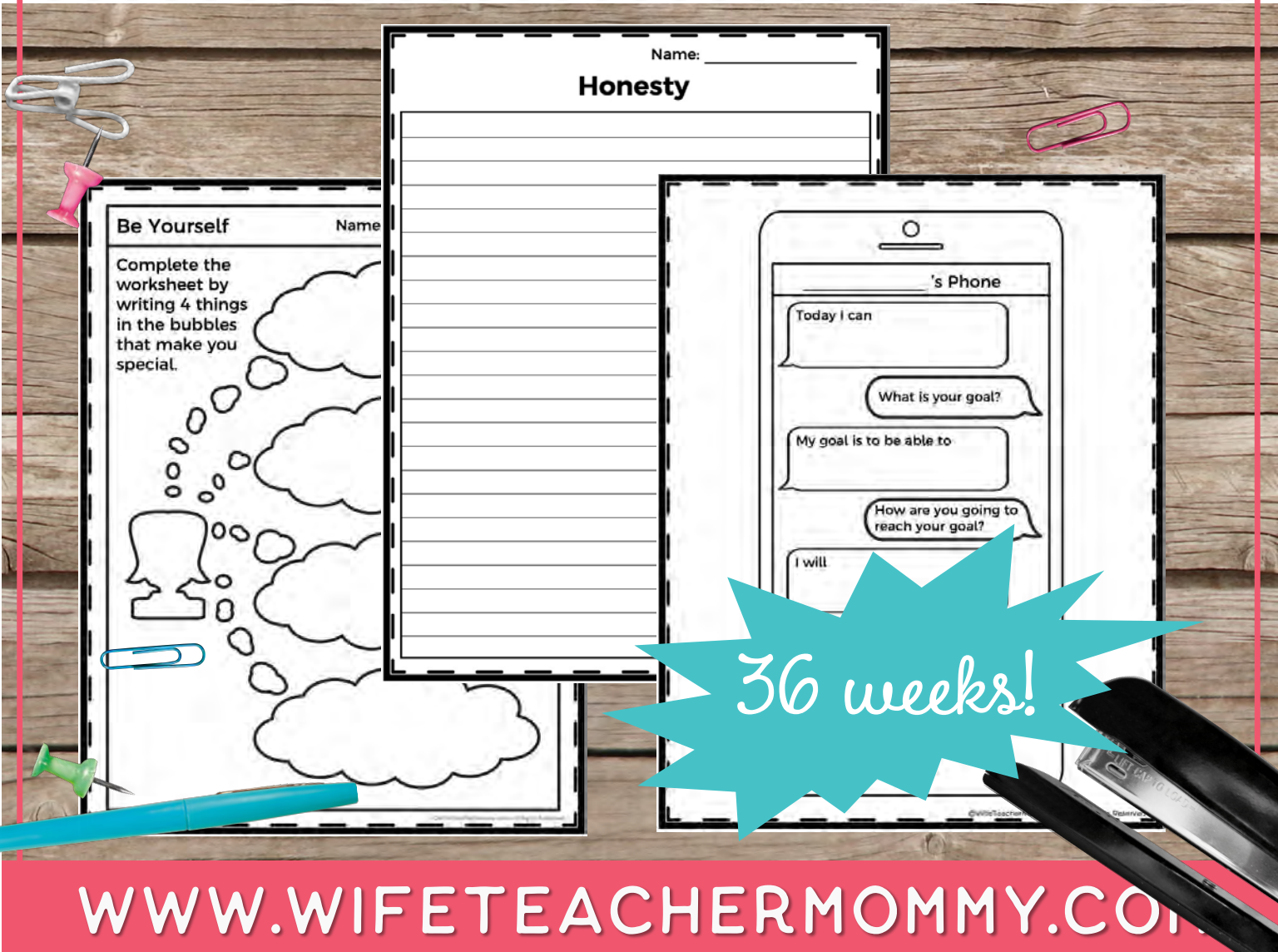


4th Grade

Social Emotional Learning



36 weeks!

