

5th Grade

Social Emotional Learning



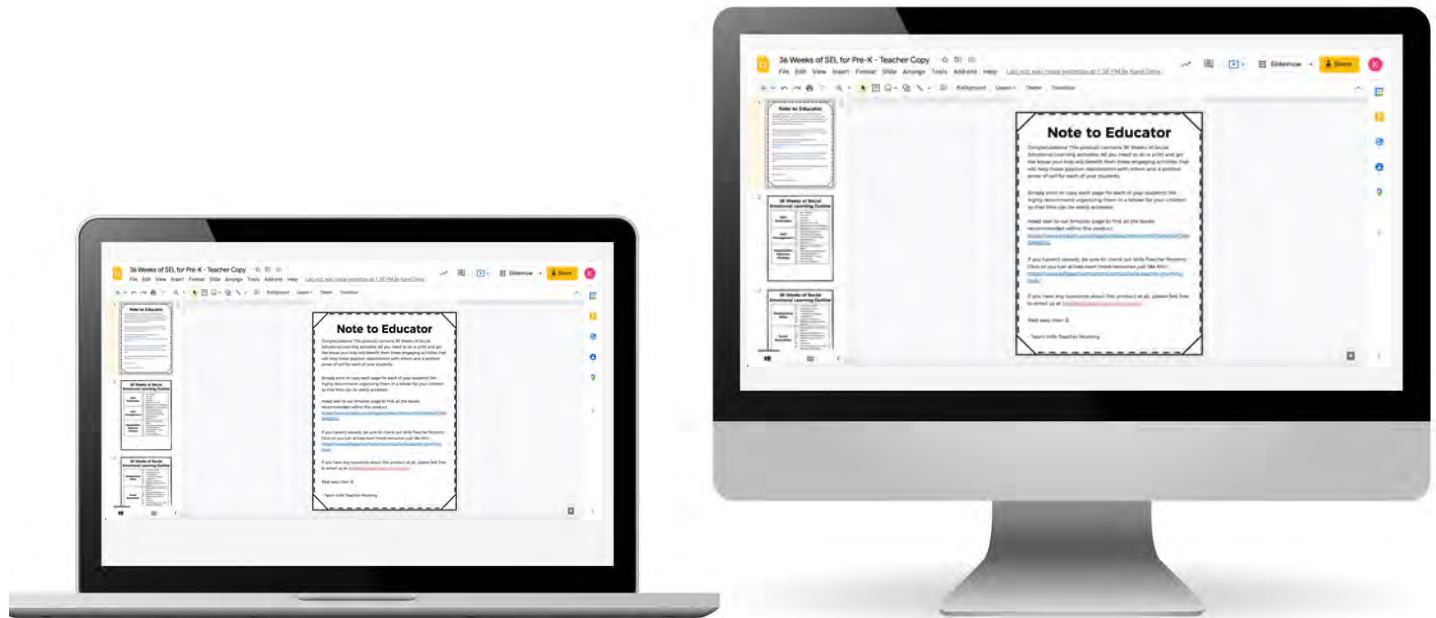
36 weeks!

Fully Responsive! Use on any device.



These activity pages can be used in the digital format on any deviceTM using Google Slides ! No printing required- you can assign the pages digitally. Google Slides even has a mobile app for some devices.

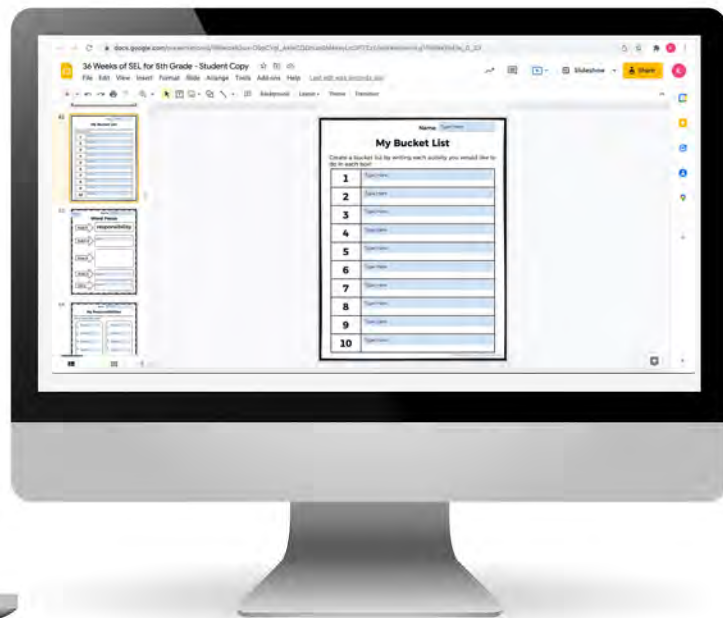
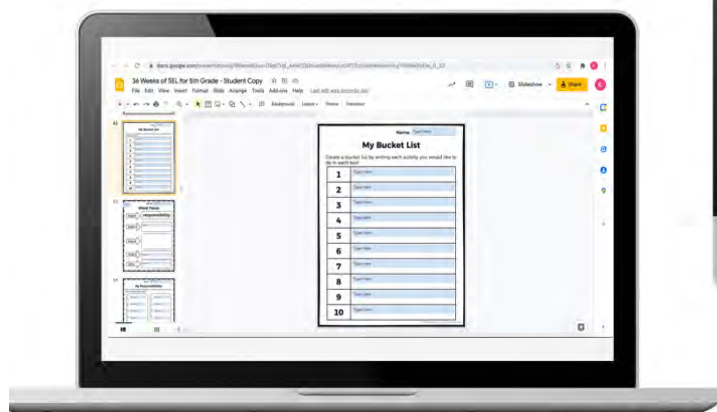
Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



