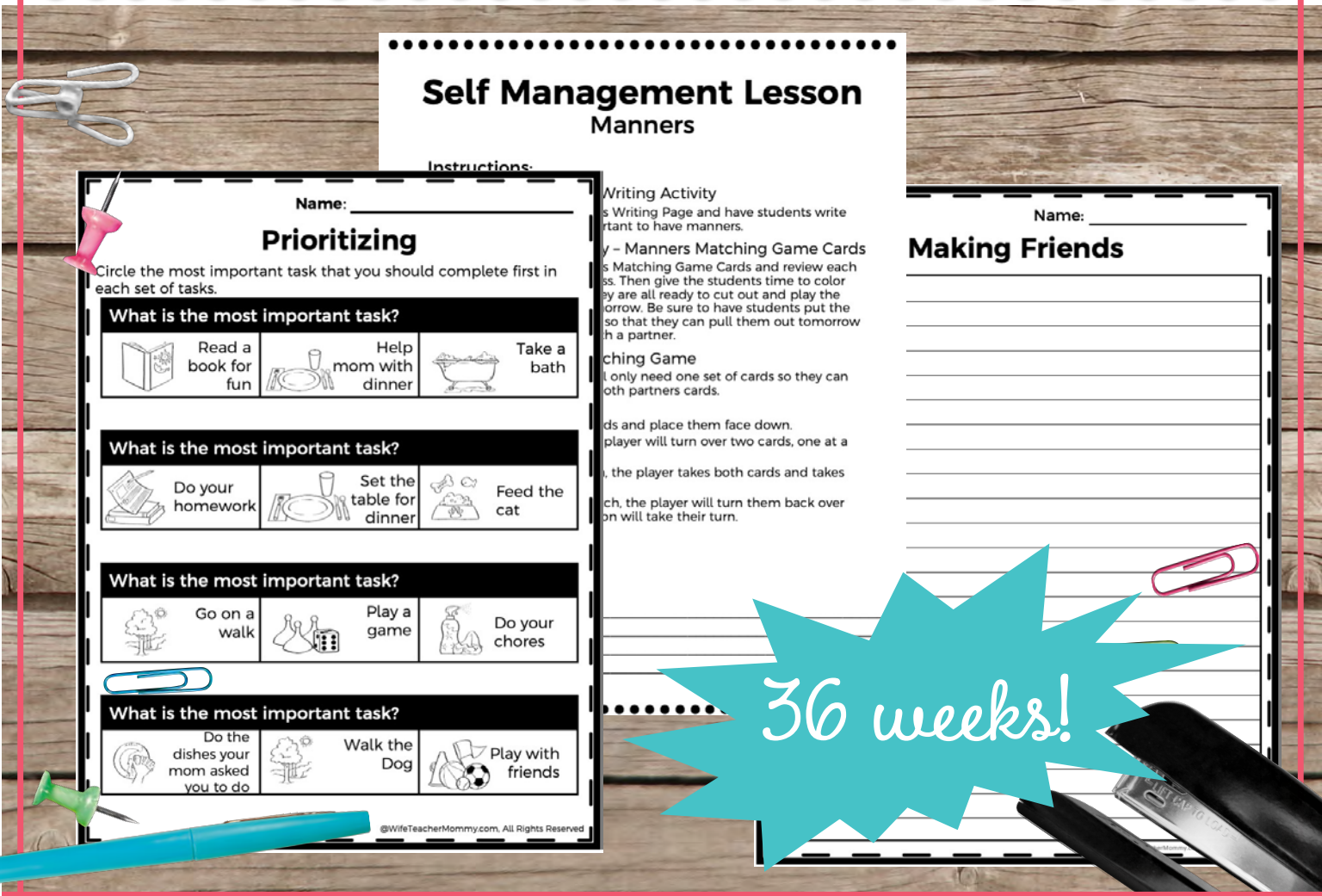
3rd Grade

Social Emotional Learning



36 weeks!

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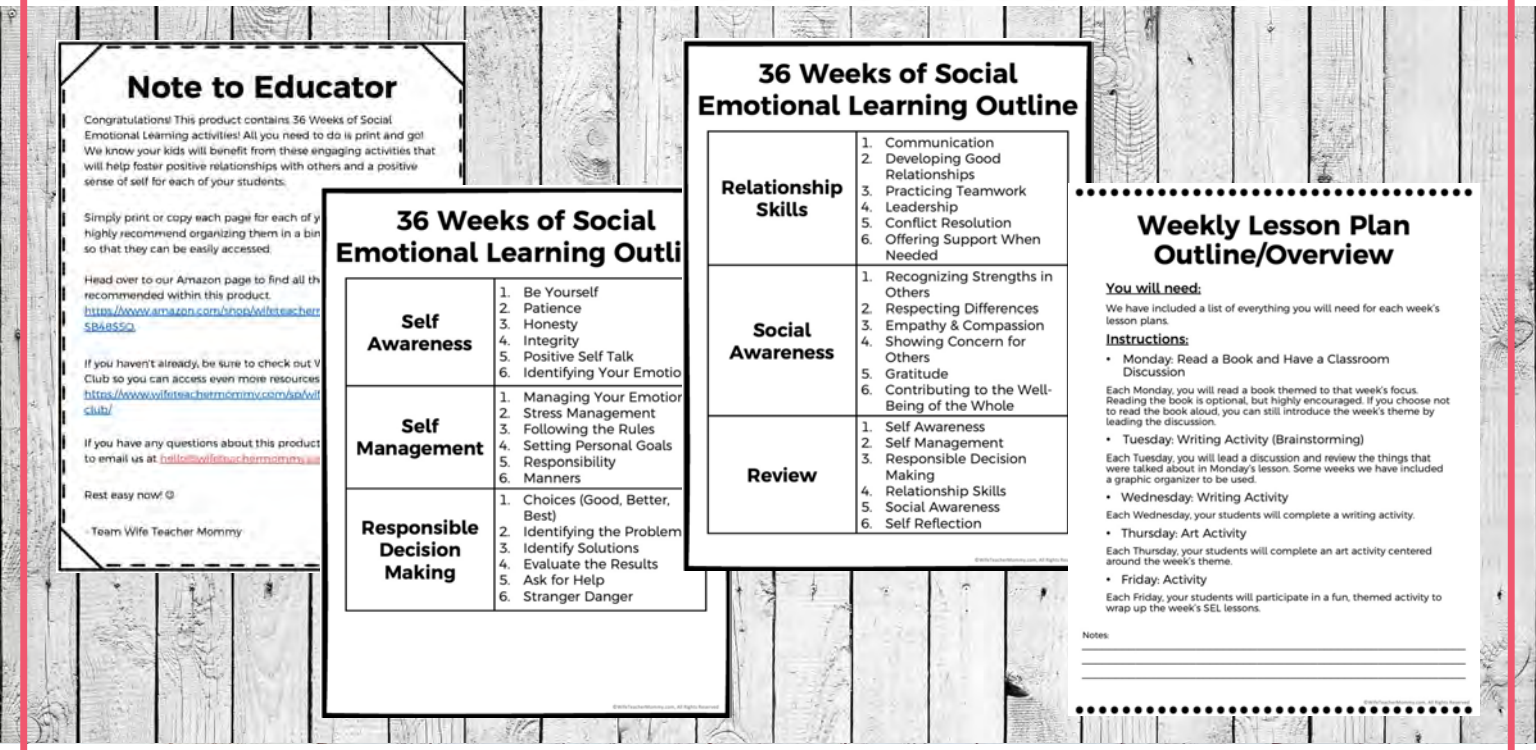
Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



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 y
highly recommend organizing them in a bin
so that they can be easily accessed.

Head over to our Amazon page to find all th
recommended within this product.
https://www.amazon.com/shop/wifeteacher
5R4RS5Q

If you haven't already, be sure to check out V
Club so you can access even more resources
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club/

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

Rest easy now! ☺

- Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outli

Self Awareness	1. Be Yourself 2. Patience 3. Honesty 4. Integrity 5. Positive Self Talk 6. Identifying Your Emotio
Self Management	1. Managing Your Emotior 2. Stress Management 3. Following the Rules 4. Setting Personal Goals 5. Responsibility 6. Manners
Responsible Decision Making	1. Choices (Good, Better, Best) 2. Identifying the Problem 3. Identify Solutions 4. Evaluate the Results 5. Ask for Help 6. Stranger Danger

36 Weeks of Social Emotional Learning Outline

Relationship Skills	1. Communication 2. Developing Good Relationships 3. Practicing Teamwork 4. Leadership 5. Conflict Resolution 6. Offering Support When Needed
Social Awareness	1. Recognizing Strengths in Others 2. Respecting Differences 3. Empathy & Compassion 4. Showing Concern for Others 5. Gratitude 6. Contributing to the Well-Being of the Whole
Review	1. Self Awareness 2. Self Management 3. Responsible Decision Making 4. Relationship Skills 5. Social Awareness 6. Self Reflection

Weekly Lesson Plan Outline/Overview

You will need:

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

Instructions:

- Monday: Read a Book and Have a Classroom Discussion

Each Monday, you will read a book themed to that week's focus. Reading the book is optional, but highly encouraged. If you choose not to read the book aloud, you can still introduce the week's theme by leading the discussion.

- Tuesday: Writing Activity (Brainstorming)

Each Tuesday, you will lead a discussion and review the things that were talked about in Monday's lesson. Some weeks we have included a graphic organizer to be used.

- Wednesday: Writing Activity

Each Wednesday, your students will complete a writing activity.

- Thursday: Art Activity

Each Thursday, your students will complete an art activity centered around the week's theme.

- Friday: Activity

Each Friday, your students will participate in a fun, themed activity to wrap up the week's SEL lessons.

Notes:

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

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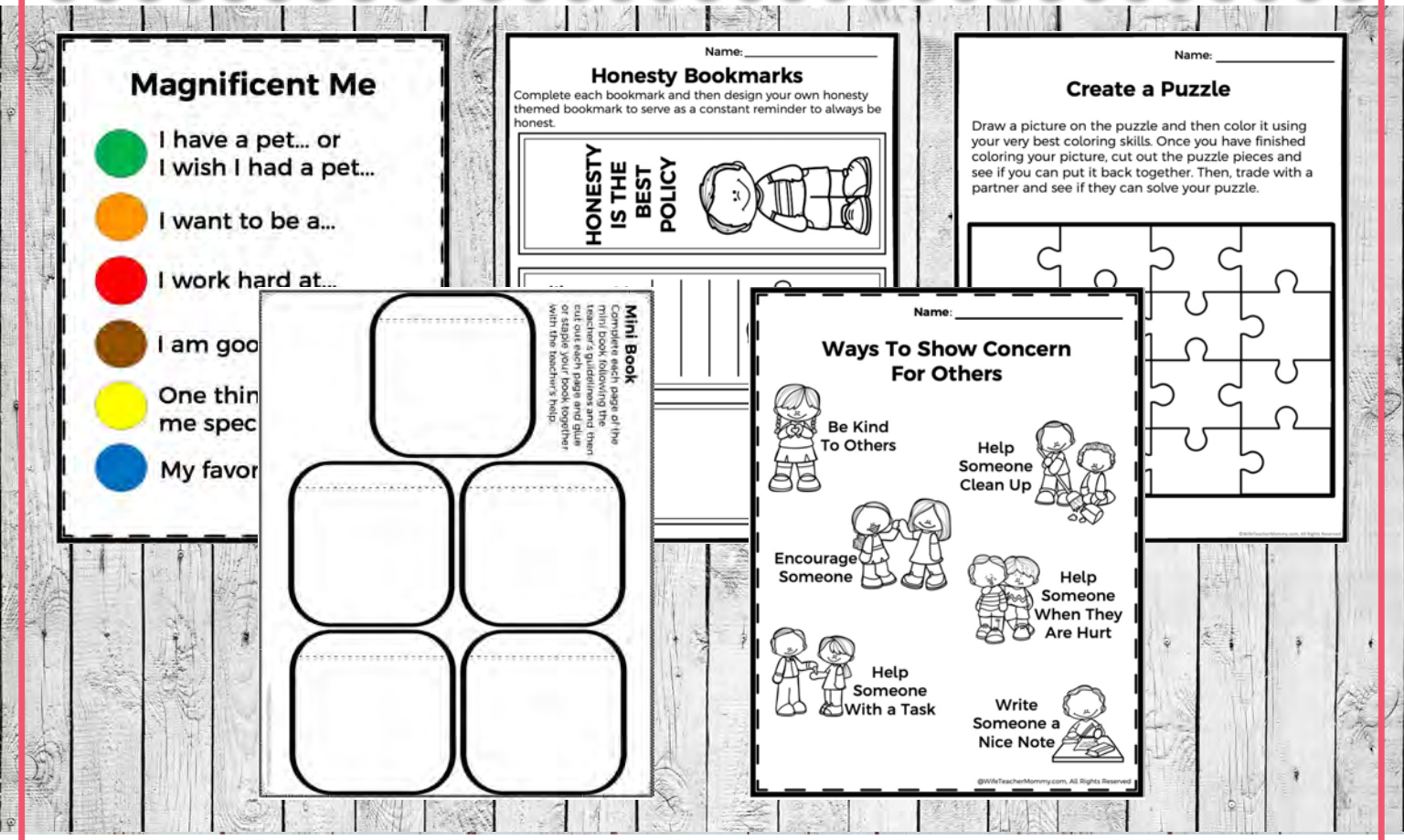
Meaningful Student Activity Pages to Keep Students Engaged All Yearlong



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.