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

Note to Educator

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

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

Head over to our Amazon page to find all the books recommended within this product.
<https://www.amazon.com/shop/wifeteachermommy?SBAS50>

If you haven't already, be sure to check out Wife Teacher Club so you can access even more resources just like this!
<https://www.wifeteachermommy.com/sp/wife-teacher-club/>

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

Rest easy now! ☺

-Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline	
Self Awareness	<ol style="list-style-type: none">1. Be Yourself2. Patience3. Honesty4. Integrity5. Positive Self Talk6. Identifying Your Emotions
Self Management	<ol style="list-style-type: none">1. Managing Your Emotions2. Stress Management3. Following the Rules4. Setting Personal Goals5. Responsibility6. Manners
Responsible Decision Making	<ol style="list-style-type: none">1. Choices (Good, Better, Best)2. Identifying the Problem3. Identify Solutions4. Evaluate the Results5. Prioritizing6. Internet Safety

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

Weekly Lesson Plan Outline/Overview

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

Instructions:

- Monday: Read a Book and Have a Classroom Discussion

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

- Tuesday: Writing Activity (Brainstorming)

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

- Wednesday: Writing Activity

Each Wednesday, your students will complete a writing activity.

- Thursday: Art Activity

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

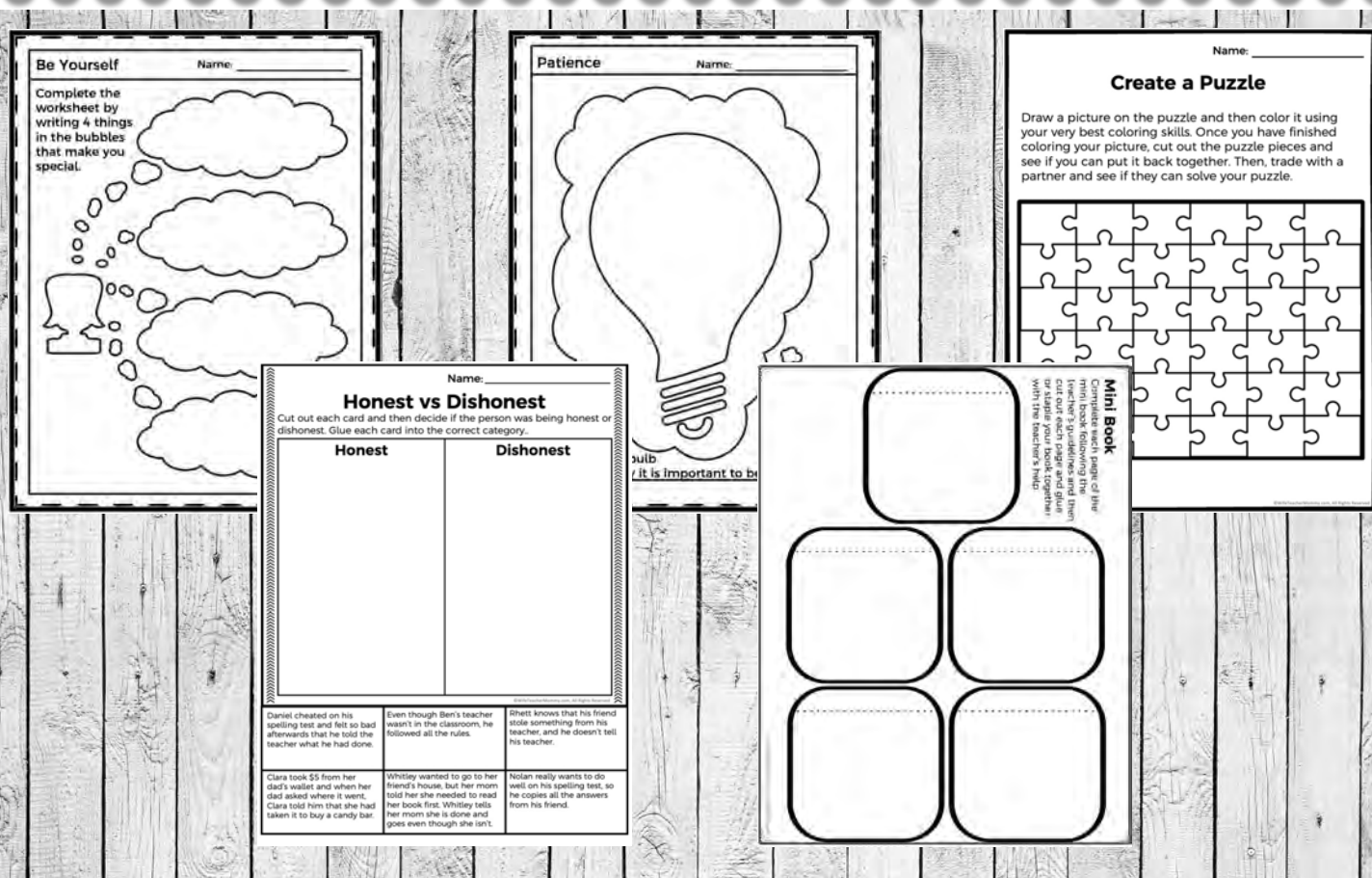
- Friday: Activity

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

Notes:

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

Meaningful Student Activity Pages to Keep Students Engaged All Yearlong



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

Activities That Will Transform Your Students Social Emotional Learning

Name: _____

Colors & Emotions

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

	Red
	Orange
	Green

Name: _____

Emotions

	Happy
	Nervous
	Proud

Name: _____

Managing Your Emotions

--	--

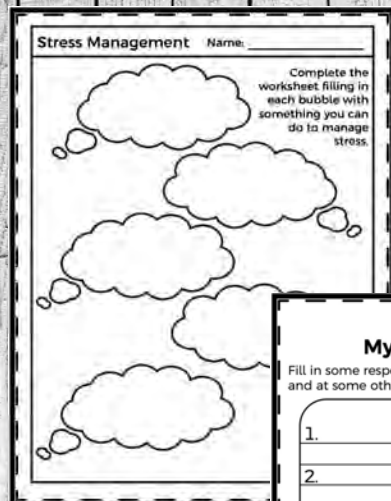
Name: _____

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

Focused Student Activity Pages to Teach Over 30 Social Emotional Concepts

Stress Management Name: _____

Complete the worksheet filling in each bubble with something you can do to manage stress.



My Phone

Today I can _____

What is your goal? _____

My goal is to be able to _____

How are you going to reach your goal? _____

Setting Goals Graphic Organizer Name: _____

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

Other Places

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My Responsibilities Name: _____

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 **At School**

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

Other Places

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Responsibility Scoot Name: _____

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

Easy to Follow Weekly Lesson Plans to Save You Time

Self Management Lesson Setting Personal Goals

You will need:

- Video Clip - [Setting Goals for Kids](#)
- Setting Goals Graphic Organizer page (one per student)
- Cell Phone Writing (one per student)
- Vision Board (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
 - Show the video clip - [Setting Goals](#)
 - Then ask the students, "Why is it important to set goals?"
 - "What are some goals you have?"
- Tuesday: Day 1- Writing Activity
 - Start the day off by brainstorming personal goals you have for your set goals.
 - Pass out the Setting Goals Graphic Organizer page to each student. Have students brainstorm some ideas. Then students pair share their ideas.

Notes:

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 - [Consequences](#)
 - Then ask the students, "What are the consequences of making poor decisions?" Have them pair share.
 - Have a discussion about positive and negative consequences.
- Tuesday: Day 1- Writing Activity
 - Have a class discussion about a decision you have had to make. Evaluate the results. Was it a positive result or a negative result?

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. 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.

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 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:

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

Note to Educator

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

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

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

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

VIEW

If you don't already have an Amazon.com account, you can create one here: https://www.amazon.com/gp/create-account?pf_rd_p=81100000-0000-4b3e-b000-000000000000

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

Rest easy now! ☺

- Team Wife Teacher Mommy

- Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

Self Awareness	<ol style="list-style-type: none">1. Be Yourself2. Patience3. Honesty4. Integrity5. Positive Self Talk6. Identifying Your Emotions
Self Management	<ol style="list-style-type: none">1. Managing Your Emotions2. Stress Management3. Following the Rules4. Setting Personal Goals5. Responsibility6. Manners
Responsible Decision Making	<ol style="list-style-type: none">1. Choices (Good, Better, Best)2. Identifying the Problem3. Identify Solutions4. Evaluate the Results5. Prioritizing6. Stranger Danger

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36 Weeks of Social Emotional Learning Outline

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

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<p>Relationship Skills</p>	<ol style="list-style-type: none"> 1. Communication 2. Developing Good Relationships 3. Practicing Teamwork 4. Leadership 5. Conflict Resolution 6. Offering Support When Needed
<p>Review</p>	<ol style="list-style-type: none"> 1. Recognizing Strengths in Others 2. Resolving Differences 3. Empathy & Compassion 4. Showing Consideration for Others 5. Gratitude 6. Contributing to the Well-being of the whole

Weekly Lesson Plan Outline/Overview

REVIEW

You will need:

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

Instructions:

- Monday: Video or Read a book and have a class discussion from Discussion Questions.