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

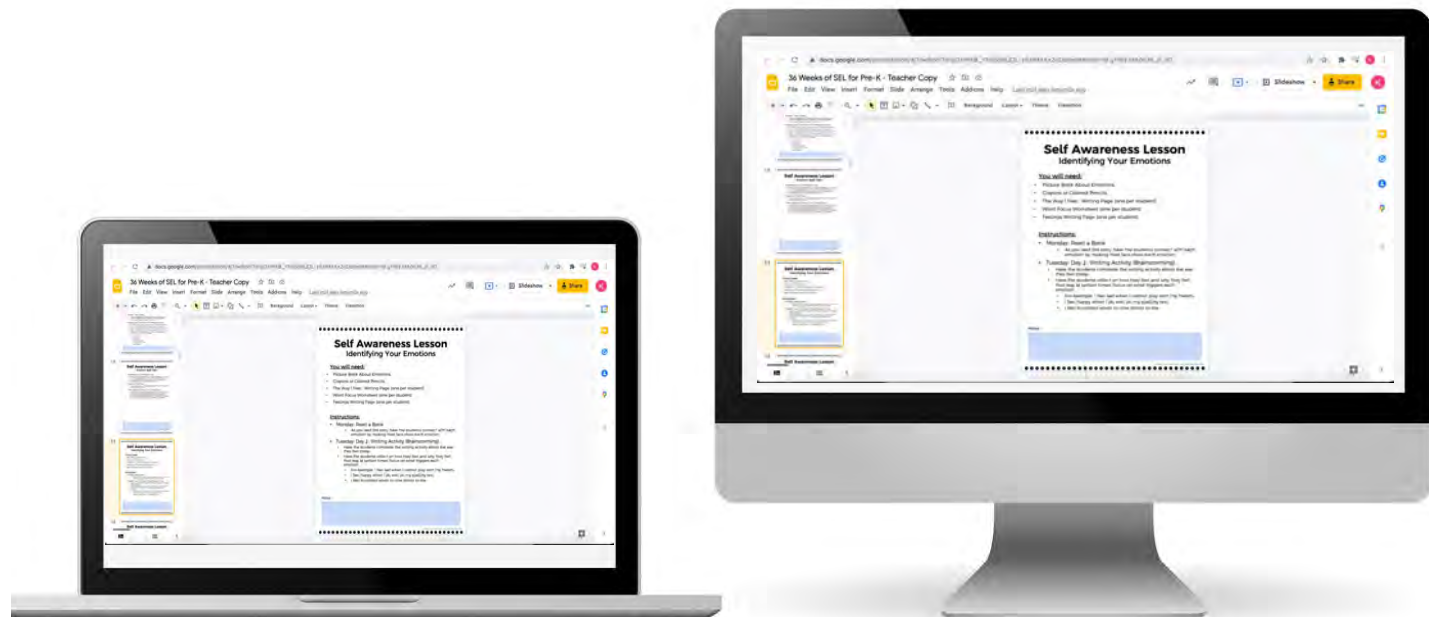
You can scroll through all the practice pages & get an overview on the left side panel



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!

WWW.WIFETEACHERMOMMY.COM

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.

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Note to Educator

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

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

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

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

If you don't already have a social media account, we recommend you create one so you can access more resources just like this! <https://www.wifeteachermommy.com>

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

Rest easy now! ☺

- Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

Self Awareness

1. Be Yourself
2. Patience
3. Honesty
4. Integrity
5. Positive Self Talk
6. Identifying Your Emotions

Self Management

1. Managing Your Emotions
2. Stress Management
3. Following the Rules
4. Setting Personal Goals
5. Responsibility
6. Manners

Responsible Decision Making

1. Choices (Good, Better, Best)
2. Identifying the Problem
3. Identify Solutions
4. Evaluate the Results
5. Prioritizing
6. Stranger Danger

36 Weeks of Social Emotional Learning Outline

Relationship Skills

1. Communication
2. Developing Good Relationships
3. Practicing Teamwork
4. Leadership
5. Conflict Resolution
6. Offering Support When Needed

Social Awareness

1. Recognizing Strengths in Others
2. Respecting Differences
3. Empathy & Compassion
4. Showing Consideration for Others
5. Gratitude
6. Contributing to the Well-being of the whole

Review

1. Self Awareness
2. Self Management
3. Responsible Decision Making
4. Relationship Skills
5. Social Awareness
6. Self Reflection

Weekly Lesson Plan Outline/Overview

You will need:

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

Instructions:

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

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

Tuesday: Writing Activity (Brainstorming)

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

Wednesday: Writing Activity

Each Wednesday, your students will complete a writing activity.

Thursday: Art Activity

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

Friday: Activity

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

Notes:

Self Awareness

Picture Books to Teach Self Awareness

- Waiting for Not by Mo Willems (Patience)
- Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
- The Monster at the End of the Book by Grolier (Honesty)
- The Daylight Marriage by Laura Rabinson (Empathy)
- How to Succeed in School by David Shannon (Be Yourself)
- A Bad Case of the Stripes by David Shannon (Be Yourself)
- I Like Myself by Karen Beaumont (Be Yourself)
- 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](#)
- Word Focus Worksheet (one per student)
- 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" to students. Ask them to share the things they like about themselves. Have them share the things they like about themselves. Hand out the Word Focus Worksheet and have students complete the activity. Have them share the things they like about themselves. Hand out the Word Focus Worksheet and have students complete the activity. Have them share the things they like about themselves. Hand out the Word Focus Worksheet and have students complete the activity.
- Tuesday: Writing Activity (Brainstorming) - Have the students brainstorm about four things they like about themselves. Have them share the things they like about themselves. Hand out the Word Focus Worksheet and have students complete the activity. Remind them to check for capitalization, punctuation, etc.

Self Awareness Lesson Be Yourself

Instructions:

- Wednesday: Writing Activity - Have students pull out their brainstorming page and review it with a partner. Then they can choose one of the things they like about themselves to write about on their final publishing page. Remind students to use their best handwriting.
- Thursday: Art Activity - Self Portrait - Pass out a blank piece of art paper and explain to the class that they will be drawing a picture of themselves. Model drawing a picture of a face so that they are familiar with the process. Pass around a mirror so that each student can look at themselves in the mirror.
- Friday: M&M Activity - Magnificent Me - Pass out a mini package of M&M's to each student. Display the color code on the board for everyone to see and explain what each color represents. Put each student into a partnership and then have them pull out one M&M at a time and tell their partner the information about themselves. Once they share the information, they can eat that M&M.

Name: _____

Word Focus

Read it!	self esteem
Define it!	
Draw it!	
Write it!	
Use it!	

