

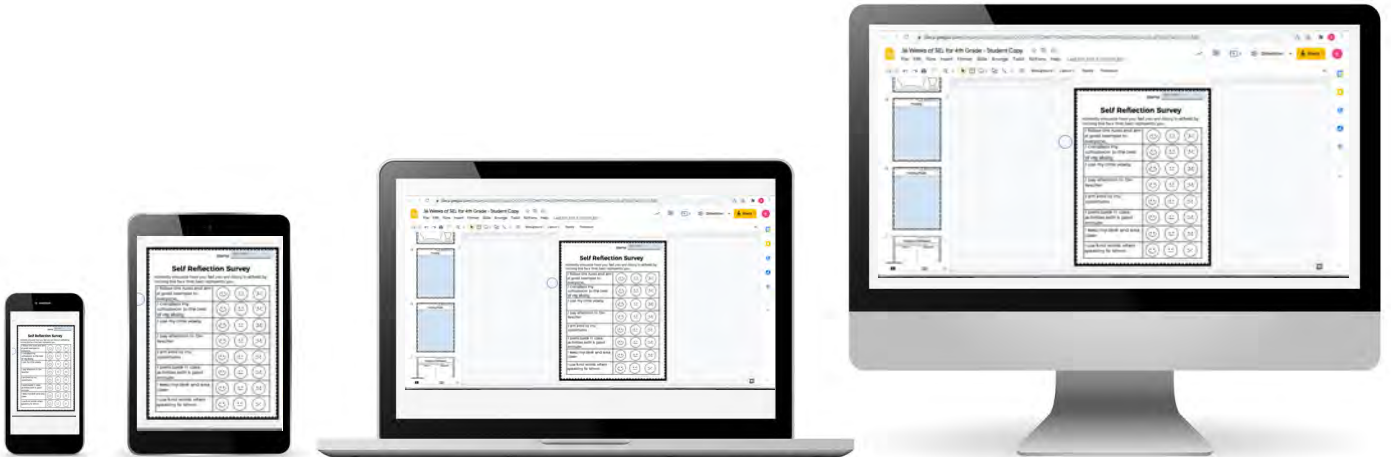
# 4<sup>th</sup> Grade

## Social Emotional Learning



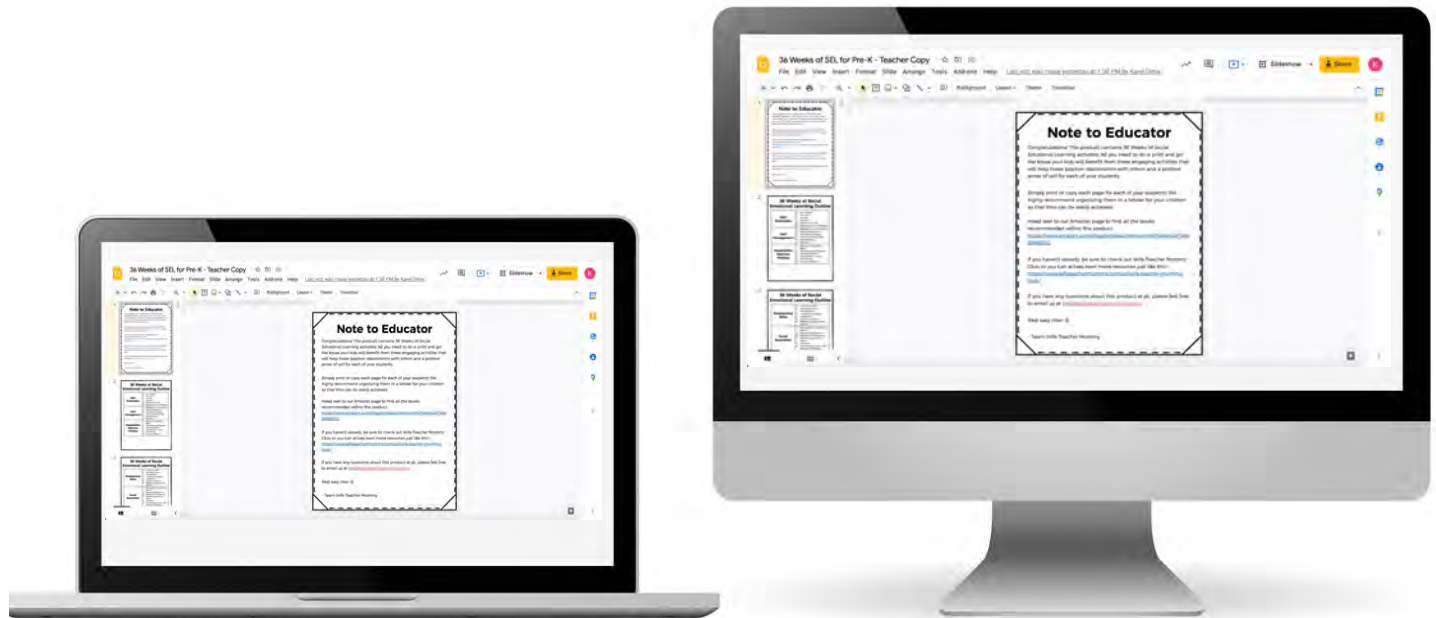
36 weeks!

# Fully Responsive! Use on any device.



These activity pages can be used in the digital format on any device<sup>™</sup> using Google Slides! No printing required—you can assign the pages digitally. Google Slides even has a mobile app for some devices.