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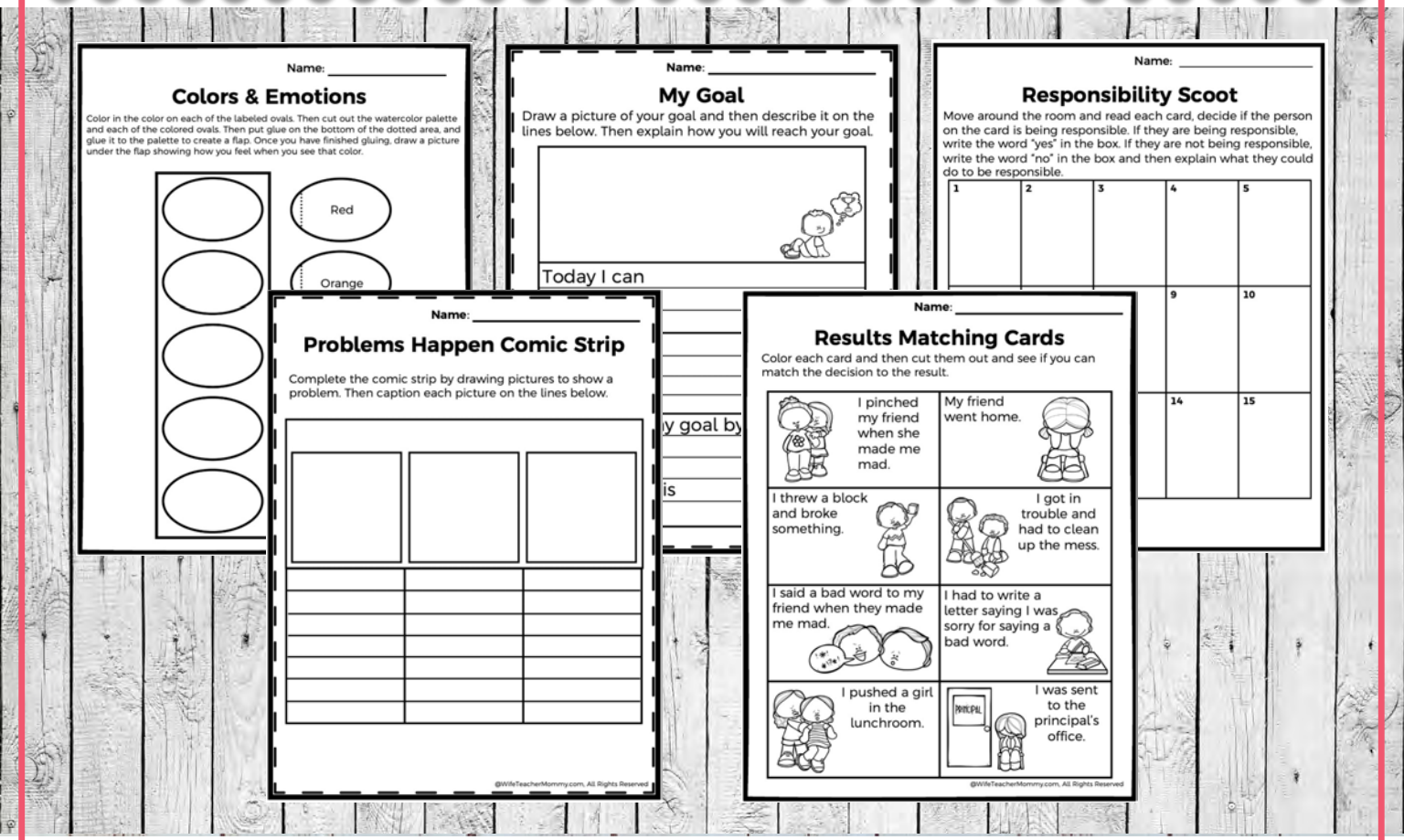
Activities That Will Transform Your Students Social Emotional Learning



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

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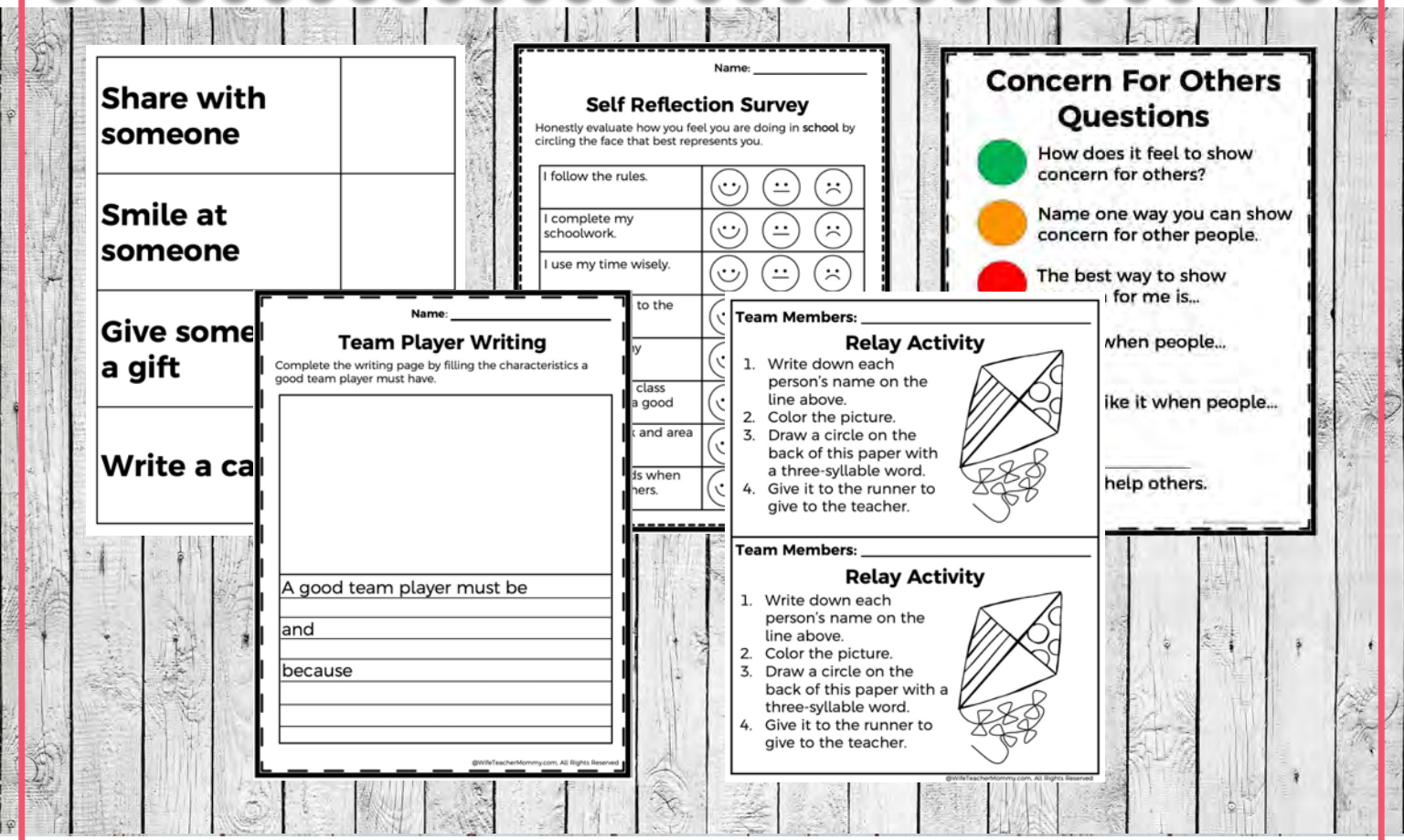
Focused Student Activity Pages to Teach Over 30 Social Emotional Concepts



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.

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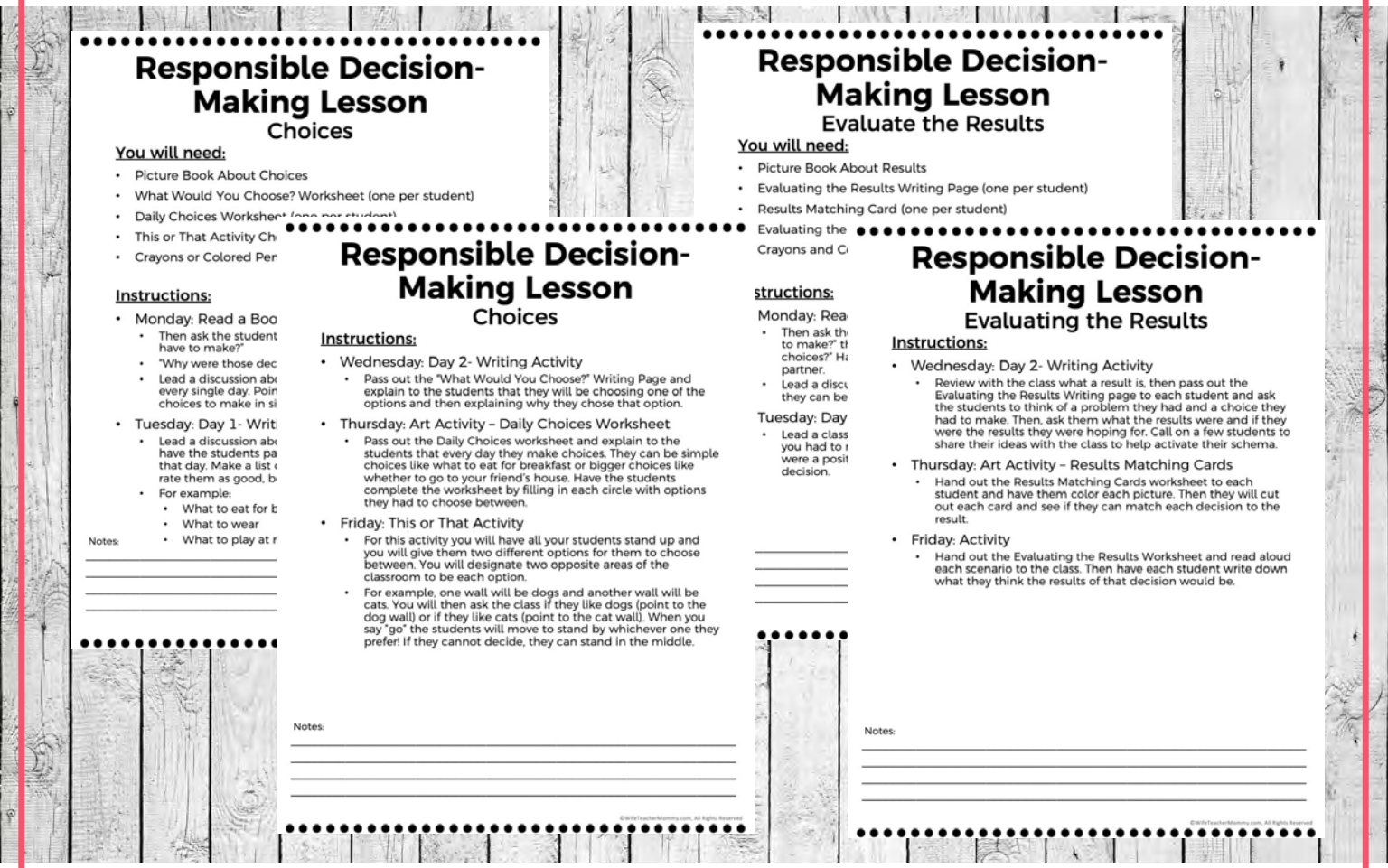
Easy to Follow Weekly Lesson Plans to Save You Time



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 Ch
- Crayons or Colored Per

Instructions:

- Monday: Read a Boo
  - Then ask the student have to make?"
  - "Why were those dec
  - Lead a discussion ab every single day. Poir choices to make in si
- Tuesday: Day 1- Writ
  - Lead a discussion ab have the students pa that day. Make a list rate them as good, b
  - For example:
    - What to eat for b
    - What to wear
    - What to play at r

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 C

structions:

Monday: Rea

- Then ask th to make?" t choices?" H partner.
- Lead a disc they can be

Tuesday: Day

- Lead a class you had to were a posi decision.