Be Yourself Name: _____

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

Be Yourself Name: _____

Be Yourself Name: _____

Magnificent Me

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

Self Awareness Lesson
Patience

You will need:

- Video Clip - [Patience](#)
- Word Focus Worksheet (one per student)
- Tightbulb Brainstorming Worksheet (one per student)
- Patience Writing Page (one per student)
- Puzzle Template (one per student)
- Crayons 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.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.
- 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

Notes: _____

Self Awareness Lesson
Patience

Instructions:

- Wednesday: Day 2-Writing Activity**
 - Have the students use the "Patience" writing activity when they need to be patient. Why is it important to be patient?
- Friday: Activity - Create a Puzzle**
 - Give the students the puzzle template and have them draw and color 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: _____

Word Focus Name: _____

patience

Read it!

Define it!

Draw it!

Write it!

Use it!

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Patience Name: _____

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

Patience Name: _____

Why should we have integrity?

What are some ways we can show integrity?

How do you feel when you show integrity?

How do you feel when you show integrity?

Self Awareness Lesson
Positive Self Talk

You will need:

- Video Clip - [Self Affirmations](#)
- Word Focus Worksheet (one per student)
- 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 can we learn from this video?" Have them pair share the ideas they have with a partner.
 - Then lead a class discussion about loving what we have and ourselves, and how important it is to always talk positively to ourselves.
- Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.
- Tuesday: Day 1-Writing Activity (Brainstorming)
 - Self Affirmations: the things you say or think about yourself.
 - Show the class the video clip [Jessica's Daily Affirmations](#).
 - Explain to the class that how we talk to ourselves is important.
 - Write a sentence starter on the whiteboard, "I am..." or "I can..."
 - Then model for the class how to create a self affirmation sentence. Here are some examples:
1. I am smart. 2. I am a good friend. 3. I love myself.

Notes:

Self Awareness Lesson
Positive Self Talk

Notes:

Name: _____

Word Focus

Read it! affirmation

Define it!

Draw it!

Write it!

Use it!

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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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Notes:

Mini Book

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

Name: _____

Change Your Thoughts

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

Things I Should Say	Things I Shouldn't Say
School is hard, but I am smart and can do whatever I set my mind to!	I will never get any better.
I am going to fail my math test.	I am dumb and school is stupid.
	I will work hard to practice my math so that I pass my math test.
	I am a bad friend.
	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)
- Your Emotions Writing Page (one per student)
- Word Focus Worksheet (one per student)
- Emotions Matching Game Cards (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday: Video Clip**
Show the video clip - [Emotions](#), then have the students identify each emotion she is feeling.
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
Have the students complete the writing activity about how they feel during certain times.
Have the students reflect on something they may say in 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: Word Focus**
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.
- **Friday: Emotions Matching Game**
 - Place the students in partnerships and pass out the emotion matching cards. Give the students instructions to play the model to see how to play.

Notes: _____

.....

Name: _____

Emotions

Name: _____

Your Emotions

Name: _____

Your Emotions

Name: _____

Word Focus

Read it! → identify

Define it! → _____

Draw it! → _____

Write it! → _____

Use it! → _____

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Emotion Matching Game

To play:

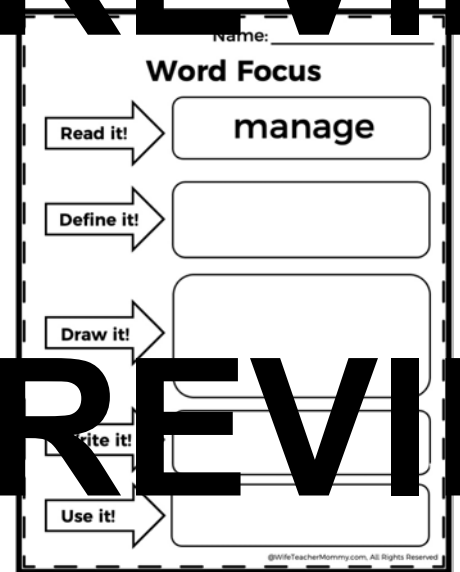
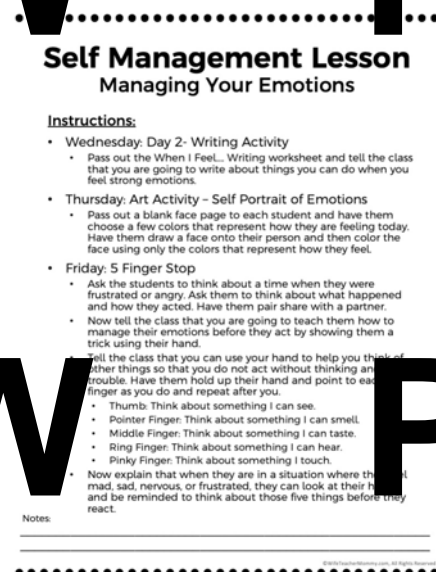
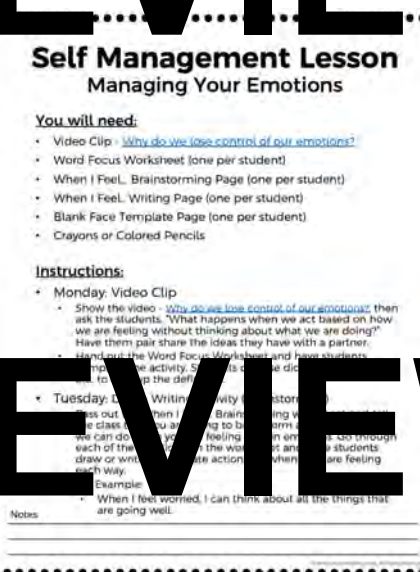
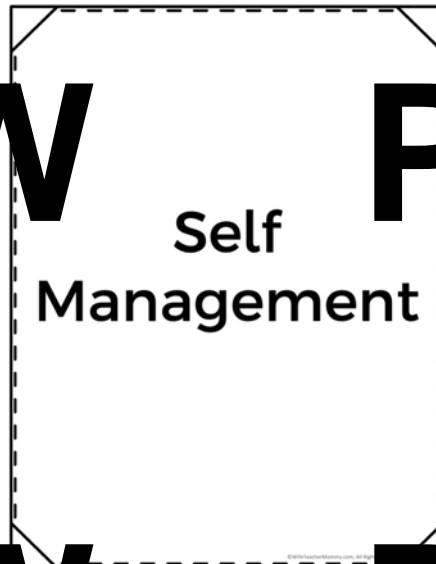
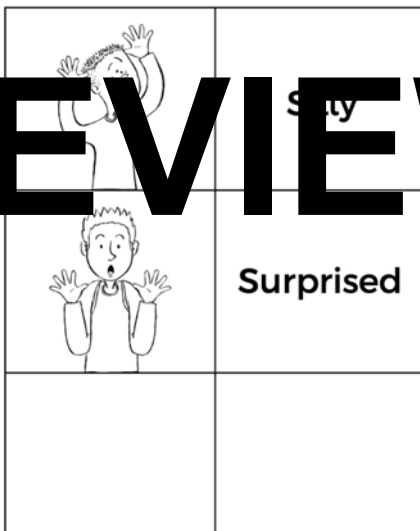
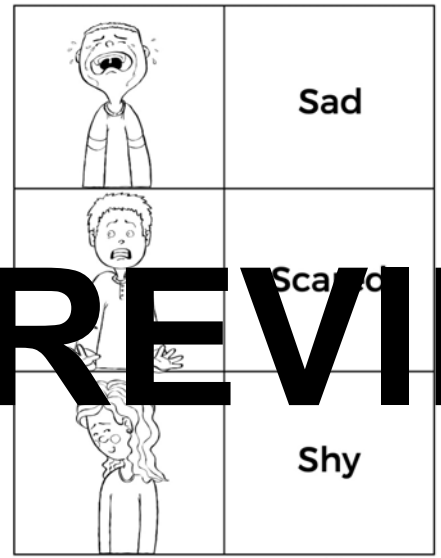
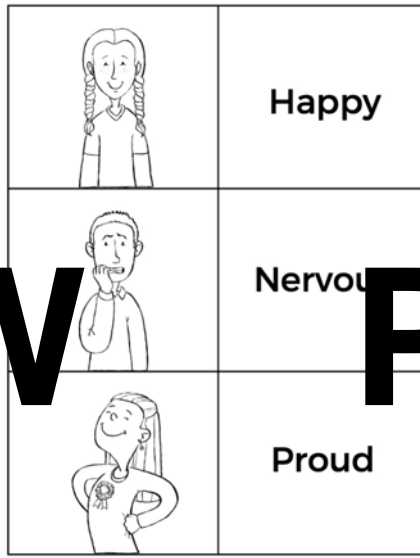
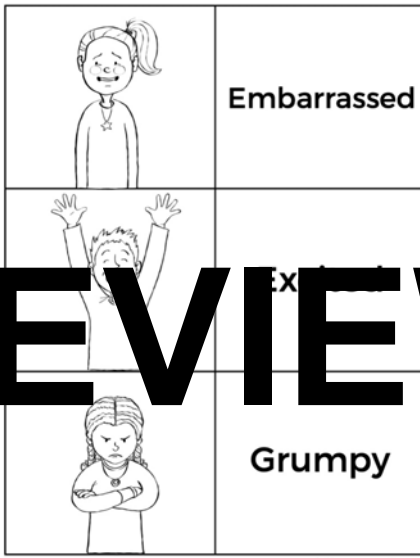
1. Cut out all the cards and place them face down.
2. Then the tallest player will turn over two cards, one at a time.
3. If the cards match, the player takes both cards and takes another turn.
4. If they do not match, the player will turn them back over and the next person will take their turn.