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:

WIM

Self
Awareness

V **P**
A **L**

Picture Books to Teach Self Awareness



- I Can't Tell Myself I'm Really Me (Be Yourself)
- Waiting for the Moon by Mo Williams (Patience)
- Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
- The Monster at the End of This Book by Peter Dinklage (Honesty)
- Bear, Pants, and the Neighborhood by David McGroarty (Respect)
- Lying (The No Lying Book) by Tiny Tim by Laura Rascaroli (Consequences)
- How to Giggle by David McKee (Donkey on the Back by How to Giggle)
- Blinking by Karen Beaumont (Be Yourself)
- 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 - Worried)
- The Sandwich Swap by Rameen 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 Joy Kune (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. Eamhardt (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)

- # R
- Wait! I Can't Dance by Sheryl Crow (Youself)
 - Lilly's Last Purple Purse by Mo Williams (Purse)
 - October Horse by Kevin Henkes (Integrating)
 - The Year of the Dog by Gail Gibson (Dog)
 - The Year of the Frog by Tina Lee by Laura R. King (Sequences)
 - Lyle, Lyle, Crocodile by Jane Yolen (Monkey or Croc)
 - How We Got Our Piggles by David Shannon (Pig)
 - Blinko by Karen Beaumont (You Yourself)
 - Thelma the Unicorn by Aaron Blabey (Be Yourself)
 - Wemberly Worried by Kevin Henkes (Emotions - Worry)
 - The Sandwich Swap by Rensha Abdulhalim (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 Curly. 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 Peter H. Reynolds (Integrity)
 - Giraffe Problems by Jory John (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&M's Packages (one per student)

Instructions:

- Monday: Video Clip
 - Show the video clip "[Self Esteem](#)".
 - Explain to students, "We are going to have the things we like about ourselves." We are going to share them.
 - Ask the kids, "What do you like about yourselves? What are some things I like about myself?"
- Tuesday: Write About It! Activity
Brainstorming worksheet.
Make the students complete the first brainstorming sheet. Give each student four themselves. Have them write down their own swap in their words. Remind them to check back for

about it. But if they are about themselves.

That they are about. They can give one to each other.

Catch

Name _____

Date _____

Self Awareness Lesson

Be Yourself

Instructions:

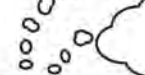
- **Wednesday: Writing Activity**
 - Have students pull out their brainstorming page and review it with a partner. Then they can choose one of the things they like about themselves to write about on their final publishing page. Remind students to use their best handwriting.
- **Thursday: Art Activity - 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.

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Be Yourself Name: _____

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

REVI




REVIEW

Be Yourself

NAME: _____

REVIEW



©2013 by Linda Ward Beech, Scholastic Teaching Resources

Be Yourself

Name: _____

V F



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Magnificent Me

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

Self Awareness Lesson

Patience

VIEW

You will need:

- Video Clip - [Patience](#)
- Brainstorming Worksheet (one per student)
- Patience Writing Paper (one per student)
- Puzzle Template (one per student)
- Pens 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 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:

Patience

Name: _____

REVIEW



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

[illegible]

Patience

Name: _____

V P

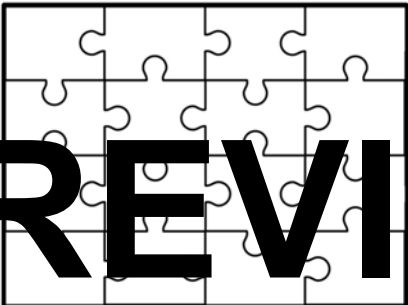
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REVIEW

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.



REVIEW

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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.



The image shows a 5x5 grid of puzzle pieces. The word "EVIEW" is written across the middle of the grid in large, bold, black letters. The letters are positioned as follows: 'E' spans the first two rows, 'V' spans the second and third rows, 'I' spans the third and fourth rows, and 'E' spans the fourth and fifth rows. The puzzle pieces are white with black outlines, and the letters are black.

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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)
- Blank white poster paper (one per student)
- Honest vs Dishonest Sort (one per student)
- Crayons or Colored Pencils

Instructions:

Vidday: Video Clip.

- Show the video clip - [Honesty](#), then ask the students, "Is always easy to tell the truth?" Have the students pair the ideas they have with a partner.
- "When is it hard to tell the truth?" Have the students pair the ideas they have with a partner.
- "Why is it important to tell the truth?" Have the student 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: _____

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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. They will place the cards in the category that they think is right. Each card also has the

Notes:

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Honesty Name: _____

Write down whether you think it is better to tell the truth or to lie. Write down whether you think it is better to tell the truth or to lie. Write down whether you think it is better to tell the truth or to lie.