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.

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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:

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

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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 recommended within this product:
[illegible] SB48SSO

[illegible] Club so you can ac[illegible] more res[illegible] this!
https://www.wifeteac[illegible]rmy.com/[illegible]

If you have any questions about this product at all, please feel free to email us at hello@wifeteacherm[illegible]

Rest easy now! ☺

- Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

Self Awareness	1. Be Yourself 2. Patience 3. Honesty 4. Integrity 5. Positive Self Talk 6. Identifying Your Emotions
Self M[illegible]agement	1. Managing Your Emotions 2. Stress Management 3. Following the Rules 4. Setting Personal Goa[illegible] 5. Responsibility 6. Manners
[illegible]esponsible Decision Making	1. Choices (Good, Bette[illegible] Best) 2. Identifying the Proble[illegible] 3. Identify Solutions 4. Evaluate the Results 5. Prioritizing 6. Stranger Danger

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36 Weeks of Social Emotional Learning Outline

Relationship Skills	1. Communication 2. Developing Good Relationships 3. Practicing Teamwork 4. Leadership 5. Conflict Resolution 6. Offering Support When Needed
[illegible]ocia[illegible]are[illegible]	1. Recognizing Strengths in [illegible]thers 2. [illegible]ting Diff[illegible]ces 3. Emp[illegible] & Co[illegible]ssio[illegible] 4. Show[illegible] Cond[illegible] for [illegible]Other[illegible] 5. Gratitu[illegible] 6. Contrib[illegible] the We[illegible]eing of [illegible]hole
Review	1. Self Awareness 2. Self Management 3. Responsible Decision Making 4. Relationship Skills 5. Social Awareness 6. Self Reflection

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Weekly Lesson Plan Outline/Overview

You will ne[illegible]

We have includ[illegible]t of e[illegible]ing y[illegible] nee[illegible] each week[illegible]ns.

Instructions:

- Monday: Vide[illegible] Read a [illegible]k an[illegible]ve a [illegible]oom Dis[illegible]

Each Monday, you will show the linked video clip or read a book themed to that week's focus and have a class discussion about each topic.

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:

Self Awareness

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Picture Books to Teach Self Awareness

- [illegible]n't D[illegible] Yourself)
- Waiti[illegible] Not [illegible] by Mo Willems (P[illegible]ce)
- Lilly's [illegible]le Pl[illegible] Purse by Kevin He[illegible] (Integr[illegible]
- [illegible]bber [illegible] Honest[illegible]
- [illegible]lar, Pants [illegible]e by Diane DeGroat (Hones[illegible]
- [illegible] & the (N[illegible]) Tiny Lie by Laura R[illegible] (Sequence[illegible] Ly[illegible])
- How [illegible]iggle[illegible] [illegible]onkey o[illegible]k by How[illegible] Blinka[illegible]ne[illegible]
- A Bad Case of the Stripes by David Shannon (Be Yourself)
- I Like Myself! by Karen Beaumont (Be Yourself)
- Thelma the Unicorn by Aaron Blabey (Be Yourself)
- Wemberly Worried by Kevin Henkes (Emotions – Worry)
- The Sandwich Swap by Queen Rania Al Abdullah (Be Yourself)
- The Color Monster by Anna Llenas (Emotions)
- Grumpy Monkey by Suzanne Lang (Emotions – Grumpy)
- The Feelings Book by Todd Parr (Emotions)
- The I'm Not Scared Book by Todd Parr (Emotions – Scared)
- Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis (Emotions – Silly)
- Today I Feel An Alphabet of Feelings by Madalena Moniz (A-Z Emotions)
- Wild Feelings by David Milgrim (Emotions)
- Say Something by Peter H. Reynolds (Intergrity)
- 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. Earnhardt (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:

- Video Clip : Self Esteem
- Things That Make Me Special Brainstorming Worksheet (one per student)
- Be Yourself Writing Page (one per student)
- Blank white art paper
- Crayons or colored pencils
- Mirror
- Small M&Ms Packages (one per student)

Instructions:

- Monday: Video Clip
  - Show the video clip, "Self Esteem." Then ask the students, "What [illegible] you [illegible] about yours[illegible] [illegible]ave [illegible]h pa[illegible] [illegible]y li[illegible]ut them[illegible]
- Tuesday: [illegible]g Acti[illegible] Brai[illegible]min[illegible]
  - Have the [illegible]nts co[illegible]e the [illegible]gs Th[illegible] [illegible] brainstor[illegible]ctiv[illegible]out fou[illegible]gs th[illegible] themselve[illegible] t[illegible]ish the[illegible]stor[illegible] page, have them swap [illegible]eet with [illegible]dy t[illegible]k each others work. Remi[illegible] [illegible]heck for [illegible]alizat[illegible] [illegible]unctuation, etc.

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&Ms 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.

Name: _____

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Be Yourself Name: _____

Complete the worksheet by writing 4 things in the bubbles that make you special.

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PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW

Name: _____

Be Yourself

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Name: _____

Be Yourself

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Magnificent Me

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

Self Awareness Lesson

Patience

You will need:

- Video Clip - Patience
- Light Bulb Brainstorming Worksheet - One per student
- Patience Writing Activity - One per student
- Puzzle Template - One per student
- Markers or colored pencils
- Scissors

Instructions:

- Monday: Show the Video Clip
  - Show the video clip - Patience, 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:

Self Awareness Lesson

Patience

Instructions:

- Wednesday: Day 2 -Writing Activity
  Have the students complete the "Patience" writing activity about a time when they need to be patient or why it is important to be patient.

Thursday: Art Activity – Create a Puzzle Activity

- Puzzles require patience. Pass out the puzzle template and 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:

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Patience Name: _____

Inside the lightbulb write down why it is important to be patient.

Name: _____

Patience

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Name: _____

Patience

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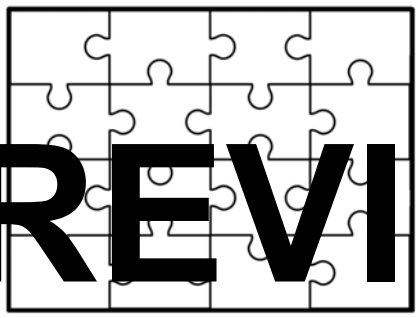
Name: _____

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.



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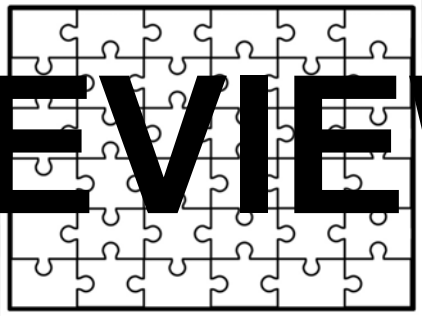
PREVIEW

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.



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Self Awareness Lesson
Honesty

You will need:

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

Instructions:

- Monday: Video Clip
  - Show the video clip – Honesty, then ask the students, "Is it always easy to tell the truth?" Have the students pair sh[illegible] ideas they have with a partner.
  - "When is it hard to tell the truth?" Have the students pa[illegible] the ideas they have with a partner.
  - "Why is it important to tell the truth?" Have the students share the ideas they have with a partner.
- Tuesday: Day 1-Writing Activity (Brainstorming)
  - Have the students complete the Honesty Brainstorming worksheet by writing down 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:

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Honesty Name: _____

[illegible] graphic or [illegible] drawin[illegible] write down [illegible] it is im[illegible]nt to [illegible]one[illegible]

Name: _____

Honesty

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Name: _____

Honesty

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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

I CHOOSE TO BE HONEST BECAUSE

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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

I CHOOSE TO BE HONEST BECAUSE

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Name: _____

Honest vs Dishonest

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

Honest	Dishonest

[illegible]on his [illegible] and felt so [illegible] he told [illegible] had do[illegible] after[illegible] teacher [illegible]	[illegible]en's tea[illegible] [illegible] classroom, [illegible] followed all the rules.	Em[illegible] playin[illegible] in the [illegible] and bre[illegible] [illegible]rame. Wh[illegible] [illegible]asks her wh[illegible]it, [illegible]d her that [illegible]her [illegible]ister.
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.	Noah really wants to do well on his spelling test, so he copies all the answers from his friend.

PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW

Self Awareness Lesson
Integrity

You will need:

- Video Clip - Integrity
- Crayons or Colored Pencils
- Integrity Brainstorming Worksheet (one per student)
- Integrity Writing Page (one per student)
- Integrity Flipbook Pages (one flipbook per student)

Instructions:

- Monday: Video Clip
  - [illegible] video clip - [illegible] the [illegible] the [illegible] integrity [illegible] positive [illegible] ter [illegible] ask th[illegible] [illegible] Why is it impo[illegible] do the [illegible] thing [illegible] whe[illegible] one is looking?
  - Lead a c[illegible] discussio[illegible] ut int[illegible]
- [illegible]day: Da[illegible] Writ[illegible] Activit[illegible]ains[illegible]
  - Brainstorm [illegible] discuss[illegible] out w[illegible] looks like to have integr[illegible] is impo[illegible] Rev[illegible] hat was talked about the pr[illegible] plain to b[illegible]ss th[illegible]y are going to [illegible]e about w[illegible]g integrity [illegible]mpo[illegible]
- 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 and then write what it means to have integrity.

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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?
  - [illegible]nce the flipbooks are assembled, your students can c[illegible] the first 3 pages – "All About Integrity", "What is integrity[illegible] "Why should we have integrity?"
  - Lead a discussion about each page prompt so that stud[illegible] understand what to do on each page. They can write o[illegible] their answers.
- [illegible]riday: Day 2-Integrity Flipbook
  - Today your students will complete the last 3 pages of t[illegible] flipbooks – "What are some ways we can show integrity[illegible] do you feel when you show integrity?", and "When have [illegible] shown 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:

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Integrity Name: _____

Complete the graphic organizer by drawing pictures or writing down what you think integrity means.

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Name: _____

Integrity

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Name: _____

Integrity

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[illegible]ll About [illegible]ntegri[illegible]

By: _____

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What is integrity?

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[illegible]hy should we have integrity[illegible]

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W[illegible] are s[illegible]e ways we ca[illegible] integ[illegible]y?

