activity (Brainstorming)**
 - As a class, review what compassion and empathy means.
 - Hand out the Compassion Questions worksheet and have the students draw or write their answers to each question in the box.

Notes: _____

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Social Awareness Lesson

Empathy & Compassion

Instructions:

- Wednesday: Day 2- Writing Activity**
 - Hand out the Showing Compassion Writing page and lead a discussion about what students can do to help someone who is sad.
- Thursday: Art Activity - Faces of Feelings**
 - Hand out the Faces of Feelings worksheet. Have each student choose 4 different emotions to write in each box and then draw on each face.
- 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: _____

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Compassion Questions

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

What does empathy mean?

How does empathy help others?

How can you show empathy to someone?

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Showing Compassion Writing

Complete the writing page by filling in what we can do when we see someone is sad.







When someone is sad, I can _____

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Name: _____

Faces of Feelings

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

		
_____	_____	_____
		
_____	_____	_____

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You are at lunch and see someone sitting alone in the cafeteria. What should you do?	Your little brother or sister's favorite toy is lost. How can you show them compassion?
Your mom is having a hard day and could use some cheering up. What could you do?	Your dog is limping and has a hurt foot. What can you do?

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Social Awareness Lesson Showing Concern for Others

You will need:

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

Instructions:

- Monday: Read a Book
- Tuesday: Day 1- Writing Activity (Brainstorming)

Notes

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Social Awareness Lesson Showing Concern for Others

Instructions:

- Wednesday: Day 2- Writing Activity
- Thursday: Art Activity -
- Friday: M&M Activity - Concern For Others Questions

Notes

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Name: _____

Showing Concern Writing

I can show concern for others by

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Name: _____

Ways To Show Concern For Others

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Concern For Others Questions

- How does it feel to show concern for others?
- What is one way you can show concern for other people?
- The best way to show concern for me is...
- I like it when people...
- I don't like it when people...
- I feel _____ when I help others.

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Social Awareness Lesson Gratitude

You will need:

- Picture Book About Gratitude
- Blank White Art Paper (one per student)
- Gratitude Writing page (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
- Tuesday: Day 1- Writing Activity (Brainstorming)

Notes

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Social Awareness Lesson Gratitude

Instructions:

- Wednesday: Day 2- Writing Activity
- Thursday: Art Activity - Create a Thank You Card to a Staff Member
- Friday: Hand Out Thank You Cards

Notes

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Name: _____

Gratitude Writing

Complete the writing page by filling in someone you are grateful for and then explain why you are grateful for them.

I am grateful for because _____

_____ is special to me because _____

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Social Awareness Lesson

Contributing to the Well-Being of the Whole

You will need:

- Picture Book About Teamwork
- Sight Word Cards (2 Complete Alphabet Sets)
- Team Player Writing Page (one per student)
- Crayons and Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "Why is it important to watch out for the whole team?"
 - It's important to work together as a team.
- Tuesday: Writing Activity (Brainstorming)
 - Lead a discussion about ways to be a good team member. Be sure to point out ways that help the whole team. Examples: share every idea, understand the instructions, etc.

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Social Awareness Lesson

Contributing to the Well-Being of the Whole

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Team Player Writing page to each student and have them fill in the characteristics a good team player must have.
- Thursday: Practice Activity
 - You will have two sets of sight word cards (two complete alphabet sets). Hand out one sight word card to each student and have them practice that sight word five times on the back of the card. Once they finish that card, they can complete another card.
- Friday: Relay Race
 - Divide the class into two groups. Hand out a sight word card to each student and explain to the class that they will be in a relay race against the other team. Their goal is to put all the words in alphabetical order before the other team does.

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Name: _____

Team Player Writing

Complete the writing page by filling the characteristics a good team player must have.

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at	and
be	but
of	two
get	when
each	come
him	her

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was	for
you	had
they	use
could	way
no	who
its	now

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this	call
can	down
first	did
it	is
been	give
find	about

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Review

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- **Monday: Review Being Yourself**
 - Lead a discussion about the importance of being yourself. Then have each student complete the self reflection journal entry about being yourself.
- **Tuesday: Review Patience**
 - Lead a discussion about patience. Then have each student complete the self reflection journal entry about patience.
- **Wednesday: Review Honesty & Integrity**
 - Lead a discussion about honesty and integrity. Then have each student complete the self reflection journal entry about honesty and integrity.
- **Thursday: Review Positive Self Talk**
 - Lead a discussion about positive self talk. Then have each student complete the self reflection journal entry about positive self talk.
- **Friday: Review Identifying Your Emotions**
 - Lead a discussion about identifying your emotions. Then have each student complete the self reflection journal entry about their emotions.

Notes:

[illegible]

Name: _____

Self Reflection Journal

Use the space about your concept with your group.

REVIEW

Today I feel _____

You will need:

- 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 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 the 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 goal.
- **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:

Name: _____

Self Reflection Journal

the self is the concept we received from the world

One thing I can do to manage my emotions is _____

When I feel stressed, I can _____

It is important to follow the rules because _____

VIEW

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Name: _____

I can _____

My goal is to _____

I can show I am responsible and have manners by _____

VIEW

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You will need:

- Self 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.

2

REVIEW

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

One choice I made today was _____

One way to solve a problem is _____

REVI

...important evaluation the result of
a decision because _____

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel _____
because _____

Today I feel _____
because _____

Today I feel _____
because _____

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel _____
because _____

Today I feel _____
because _____

Today I feel _____
because _____

Name: _____

Self Reflection Drawing Activity

Complete the worksheet by drawing a picture in each box.

My Favorite Thing About Myself is:

Something I could work on is:

Name: _____

Self Reflection Survey

How do you evaluate how you feel you are doing at school? Circle the face that best represents you.

How do you feel you are doing at school?	Happy	Neutral	Sad
I follow the rules.			
I complete my schoolwork.			
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.			

Name: _____

Self Reflection Survey

How do you evaluate how you feel you are doing at home? Circle the face that best represents you.

How do you feel you are doing at home?	Happy	Neutral	Sad
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.			