REVIEW

Name: _____
Honesty

V F

REVI

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
<p>Clara took 30 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.</p>	<p>Ben's teacher told him to read the rules and he doesn't tell her.</p>
<p>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.</p>	<p>Nolan really wants to do well on his spelling test, so he copies all the answers from his friend.</p>

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 be 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 looks like to have integrity. For example, having integrity looks the right thing even when no one is watching.
 - Pass out the Integrity writing page to each student and let 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

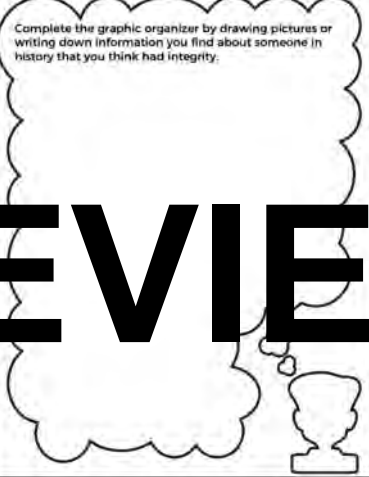
- Thursday: Day 1-Integrity Flipbook
 - Pass out the flipbook pages and have students cut out and assemble the flipbook before they start working on each page.
 - The pages should go in order from smallest on top to biggest on bottom and stapled or glued at the top. Be sure to model how to assemble the 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.

REVIEW

Notes:

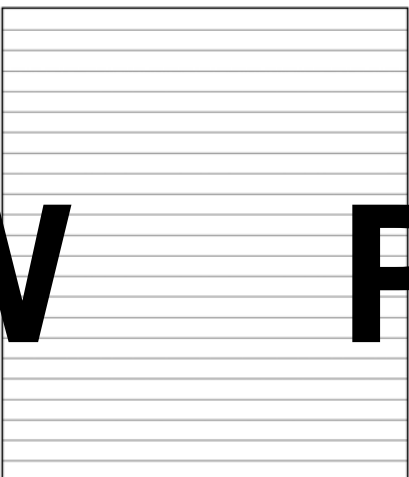
Integrity Name: _____

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



All About Integrity

By: _____



What is integrity?

Why should we have integrity?

What are some ways we can show integrity?

How do you feel when you show integrity?

When have you shown integrity?

Self Awareness Lesson

Positive Self Talk

You will need:

- 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 have we learned from this video?"
- Then have the students write down a positive affirmation they have and how it makes them feel.

Tuesday: Day 2- Writing Activity

- Self Affirmation: Have the students write down a positive affirmation they have and how it makes them feel.
- Show the video clip - [Jessica's Daily Affirmations](#)
- Have the students write down a positive affirmation they have and how it makes them feel.

Notes: _____

Self Awareness Lesson

Positive Self Talk

- Wednesday: Day 2-Writing Activity
 - Review what a self affirmation is and then explain to the class that they are going to be creating their own self affirmations.
 - Pass out the Affirmation Star worksheet and model for the students where to write their affirmations.

- Thursday: Art Activity - Mini Book
 - Students will create a mini book all about how wonderful they are! Each page will focus on a different aspect!
 - Cover: Students will draw a picture of themselves and color it using their best coloring skills. They will also choose a title.
 - Page 1: Something they like about the way they look.
 - Page 2: Something they like about their personality.
 - Page 3: Something they like about how they treat others.
 - Page 4: Something else they like about themselves.
 - Page 5: A positive affirmation.

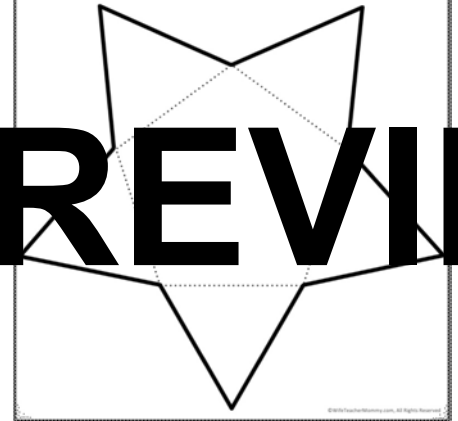
- Friday: Activity - Change Your Thoughts Sort
 - Explain to the class that it is very important for them to talk positively to themselves. Explain that sometimes it is hard to talk positively to ourselves, but that it is very important to change the things we say. Pass out the Change Your Thoughts Sort. Model for the class how to complete the worksheet.