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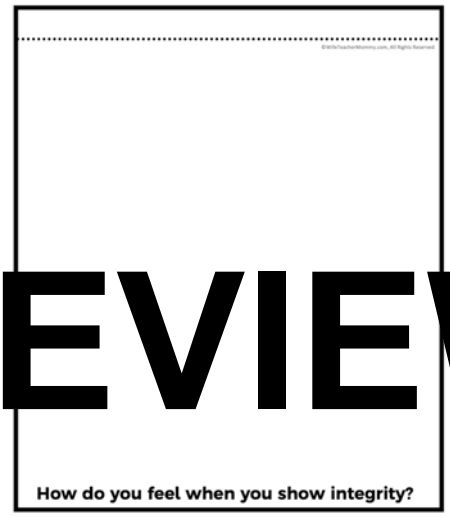
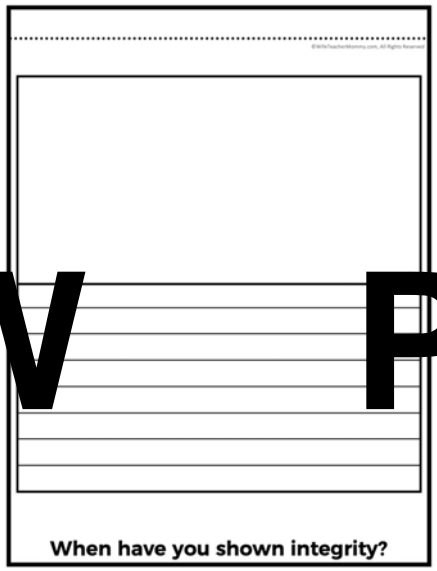
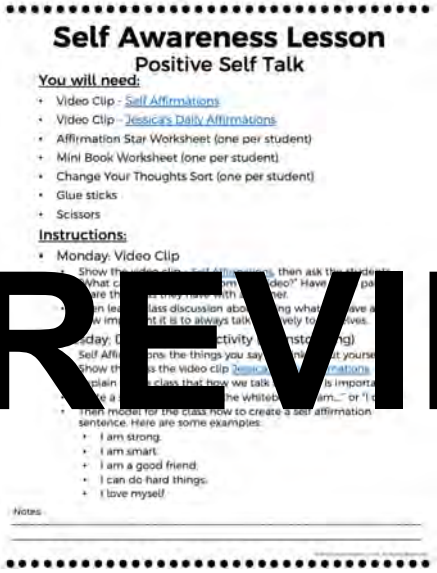






Self Awareness Lesson

Positive Self Talk

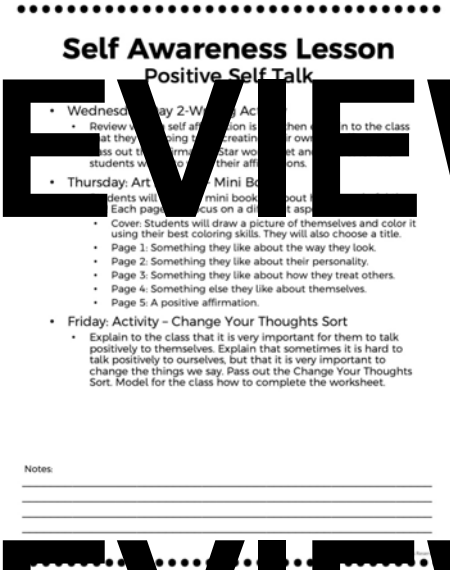
You will need:

- Video Clip - Self Affirmations
- Video 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: Video Clip
  - Show the video clip - Self Affirmations, then ask the students: "What c[illegible] video?" Have [illegible] pa[illegible] are th[illegible] they have with [illegible]er.
  - [illegible]en lea[illegible] class discussion abo[illegible]ng what [illegible]ave a [illegible]w im[illegible]t it is to always talk [illegible]ely to [illegible]lves.
- [illegible]sday: [illegible]ctivity [illegible]nsto[illegible]ng)
  - Self Affi[illegible]ors the things you say [illegible]nk [illegible]t yourse[illegible]
  - Show th[illegible]s the video clip Jessica[illegible]ations.
  - [illegible]plain [illegible] class that how we talk [illegible]s importa[illegible]
  - [illegible]e a [illegible] the whitebo[illegible]am..." or "I [illegible]
  - 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

- Wednesd[illegible]ay 2-W[illegible] Ac[illegible]
  - Review w[illegible] self af[illegible]ion is [illegible] then [illegible]n to the class [illegible]at they [illegible]ing [illegible] creatin[illegible]r ow[illegible] [illegible]ass out t[illegible]mi[illegible] Star wo[illegible]et an[illegible] students w[illegible]o [illegible] their aff[illegible]ons.
- Thursday: Art [illegible] Mini Bo[illegible]
  - [illegible]dents will [illegible] mini book [illegible]bout [illegible] Each page [illegible]cus on a di[illegible]t asp[illegible]
    - Cover: Students will draw a picture of themselves and color it using their best coloring skills. They will also choose a title.
    - Page 1: Something they like about the way they look.
    - Page 2: Something they like about their personality.
    - Page 3: Something they like about how they treat others.
    - Page 4: Something else they like about themselves.
    - Page 5: A positive affirmation.
- Friday: Activity – Change Your Thoughts Sort
  - Explain to the class that it is very important for them to talk positively to themselves. Explain that sometimes it is hard to talk positively to ourselves, but that it is very important to change the things we say. Pass out the Change Your Thoughts Sort. Model for the class how to complete the worksheet.

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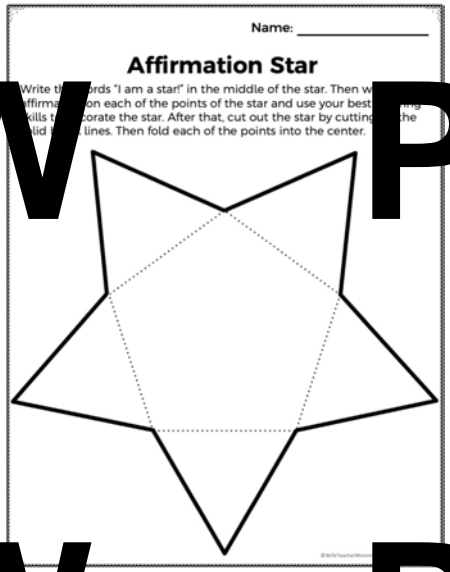


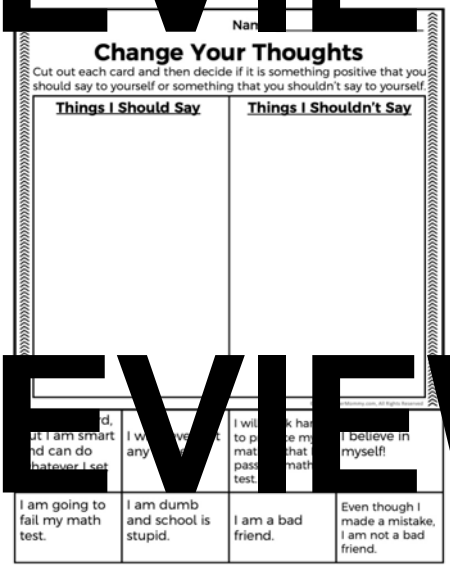
Name: _____

Affirmation Star

Write th[illegible]rds "I am a star!" in the middle of the star. Then w[illegible] affirma[illegible]on each of the points of the star and use your best [illegible] [illegible]kills t[illegible]orate the star. After that, cut out the star by cutting [illegible] the [illegible]lid [illegible] lines. Then fold each of the points into the center.

Mini Book

Complete [illegible] mini book [illegible] teacher's guidelines and then cut out ea[illegible] [illegible]e and glue or staple y[illegible] [illegible] with the teach[illegible]



Nam[illegible]

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

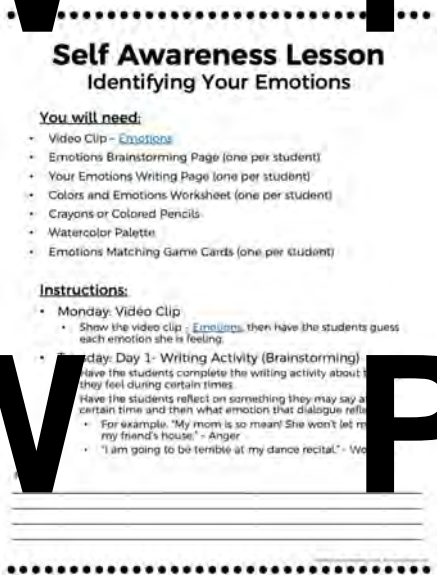
[illegible]d, [illegible]ut I am smart [illegible]nd can do [illegible]hatever I set [illegible]

I w[illegible]ve [illegible]t any[illegible]

I wil[illegible]k har[illegible] to p[illegible]e m[illegible] mat[illegible] that [illegible] pass[illegible] math [illegible] test.

I believe in myself!

I am going to fail my math test.	I am dumb and school is stupid.	I am a bad friend.	Even though I made a mistake, I am not a bad friend.



Self Awareness Lesson

Identifying Your Emotions

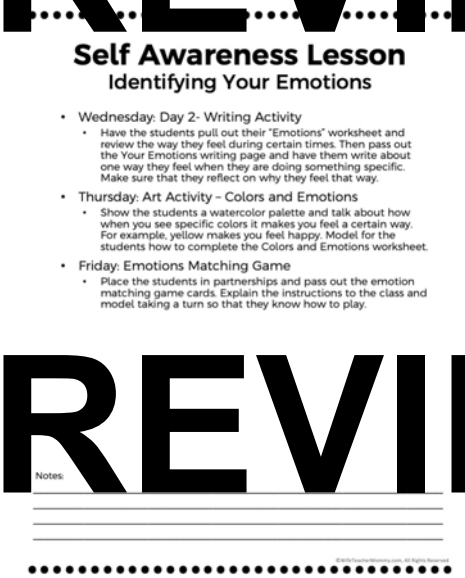
You will need:

- Video Clip - Emotions
- Emotions Brainstorming Page (one per student)
- Your Emotions Writing Page (one per student)
- Colors and Emotions Worksheet (one per student)
- Crayons or Colored Pencils
- Watercolor Palette
- Emotions Matching Game Cards (one per student)

Instructions:

- Monday: Video Clip
  - Show the video clip - Emotions, then have the students guess each emotion she is feeling.
- [illegible]day: Day 1- Writing Activity (Brainstorming)
  - [illegible]ave the students complete the writing activity about [illegible] they feel during certain times.
  - Have the students reflect on something they may say a[illegible] certain time and then what emotion that dialogue refle[illegible]
    - For example, "My mom is so mean! She won't let m[illegible] my friend's house." - Anger
    - "I am going to be terrible at my dance recital." - We[illegible]

Notes:



Self Awareness Lesson

Identifying Your Emotions

- Wednesday: Day 2- Writing Activity
  - Have the students pull out their "Emotions" worksheet and review the way they feel during certain times. Then pass out the Your Emotions writing page and have them write about one way they feel when they are doing something specific. Make 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 how 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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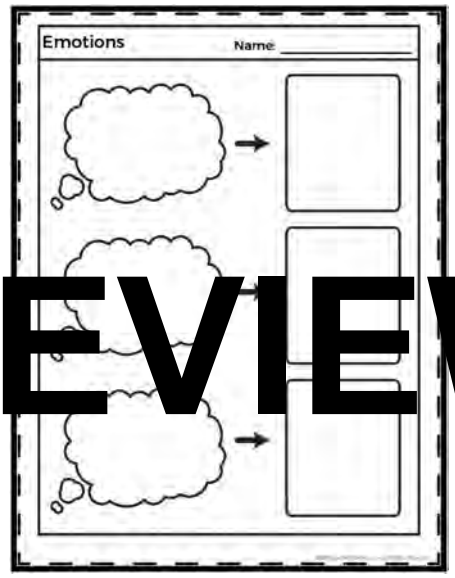

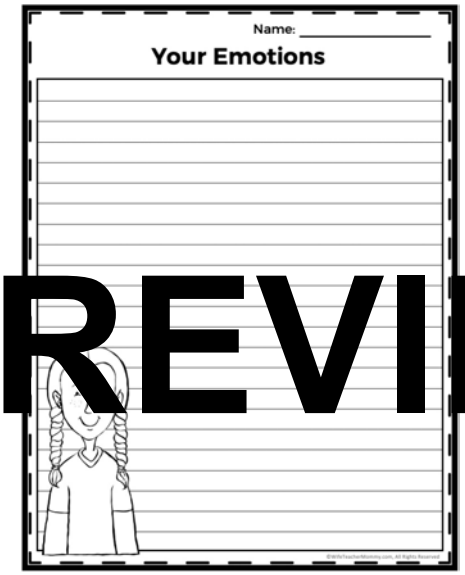

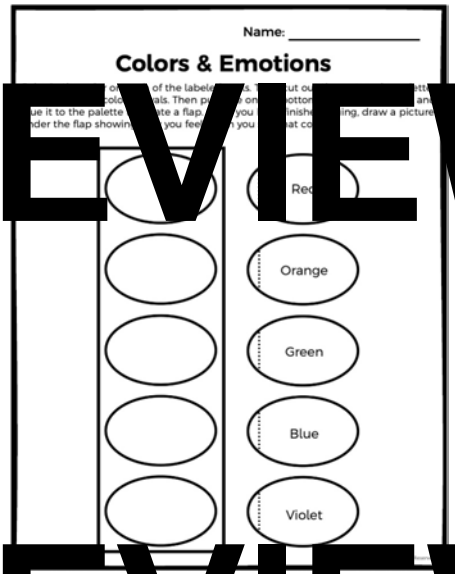

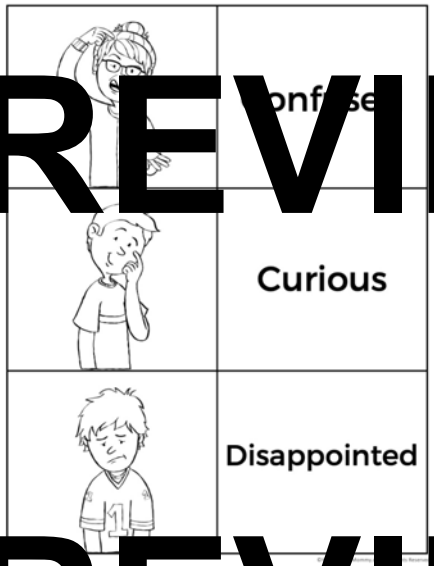

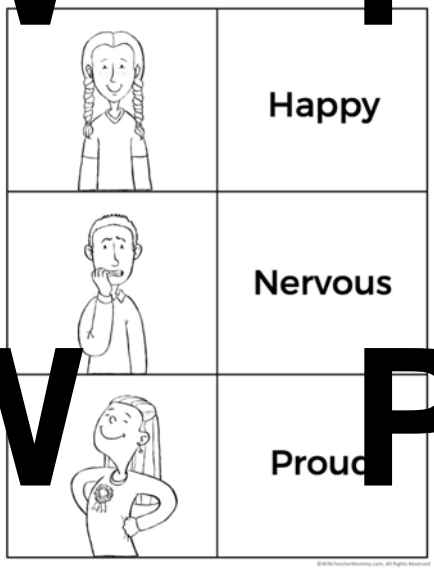

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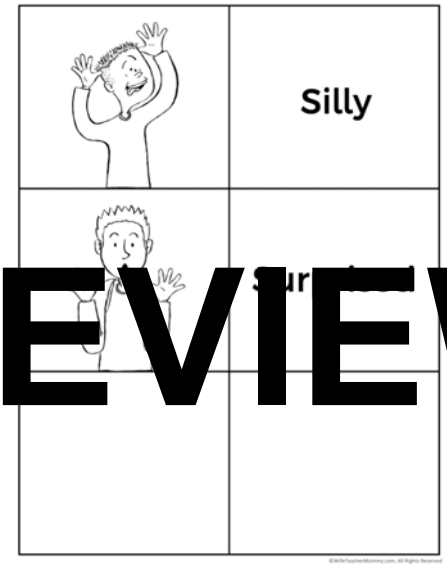