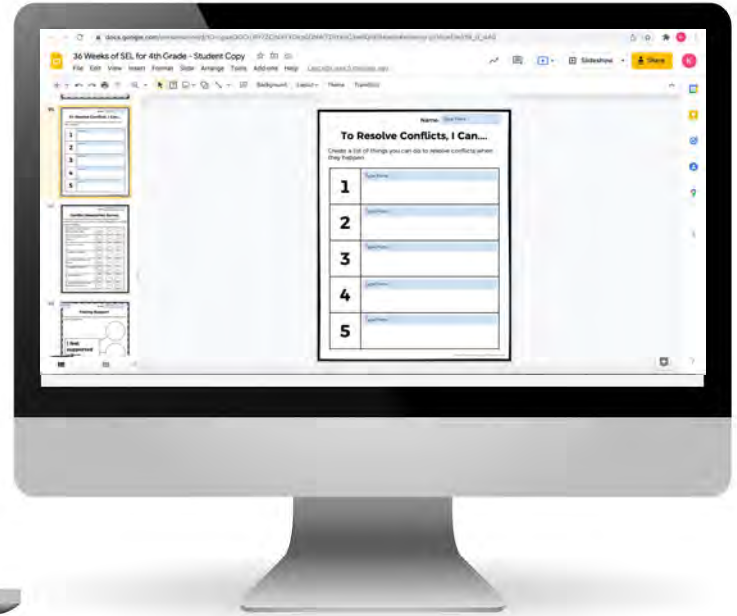
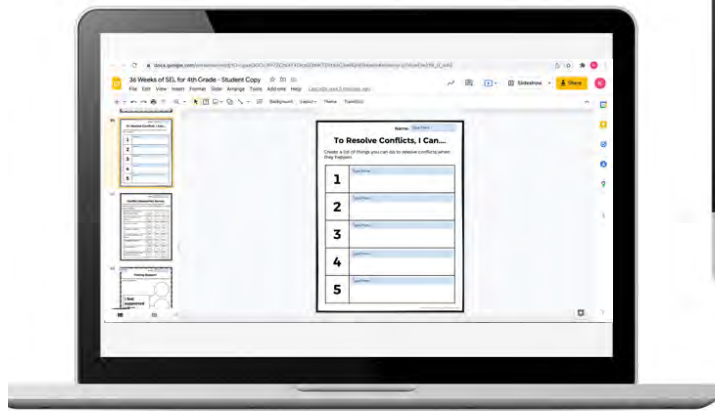
# Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



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

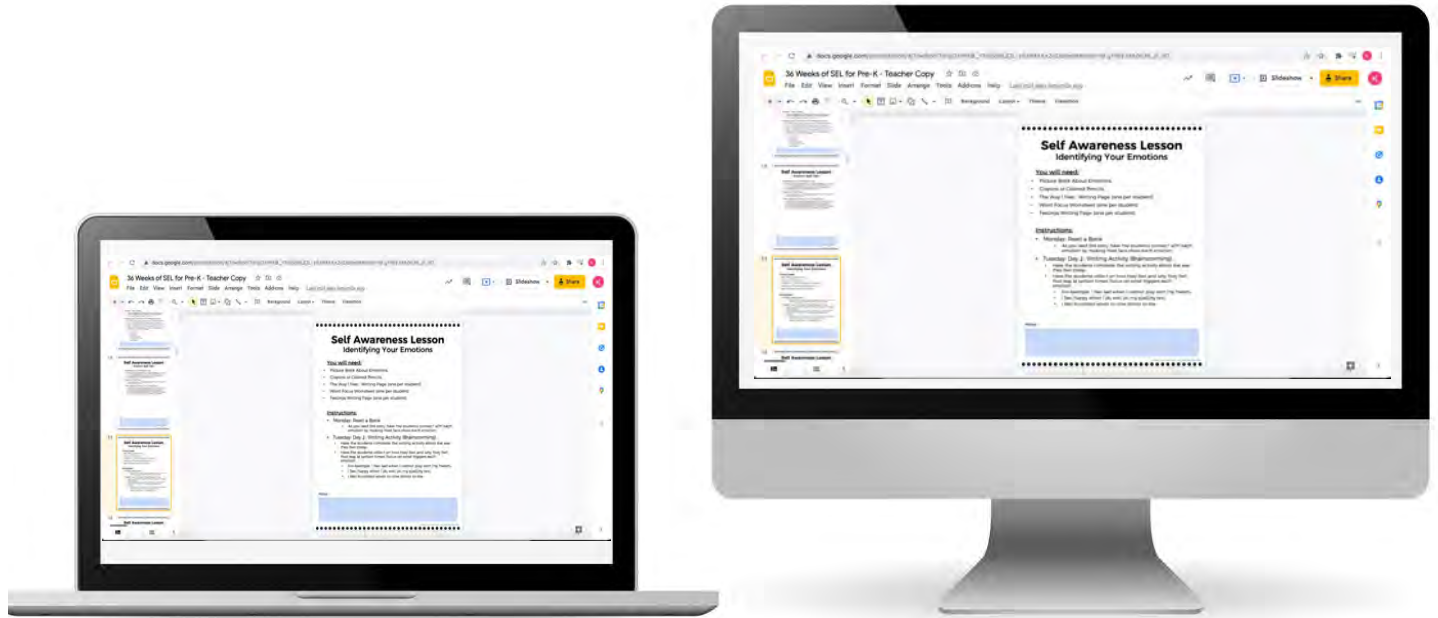
# Meaningful Student Activity Pages to Keep Students Engaged All Yearlong

You can scroll through all the practice pages & get an overview on the left side panel



There are 36 weeks of social emotional activity pages 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. Students can or draw their answers right into the practice pages- no printing required!

# Easy to Follow Weekly Lesson Plans to Save You Time



Digital weekly lesson plans are included for each concept. This will save you time so that you can effortlessly plan your week at a glance. Your students will enjoy the variety of activities we have created. These activities will help your students will learn lifelong skills.

[WWW.WIFETEACHERMOMMY.COM](http://WWW.WIFETEACHERMOMMY.COM)

## 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 mentioned within this product: <https://www.amazon.com/shop/wifeteachermommy>

If you aren't already a subscriber, check out the Teacher Mommy Club so you can access more resources just like this! <https://www.wifeteachermommy.com>

If you have any questions about this product at all, please feel free to email us at [hello@wifeteachermommy.com](mailto:hello@wifeteachermommy.com)

Rest easy now! ☺

Team Wife Teacher Mommy

## 36 Weeks of Social Emotional Learning Outline

<b>Self Awareness</b>	<ol style="list-style-type: none"> <li>1. Be Yourself</li> <li>2. Patience</li> <li>3. Honesty</li> <li>4. Integrity</li> <li>5. Positive Self Talk</li> <li>6. Identifying Your Emotions</li> </ol>
<b>Self Management</b>	<ol style="list-style-type: none"> <li>1. Managing Your Emotions</li> <li>2. Stress Management</li> <li>3. Following the Rules</li> <li>4. Setting Personal Goals</li> <li>5. Responsibility</li> <li>6. Manners</li> </ol>
<b>Responsible Decision Making</b>	<ol style="list-style-type: none"> <li>1. Choices (Good, Better, Best)</li> <li>2. Identifying the Problem</li> <li>3. Identify Solutions</li> <li>4. Evaluate the Results</li> <li>5. Prioritizing</li> <li>6. Stranger Danger</li> </ol>