Notes: _____

Name: _____

Affirmation Star

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



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!
	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)
- Colors and Emotions Worksheet (one per student)
- Watercolor Paints
- 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

Notes: _____

Self Awareness Lesson

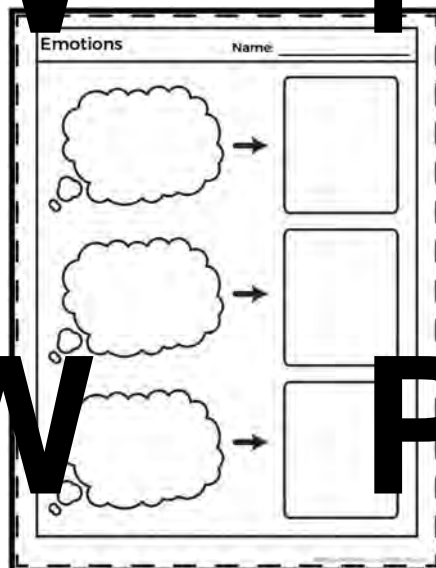
Identifying Your Emotions

- 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 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.

Notes: _____

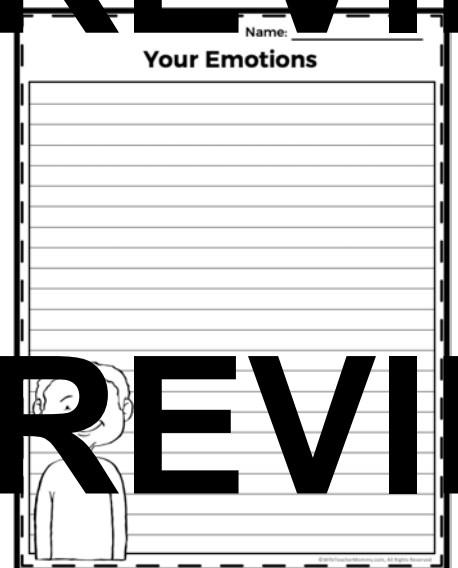
Emotions

Name: _____



Name: _____

Your Emotions



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 Peter 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)
- Sorry, I'm Finding Calm by You and I (Mindfulness)
- No David! by David Shannon (Following Rules)
- No Fits, Nilson! by Rachael Giora (Following Rules)
- I'm Lemony by Lemony Snicket (Mindfulness)
- Take the Time by David Fingers (Mindfulness)
- We Don't Eat Our Food by Ryan Higgins (Self Management)
- I Have Ants in My Pants by Julia Cook (Self Management)
- I'm a Monster by Erika Christensen and Guadalupe Garcia (Self 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.whydo we lose control of our emotions?)
- 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.whydo we lose control of our emotions?)
 - 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 have the class that you are going to brainstorm appropriate actions that you can do when you are feeling certain emotions. Do this for 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

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 of a time when they were upset. Have them think about what they were feeling and how they acted. Have them share with a partner. Have them tell the class that you are going to teach them how to manage emotions before they act by showing them the 5 Finger Stop.
 - Tell the students that you can use your fingers to help you think about what you can do when you are feeling certain emotions. Have them hold up their hand 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:

When I Feel... Brainstorming

Scared	
Happy	
Confused	
Sad	
Silly	
Grumpy	

Managing Your Emotions



Managing Your Emotions




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. They are going to draw their picture, they need to label all the rules that are being followed (5- total).

Friday: Rules Charades

...the... into two... Each... ident...
opport... to act out... the... st foll...
anything... rest of the... ss will... o que...
which rule it is...

Notes:

Rules _____ Name: _____

W F

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

Name: _____

Following The Rules

REVI

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You will ne

- Vision Clip (or using Google for Kids)
- Learning Goals (which can be a organizer page)
- Cell Phone Writing (or a paper for students)
- Vision Board (or a poster for students)

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 I- 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 a goal)
 - 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

Instructions:

- Wednesday: Day 2 Writing Activity**
 - Hand out the My Goal worksheet to each student and let them pull out their brainstorming page from yesterday. They review their goals with a partner and then choose one goal to write about. The cell phone is a visual aid.
- Thursday: Art Activity – Create a Vision Board**
 - For this activity, your students will create a vision board. A 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 create 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 an item on the list.