Self Management

Picture Books to Teach Self Management

- My Mouth is a Volcano by Julia Cook (Impulse Control)
- Sticks and Stones by Beth Ferry (anti-bullying)
- Interrupting Chicken by David Ezra Stein (Impulse Control)
- Again! by Emily Gravett (self-management/Manners)
- Decibella and Her 6 Inch-Voice by Julia Cook (Self management/manners)
- Eat Pete! by Michael Rex Cook (Self management/manners)
- Even Superheroes Have Bad Days Cook (Self management)
- Fergal is Fuming by Robert Starling Cook (Self management)
- The Good Egg by Jory John Cook (Self management)
- It's ok to Make Mistakes by Todd Parr Cook (Self management)
- Meditation is an Open Sky: Mindfulness for Kids by Whitney Stewart (mindfulness)
- [illegible] Mindful Br[illegible]
- No D[illegible] by D[illegible] Shannon (Followi[illegible]les)
- No F[illegible]son! [illegible]chariah O'Hora (F[illegible]ng R[illegible]
- [illegible]y Lem[illegible]ness)
- [illegible] The Time [illegible]ud Roegiers (Mindf[illegible])
- [illegible]n't Eat C[illegible]assmates by Ryan T. [illegible]f Manag[illegible]nt)
- I H[illegible]nts in M[illegible]nts by Julia Cook (Sel[illegible]ment)
- Clar[illegible]Shark[illegible]d Guy Fra[illegible]f Manage[illegible])
- Lacey [illegible] Christianne [illegible]nes (Self Management)
- Tattle Tongue by Julia Cook (Self Management)

Self Management Lesson
Managing Your Emotions

You will ne[illegible]

- Video Clip - [illegible]do w[illegible] contr[illegible]our [illegible]ges?
- [illegible] I Feel [illegible]sto[illegible]g Page[illegible] per [illegible]
- When I Feel... [illegible] (one p[illegible]uden[illegible]
- Blank Face Tem[illegible]ge (one p[illegible]uden[illegible]
- [illegible]s or Color[illegible]cils

Instructions:

- Monday: Video Clip
  - Show the video - Why do we lose control of our emotions? then ask the students "What happens when we act based on how we are feeling without thinking about what we are doing?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Pass out the When I Feel... Brainstorming worksheet and tell the class that you are going to brainstorm appropriate things we can do when you are feeling certain emotions. Go through each of the emotions on the worksheet and have students draw or write appropriate actions for when they are feeling each way.
  - For Example:
    - When I feel upset, I can take a breath and think about why I am upset.
    - When I feel worried, I can think about all the things that are going well.

Notes:

Self Management Lesson
Managing Your Emotions

In[illegible]ctions:

- [illegible]ednesday: Day 2- Writing Activity
  Pass out the When I Feel... Writing worksheet and tell t[illegible] that you are going to write about things you can do wh[illegible] feel strong emotions.

Thursday: Art Activity – Self Portrait of Emotions

- Pass out a blank face page to each student and have th[illegible] choose a few colors that represent how they are feeling today. Have them draw a face onto their person and then color the face using only the colors that represent how they feel.

- Friday: 5 Finger Stop
  - Ask the students to think about a time when they were frustrated or angry. Ask them to think about what happened and how they acted. Have them pair share with a partner.
  - Now tell the class that you are going to teach them how to manage their emotions before they act by showing them a trick using their hand.
  - Tell the class that you can use your hand to help you think of other things so that you do not act without thinking and get in trouble. Have them hold up their hand and point to each finger as you do and repeat after you.
    - Thumb: Think about something I can see.
    - Pointer Finger: Think about something I can smell.
    - Middle Finger: Think about something I can taste.
    - Ring Finger: Think about something I can hear.
    - Pinky Finger: Think about something I touch.
  - Now explain that when they are in a situation where they feel mad, sad, nervous, or frustrated, they can look at their hand and be reminded to think about those five things before they react.

Notes:

Name: _____

When I Feel.... Brainstorming

[illegible] the br[illegible]e [illegible]lling in ap[illegible]ia[illegible] [illegible]n yo[illegible]tio[illegible]

[illegible]	
Nerv[illegible]	
Scared	
Happy	
Confused	
Sad	
Silly	
Grumpy	

Name: _____

Managing Your Emotions

Name: _____

Managing Your Emotions

Name: _____

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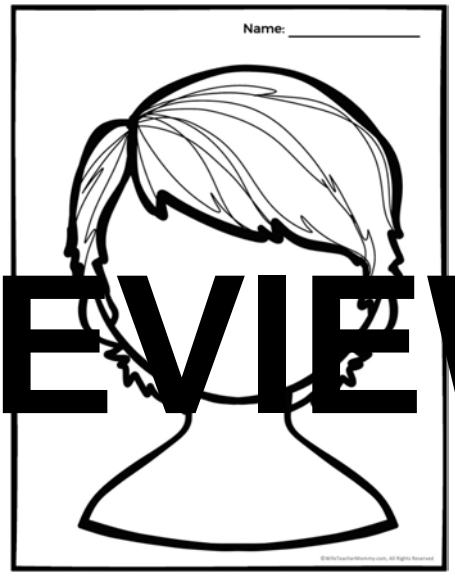
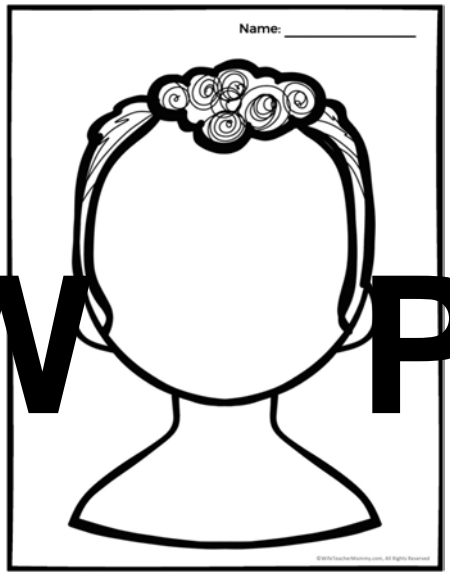




Self Management Lesson
Stress Management

Instructions:

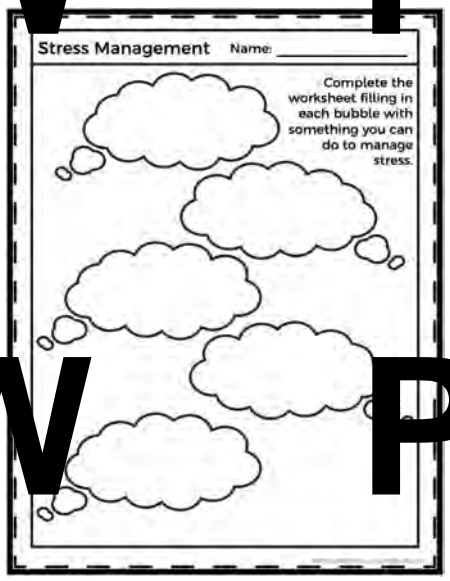
- Monday: Video Clip
  - Show the video clip - Stress Management for Kids. Then ask the students, "How does it make you feel when you feel stressed?"
- Tuesday: Day 1 - Writing Activity (Brainstorming)
  - Talk about what causes stress and what they can do when they start feeling stressed.
  - For example: homework can cause stress, but when they feel that stress, they can take a deep breath and take it one problem at a time.
  - Pass out the Stress Graphic Organizer page and have students reflect on three things that cause them stress and then three ways they can manage the stress.

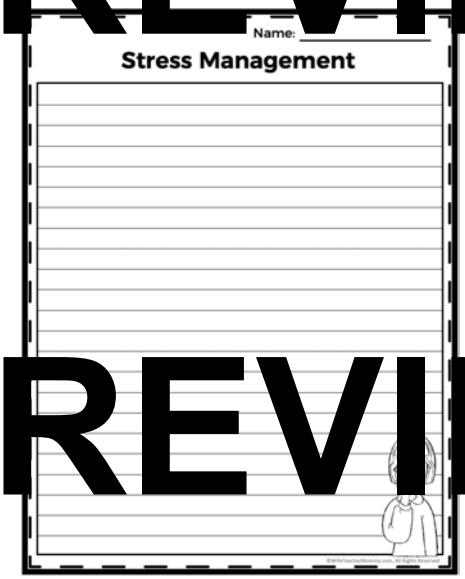
Notes:

Self Management Lesson
Stress Management

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Stress Management Writing Page and have the students write about what causes them stress and how they can manage that stress.
- Thursday: Art Activity - Draw Your Calm Space
  - Pass out a blank piece of paper to each student and then talk to the class about where you feel the calmest. Explain to the class that they are going to draw a picture of the place they feel the calmest, if they don't have a place where they feel calm, they can create the space they would feel the calmest.
- Friday: Calming Breathing
  - Play the video clip Breathing to Encourage Stress Relief (optional)
  - Talk to the class about how our breathing can help us be calm when we are feeling stressed.
  - Practice breathing in a relaxing way.





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Stress Management

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Self Management Lesson
Following the Rules

You will need:

- Video Clip - Rules
- Rules Brainstorming Worksheet (one per student)
- Following the Rules Page (one per student)
- Blank White Piece of Art Paper (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Rules. Then ask the students, "Wh important to follow the rules?" Call on a few students t them share their ideas with the rest of the class.
  - Then ask the students, "What would happen if we didn any rules?
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Review your classroom rules and ask the class why each is important.
  - Then pass out the Rules brainstorming worksheet and the students state their opinion in the lightbulb and then down 4 reasons we should or should not have rules.

Notes:

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Self Management Lesson
Following the Rules

Instructions:

- Wednesday: Day 2- Writing Activity
  - Review the classroom rules discussed yesterday and explain to the class that for this project they are going to write an opinion piece about whether they think rules are important.
- Thursday: Art Activity – Draw a Picture of a Zoo and Label What Rules Are Being Followed
  - Pass out a blank piece of art paper and tell the class that they need to draw a picture of a zoo with people following lots of rules. Once they have drawn their picture, they need to label all the rules that are being followed (3-4 total).
- Friday: Rules Charades
  - At the s s, a student will the opportu o act out a rule th t follow w t sa thin rest of the class wi guess rule

Notes:

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Rules Name: _____

Complete the worksheet by filling in 4 reasons we should or should not have rules.

Name: _____

Following The Rules

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Self Management Lesson
Setting Personal Goals

You ne

- V Clip Goals for Kids
- ting Goa izer pas e p dent)
- Goal W Page (one per stude
- Boa e per student)
- C or

Instructions:

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

Notes:

Self Management Lesson
Setting Personal Goals

Instructions:

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

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Name: _____

Setting Goals Graphic Organizer

Brainstorm the goals you have at home, school, and other places by writing down something you would like to accomplish in each area.