## 36 Weeks of Social Emotional Learning Outline

<b>Relationship Skills</b>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Developing Good Relationships</li> <li>3. Practicing Teamwork</li> <li>4. Leadership</li> <li>5. Conflict Resolution</li> <li>6. Offering Support When Needed</li> </ol>
<b>Social Awareness</b>	<ol style="list-style-type: none"> <li>1. Recognizing Strengths in Others</li> <li>2. Respecting Differences</li> <li>3. Empathy &amp; Compassion</li> <li>4. Showing Concern for Others</li> <li>5. Gratitude</li> <li>6. Contributing to the Well-being of the whole</li> </ol>
<b>Review</b>	<ol style="list-style-type: none"> <li>1. Self Awareness</li> <li>2. Self Management</li> <li>3. Responsible Decision Making</li> <li>4. Relationship Skills</li> <li>5. Social Awareness</li> <li>6. Self Reflection</li> </ol>

## Weekly Lesson Plan Outline/Overview

**You will need:**

We have included a list of everything you will need each week.

**Instructions:**

- Monday: Video Clip. Read a book and have a class discussion.
- Tuesday: Writing Activity (Brainstorming)
- Wednesday: Writing Activity
- Thursday: Art Activity
- Friday: Activity

Notes:

## Self Awareness

- ## Picture Books to Teach Self Awareness
- Wait! Don't Eat the Yellow Snow by Mo Willems (Be Yourself)
  - Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
  - The Boy Who Swam to the Moon by Shane DeGraaf (Responsible Decision Making)
  - Tiny Lie by Laura Rabe (Responsible Decision Making)
  - How to Succeed in Kindergarten by Howard Green (Responsible Decision Making)
  - 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 Lenas (Emotions)
  - Grumpy Monkey by Suzanne Lang (Emotions - Grumpy)
  - The Feelings Book by Todd Parr (Emotions)
  - The I'm Not Scared Book by Todd Parr (Emotions - Scared)
  - Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis (Emotions - Silly)
  - Today I Feel An Alphabet of Feelings by Madalena Moniz (A-Z Emotions)
  - Wild Feelings by David Milgrim (Emotions)
  - Say Something by Peter H. Reynolds (Integrity)
  - Giraffe Problems by Jory June (Positive Self Image)
  - The Day You Begin by Jacqueline Woodson (Positive Self Image)
  - We're All Wonders by R.J. Palacio (Positive Self Image)
  - Being Frank by Donna W. Earhardt (Honesty)
  - The Rainbow Fish by Marcus Pfister (Be Yourself)
  - The Crayons' Book of Feelings by Drew Daywalt (Emotions)
  - The Boy With Big, Big Feelings by Britney Winn Lee (Emotions)

## Self Awareness Lesson Be Yourself

**You will need:**

- 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"
- Tuesday: Writing Activity (Brainstorming)
  - Give students 5 minutes to write about the things that make them special.
  - Ask the students, "What are some things that make you special?"
  - Have them share their things with a partner.
- Wednesday: Writing Activity
  - Give students 5 minutes to write about the things that make them special.
  - Ask the students, "What are some things that make you special?"
  - Have them share their things with a partner.
- 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.

Notes:

## 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.

Notes:

## Be Yourself

Name: \_\_\_\_\_

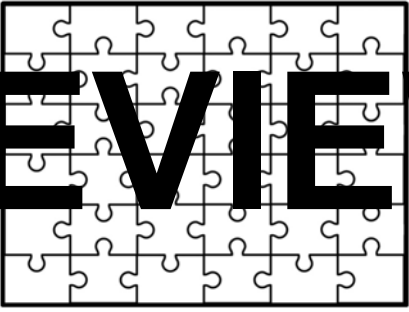
Complete the worksheet by writing 4 things in the bubbles that make you special.



Name: \_\_\_\_\_

### Create a Puzzle

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



### Self Awareness Lesson Honesty

**You will need:**

- Video Clip - [Honesty](#)
- Honesty Brainstorming Worksheet (one per student)
- Honesty Writing Worksheet (one per student)
- Blank white poster paper (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 up and share the ideas they have with a partner.  
"When is it hard to tell the truth?" Have the students pair up and share the ideas they have with a partner.  
"Why is it important to tell the truth?" Have the students pair up and 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 writing an opinion piece on whether it is ok to tell a lie in order to get something they really want.
- **Thursday: Art Activity - Poster**  
Have each student color and design a poster to hang around the school to serve as a constant reminder for others to always be honest.  
• This can be done in a partnership too.
- **Friday: Activity: Honesty Sort**  
Have students read each card and decide if the person was being honest or dishonest. Sort the cards into two categories: Honesty or Dishonest. Each card also has a writing prompt.

Notes: \_\_\_\_\_

### Honesty

Name: \_\_\_\_\_

Write a paragraph or draw a picture to show how you would feel if you were dishonest. Write down whether you think it is really important to be honest.



### Honesty

Name: \_\_\_\_\_

Write a paragraph or draw a picture to show how you would feel if you were dishonest. Write down whether you think it is really important to be honest.

Notes: \_\_\_\_\_

### Honesty

Name: \_\_\_\_\_

Write a paragraph or draw a picture to show how you would feel if you were dishonest. Write down whether you think it is really important to be honest.

Notes: \_\_\_\_\_

### Honest vs Dishonest

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

Honest	Dishonest
Clara took \$5 from her dad's wallet and when her dad asked where it went, Clara told him that she had taken it to buy a candy bar.	Whitley wanted to go to her friend's house, but her mom told her she needed to read her book first. Whitley tells her mom she is done and goes even though she isn't.
When the teacher asked the class to follow the rules, the students all agreed to do so.	Nolan really wants to do well on his spelling test, so he copies all the answers from his friend.

### Self Awareness Lesson Integrity

**You will need:**

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

**Instructions:**

- **Monday: Video Clip**  
Show the video clip - [Integrity](#), then tell the students that "Integrity" is a positive character trait. Ask the students, "Why is it important to do the right thing even when no one is looking?"  
• Lead a class discussion about integrity.
- **Tuesday: Day 1-Writing Activity (Brainstorming)**  
Brainstorm by leading a discussion about what it looks like to have integrity and why it is important. Review what was talked about the prior day. Explain to the class they they are going to choose a person in history that they feel had good integrity and then they will research that person and write a report on them.
- **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 pull out their brainstorming page with their research and write a research paper on that person. This activity can be stretched out over a longer period if needed.