	Confused
	Angry
	Bored

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	Confused
	Curious
	Disappointed

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Name: _____

When I Feel... Brainstorming

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

Angry	
Nervous	
Scared	
Happy	
Confused	
Silly	
Grumpy	


Name: _____

Managing Your Emotions



Name: _____

Managing Your Emotions



Self Management Lesson Stress Management

You will need:

- Video Clip - [Stress Management for Kids](#)
- Word Focus Worksheet (one per student)
- Stress Writing Page (one per student)
- Stress Graphic Organizer (one per student)
- Crayons or Colored Pencils
- Calming Music or video clip [Breathing to Encourage Stress Relief](#)

Instructions:

- **Monday: Video Clip**
 - Show the video clip - [Stress Management for Kids](#). Then ask the students, "Does it tell you how you feel when you are stressed?"
 - Hand out the Word Focus Worksheet and have students write the definition of stress in their own words.
- **Tuesday: Day 2 - Writing Activity (instoring)**
 - Talk about what stress is and how it can affect them. Ask them to write about a time when they felt 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:

Self Management Lesson Stress Management

Instructions:

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

Notes:

Word Focus

Name: _____

stress

Read it! →

Define it! →

Write it! →

Use it! →

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Stress Management

Name: _____

Complete the worksheet by writing down something you can do to feel better when you are stressed.

Stress Management

Name: _____

Stress Management

Name: _____

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
- Word Focus Worksheet (one per student)

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 1 - Writing Activity**
 - Review the classroom rules and have each student write down 4 reasons why each rule is important.
 - Then pass out the Rules Brainstorming Worksheet and have students write down 4 reasons why each rule is important.

Notes:

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).
- **Friday: Word Focus**
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

Rules

Name: _____

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

Self Management Lesson Responsibility

You will need:

- Video Clip - [Responsibility](#)
- Word Focus Worksheet (one per student)
- 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 to the students. What are some things that you are responsible for at home and at school?
- Hand out the My Responsibilities Worksheet and have students complete the worksheet. They can discuss their answers with a partner.
- Day 1 Writing Activity: Have students write about one of their responsibilities at home and at school. For example: "One of my responsibilities at home is to walk our dog to the park every day."
- Then discuss the responsibilities the students have at home and at school. For example: "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 done and a good way to do that is by creating a checklist.
- Friday: Responsibility Scoot Activity
 - Pass out the Responsibility Scoot worksheet and point out the cards posted around the room. Model how to complete 1-2 questions on the scoot worksheet so that students are 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: _____

Word Focus

Read it!

responsibility

Define it!

Draw it!

Write it!

Use it!

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My Responsibilities

1. _____

2. _____

3. _____

4. _____

At Home

At School

1. _____

2. _____

3. _____

4. _____

Other Places

Responsibility

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

My Daily Checklist

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Responsibility Scoot

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

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

Responsibility Scoot

Move around the room and read each card, decide if the person on the card is being responsible. If they are being responsible, write the word "yes" in the box. If they are not being responsible, write the word "no" in the box and then explain what they could do in that situation to be responsible.

1 no = explanation	2 no = explanation	3 yes =	4 yes =	5 yes =
6 no = explanation	7 no = explanation	8 yes =	9 no = explanation	10 no = explanation
11 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 recess. Is that responsible?