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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_____ 's Vision Board

Name: _____

My Bucket List

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

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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Self Management Lesson
Responsibility

You will need:

- Video Clip - Responsibility
- My Responsibilities Worksheet (one per student)
- Responsibility Writing Page (one per student)
- My Daily Checklist Worksheet (one per student)
- Responsibility Scoot Worksheet (one per student)
- Responsibility Scoot Cards
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Responsibility. Then ask the student "What a[illegible] you are responsible at home? What a[illegible] are responsible for at school?"
- Tuesday: Day 2 - Writing Activity (Writing)
  - Hand out the My Responsibilities graphic organizer and discuss the ones you have at school and at home. "On Tuesdays at school we 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:

Self Management Lesson
Responsibility

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Responsibility Writing page to students and have them write in what they think being responsible means.
- Thursday: Art Activity - Create a Daily Checklist
  - Show the class a day-to-do list and explain that part of being responsible is remembering everything they need to do. One 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.

Notes:

Name: _____

My Responsibilities

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

At Home	At School
1.	1.
2.	2.
3.	3.
4.	4.

Other Places

1.
2.
3.
4.

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Name: _____

Responsibility

Name: _____

My Daily Checklist

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

☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	

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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 no + explanation	8 yes	9 no + explanation	10 no + explanation
11	12	13 + explanation	14 yes	15 y

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PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW

1. Tom has a messy desk because he never cleans it. Is that responsible?

2. Kate is pulling faces at her teacher while her teacher is writing something on the board. Is that responsible?

3. Sammi[illegible] g he[illegible] during read[illegible] that responsible?

4. [illegible] and Tess [illegible] that [illegible] made. Is that responsible?

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5. Riley takes care of his friend that got hurt during P.E. Is that responsible?

6. Eric kicks the garbage can as he walks out of the lunchroom. Is that responsible?

7. [illegible]cole says a [illegible] word to her [illegible]nd that made [illegible] mad. Is that responsible?

8. Parker wa[illegible] quietly in th[illegible] hallway. Is t[illegible] responsible?

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9. Conner steals from Whitley while she isn't looking. Is that responsible?

10. Brooke throws a fit because her mom won't let her go to her friend's house. Is that responsible?

11. [illegible] and [illegible] wo[illegible] to[illegible]her o[illegible] proj[illegible] Is [illegible] responsible?

12. [illegible]etti[illegible] alk[illegible] a g[illegible] p w[illegible] n she[illegible] hel[illegible] with[illegible] roble[illegible] Is that responsible?

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13. A group of kids refuse to [illegible] her. Is that [illegible]

14. Tate keeps his desk clean [illegible] t[illegible] responsible?

15. Brynn is working hard at school to improve her grades. Is that responsible?

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Self Management Lesson
Manners

Y[illegible] will need:

- [illegible]eo Clip - Manners
- [illegible]anners Writing Page (one per student)
- [illegible]Manners Matching Game Cards (one set per student)
- [illegible] Crayons or Colored Pencils

Instructions:

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

Notes:

Self Management Lesson
Manners

Instructions:

- [illegible]esda[illegible] 2- Writing Act[illegible]
  - [illegible]ass out [illegible]ng Page[illegible] have [illegible]ents wr[illegible] about w[illegible]s important to have m[illegible]rs.
- [illegible]rsday: [illegible]Activity – Manners M[illegible] Game C[illegible]
  - [illegible]s out [illegible] Manners Matching Game[illegible]d review [illegible]anner[illegible] give the s[illegible] time to co[illegible] each card so that they are all ready to cut out and play the matching game tomorrow. Be sure to have students put the cards in a safe place so that they can pull them out tomorrow to play the game with a partner.
- Friday: Manners Matching Game
  - Each partnership will only need one set of cards so they can play twice and use both partners cards.
  - To play:
    1. Cut out all the cards and place them face down.
    2. Then the shortest player will turn over two cards, one at a time.
    3. If the cards match, the player takes both cards and takes another turn.
    4. If they do not match, the player will turn them back over and the next person will take their turn.

Notes:

Name: _____

Manners

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Responsible Decision Making

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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 Darla Do? by Adir Levy
- My Magical Choices by Becky Cummings
- A Chair For My Mother by Vera B. Williams
- Children Make Terrible Pets by Peter Brown
- A Day'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 [illegible] I Act by Steve Metzger
- Sta[illegible]all Molly Lou Melon by Patty Lovell
- Ll[illegible]Llama Time To Share by Anna Dewdney
- Ll[illegible] Llama Mad at Mama by Anna Dewdney
- H[illegible]o Dinosaurs Go to School? by Jane Yolen
- [illegible] Do Dinosaurs Play with Their Friends? by Jane Yolen
- [illegible]Pout-Pout Fish by Deborah Diesen
- [illegible] Choices I Make by Michael Gordon
- [illegible]t Talk to Strangers by Christine Mehlhaff (stranger dan[illegible]
- [illegible] Berenstain Bears Learn About Strangers by Stan Beren[illegible] (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
Choices

You will need:

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

Instructions:

- Monday, Video Clip
  - Show th[illegible]
  - [illegible]in as[illegible] students: What a[illegible]e importa[illegible]ices [illegible]ke e[illegible]y?"
  - [illegible]hy w[illegible]se decisions impo[illegible]
  - [illegible]ow ca[illegible]ffect o[illegible]
  - Lead a d[illegible]ion about choices an[illegible] w[illegible] choice[illegible] every si[illegible]ay. Point out that them[illegible]ter, an[illegible] choices [illegible]ke in situations.
- [illegible]ay: D[illegible]tivity (Br[illegible]ming)
  - [illegible] a d[illegible]t choices [illegible]e and have students brainstorm some important choices a character could make in a story. Pass out the Choices brainstorming worksheet for students to brainstorm some choices their main character must make.

Notes:

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Responsible Decision-Making Lesson
Ch[illegible]ce

Instruction[illegible]

- Wednesda[illegible]y 2- [illegible]ng Ac[illegible]y
  - [illegible]ass out t[illegible]aking [illegible]ices?" [illegible]g Pag[illegible]le students t[illegible]y [illegible]e writing [illegible]ory ab[illegible] character that has to mak[illegible]nt choic[illegible]
- Thursday: Art [illegible] - Daily C[illegible]es W[illegible]heet
  - [illegible]s out the D[illegible]oices works[illegible]and e[illegible] 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:

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Choices Name: _____

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Name: _____

Making Choices

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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
- Being Inside or Being Outside
- [illegible]acos or Pizza
- [illegible]uice or Chocolate Milk
- Going to the Movies or Going t[illegible] the Zoo
- Math or Reading

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Responsible Decision-Making Lesson
Identifying the Problem

You will need:

- Video Clip - Problems and Solutions
- 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, Video Clip
  - Show the video clip - Problems and Solutions
  - Have the students pair share a big problem they have faced and how they resolved it.
  - Lead a discussion about the problem and how the character reacts to the problem.
- Tuesday: Day 1 - Writing Activity (Brainstorming)
  - [illegible]ll the [illegible]m[illegible] sure to in[illegible] [illegible]blem
    - For [illegible]ple, your car would [illegible]rt, and [illegible]ere g[illegible] to b[illegible] for work.
    - Ask [illegible]as the p[illegible]n?"
    - Ask [illegible]t choices did I have?"
    - Hav[illegible]dents pair share their id[illegible]

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: Activity – Comic Strip
  - Hand out the Problems Happen Comic Strip page to each student and let the students complete their illustrations from the day before.

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Identify the Problem

Draw a picture of the problem in the box below. Then write down three choices the person has in the boxes next to the problem.

What is the problem?

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Name: _____

Identifying the Problem

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Problems Happen Comic Strip

Using the comic strip below, draw a picture that shows a problem and a solution.

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Responsible Decision-Making Lesson

Evaluate the Results

You will need:

- Video Clip - Consequences
- 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: Video Clip
  - Show the video clip - Consequences
  - Then ask the students, "What did you learn about consequences?" Have them pair share the ideas they have with a partner.
  - Lead a discussion about positive results and negative consequences
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Lead a class discussion about a problem you had and a choice you had to make. Evaluate the results by identifying if they were a positive result or a negative consequence to your decision.

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Responsible Decision-Making Lesson

Evaluate the Results

Instructions:

- Wednesday: Day 2- Writing Activity
  - Review the results of a result when pulling out the Evaluating the Results Writing page. Each student and 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. Allow a few students to share their ideas to help them with their schedule. Then pass out the Evaluate the Results Writing Page and have them write about their problem and the results.
- Thursday: Art Activity – Results Matching Cards
  - Hand out the Results Matching Cards worksheet to each student and have them illustrate each scenario. 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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Evaluate the Results

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Name: _____

Evaluate the Results

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Name: _____

Results Matching Cards

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

I smacked my friend when she made me mad.	My friend went home and said she didn't want to hang out anymore.
I threw my friend's scooter and broke it.	I got in trouble and had to pay to replace it.
I said a bad word to my friend when they made me mad.	I had to write a letter saying I was sorry for saying a bad word.
I pushed a girl on the playground.	I was sent to the principal's office and had to spend recess inside for a week.

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PREVIEW

Name: _____

Evaluating the Result Worksheet

Complete the page by illustrating each scenario, then evaluate the results of a decision you made by explaining what the results were.

I kicked the trash can when I walked out of the classroom.	Then
I broke the iPad and lied	Then
I shoved a kid while I was playing soccer.	Then

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Responsible Decision-Making Lesson

Identify Solutions

You will need:

- Video Clip - Ormie the Pig
- Identifying Solutions Worksheet (one per student)
- Identifying Solutions 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:

- Wednesday: Video Clip
- Show the video clip - Ormie the Pig
  - Lead a class discussion about the solutions that Ormie [illegible] in the video
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Hand out the Identifying Solutions worksheet to each s[illegible]t. Tell the class that we are going to pretend that you che[illegible]on a test; have them brainstorm as a class possible solutio[illegible]

Notes:

Responsible Decision-Making Lesson

Identify Solutions

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Identifying a Solution Writing page and have students choose the best solution for their problem that was discussed yesterday (cheated on a test).
- Thursday: Art Activity – Thumb Print Art
  - Hand out one blank piece of art paper to each student. Then tell them to dip their thumb into paint or on an ink pad and create 5-7 thumb prints 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 thumbp[illegible] "s[illegible]".
- [illegible]: Wr[illegible] Activity
  - [illegible]nd ou[illegible] "How Does It Feel?" [illegible]ng page[illegible] have [illegible]dents [illegible]plete it by writing a[illegible]how yo[illegible] once [illegible]ave th[illegible]lution to [illegible]blem.

Notes:

Name: _____

Identifying Solutions

Complete the worksheet by identifying a solution to the [illegible] three diff[illegible] o[illegible]ns, o[illegible]

I cheated on a test, I could...

1.

2.

3.

[illegible]eache[illegible]erve[illegible]

Name: _____

Identifying Solutions

@WifeTeacherMomm[illegible]

Name: _____

How should it feel?

[illegible]e the v[illegible]xpl[illegible]ing how c[illegible]ng good [illegible]ion w[illegible]

When I think of a good solution to a problem, I feel

[illegible]WifeTeacherMomm[illegible] All Ri[illegible]erved

Responsible Decision-Making Lesson

Prioritizing

You will need:

- Video Clip - Prioritizing for Kids
- Prioritizing Writing Page (one per student)
- Prioritizing Worksheet (one per student)
- My Priorities Worksheet (one per student)
- Rocks/Pebbles
- Clear Glass Jar/Glass
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Prioritizing for Kids
  - Ask the students, "What can we do when we have a lot of things to get done?"
  - [illegible]ow [illegible] know wha[illegible]s to [illegible]rst?"
  - Lead a [illegible]ssion abo[illegible]ing [illegible] do[illegible] the importa[illegible] priorit[illegible]
- [illegible]day: D[illegible] Writ[illegible] Activ[illegible]rains[illegible]
  - [illegible]ad a dis[illegible]n a[illegible]ow to [illegible] what [illegible] important [illegible] Homew[illegible] very [illegible]rtant so that should be p[illegible]orities
  - Hand out th[illegible]g Worksh[illegible]nd ha[illegible]e students [illegible]le the mo[illegible]rtant thing [illegible]in ea[illegible]s.