Notes: \_\_\_\_\_

### Self Awareness Lesson Integrity

- **Thursday: Day 1-Integrity Flipbook**  
Pass out the flipbook pages and have students cut out and assemble the flipbook before they start working on each page.  
• The pages should go in order from smallest on top to biggest on bottom and stapled or glued at the top. Be sure to model how to assemble the books or have them already assembled for your students.  
• All About integrity  
• What is integrity?  
• Why should we have integrity?  
• What are some ways we can show integrity?  
• How do you feel when you show integrity?  
• When have you shown integrity?
- Once the flipbooks are assembled, your students can complete the first 3 pages - "All About Integrity", "What is integrity?" and "Why should we have integrity?"
- Lead a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.

Notes: \_\_\_\_\_



**Integrity** Name: \_\_\_\_\_

Complete the graphic organizer by drawing pictures or writing down information you find about someone in history that you think had integrity.



Name: \_\_\_\_\_

**Integrity**



Name: \_\_\_\_\_

**Integrity**



REVIEW PREVIEW

All About  
**Integrity**

By: \_\_\_\_\_

What is integrity?

Why should we have integrity?

REVIEW PREVIEW

REVIEW PREVIEW

What are some ways we can show integrity?

How do you feel when you show integrity?

When have you shown integrity?

REVIEW PREVIEW

## 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 do we learn from this video? How do we feel about ourselves? How do we feel about others? How do we feel about ourselves? How do we feel about others?"
- Then lead a class discussion about how we can talk positively to ourselves and how important it is to talk positively to ourselves.

##### Tuesday: Day 2 - Writing Activity

- Self Affirmations - Give students a worksheet to write their own affirmations. Show the class a video clip [Jessica's Daily Affirmations](#) and explain to the class how we can talk positively to ourselves.
- 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: \_\_\_\_\_

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## Self Awareness Lesson

### Positive Self Talk

- Wednesday: Day 2-Writing Activity
  - Review what a self affirmation is and then explain to the class that they are going to be creating their own self affirmations.
  - Pass out the Affirmation Star worksheet and model for the students where to write their affirmations.
- Thursday: Art Activity - Mini Book
  - Students will create a mini book all about how wonderful they are! Each page will focus on a different aspect!
    - Cover: Students will draw a picture of themselves and color it using their best coloring skills. They will also choose a title.
    - Page 1: Something they like about the way they look.
    - Page 2: Something they like about their personality.
    - Page 3: Something they like about how they treat others.
    - Page 4: Something else they like about themselves.
    - Page 5: A positive affirmation.
- Friday: Activity - Change Your Thoughts Sort
  - Explain to the class that it is very important for them to talk positively to themselves. Explain that sometimes it is hard to talk positively to ourselves, but 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 the words "I am a star!" in the middle of the star. Then write 1 affirmation on each of the points of the star and use your best coloring skills to decorate the star. After that, cut out the star by cutting on the solid black lines. Then fold each of the points into the center.



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REVIEW PREVIEW



Name: \_\_\_\_\_

## Change Your Thoughts

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

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

Name: \_\_\_\_\_

## Self Awareness Lesson

### Identifying Your Emotions

#### You will need:

- Video Clip - [Emotions Brainstorming](#) (one per student)
- Emotions Brainstorming Page (one per student)
- Colors and Emotions Worksheet (one per student)
- Watercolor Palette
- Crayons or Colored Pencils
- 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.
- Tuesday: Day 1 - Writing Activity (Brainstorming)
  - Have the students complete the writing activity about the way they feel during certain times.
  - Have the students reflect on something they may say at a certain time and then what emotion that dialogue reflects.
    - For example, "My mom is so mean! She won't let me go to my friend's house!" - Anger
    - "I am going to be terrible at my dance recital!" - Worried

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## Self Awareness Lesson

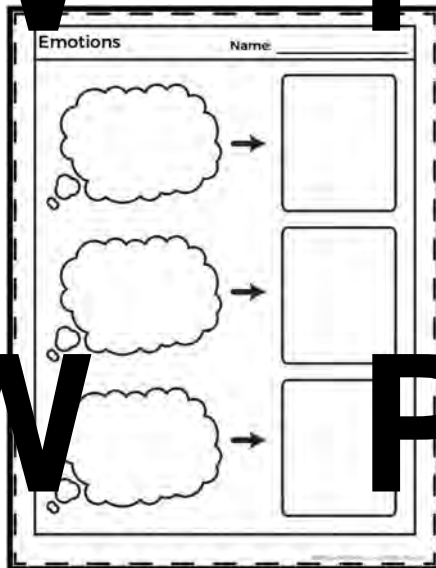
### Identifying Your Emotions

- 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 something that makes them happy and how they feel inside when they do that specific thing.
- 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.

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Name: \_\_\_\_\_

## Your Emotions



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REVIEW PREVIEW

Name: \_\_\_\_\_

### Your Emotions

Name: \_\_\_\_\_

### Colors & Emotions

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

### Emotion Matching Game

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

## 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 Peet! by Michael Rex Cook (Self management/manners)
- Even Superheroes Have Bad Days Cook (Self management)
- Fergal is Furning 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)
- Brain Finding Calm by Whitney Stewart (mindfulness)
- No David! by David Shannon (Following Rules)
- No Fits, Nilson! by Shariya Gora (Following Rules)
- Lemon Meringues (Mindfulness)
- Take the Time by Jeff Peters (Mindfulness)
- We Don't Eat Our Peas by Ryan Higgins (Self Management)
- I Have Ants in My Pants by Julia Cook (Manners)
- Blank by Elizabeth Gorton and Gordon Nonstetter by Christine C. (Management)
- Tattle Tongue by Julia Cook (Self Management)

## Self Management Lesson Managing Your Emotions

### You will need:

- Video Clip - [Why do we lose control of our emotions?](http://www.youtube.com/watch?v=5p9XW1S3y0k)
- When I Feel... Brainstorming Page (one per student)
- When I Feel... Writing Page (one per student)
- Blank Face Template Page (one per student)
- Crayons or Colored Pencils

### Instructions:

- Monday: Video Clip**
  - Show the video - [Why do we lose control of our emotions?](http://www.youtube.com/watch?v=5p9XW1S3y0k)
  - 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 to the class that you are going to brainstorm appropriate actions 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 that 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.