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

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

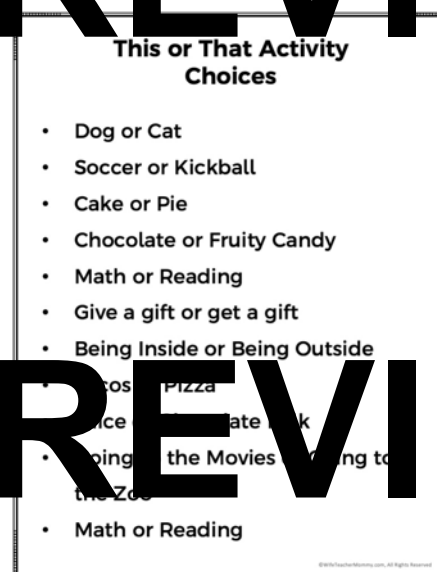
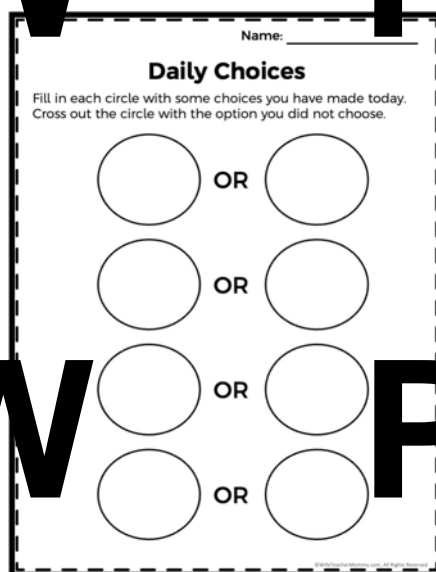
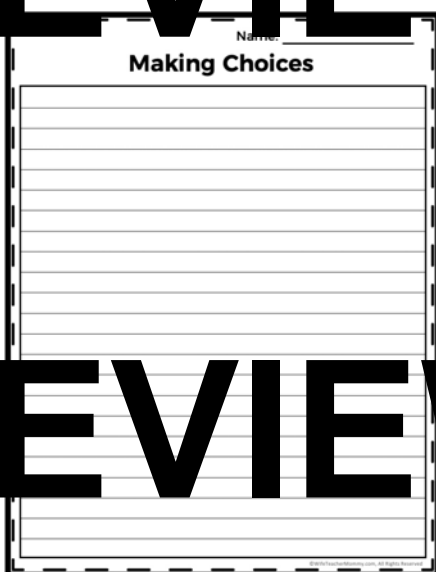
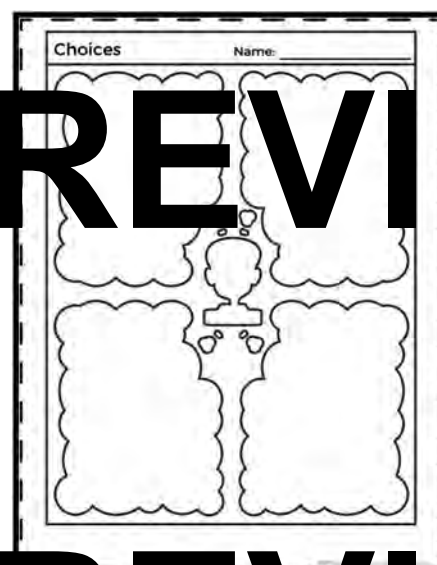
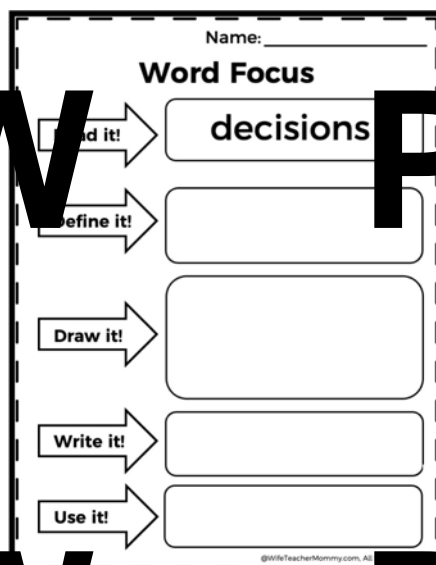
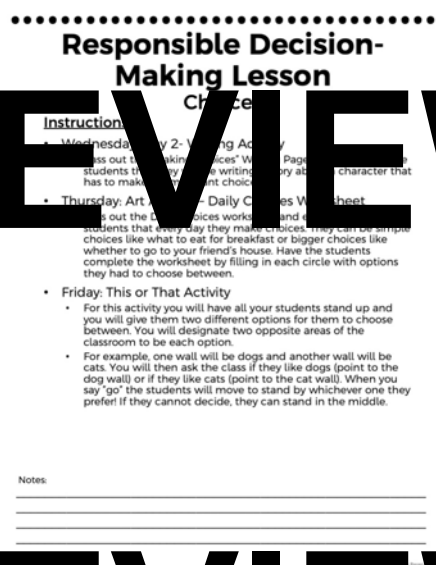
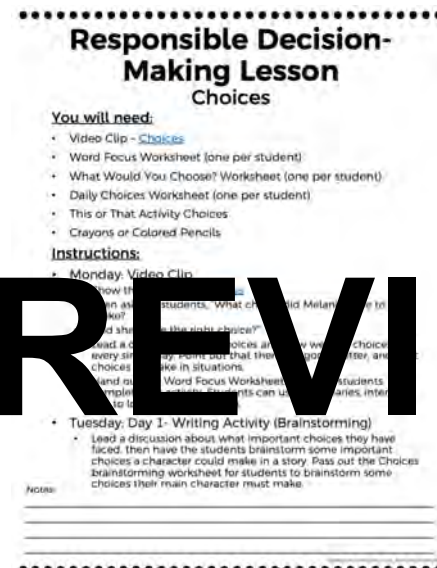
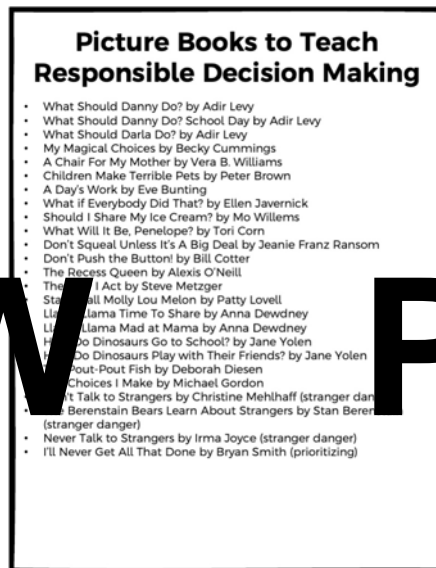
Figure 1: Schematic representation of the experimental design. The figure is divided into three panels: (a) Pretest, (b) Experiment 1, and (c) Experiment 2. Panel (a) shows a sequence of stimuli: a fixation cross, a target stimulus (a box with a red 'X'), and a response box with 'Yes' and 'No' buttons. Panel (b) shows a sequence of stimuli: a fixation cross, a target stimulus (a box with a red 'X'), and a response box with 'Yes' and 'No' buttons. Panel (c) shows a sequence of stimuli: a fixation cross, a target stimulus (a box with a red 'X'), and a response box with 'Yes' and 'No' buttons.