Notes:

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. Anot[illegible] represents, doing homework when they get home.
  - Once the jar is full of big rocks, show the class some ve[illegible] pebbles and tell them that these rocks represent the le[illegible] important tasks like playing video games and watching [illegible] Dump the small pebbles in until all the spaces are full.
  - Explain to the students that this is called **prioritizing** - p[illegible] the most important things first.
  - Then dump out all the rocks and put all the pebbles in [illegible] and then show the class that if you do all the less impo[illegible] stuff first, you cannot fit all the important stuff in.

Notes:

[illegible]

Name: _____

Prioritizing

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

What is the most important task?		
Read a book for fun	Help mom with dinner	Take a bath

What is the most important task?		
Do your homework	Set the table for dinner	Feed the cat

What is the most important task?		
Go [illegible]	[illegible]	[illegible]

Wh[illegible] the m[illegible] important task?		
Do [illegible] dishes your mom asked you to do	Walk the Dog	Play with friends

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PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW

Name: _____

Prioritizing

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Name: _____

My Priorities

Draw a picture of the four things that you need to do when you get home in order from most important to least important.

1.	2.
3.	4.

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Responsible Decision-Making Lesson

Internet Safety

You will need:

- Video Clip - Internet Safety for Kids
- Internet Safety Flipbook (one per student)
- Internet Safety Bookmark (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Internet Safety for Kids
  - Then ask the students, "What information should you not share online?"
  - Lead a d[illegible] about internet safety
- [illegible]day: D[illegible] - Internet Safety Flipbook
  - [illegible] out [illegible] flipbook pages and [illegible] students [illegible] out an[illegible] assembl[illegible] flipbook. Have they [illegible] work[illegible] each [illegible] The pag[illegible] from [illegible] to big[illegible] bottom [illegible] stapled or glued at the [illegible] model [illegible] to assembl[illegible] books or have them al[illegible] bled for [illegible] students [illegible]
    - Inte[illegible]
    - Who [illegible] passwords [illegible]
    - What information should not be shared online?
    - What should I do if someone I met online wants to meet in person?
    - How can I stay safe online?
- Once the flipbooks are assembled, your students can complete the first 3 pages.
- Lead a discussion about each page prompt so that students understand what to do on each page.

Notes:

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Responsible Decision-Making Lesson

Intern[illegible] Sa[illegible]ty

Instruction[illegible]

- Wednesda[illegible]y 2- W[illegible]ng Ac[illegible]y
  - [illegible]day you [illegible]ents [illegible] compl[illegible] last [illegible] flipbooks.
  - Lead a disc[illegible] each pa[illegible] prompt [illegible]at students understand [illegible] on each [illegible] They [illegible] write or draw [illegible]r answers [illegible]
- Thursday: Create Bookmark
  - Have each student color and design three bookmarks to serve as constant reminders of internet safety.
- Friday: Safety Hand Activity
  - Lead a discussion about people your students can trust if they feel scared or uncomfortable.
  - Pass out the Safety Hand worksheet to each student have them write down 5 people they can go to if they feel scared or uncomfortable.

Internet Safety

By: _____

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Who should I share my passwords with?

Notes:

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[illegible]hat inform[illegible]on sho[illegible]d n[illegible]be [illegible]red online?

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[illegible] should I do if someone online wa[illegible] meet in person?

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How can I stay safe online?

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Name: _____

Internet Safety Bookmarks

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

I can stay safe on the internet.

To stay safe online, I can:

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Name: _____

Safety Hand

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

Relationship Skills

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Picture Books to Teach Relationship Skills

- Be Kind by Pa[illegible]low Miller
- Click, Clack, Mo[illegible]ws That [illegible] by D[illegible]n Cr[illegible] (Communicatio[illegible]
- [illegible] Thief L[illegible]priel [illegible]ozo (F[illegible]ship[illegible]
- Enemy Pie by Der[illegible]un[illegible] Friends
- The Rainbow Fish [illegible] Pfister
- How to Be a Friend[illegible]he Krasny [illegible]wn
- [illegible]e My Frien[illegible]eter Brow[illegible]
- [illegible]tters by La[illegible]eller
- 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 Furnival (Setting Boundaries)
- Taste Your Words by Bonnie Clark (Kindness)

Relationship Skills Lesson
Communication

Y[illegible] will need:

- [illegible]eo Clip - Communication for Kids
- [illegible]aking Friends Writing page (one per student)
- [illegible]lank piece of art paper (one per student)
- [illegible]rayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show video clip - Communication for Kids
  - 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

Instr[illegible]ions:

- [illegible]ednesda[illegible]y 2- Writing Act[illegible]
  - [illegible]Hand ou[illegible]ds Writi[illegible]ge t[illegible] stude[illegible] and the[illegible]ew ways to make frien[illegible] Let the s[illegible]nts complete the writin[illegible]
- [illegible]day: [illegible]Activity – Poster
  - [illegible]t o[illegible]t paper to [illegible]udent and [illegible] them create a poster about how to be a good communicator. They can draw or write different ways to be a good communicator.
- Friday: Play Telephone
  - Line up the students around the classroom and whisper something in the first student's ear, after that each student must whisper the same thing into the next person's ear and so forth. Once it makes it to the last student, they will say what they heard out loud and see if it matches what you whispered into the first person's ear!

Notes:

Name: _____

Making Friends

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Relationship Skills Lesson
Developing Good Relationships

You will need:

- Video Clip - What Makes a Good Friend?
- Developing Good Relationships Writing Page (one per student)
- Letter template (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - What Makes a Good Friend?
  - Then ask the students, "Why is it important to be a good friend?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Lead a discussion about how you can develop good relationships.
    - For example:
      - Be kind to others
      - Ask other kids to play
      - Listen when others speak
      - Look for kids who need a friend
      - Include everyone at recess
      - Sit by someone new at lunch

Notes:

Relationship Skills Lesson
Developing Good Relationships

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Developing Good Relationships Writing page and have the students fill in how to be a good friend.
- Thursday: Activity – Letter Project
  - Place the students into partnerships (pair unlikely friends together). Hand out the letter worksheet and have them write letters to each other. Remind the students to focus on the things we have learned this week about developing good relationships.
- Friday: Speed Friendships
  - You will place the class into two lines – evenly distributed. One line of students will stay in one spot and the other line will move.
  - Place one line across from the other line of students (facing each other) and set a timer for 2 minutes. During the 2 minutes the two students will have a conversation.
  - Here are some questions to ask:
    - Wh[illegible]y a[illegible]s?
    - How [illegible]y people are in yo[illegible]ily?
    - Wh[illegible]our favorite food?
    - Do [illegible]

Notes:

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PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW PREVIEW

Name: _____

Developing Good Relationships

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Relationship Skills Lesson
Practicing Teamwork

You will need:

- Video Clip - Teamwork
- Teamwork Writing Page (one per student)
- Blank Jersey Page (one per student)

Instructions:

- Monday: Video Clip
  - Show the video clip - Teamwork
  - 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 we can be a team player in the classroom.

Notes:

Relationship Skills Lesson
Practicing Teamwork

Instructions:

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

Name: _____

Practicing Teamwork

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Name: _____

Design a Team Player

Design and color a 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 a Team Player

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

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Name: _____

Design a Team Jersey

Design and color a jersey for our class team.

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Relationship Skills Lesson
Conflict Resolution

You will need:

- Video Clip - Conflict Resolution for Kids
- Conflict Resolution Writing page (one per student)
- To Resolve Conflicts, I Can... Page (one per student)
- Conflict Resolution Survey
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Conflict Resolution for Kids
  - 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 discussion about conflict resolution strategies. For example:
    - Compromise
    - Do unto the other person what you first and then do unto you
    - Do [illegible] completely different
    - Talk to an adult.

Notes:

PREVIEW

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.

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Conflict Resolution

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To Resolve Conflicts, I Can....

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

1	
2	
3	
4	
5	

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Name: _____

Conflict Resolution Survey

[illegible] how you [illegible] are [illegible] conflict resolu[illegible] by colo[illegible] in [illegible] smi[illegible] face that best [illegible] represents you.

I listen to my [illegible]'s when they talk			
[illegible] a win-w[illegible] 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.			

Relationship Skills Lesson
Offering Support When Needed

Y[illegible] will need:

- [illegible]eo Clip - Respecting Others
- [illegible]upporting Others Worksheet
- [illegible]upporting Others Writing Page (one per student)
- [illegible]Offering Support Cards (enough for one per student w[illegible] some extras)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Respecting Others
  - 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 students.
  - Lead a class discussion about how we can support others.
    - Help someone carry something
    - Write someone a nice note
    - Help someone clean up
    - Help your parent make dinner
    - Help your parent with yardwork

Notes:

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Relationship Skills Lesson
Offering Support When Needed

Inst[illegible]ions

- [illegible]esda[illegible]y 2- Writing Act[illegible] [illegible]and ou[illegible] Others W[illegible] pag[illegible] each stu[illegible] and hav[illegible]m fill in one way they [illegible]upp[illegible]thers.
- [illegible]rsday: [illegible]Activity – Support O[illegible] the Wor[illegible]
  - [illegible]d ou[illegible] each stud[illegible]e the stude[illegible] draw a picture to show how to support others and write a phrase explaining the action. Once the cards are complete, display them on the classroom word wall.
- Friday: Activity
  - Break the students into groups of 3-4 students. Explain to them that they are going to work together to act out how they can offer support to someone. Assign each group one of the following scenarios:
    - Your friend gets hurt on the playground.
    - Your friend is sad because no one will play with them.
    - Your mom is tired and needs help with dinner.
    - Your dad had a long day at work and must finish a project.
    - Your little brother's favorite toy gets broken, and he starts to cry.
    - Someone in your class forgets their lunch at home.
    - Someone in your class is sitting alone at lunch.

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Name: _____

Supporting Others

Draw a picture in each circle of a way you can support others.

I can support [illegible] by...

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Name: _____

Offering Support to Others

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Relationship Skills Lesson
Kindness

You will need:

- Video Clip - Kindness
- Kindness Writing Page (one per student)
- Kindness Rainbow Key
- Mini Packages of Skittles (one per student)

Instructions:

- Monday: Video Clip
  - Show the video clip – Kindness
- Tuesday: [illegible]

Notes:

Relationship Skills Lesson
Kindness

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Kindness Writing page to each student and then have them complete the writing page by explaining what they can do to show kindness to others.
- Thursday: Art Activity – Heart Art for a Friend
  - Hand out 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 partners[illegible] and then have them pull out one Skittle at a time and answer the question. Once they answer that question, they can eat the Skittle.

Notes:

Name: _____

Kindness

Name: _____

Heart Art

[illegible] your heart, [illegible] co[illegible]. Aft[illegible] out it out and save it to give to [illegible]eone [illegible] spre[illegible] kindness.

Kindness Rainbow

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

Social Awareness

Picture Books to Teach Social Awareness

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by 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)
- I'll [illegible] and by Jess[illegible]

Social Awareness Lesson
Recognizing Strengths in Others

You will need:

- Video Clip - Recognizing Strengths
- Fantastic Friend Worksheet (one per student)
- Friendship Writing page (one per student)
- Relay Activity Card (one per student)
- Crayons and Colored Pencils

Instructions:

- Monday, Video Clip
  - Show the video clip - Recognizing Strengths
  - Then ask the students, "Why should we celebrate our friend's strengths?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - [illegible]ad a discussion about finding strengths in our friends [illegible] (optional) Call each student to the front of the class and [illegible] identify 2-3 strengths they have.

Social Awareness Lesson
Recognizing Strengths in Others

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the My Friend Writing page to each student and have them think of one of their friends. Tell them to think about the strengths their friend has and complete the writing page.
- Thursday: Art Activity – Draw a Picture of a Friend
  - Draw a picture of a friend and label 5 strengths they have on the lines around them.
- Friday: Relay Activity
  - Assign the students into groups of 3 students. Each group of students must decide who should do each job – reader, artist, and runner based on each person's strengths. Once you have assigned each student to a group and they have decided on each person's job, pass out the Relay Activity card. Be sure to show the students the pathway the runner needs to take around the classroom.
  - Each student will have their own part in the activity.
    - The [illegible] instructions and be [illegible]ribe
    - The [illegible] will color the picture
    - The [illegible]er will run through [illegible]signated [illegible]way a[illegible] the [illegible]room to give the pic[illegible] the t[illegible]r.

Notes:

PREVIEW

My Friend Name: _____

Complete the graphic organizer by drawing pictures or write down all the things that make your friend special.