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## Self Management Lesson Managing Your Emotions

### Instructions:

- Wednesday: Day 2- Writing Activity**
  - Pass out the When I Feel... Writing worksheet and tell the class that you are going to write about things you can do when you feel strong emotions.
- Thursday: Art Activity - Self Portrait of Emotions**
  - Pass out a blank face page to each student and have them 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 when they have acted. Have them share with their class that you are going to teach them how associations before they act by showing them how you can use your hand to help you think about that you do not act when you are angry or mad. Have them hold up their hands together 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:

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Name: \_\_\_\_\_

### When I Feel... Brainstorming

Scared	
Happy	
Confused	
Sad	
Silly	
Grumpy	

Name: \_\_\_\_\_

### Managing Your Emotions




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Name: \_\_\_\_\_

### Managing Your Emotions




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Name: \_\_\_\_\_

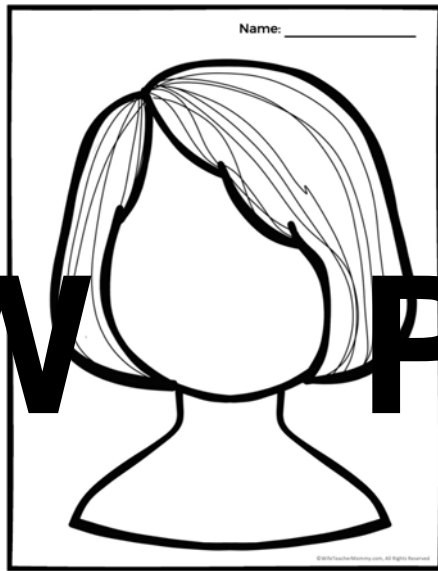
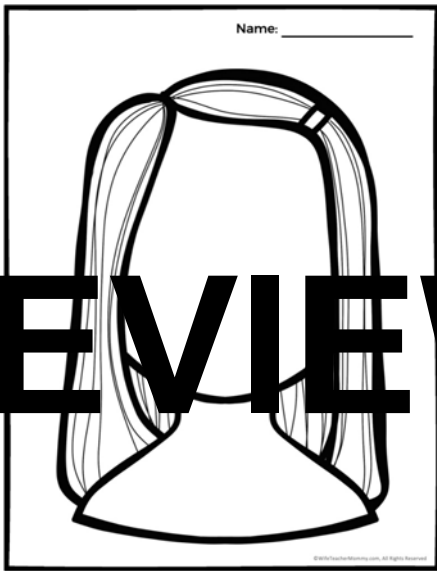


Name: \_\_\_\_\_



Name: \_\_\_\_\_





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### Self Management Lesson

#### Stress Management

**You will need:**

- Video Clip - [Stress Management for #ids](#)
- Stress Management Writing Page (one per student)
- Stress Graphic Organizer (one per student)
- Crayons or Colored Pencils
- Music of your choice (optional)

**Instructions:**

- Monday: Video Clip**
  - Show the video clip - [Stress Management for #ids](#). 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 things that cause them stress and then four ways they can manage the stress.

Notes: \_\_\_\_\_

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### Self Management Lesson

#### Stress Management

**Instructions:**

- Wednesday: Day 2- Writing Activity**
  - Hand out the Stress Management Writing Page and have 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 Experience 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.

Notes: \_\_\_\_\_

Stress Management Name: \_\_\_\_\_

Complete the worksheet with each student. Some of you may want to make a drawing.

REVIEW PREVIEW

Name: \_\_\_\_\_

### Stress Management

Name: \_\_\_\_\_

### 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, "Why is it important to follow the rules?" Call on a few students to have them share their ideas with the rest of the class.
  - Then ask the students, "What would happen if we didn't have any rules?"
- Tuesday: Day 3- Writing Activity (Brainstorming)**
  - Pass out the Rules Brainstorming Worksheet to the class with the Rules Brainstorming Worksheet and have students write their opinion in the box. Build a class opinion wall on your own or show the class.

Notes: \_\_\_\_\_

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REVIEW PREVIEW

## 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 Place 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 specific location with people following lots of rules. Once they have drawn their picture, they need to label all the rules that are being followed (5+ total).

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 will need:

- Video Clip: [Setting Goals for Kids](#)
- Setting Goals Graphic Organizer page
- Cell Phone Writing paper for students
- Vision Board (optional)
- Markers or Colored Pencils

### 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

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## 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 on the cell phone writing page.
- 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.

Notes

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Name: \_\_\_\_\_

### Setting Goals Graphic Organizer

Brainstorm the goals you have at home, school, and other places. Write them in the area below.

Goals at Home

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Goals at Other Places

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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	

## 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

### Monday: Video Clip

- Show the video clip - Responsibility

### Tuesday: Day 2 Writing Activity

- Hand out the Responsibility Writing Page
- One of my responsibilities at school is to clean 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 stuff.

Notes:

## Self Management Lesson Responsibility

### Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Responsibility Writing Page to each student and have them explain what they think being responsible means.
- Thursday: Art Activity - Create a Daily Checklist
  - Show the class your to-do list and explain that part of being responsible is getting everything you need to do and a good way to do that is by creating a checklist.
- Friday: Responsibility Scoot Activity
  - Pass out the Responsibility Scoot worksheet and point out the cards posted around the room. Model how to complete 1-2 questions on the scoot worksheet so that students are with how to complete the activity.
  - Then 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 some responsibilities you have at home, at school, and at some other place.

1.	1.
2.	2.
3.	3.
4.	4.

At Home \_\_\_\_\_ School \_\_\_\_\_

1.
2.
3.
4.

Other Places

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Name: \_\_\_\_\_

### Responsibility

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

Name: \_\_\_\_\_

### My Daily Checklist

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

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Name: \_\_\_\_\_

### Responsibility Scoot

Read the question on each card, decide if the person 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 the person should do to be responsible.

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

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 in that situation to be responsible.

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

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. Sammie is reading her book during reading time. Is that responsible?

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

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. Nicole says a bad word to her teacher. Is that responsible?

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

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. Makenzie and ... together on ... Is that responsible?