Notes:

Setting Goals Graphic Organizer

REVIEW

Goals at Home

--

Goals at Other Places

--

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	

The illustration shows a smartphone screen with a text conversation. The messages are as follows:

- Person 1: Today I can
- Person 2: What is your goal?
- Person 1: My goal is to be able to
- Person 2: How are you going to reach your goal?
- Person 1: I will
- Person 2: When do you want to reach your goal?
- Person 1: I plan to reach my goal

_____ 's Visio
rd

REVIEW

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

Monday: Video Clip

- Show the video clip - [Responsibility](#) to the students. What are some things that you are responsible for? What are some things that you are not responsible for?
- Tuesday: Day 2 - Writing Activity (Brainstorming)
 - Hand out the Responsibility Writing Page and discuss the importance of responsibilities you have at school and at home.
 - "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.

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

Other Places

Responsibility

Name: _____

My Daily Checklist

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

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

Responsibility Scoot

Name: _____

Read the 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 could do to be responsible.

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

Responsibility Scoot

Name: _____

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. yes =	12. yes =	13. no = explanation	14. yes =	15. yes =

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 friend. Is that responsible?

8. Parker walks quietly in the hallway. 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:

- # REVIEW

Notes

Self Management Lesson

Instruction

- # WML
- **Wednesday: Art and Manners Matching Game**
 - Each student will be given a card to match with a partner with the same theme.
 - Each card so that they are all ready to put down 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 it is no match, the player will turn them back over and the next person will take their turn.

Notes:

Name: _____

Manners

Picture Books to Teach Responsible Decision Making

- What Should Danny Do? by Adir Levy
- What Should Danny Do? School Day by Adir Levy
- What Should Daria Do? by Adir Levy
- My Magical Choices by Becky Cummings
- A Chair For My Mother by Vera B. Williams
- Children Make Plans and 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 Conn
- Don't Squeal Unless It's A Big Deal by Jeanie Franz Ransom
- Don't Push the Button by Peter Brown
- 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
- Do Dinosaurs Do Homework? by Jane Yolen
- Pout by Michael Gelfand
- The Naps I Take by Michael Gelfand
- Don't Go To School by Christine Meltzer
- The Change by Christine Meltzer
- Talk to Sissie by Irma Joyce Smith
- I Don't Get Along by Bryce Smith

Identifying the Problem

NAME: _____

REVIEW

Name: _____

Problems Happen Comic Strip

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

[illegible]

Responsible Decision-Making Lesson

Evaluating the Results

Instruction

- Wednesday: Day 2- Writing Activity
Review worksheet class and set a response then evaluate the results. Writing pages each student and ask the students to write a problem they have a choice they had to make and then write the results and if they were the results were hoping for. Call on students to share their ideas and the class to give active when 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.


Notes:

Name: _____

Evaluate the Results

V

F




A cartoon illustration of a young boy with curly hair, wearing a t-shirt, standing with his hand on his chin in a thinking pose.

Evaluate the Results

Name: _____

REVI

Lined area for writing.



REVI

Name: _____

Results Matching Cards

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

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

Evaluating the Result Worksheet

Name: _____

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 shoved a kid while I was playing soccer.	Then

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Responsible Decision-Making Lesson

Identify Solutions

You will need:

- Video Clip - [Cripple 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
 - Show the video clip - [Cripple the Pig](#)
 - Lead a class discussion about the solutions that Ormie tried in the video.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Give students 5 minutes to write down all the solutions they can think of that we are going to use to help them from their brain storm as well as possible solutions that we have already used.

Notes _____

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 have students cut it out and assemble the flipbook. Give them the bottom and top pages and at the top, the bottom and top pages. They will be able to assemble them and have them ready for your students.
- Wednesday: Internet Safety Flipbook
 - Who should I share my passwords 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 each student color and design three bookmarks to serve as constant reminders of Internet safety.
 - 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:

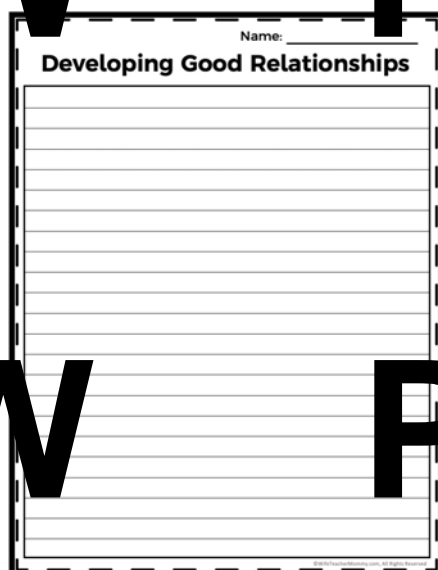
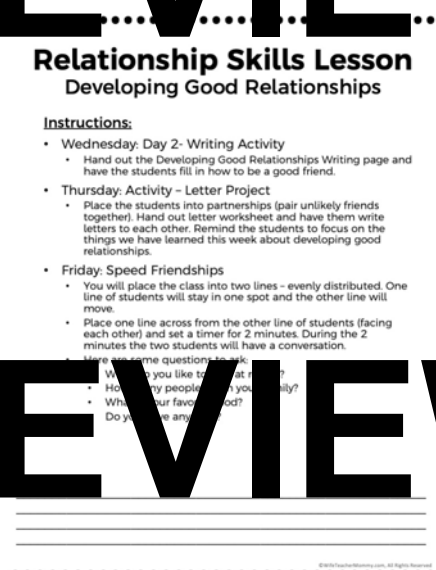
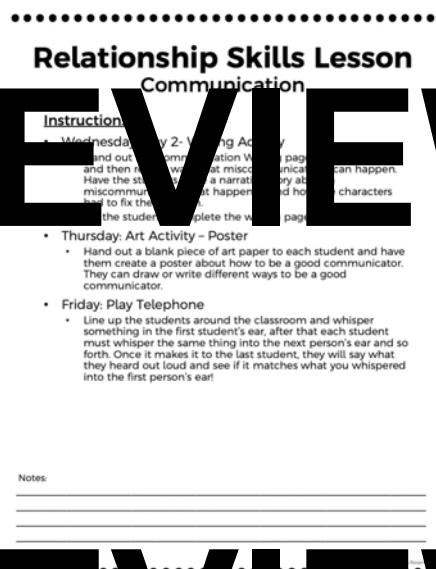
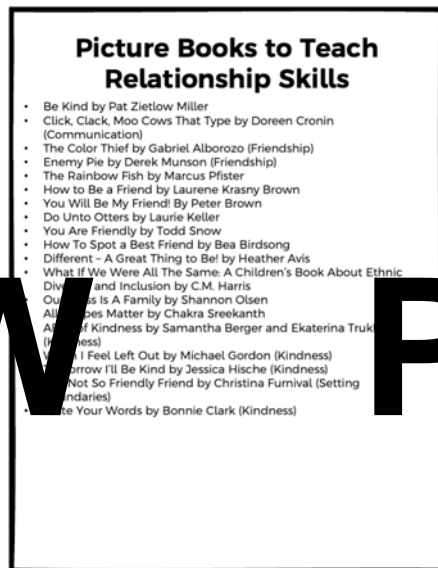
How can I stay safe online?

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...



[illegible][illegible][illegible]

Name: _____

Design a Team Player

Design a character for your team. Write your character's name on the back.

After you color it, cut out and write your name on the back.

VIEW

Teacher

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.

(The page contains a large dashed rectangular box for drawing and coloring.)

W **F**

@WifeTeacherMommy.com, All Rights Reserved

Name: _____

Design a Team Jersey

and color it for your team.

REVIEW



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[illegible]

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[illegible]

NAME: _____

Fantastic Friend

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


EVIEW

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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.



Team Members: _____

Social Awareness Lesson

Respecting Differences

You will need:

- Video Clip - [Recognizing and Celebrating Differences](#)
- Respecting Differences Writing page (one per student)
- Blank White Art Paper (one per student)
- Paints to match various skin tones
- Music from different cultures

Instructions:

- Monday: Video Clip

REVIEW!

Notes _____

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[illegible]

Name: _____

Respecting Differences

V F

Social Awareness Lesson

Empathy & Compassion

REVIEW

You will need:

- Video Clip ([Compassion for Kids](#))
- Empathy and Compassion Worksheet (one per student)
- Empathy and Compassion Writing paper (one per student)
- Copies of Feelings 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 means
 - Hand out the Compassion Questions worksheet and have the 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.

E
V

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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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[illegible]

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**
 - Hand out the school's Thank You cards to each student and have them give their Thank You cards to the staff member they are grateful for.

Notes:

Name: _____

Gratitude

Name: _____

Gratitude

V R

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:

- # REV

Notes

Social Awareness Lesson

Contributing to the Well-Being of the

Instruction:

- **Wednesday: Play 2-3 Rounds of Writing Acrostics**
and out of the bag. The Writing Acrostics game to have them think of a character's traits and use those to have them.
- **Thursday: Practice Creativity**
and out at a card to a student. The class that they need to write a word on either 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 their own order on the card for their team.

Notes:

Name: _____

Team Player

Name:

Team Player

V
R

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.

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Being yourself is important because

Having patience means

REVI

























...important ... and ... intensity become

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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.	