Name: _____

My Friend

Name: _____

Fantastic Friend

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

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Team Members: _____

Relay Activity

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

Team Members: _____

Relay Activity

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

Social Awareness Lesson
Respecting Differences

You will need:

- Video Clip - Recognizing and Celebrating Differences
- Blank piece of art paper (one per student)
- Paints to match various skin tones
- Respecting Differences Writing page (one per student)
- Music from different cultures

Instructions:

- Monday, Video Clip
  - Show the video clip - Recognizing and Celebrating Differences
  - Then ask the students, "Why should we celebrate our differences?" 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 that is ok! Differences are what make each of us special. We can be different in the way we look, but also in the things we like and dislike, how we act, talk, etc.

Notes:

Social Awareness Lesson
Respecting Differences

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Respecting Differences Writing page to each student and have them fill in the information about what makes them special. After each student finishes, have them pair share with someone else who is finished to share what makes them each special.
- Thursday: Art Activity and 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 blank white paper to each student and have them get with a partner and trace both of their hands together with their thumb and pointer fingers touching to create a heart shape.
  - Then let the students mix their own skin colors to represent their own hand.
  - Each partnership can create two hand portraits, one for each student to keep.
- Friday: Music From Around the World
  - Play music from other cultures and let the students discuss what they like/dislike about each style.

Notes:

Name: _____

Respecting Differences

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Social Awareness Lesson
Empathy & Compassion

You will need:

- Video Clip - Compassion for Kids
- Compassion Card
- Empathy and Compassion Writing page (one per student)
- Compassion Questions Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday, Video Clip
  - Show the video clip - Compassion for Kids
  - 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 able 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 mean. Hand out the Compassion Questions worksheet and have students draw or write their answers to each question in the box.

Notes:

Social Awareness Lesson
Empathy & Compassion

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Empathy and Compassion writing page and lead a discussion about what students can do when they see someone who is sad.
- Thursday: Art Activity – Faces of Feelings
  - Hand out the Faces of Feelings worksheet and 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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PREVIEW

Name: _____

Compassion Questions

Fill in the information by answering each question in the boxes.

What does empathy mean?

How does empathy help others?

How can you show empathy to others?

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Name: _____

Empathy and Compassion

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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 see someone bullying someone at lunch. What should you do?	Your classmate forgot his lunch. How can you share that compassion?
Your mom is having a hard day and could use some help with your little sister. How can you show her compassion?	You dog limping and has a hurt foot. What can you do to help?
Your grandma is sick and could use some cheering up. What could you do?	Your friend got injured jumping his skateboard. How can you show them compassion?

Social Awareness Lesson
Showing Concern for Others

You will need:

- Video Clip - Concern for Others
- Showing Concerns for Others Writing Page (one per student)
- Ways to Show Concern for Others Page (one per student)
- Mini M&Ms (one package per student)
- Concern For Others Question Color Key
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Concern for Others
  - Then ask the students, "How can we show concern for others?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Lead a discussion about how we can show concern for others.
  - Point out that even just asking someone how they are doing is a great way to show concern for others.
  - Brainstorm ideas on the board and let the students share their ideas.

Notes:

Social Awareness Lesson
Showing Concern for Others

Instructions:

- Tuesday: Day 2- Writing Activity
  - Hand out the Concern for Others Writing page to each student and have them complete the writing page.
- Wednesday: Activity – Ways to Show Concern for Others
  - Hand out the Ways to Show Concern for Others page and have students draw and label ways to show concern for others.
- Friday: M&M Activity – Concern For Others Questions
  - Pass out a mini package of M&Ms 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.

Notes:

Name: _____

Showing Concern for Others

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Name: _____

Showing Concern for Others

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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?
- Name one way you can show concern for other people.
- The best way to show concern [illegible] is...
- I l[illegible] it when [illegible]op[illegible]
- I don't like it when people...
- I feel_____ when I help others.

Social Awareness Lesson
Gratitude

You will need:

- Video Clip - Gratitude
- Gratitude Writing page (one per student)
- Blank White Art Paper (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Gratitude
  - Then ask the students, "Why is it important to say thank[illegible]
  - "How do you think it makes other people feel when you [illegible] your gratitude?"
  - "How does it feel when others show their gratitude to y[illegible]
- [illegible]uesday: Day 1- Writing Activity (Brainstorming)
  - Lead a discussion about people we are grateful to have [illegible] lives. Ask the students, "Who are you grateful for?" and "[illegible]are you grateful for them?"

Notes:

Social Awareness Lesson
Gratitude

Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Gratitude Writing page to each student and have them think about someone they are grateful for and what makes them grateful for that person.
- Thursday: Art Activity – Create a Thank You Card to a Staff Member
  - Pass out a piece of art paper for each student to create a thank you card. Model folding the card in half and lining up each corner. Save the cards for the following day's activity.
- Friday: Hand Out Thank You Cards
  - Walk ar[illegible]h t[illegible]dents so tha[illegible] ca[illegible] and ou[illegible]ard[illegible]

Notes:

Name: _____

Gratitude

Social Awareness Lesson
Contributing to the Well-Being of the Whole

Y[illegible] will need:

- [illegible]eo Clip - Contributing
- [illegible]am Player Writing Page (one per student)
- [illegible]lank Word Cards (one per student)
- [illegible] Crayons and Colored Pencils

Instructions:

- Monday: Video Clip
  - Show the video clip - Contributing
  - Then ask the students, "Why is it important to watch out for the whole team?"
  - "Is it easy to work together as a team?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Lead a discussion about ways to be a good team member, be sure to point out ways to help the whole team such as: make sure everyone understands the instructions, set a team goal, etc.

Notes:

Social Awareness Lesson
Contributing to the Well-Being of the [illegible]ole

Inst[illegible]ions

- [illegible]esda[illegible]y 2- Writing Act[illegible]
  - Hand ou[illegible] Writing [illegible] to e[illegible]tudent [illegible] have th[illegible] in the characteristics [illegible]d [illegible]player n[illegible] have.
- [illegible]day: [illegible]tice Activity
  - [illegible]d ou[illegible] each stud[illegible] have them [illegible] down one creative word on their card. They can write the definition 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 word card to each student and explain to the class that they need to read their word card and become familiar with the word. Then you will line the students up into two line. Explain that they will be doing a relay race against the other team. Their goal is to put all the words that their team members have in alphabetical order before the other team does.

Notes:

Name: _____

Team Player

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Review

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Review Lesson
Self Awareness

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 & integrity. Then have each student complete the self reflection journal entry about having honesty & 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:

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Being yourself is important because

Having patience means

It is important to be honest and have integrity because

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Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I am

I feel

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Review Lesson
Self Management

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- Monday: Review Managing Your Emotions
  - Lead a discussion about managing your emotions. Then have each student complete the self reflection journal entry about managing their emotions.
- Tuesday: Review Stress Management
  - Lead a discussion about the stress management. Then have each student complete the self reflection journal entry about managing their stress..
- Wednesday: Review the Importance of Following 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

Complete the sentence about the concept we reviewed today.

One thing I can do to manage my emotions is

When I feel stressed, I can

It is important to follow the rules because

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

My goal is to

I can show I am responsible and have manners by

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Review Lesson
Responsible Decision Making

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 Priorities
  - Lead a discussion about prioritizing. Then have each student complete the self reflection journal entry about their priorities.
- Friday: Review Internet Safety
  - Lead a discussion about the importance of internet safety. Then have each student complete the self reflection journal entry about internet safety.

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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

It is important to evaluate the results of a decision because

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

My priority today is

When I feel scared or uncomfortable, I can talk to

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REVIEW PREVIEW REVIEW PREVIEW REVIEW PREVIEW REVIEW PREVIEW

Review Lesson
Relationship Skills

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes:

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

It is important to communicate with others because

I can be a good friend by

It is important to be a team player because

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can resolve a conflict by

I can offer support

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Review Lesson
Social Awareness

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes:

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

My friend is good at

Being different is

I can show empathy and compassion by

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can resolve conflicts by

I can be a team player by

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Review Lesson
Self Reflection

You will need:

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

Instructions:

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

Notes:

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Review Lesson
Self Reflection

- Wednesday: Reflection Journal
  - Have your students write a self reflection in their self reflection journal.
  - After they write their self reflection, have the students pair share with a partner.
- Thursday: Art Activity – Self Reflection Drawing Activity
  - Pass out the Self Reflection Drawing Worksheet. Have the students complete the worksheet by drawing pictures to match each element.
  - Have your students write a self reflection in their self reflection journal.
  - After they write their self reflection, have the students pair share with a partner.
- Friday: Self Reflection Surveys
  - Pass out the self reflection surveys to your students and explain to them that they are going to circle the face that best reflects how they feel they are doing with each task.
  - Have your students write a self reflection in their self reflection journal.
  - After they write their self reflection, have the students pair share with a partner.

Notes:

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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

I feel because

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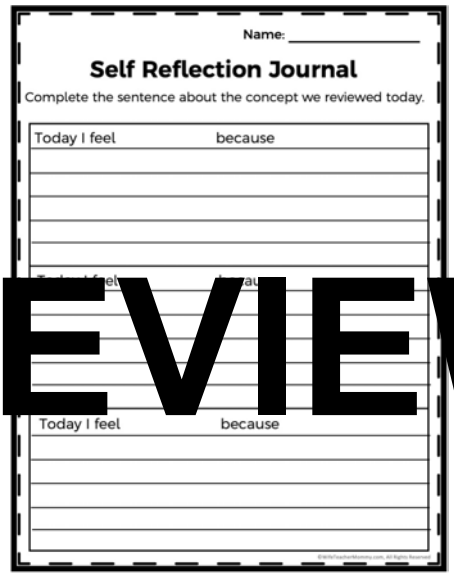

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel	because

Today I feel	because

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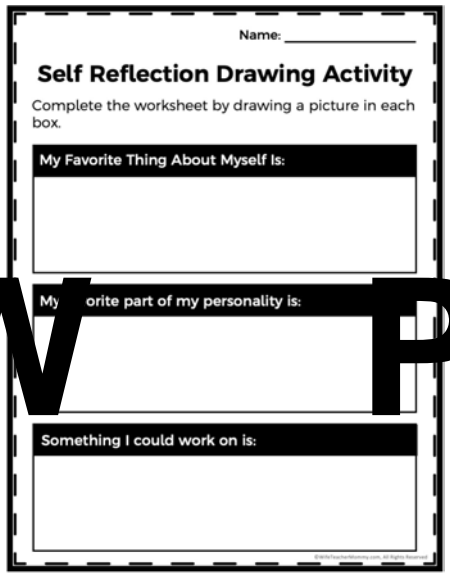

Name: _____

Self Reflection Drawing Activity

Complete the worksheet by drawing a picture in each box.

My Favorite Thing About Myself Is:

My Favorite part of my personality is:

Something I could work on is:

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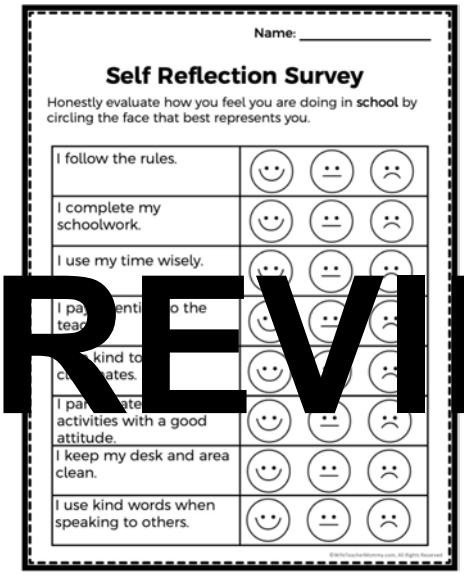

Name: _____

Self Reflection Survey

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

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 activities with a good attitude.			
I keep my desk and area clean.			
I use kind words when speaking to others.			

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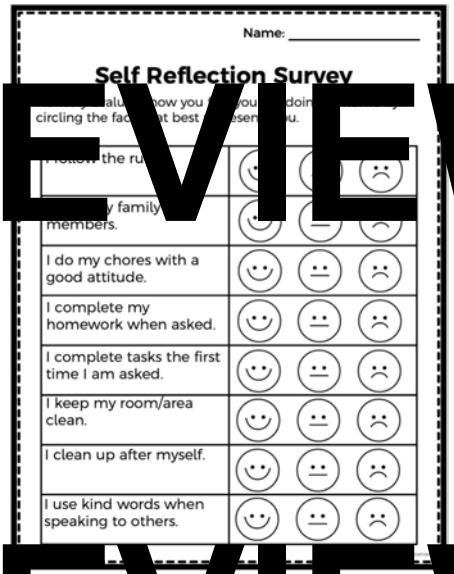

Name: _____

Self Reflection Survey

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

I follow the rules.			
I respect 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.			

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