12. Letta talks to ... needs help ... Is that responsible?

13. A group of kids refuse to work together. Is that responsible?

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

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

### Self Management Lesson Manners

**You will need:**

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

**Instructions:**

- Monday: Video Clip
  - Show the video clip - [Manners](#). Then ask the students, "What does it mean to have good manners?"
  - Say "Please" and thank you.
  - Don't talk with your mouth full.
  - Say "Excuse me" when you need to get up.
  - Cover your mouth when you are coughing or sneezing.
- Tuesday: Manners Writing Activity (see below for writing)
- Wednesday: Manners Matching Game (see below for instructions)

**Notes:**

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REVIEW PREVIEW

### Self Management Lesson Manners

**Instruction:**

- Wednesday: Manners Writing Activity
- Thursday: Art Manners Matching Game Cards
- Friday: Manners Matching Game

**Notes:**

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Name: \_\_\_\_\_

### Manners

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	Take Turns
	Be Kind
	Cover Your Mouth
	Raise your hand

REVIEW PREVIEW

	Keep your hands to yourself
	Share
	LICIA
	and thank you

### Responsible Decision Making

### Picture Books to Teach Responsible Decision Making

- What Should Danny Do? by Adir Levy
- What Should Danny Do? School Day by Adir Levy
- What Should 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 Way I Act by Steve Metzger
- Stand Tall Molly Lou Melon by Patty Lovell
- Llama Llama Time To Share by Anna Dewdney
- Llama Llama Mad at Mama by Anna Dewdney
- How Do Dinosaurs Go to School? by Jane Yolen
- How Do Dinosaurs Show Their Feelings? by Jane Yolen
- The Way I Feel by Michael Gordon
- Don't Let Me Go by Christine Meltzer
- The Daylight Marriage by Susan Strasser
- The Daylight Marriage by Susan Strasser
- The Daylight Marriage by Susan Strasser
- The Daylight Marriage by Susan Strasser
- The Daylight Marriage by Susan Strasser

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**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 the video clip - [Choices](#)
  - Ask the students, "What choices did the character have to make?"
  - "Why were these decisions important to the story?"
  - "What did you think about the choices the character made?"
  - "How would you have made the choices in the story?"
- **Tuesday: Day 1 - Writing Activity (Brainstorming)**
  - Lead a discussion about what choices the character had to make and then have the students brainstorm 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 Choices**

**Instructions:**

- **Wednesday: Day 2 - Writing Activity**
  - Pass out the "Making Choices" Writing Page and explain to the students that they will be writing a story about a character that has to make an important choice.
- **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 dog wall) or if they like cats (point to the cat wall). When you say "go" the students will move to stand by whichever they prefer. If they cannot decide, they can stand in the middle.

Notes:

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Choices Name: \_\_\_\_\_

**Making Choices**

Name: \_\_\_\_\_

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**Daily Choices**

Name: \_\_\_\_\_

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

○ OR ○

○ OR ○

○ OR ○

○ OR ○

**This or That Activity Choices**

- Going to the Soccer or Kickball
- Going to the Zoo
- Chocolate or Fruity Candy
- Math or Reading
- Give a gift or get a gift
- Being Inside or Being Outside
- Tacos or Pizza
- Juice or Chocolate Milk
- Going to the Movies or Going to the Zoo
- Math or Reading

**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](#)
  - Then ask the students, "When have you had a problem?" Have the students pair share their experiences
  - Lead a discussion about the problems and how we have a choice on how to react.
- **Tuesday: Day 1 - Writing Activity (Brainstorming)**
  - Ask the students about your brain storming session.
  - For example, you could ask, "What are you going to do for work?"
  - Ask the students, "What was the problem?"
  - Ask, "What choices did you have?"
  - Have the students pair share their experiences.
  - Hand out the Identifying the Problem Worksheet and have the students brainstorm possible solutions for the main character in their narrative to face the problem they were given.

Notes:

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**Responsible Decision-Making Lesson Identifying the Problem**

**Instructions:**

- **Wednesday: Day 2 - Writing Activity**
  - Have the students pull out their Identifying the Problem Brainstorming page and have the students pair share the problem and possible choices the main character can make. Then each student can write their narrative story 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 pages from yesterday and let the students color their illustrations from the day before.

Notes:

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**Identify the Problem**

Name: \_\_\_\_\_

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?

Name: \_\_\_\_\_

### Identifying the Problem


Name: \_\_\_\_\_

### Problems Happen Comic Strip

Complete the comic strip by drawing pictures to explicitly show a problem.


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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)
- Evaluating the Results Worksheet (one per student)
- Results Matching Card (one per student)
- Crayons and Colored Pencils

**Instructions:**

- Monday: Video Clip  
Show the video clip to the class. Ask students, "What do you learn about consequences? Have them pair up and share their thoughts." Have students write their ideas on sticky notes and post them around the room.
- Tuesday: Writing Activity (Brainstorming)  
Lead a class discussion about a problem and a choice they made. Have students write their results on the sticky notes and a choice they made. Encourage them to think about the results and if they had made a different choice, how would that have affected the results?  
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Notes:

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## Responsible Decision-Making Lesson

### Evaluate the Results

**Instructions:**

- Wednesday: 2- Writing Activity  
Review with the class. Ask a student to read their writing page and ask the students if they had a problem. If they did, ask them what choice they had to make and if they were hoping for a certain result. Call on several students to share their ideas with the class. Pass out the Evaluating 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.

Notes:

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Name: \_\_\_\_\_


### Evaluate the Results




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Name: \_\_\_\_\_

### Evaluate the Results

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REVIEW PREVIEW

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 and she made me mad.	I had to write a letter saying sorry and a bad word.
I pushed my friend's lunch down.	My friend was sent to principal's office to spend recess inside for a week.

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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 about it to my parents.	Then
I pushed 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:**

- Monday: Video Clip  
Lead a class discussion about the solutions that Ormie tried in the video.
- Tuesday: Day 1: Writing Activity (Brainstorming)  
Hand out the Identifying Solutions Worksheet to the students. Lead a class discussion about the solutions that Ormie tried in the video. Have students write down what solutions they can think of. Have them brainstorm as many possible solutions as they can.

Notes:

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REVIEW PREVIEW

## 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 thumbprints into are called solutions.

- Friday: Writing Activity - How Do I Feel?
  - Hand out the How Do I Feel? Writing page and have students complete it by writing how they feel once you have thought of a good solution to their problem.