Name: _____

Word Focus

REVIEW

Read it!	etiquette
Describe it!	
Draw it!	
Write it!	
Use it!	



Responsible Decision-Making Lesson

Identifying the Problem

You will need:

- Video Clip - [Problems and Solutions](#)
- Word Focus Worksheet (one per student)
- 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](#)
 - Ask the students, "What have you had a problem with?"
 - Lead a discussion about the problem and how to solve it.
 - Hand out the Identifying the Problem Worksheet and have students brainstorm a possible problem for the main character in their narrative story to face. Then they will brainstorm 5 possible solutions.
- Tuesday: Day 1 Writing Activity (Instructions)
 - For example: your car wouldn't start, and you were going to be late for work.
 - Ask the class, "What was the problem?"
 - Ask, "What choices did I have?"
 - Have students pair share their ideas.
- Hand out the Identify the Problem worksheet and have students brainstorm a possible problem for the main character in their narrative story to face. Then they will brainstorm 5 possible solutions.

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 yesterday before.

Notes

Name: _____

Word Focus

Read it!

complication

Define it!

Draw it!

Write it!

Use it!

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Identify the Problem

Write the problem in the box below. Then write down three choices the person has in the box next to the problem.

What is the problem?

Identifying the Problem

Problems Happen Comic Strip

Complete the comic strip by drawing pictures to illustrate the problem.

Responsible Decision-Making Lesson

Evaluate the Results

You will need:

- Video Clip - [Consequences](#)
- Word Focus Worksheet (one per student)
- Evaluating the Results Writing Page (one per student)
- Evaluating the Results Worksheet (one per student)
- Results Matching Card (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
 - Show the video clip - [Consequences](#)
 - Then ask the students, "What did you learn about consequences?" Have them pair share the ideas they have with a partner.
 - Lead a discussion about the results and consequences.
- Tuesday: Word Focus Activity
 - Hand out the Word Focus Worksheet and have students complete the activity using the dictionary, internet, etc. to look up the definition.
- Wednesday: Day 2 Writing Activity (Instructions)
 - Lead a class discussion about a problem you had and a choice you had to make. Then have each student write down what they think the results of that decision would be.

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.

Name: _____

Word Focus

Read it!

outcome

Define it!

Draw it!

Write it!


Use it!

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Name: _____

Evaluate the Results

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Evaluate the Results

Name: _____

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Name: _____

Results Matching Cards

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

<p>I smacked my friend when he made me mad.</p>	<p>My friend went home and said he 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 pay to have it fixed.</p>
<p>I had a bad attitude when my friend made me mad.</p>	<p>I got in trouble for a while.</p>
<p>I pushed a girl in the lunchroom because she cut in line.</p>	<p>We were both sent to the principal's office and had to spend recess inside for a week.</p>

[illegible]

Responsible Decision-Making Lesson

Identify Solutions

You will need:

- Video Clip - [Ormmie the Pig](#)
- Word Focus Worksheet (one per student)
- 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 - [Ormmie the Pig](#)
 - Lead a class discussion about the solutions that Ormmie tried in the video.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Hand out the Identifying Solutions worksheet to each student. Tell the class that we are going to pretend that you cheated on a test. Have them brainstorm as a class possible solutions.

Notes:

Responsible Decision-Making Lesson

REVIEW

Instructions

- Monday: Hand out the "How Does It Feel?" Writing page and have students discuss the best solution for their problem that they came up with on Thursday (cheated on a test).
- Tuesday: Activity - Thumb Prints. Hand out a piece of paper and have students fold it in half 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

- Hand out the "How Does It Feel?" Writing page and have students complete it by writing about how you feel once you have thought of a good solution to a problem.

Notes:

NAME _____

Word Focus

Read it! **solution**

Define it!

Draw it!

Write it!

Use it!

REVIEW

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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.

<p style="font-size: 2em; font-weight: bold;">I cheated on a test, could...</p>	1. _____
<p style="font-size: 2em; font-weight: bold;">V F</p>	2. _____
<p style="font-size: 2em; font-weight: bold;">V F</p>	3. _____

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NAME: _____

Identifying Solutions

REVI

Name: _____

How should it feel?

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

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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)
- Crayons or Colored Pencils
- Word Focus Worksheet (one per student)

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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Responsible Decision-Making Lesson

Prioritizing

Instructions:

- **Wednesday: Day 2- Writing Activity**
 - Hand out the Prioritizing Writing page and have each student complete the writing page by identifying one thing that is their priority when they get home.
- **Thursday: Art Activity**
 - Hand out the My Priorities worksheet and have the students brainstorm 6 things they plan/need to do when they get home. Ask them to think about the most important thing to do and draw it in the box with the number 1. Then think about the next important thing and draw it in the box with the number 2. Continue this process until all the boxes are complete.
- **Friday: Word Focus**
 - Hand out the Word Focus Worksheet and have the students complete the activity. Students can use a dictionary or internet to look up the definition.

Notes: _____

.....

Name: _____

Prioritizing

What is the most important task? You should _____

Read the book for fun in the morning. _____

What is the most important task?

Do your homework

Set the table for dinner

Feed the cat

What is the most important task?

Go on a walk

Play a game

Do your chores

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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Name: _____

My Priorities

Draw a picture of the six things that you need to do when you _____

Write down what activity is on the lines.

1.	2.
3.	4.
5.	6.

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Name: _____

Word Focus

Read it!

prioritizing

Define it!

Draw it!

Write it!

Use it!

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Responsible Decision-Making Lesson

Internet Safety

You will need:

- Video Clip - [Internet Safety for Kids](#)
- Internet Safety Flipbook (one per student)
- Internet Safety Bookmark (one per student)
- Word Focus Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday: Video Clip**
 - Show the video clip - [Internet Safety for Kids](#)
 - Then ask the students, "What information should you not share online?" Lead a classroom discussion about internet safety.
- **Tuesday: Day 1- Internet Safety 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 make sure the books or have them already assembled for students.
 - **Internet Safety**
 - 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 create the first 3 pages.
 - Lead a discussion about each page prompt so that students understand what to do on each page.

Notes: _____

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Responsible Decision-Making Lesson

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 and Word Focus**
 - Lead a discussion about people your students can trust if they feel scared or uncomfortable.
 - Pass out the Safety Hand worksheet to each student
 - Have them write down 5 people they can go to if they feel scared or uncomfortable.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use a dictionary or internet to look up the definition.

Notes: _____

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Internet Safety

By: _____

Who should I share my passwords with?

What information should not be shared online?

REVIEW PREVIEW

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

How can I stay safe online?

REVIEW PREVIEW

Internet Safety Bookmarks

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

I can stay safe online by:

To stay safe online, I can:

REVIEW PREVIEW

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 should talk to _____.

Word Focus

Read it!

security

Define it!

Draw it!

Write it!

Use it!

Relationship Skills

REVIEW PREVIEW

Picture Books to Teach Relationship Skills

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different – A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity by C.M. Parris
- All Shapes Matter by Sherry A. Smith
- ABC's of Kindness by Saman Bergman and Ekemena Trukhan
- When I Feel Left Out by Michael Gordon
- Tomorrow I'll Be Kind by Monica Hirsch
- The Not So Friendly by Christy Hargrave
- Words by Anne 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
- Word Focus Worksheet (one per student)

Instructions:

- Monday: Video Clip
 - Show video clip - [Communication for Kids](#)
 - Then ask the students, "Why is communication important?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Choose a student to join you in front of the class and make having a conversation. Remember to:
 - Look at the speaker
 - Not interrupt
 - Wait for your turn to talk
 - Ask questions
 - Be kind
 - Discuss with the class some ways that miscommunications can happen and what we can do when they happen.

Notes:

Relationship Skills Lesson Communication

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Communication Writing page to each student and then review ways that miscommunications can happen. Have the students write a narrative story about a miscommunication that happened and how the characters had to fix the problem.
 - Let the students complete the writing page.
- Thursday: Art 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: Word Focus
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

Name: _____

Communication

Name: _____

Word Focus

Read it! → **communicate**

Define it! →

Draw it! →

Write it! →

Use it! →

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Relationship Skills Lesson Developing Good Relationships

You will need:

- Video Clip - [What Makes a Good Friend?](#)
- Developing Good Relationships Writing Page (one per student)
- Letter Project (one per student)
- Word Focus Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

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

Notes:

Relationship Skills Lesson Developing Good Relationships

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Developing Good Relationships Writing page and have the students fill in how to be a good friend.
- Thursday: Activity - Letter Project
 - Place the students into partnerships (pair unlikely friends together). Hand out the letter worksheet and have them write letters to each other. Remind the students to focus on the things we have learned this week about developing good relationships.
- Friday: Word Focus
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

Name: _____

Developing Good Relationships

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Name: _____

Relationship Skills Lesson Developing Good Relationships

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Name: _____

Word Focus

Read it! → **rapport**

Define it! →

Draw it! →

Write it! →

Use it! →

REVIEW

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Relationship Skills Lesson

Practicing Teamwork

You will need:

- Video Clip - [Teamwork](#)
- Word Focus Worksheet (one per student)
- 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](#)
Then ask the students, "Why is it important to work together as a team?" Have them pair share the ideas they have with a partner.
Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, etc. to look up the definition.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Discuss why teamwork is important and ways that we do teamwork as a team player. Make a list on the board.

Notes

Relationship Skills Lesson

Practicing Teamwork

Instructions:

- Wednesday: Day 2- Writing Activity
 - Pass out the Teamwork Writing page and have students explain why it is important to work with others.
- Thursday: Art Activity - Design a 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 "We work together!"

• Friday: Design a Team Jersey





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





Notes:





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Name: _____

Word Focus

Read it!    

Write it!    

Draw it!    

Use it!    

Name: _____

Practicing Teamwork

V F

Name: _____

Design a Team Player

and color your team player for our class team. Consider your player's color and write your name on the back.

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VIL

Name: _____

Design a Team Player

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

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Name: _____

Design a Team Jersey

Design and color a jersey for our class team.



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Relationship Skills Lesson

Conflict Resolution

You will need:

- Video Clip - [Conflict Resolution for Kids](#)
- Word Focus Worksheet (one per student)
- 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.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up words.

Tuesday: Writing Activity (Brainstorming)

- Give each student a card with a conflict resolution strategy.
- Share their cards with a partner.
- Complete the following questions:
 - Do you think the other person wants to talk when do you do so?
 - Do you think something completely different?

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REVIEW PREVIEW

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REVIEW PREVIEW

Name: _____


Kindness

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Lined writing area.

Heart Art

Write a note on your heart, then color it. After you color it, cut it out and save it to give to someone to spread kindness.



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Kindness Rainbow

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

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Social Awareness

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Picture Books to Teach Social Awareness

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! by Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by 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 by C. Morris
- Good and Beautiful by Shaquana Ose
- All Shapes Matter by Chakrabarti
- ABC's of Kindness by Samantha Berger and Ekaterina Trukhan
- When I Feel Left Out by Michael Gordon
- Tomorrow I'll Be Kind by Monica Hirsch and Linda Ward Beech

Social Awareness Lesson Recognizing Strengths in Others

You will need:

- Video Clip - [Recognizing Strengths](#)
- Friendship Writing page (one per student)
- Fantastic Friend Worksheet (one per student)
- Word Focus (one per student)
- Crayons and Colored Pencils

Instructions:

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

Notes:

Social Awareness Lesson Recognizing Strengths in Others

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the My Friend Writing page to each student and have them think of one of their friends. Tell them to think about the strengths their friend has and complete the writing page.
- Thursday: Art Activity - Draw a Picture of a Friend
 - Draw a picture of a friend and label 5 strengths they have on the lines around them.
- Friday: Word Focus
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

My Friend

Name: _____

Get a graphic organizer and draw a picture of your friend. Write down the things that make your friend special.

My Friend

Name: _____

Write down the things that make your friend special.

Fantastic Friend

Name: _____

Draw a picture of your friend. Write down the things that make your friend special.

Word Focus

Name: _____

Read it!

Define it!

Draw it!

Write it!

Use it!

generosity

Social Awareness Lesson Respecting Differences

You will need:

- Video Clip - [Recognizing and Celebrating Differences](#)
- Respecting Differences Writing page (one per student)
- Venn Diagram (one per student)
- Word Focus Worksheet (one per student)

Instructions:

- Monday: Video Clip
 - Show the video clip - [Recognizing and Celebrating Differences](#)
 - Then ask the students, "Why should we celebrate our differences?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about how everyone is different and that it's ok. Differences are what make each of us special. We can be different in the way we look, but also in the things we like and dislike, how we act, talk, etc.

Notes:

Social Awareness Lesson Respecting Differences

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Be Different Writing Page to each student and have them fill in the information about something that makes them special. After each student finishes, have them pair share with someone else who is finished to compare what makes them each special.
- Thursday: Venn Diagram
 - Hand out the Venn Diagram to each student and then have them compare themselves against one of their friends.
- Friday: Word Focus
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

REVIEW help with your little sister. How can you show him compassion?
 Your aunt is sick and could use help.
 Your friend got injured while help?

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REVIEW **PREVIEW**

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REVIEW PREVIEW

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

W E

Notes

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- **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 Someone**
 - 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: Word Focus**
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

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Gratitude

REVI

Word Focus

Read it!

Write it!

Draw it!

Write it!

Use it!

Video Clip - [Continuing](#)
 Team Player Writing Page (one per student)
 Crayons and Colored Pencils
 Recipe Card (one per student)
 Word Focus Worksheet (one per student)

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

Note

Social Awareness Lesson

Contributing to the Well-Being of the

REVIEW

Instructions

- **Monday:** Hand out the **Writing Prompt** and have students write about the characteristics of a good player in the game.
- **Tuesday:** Hand out the **Recipe Activity** and have students write a recipe for a dish that is healthy and easy to make. Each student should have a blank recipe card to each student and have them take it home and find a family recipe to add to the class's recipe book.
- **Friday:** Word Focus
 - Hand out the **Word Focus Worksheet** and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes:

VIL

Name _____

Team Player

[Lined writing area]

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[Lined writing area]

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[illegible]

Level _____

Name: _____

Word Focus

Read it! → contribution

Define it! →

Draw it! →

Write it! →

Use it! →

REVIEW

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Blank dashed box for review notes.

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Review Lesson Self Awareness

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Being yourself is important because

When it is hard to have patience you can

It is important to be honest and have integrity because

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel

.....

Review Lesson Self Management

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

One thing I can do to manage my emotions is

When I feel stressed, I can

Rules are important because

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can

My goal is to

I can show I am responsible and have manners by

.....

Review Lesson Responsible Decision Making

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- Monday: Review Choices
 - Lead a discussion about making choices. Then have each student complete the self reflection journal entry about making choices.
- Tuesday: Review Identifying the Problem and Solutions
 - Lead a discussion about the importance of identifying the problem and solutions. Then have each student complete the self reflection journal entry about solving problems.
- Wednesday: Review Evaluate the Results
 - Lead a discussion about the importance of evaluating the results of a choice you made. Then have each student complete the self reflection journal entry about evaluating results.
- Thursday: Review Prioritizing
 - Lead a discussion about prioritizing. Then have each student complete the self reflection journal entry about their priorities.
- Friday: Review Internet Safety
 - Lead a discussion about the importance of internet safety. Then have each student complete the self reflection journal entry about staying safe.

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

One choice I made today was

One way to solve a problem is

It is important to be responsible because

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

My priority today is

Review Lesson

Relationship Skills

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes _____

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

It is important to communicate with others because

_____ is a good

REVIEW

It is important to be a team player because

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Name: _____

Self Reflection Journal

1. Write the sentence about the concept with the word in the box.

2. Write how you would solve a conflict.

3. Write how you can support others by _____

4. _____

5. _____

6. _____

7. _____

8. _____

Review Lesson

Social Awareness

You will need:

- Reflection Journal Pages (one per student)

Instructions:

Monday: Review Recognizing Strengths in Others

- Lead a discussion about the recognizing the strengths in others. Then have each student complete the self reflection journal entry about a friend.

Tuesday: Review Respecting Differences

- Lead a discussion about the importance of respecting differences between two things. Then have each student complete the self reflection journal entry about respecting differences.

Wednesday: Review Empathy and Compassion

- Lead a discussion about the importance of showing compassion and empathy. Then have each student complete the self reflection journal entry about empathy and compassion.

Thursday: Review Showing Concerns for Others and Gratitude

- Lead a discussion about showing concern and gratitude. Then have each student complete the self reflection journal entry about showing concern for others and showing gratitude

Friday: Review Contributing to the Well-Being of the Whole

- Lead a discussion about the importance of contributing to the well-being of others. Then have each student complete the self reflection journal entry about the well being of others.

Notes:

Name: _____

Self Reflection Journal

the self is the concept we received by.

My friend is good at

REVI

Being different is

I can show empathy and compassion by

VIEW

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can show concern for others by

I can be a team player by

VIEW

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Review Lesson

Self Reflection

You will need:

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

Instructions:

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

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Review Lesson

Self Reflection

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

REVIEW

Notes _____

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel _____	because _____

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel _____	because _____

Name: _____

Self Reflection Drawing Activity

Complete the worksheet by drawing a picture in each box.

My Favorite Thing About Myself is:

my favorite thing about my person is:

Something I could work on is:

Name: _____

Self Reflection Survey

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

I follow the rules and set an example for others.			
I complete my homework without being asked to.			
I complete my work to the best of my ability.			
I use my time wisely.			
I pay attention to the teacher.			
I am kind to my classmates.			
I participate in class activities with a good attitude.			
I keep my desk and area clean.			
I use kind words when speaking to others.			

Name: _____

Self Reflection Survey

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

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.			