Notes

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Name: \_\_\_\_\_

### Identifying Solutions

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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Name: \_\_\_\_\_

### Identifying Solutions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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REVIEW PREVIEW

Name: \_\_\_\_\_

### How should it feel?

Hand out the How Do I Feel? Writing page and have students complete it by writing how they feel once you have thought of a good solution to their problem.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name: \_\_\_\_\_

## Responsible Decision-Making Lesson

### Prioritizing

You will need:

- Video Clip - [Prioritizing for Kids](#)
- Prioritizing Worksheet (one per student)
- Prioritizing Writing Page (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?"
  - "How do we know what things to do first?"
  - Lead a discussion about getting things done and the importance of prioritizing.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Lead a discussion about how to know what is the most important thing to do. Homework is very important so that should be one of our priorities
  - Hand out the Prioritizing Worksheet and have the students circle the most important thing to do in each series of three tasks.

Notes

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Name: \_\_\_\_\_

## Responsible Decision-Making Lesson

### Prioritizing

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 thumbprints into are called solutions.
- Friday: Rock Activity
  - Show the class a large jar and tell them that this jar represents all the time we have in a day.
  - Pull out some big rocks and start putting them into the jar and giving them each an important task.
  - For example, one rock represents going to school. Another rock represents, doing homework when they get home.
  - Once the jar is full of big rocks, show the class some very small pebbles and tell them that these rocks represent the less important tasks like playing video games and watching tv. Dump the small pebbles in until all the spaces are full.
  - Explain to the students that this is called prioritizing - putting the most important things first.
  - Then dump out all the rocks and put all the pebbles in first and then show the class that if you do all the less important stuff first, you cannot fit all the important stuff in.

Notes

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REVIEW PREVIEW

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
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What is the most important task?

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

Go to the store	Do your chores	Walk the dog
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What is the most important task?

Do the dishes your mom asked you to do	Walk the dog	Play with friends
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Name: \_\_\_\_\_

### Prioritizing

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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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. Then write down what each activity is on the lines.

1. _____	2. _____
3. _____	4. _____

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REVIEW PREVIEW

**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?"
- Tuesday: Internet Safety Flipbook
  - Pass out the flipbook and let students cut it out and assemble the pages. Give them the bottom and top pages to assemble the flipbook. Be sure to model how to assemble the flipbook for your students.
  - Lead a discussion about internet safety with:
    - 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.

Name: \_\_\_\_\_

**Responsible Decision-Making Lesson**  
**Internet Safety**

**Instructions:**

- Wednesday: Day 2- Writing Activity
  - Today your students will complete the last 2 pages of their flipbooks.
  - Lead a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.
- 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. Have them write down 5 people they can go to if they feel scared or uncomfortable.
  - Pass out the Safety Hand worksheet to each student and have them write down 5 people they can go to if they feel scared or uncomfortable.

Notes: \_\_\_\_\_

**Internet Safety**

By: \_\_\_\_\_

Who should I share my passwords with?

What information should not be shared online?

What should I do if someone online wants to meet in person?

**Internet Safety Bookmarks**

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

I can stay safe on the internet.

I can stay safe online. I can:

How can I stay safe online?

**Safety Hand**

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

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

# Relationship Skills

## Picture Books to Teach Relationship Skills

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasy 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
- Outcasts Is A Family by Shannon Olsen
- Always Matters by Chakra Sreekanth
- Acts of Kindness by Samantha Berger and Ekaterina Truk
- I Feel Left Out by Michael Gordon (Kindness)
- Tomorrow I'll Be Kind by Jessica Hiscie (Kindness)
- Not So Friendly Friend by Christina Furnival (Setting boundaries)
- Share Your Words by Bonnie Clark (Kindness)

## Relationship Skills Lesson Communication

### You will need:

- Video Clip - [Communication for Kids](#)
- Making Friends Writing page (one per student)
- Blank piece of art paper (one per student)
- Crayons or Colored Pencils

### Instructions:

- Monday: Video Clip
  - Show video clip - [Communication for Kids](#)
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Have students pair up and brainstorm ways to communicate with friends.
  - Ask them to share their ideas with the class.
- Wednesday: Day 2- Writing Activity (Poster)
  - Hand out a blank piece of art paper to each student and have them create a poster about how to be a good communicator. They can draw or write different ways to be a good communicator.
- Friday: Play Telephone
  - Line up the students around the classroom and whisper something in the first student's ear, after that each student must whisper the same thing into the next person's ear and so forth. Once it makes it to the last student, they will say what they heard out loud and see if it matches what you whispered to the first person's ear!

Notes:

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## Relationship Skills Lesson Communication

### Instructions:

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

## Communication

Name: \_\_\_\_\_

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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)
- Blank piece of art paper (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:

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## 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 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.

## Developing Good Relationships

Name: \_\_\_\_\_

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Relationship Skills Lesson  
Practicing Teamwork

You will need:

- Video Clip - [Teamwork](#)
- Teamwork Writing Page (one per student)
- Design a Team Player (one per student)
- Blank Jersey Page (one per student)

Instructions:

- Monday: Video Clip
  - Show the video clip - [Teamwork](#).
  - In the video students learn how to be a good partner. Have them discuss what it means to be a partner.
- Tuesday: Day 1 - Writing Activity (Brainstorming)
  - Discuss what teamwork is and why it is important.
  - Have students brainstorm ideas for a team player.

Notes:

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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 Player
  - Hand out the Design a Team Player page to each student. Have them draw, design, and color a teammate to represent them, to use in our classroom team collage.
  - Once students have created their team member, be sure to have the student cut them out and write their name on the back.
  - (Optional) Collect the team members to use in a collage with the words, "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.

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Name: \_\_\_\_\_

### Practicing Teamwork

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Name: \_\_\_\_\_

### Design a Team Player

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

Name: \_\_\_\_\_

### Design a Team Player

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

Name: \_\_\_\_\_

### Design a Team Jersey

Design and color your team jersey for our classroom team.

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)
- 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 class discussion about conflict resolution strategies.
  - For example:
    - Calm down
    - Do not blame the other person
    - Do not yell
    - Do not say "I hate you"
    - Do not say "I will get you"
    - Do something completely different
    - Talk to the other person

Notes:

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Relationship Skills Lesson  
Conflict Resolutions

Instructions:

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

Notes:

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Name: \_\_\_\_\_

### Conflict Resolution

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Name: \_\_\_\_\_

### To Resolve Conflicts, I Can....

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

1	
2	
3	
4	
5	

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Name: \_\_\_\_\_

### Conflict Resolution Survey

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

I listen to my friend's when they talk.	☺ ☹ ☐
I look for a win-win option.	☺ ☹ ☐
I say I am sorry.	☺ ☹ ☐
I voice it out fairly.	☺ ☹ ☐
I look for help from an adult.	☺ ☹ ☐
I suggest solutions.	☺ ☹ ☐
I compromise.	☺ ☹ ☐
I use kind words when speaking to others.	☺ ☹ ☐

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### Relationship Skills Lesson

#### Offering Support When Needed

**You will need:**

- Video Clip - [Respecting Others](#)
- Feeling Support Worksheet (one per student)
- Offering Support Writing Page (one per student)
- Supporting Others Blank Cards Page (one per student)
- Crayons or Colored Pencils

**Instructions:**

- Monday: Video Clip
- Wednesday: Day 2- Writing Activity
- Thursday: Art Activity - Heart Art for a Friend
- Friday: Kindness Rainbow Activity

Notes: \_\_\_\_\_

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### Relationship Skills Lesson

#### Offering Support When Needed

**Instruction:**

- Wednesday: Day 2- Writing Activity
- Thursday: Art Activity - Heart Art for a Friend
- Friday: Kindness Rainbow Activity

Notes: \_\_\_\_\_

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Name: \_\_\_\_\_

### Feeling Support

Draw a picture in each circle of a ways that other people feel supported.

**I feel supported when people...**

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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)
- Heart Art Page (one per student)
- Kindness Rainbow Key
- Mini Packages of Skittles (one per student)

**Instructions:**

- Monday: Video Clip
- Tuesday: Day 1- Writing Activity (Brainstorming)
- Wednesday: Day 2- Writing Activity
- Thursday: Art Activity - Heart Art for a Friend
- Friday: Kindness Rainbow Activity

Notes: \_\_\_\_\_

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### Relationship Skills Lesson

#### Kindness

**Instructions:**

- Wednesday: Day 2- Writing Activity
- Thursday: Art Activity - Heart Art for a Friend
- Friday: Kindness Rainbow Activity

Notes: \_\_\_\_\_

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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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Name: \_\_\_\_\_

You see someone bullying someone at recess. What should you do?	Your classmate forgot his lunch. How can you show them compassion?
Your dad is having a hard day and could use some help with your little sister. How can you show him compassion?	Your hamster won't eat. What can you do to help?
Your aunt is sick and could use some cheering up. What could you do?	Your friend got injured while skiing. How can you show them compassion?

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### 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)
- Concern For Others Question Color Key
- Mini M&Ms (one package per student)
- Crayons or Colored Pencils

**Instructions:**

Monday: Video Clip - [Concern for Others](#)

Tuesday: Drawing Activity - [Showing Concern for Others](#)

Wednesday: Art Activity - [Ways to Show Concern for Others](#)

Thursday: M&M Activity - [Concern For Others Questions](#)

Friday: M&M Activity - [Concern For Others Questions](#)

Notes: \_\_\_\_\_

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### Social Awareness Lesson

#### Showing Concern for Others

**Instruction:**

- Wednesday: Video Clip - [Concern for Others](#)
- Thursday: Art Activity - [Ways to Show Concern for Others](#)
- Friday: M&M Activity - [Concern For Others Questions](#)

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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Name: \_\_\_\_\_

### 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 for me is...
- I like it when people...
- I don't like it when people...
- I feel \_\_\_\_\_ when I help others.

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### Social Awareness Lesson

#### Gratitude

**You will need:**

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

**Instructions:**

Monday: Video Clip - [Gratitude](#)

Tuesday: Drawing Activity - [Gratitude](#)

Wednesday: Writing Activity - [Gratitude](#)

Notes: \_\_\_\_\_

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**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
  - Pick up the school and the students and their Thank You cards.

Notes

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Name: \_\_\_\_\_  
**Gratitude**

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

**You will need:**

- Video Clip - [Contributing](#)
- Team Player Writing Page (one per student)
- Sight Word Cards (2 Complete Alphabet Sets)
- Blank Word Cards
- Crayons and Colored Pencils

**Instructions:**

- Monday: Video Clip
  - Show the video clip "Contributing" to the class. Discuss the importance of working together as a team.
- Tuesday: Team Player Writing Activity (Writing)
  - Lead a discussion about ways to be a team player. Have students write about ways to help the whole team. Encourage students to understand the instructions of a team game.

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

**Instructions:**

- Wednesday: Day 2- Writing Activity
  - Hand out the Team Player Writing page to each student and have them think about a character in a story that is a good team player. They must have a specific example of how they helped the team.
- Thursday: Practice Activity
  - Hand out a blank word card to each student. They must write a word on their card (any word, the more creative, the better). When they finish one card, they can do another card. Gather the cards for tomorrow's activity.
- Friday: Relay Race
  - Divide the class into two groups. Randomly pass out the cards from yesterday and explain that they will be doing a relay race against the other team. Their goal is to put all the words in alphabetical order before the other team does.

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Name: \_\_\_\_\_  
**Team Player**

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**Review**

**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 and integrity. Then have each student complete the self reflection journal entry about having honesty and integrity.
- Thursday: Review Positive Self Talk
  - Lead a discussion about positive self talk. Then have each student complete the self reflection journal entry about positive self talk.
- Friday: Review Identifying Your Emotions
  - Lead a discussion about identifying your emotions. Then have each student complete the self reflection journal entry about their emotions.

Notes

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Name: \_\_\_\_\_

**Self Reflection Journal**

Complete the sentence about the concept we reviewed today.

Being yourself is important because

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Having patience means

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It is important to be honest and integrity because

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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 and am a good example to everyone.			
I complete my schoolwork to the best of my ability.			
I use my time wisely.			
I listen to the teacher.			
I get along with my classmates.			
I participate in class activities with a good attitude.			
I keep my desk and area clean.			
I use kind words when speaking to others.			

Name: \_\_\_\_\_

### Self Reflection Survey

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

I follow the rules and set an example for others.			
I help my family members.			
I do my chores with a good attitude.			
I complete my homework without being asked to.			
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.			

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW