

5th Grade Social Emotional Learning



Fully Responsive! Use on any device.



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

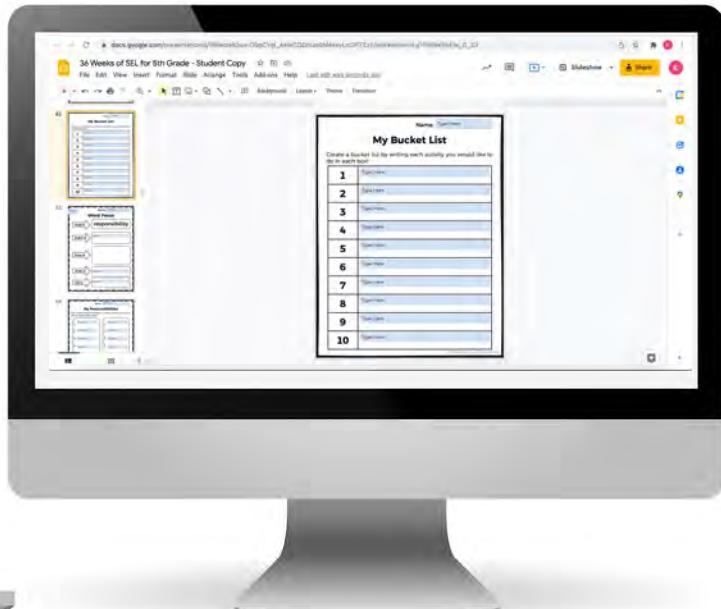
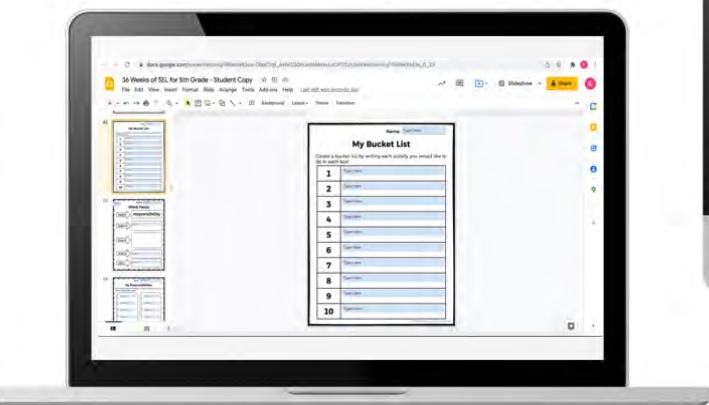
Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



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

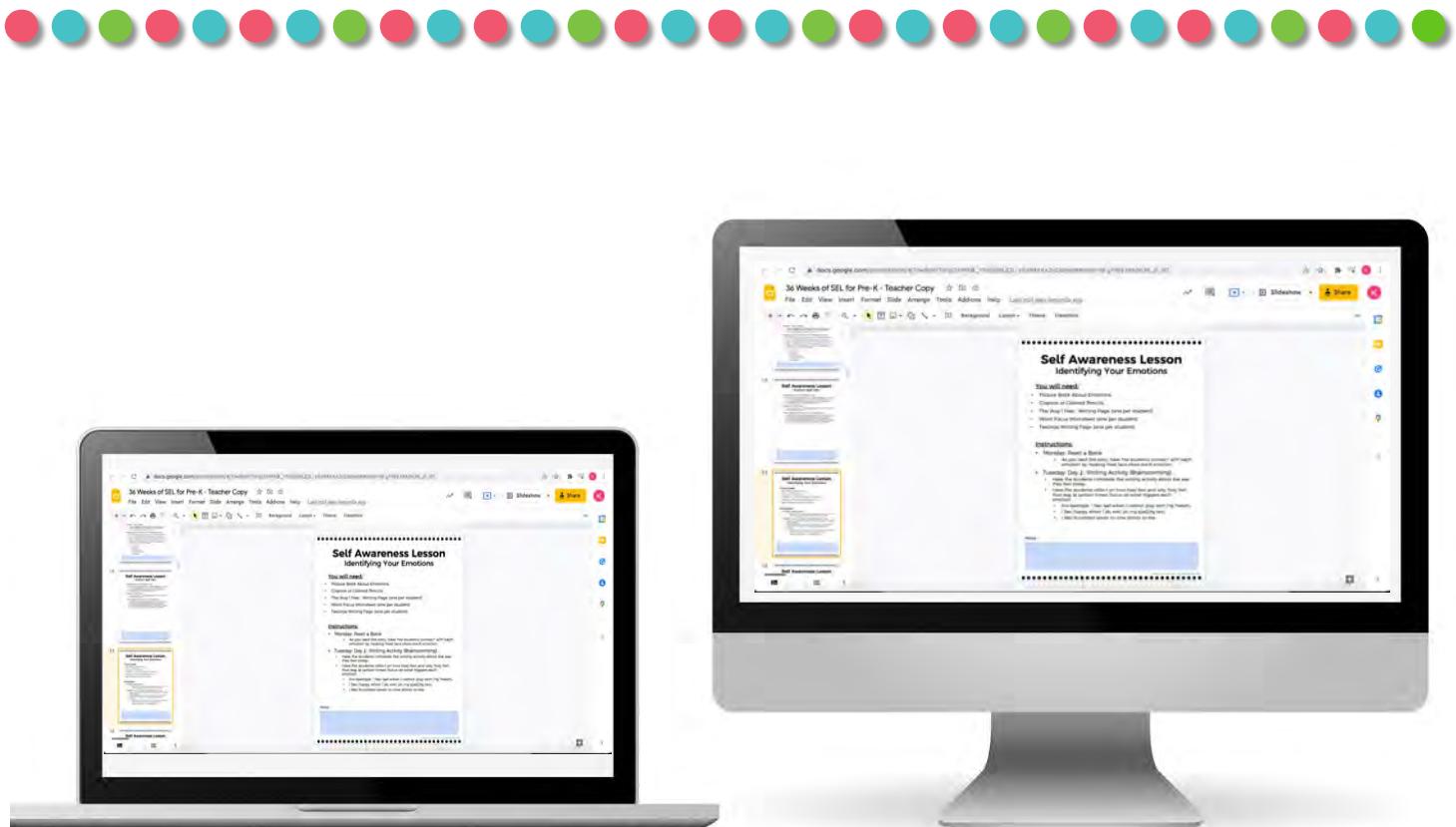
Meaningful Student Activity Pages to Keep Students Engaged All Yearlong

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

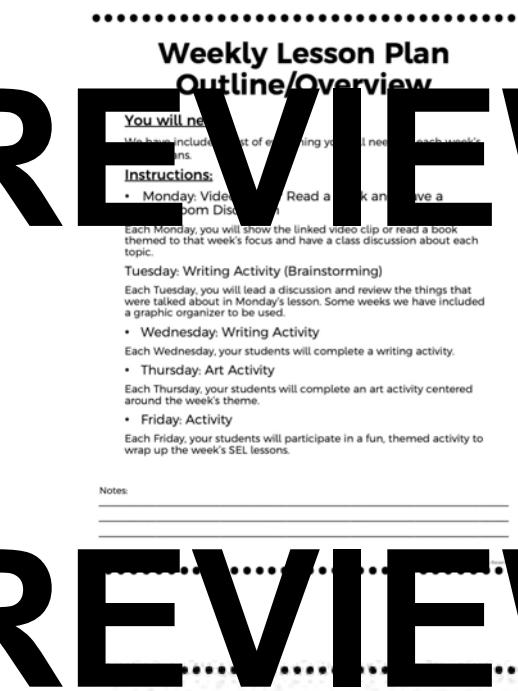
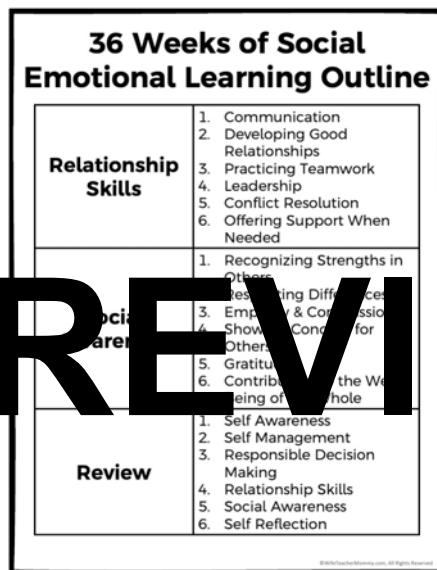
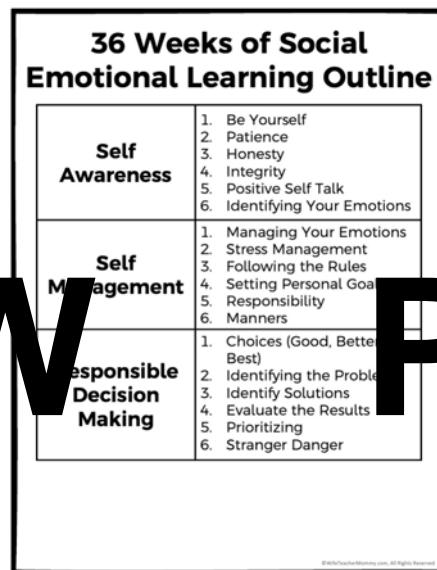
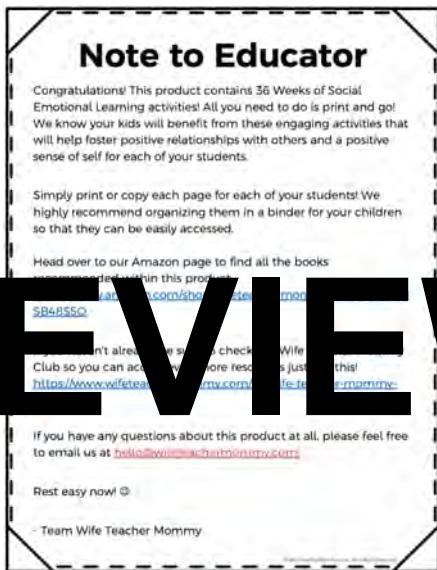


There are 36 weeks of social emotional activity pages included. These were designed so you could have an activity for every day of the school year, but you can assign them as you see fit. Students can or draw their answers right into the practice pages- no printing required!

Easy to Follow Weekly Lesson Plans to Save You Time



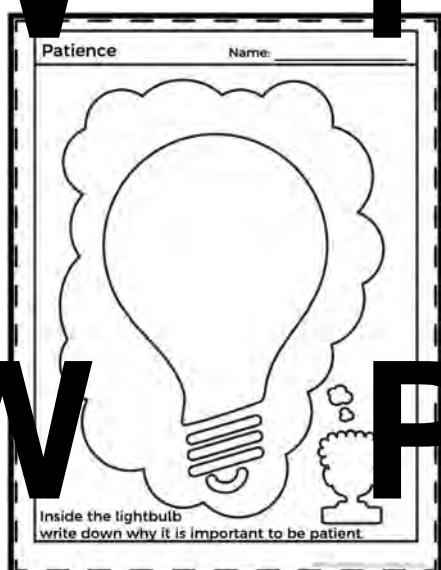
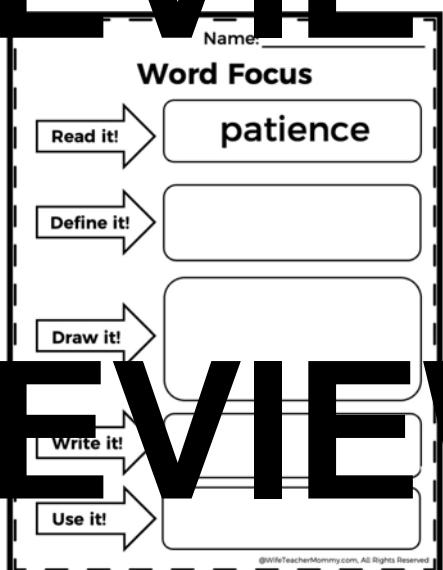
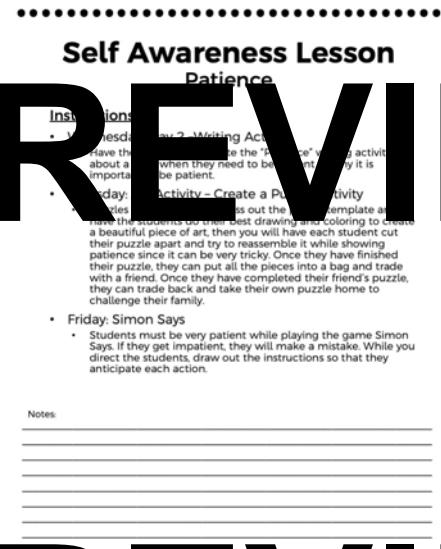
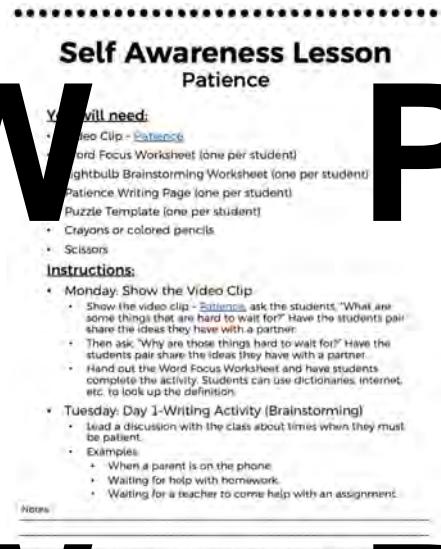
Digital weekly lesson plans are included for each concept. This will save you time so that you can effortlessly plan your week at a glance. Your students will enjoy the variety of activities we have created. These activities will help your students will learn lifelong skills.



REVIEW PREVIEW



REVIEW PREVIEW



REVIEW PREVIEW

Name: _____

Patience

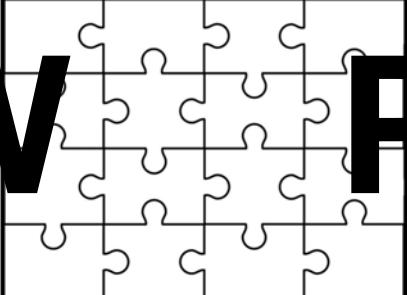


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Name: _____

Create a Puzzle

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

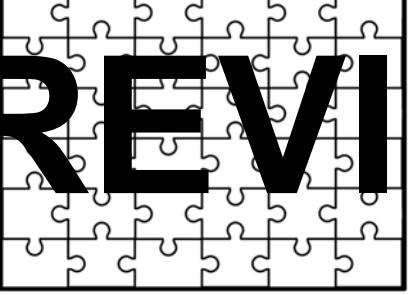


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Name: _____

Create a Puzzle

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



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REVIEW PREVIEW

Self Awareness Lesson

Honesty

You will need:

- Video Clip - [Honesty](#)
- Focus Wall (one per student)
- Honesty Brainstorm Worksheet (one per student)
- Honesty Writing Worksheet (one per student)
- White poster paper (one per student)
- Honest vs. Dishonest Sort (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Video Clip
 - Show the video clip - discuss. Then ask the students "Is it always easy to tell the truth?" Have the students pair share the ideas they have with a partner.
 - "When is it hard to tell the truth?" Have the students pair share the ideas they have with a partner.
 - "Why is it important to tell the truth?" 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)
 - 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

Tuesday: Day 2-Writing Activity
Have the students complete the Honesty writing page reviewing their Honesty Brainstorming worksheet from before and writing an opinion piece on whether it is ok to lie in order to get something they really want.

Thursday: Art Activity - Poster

- Have each student color and design a poster to hang at 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 by sorting the cards into the correct categories.

Notes:

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Word Focus

honesty

Name: _____

Revisit!

Define it!

Draw it!

Write it!

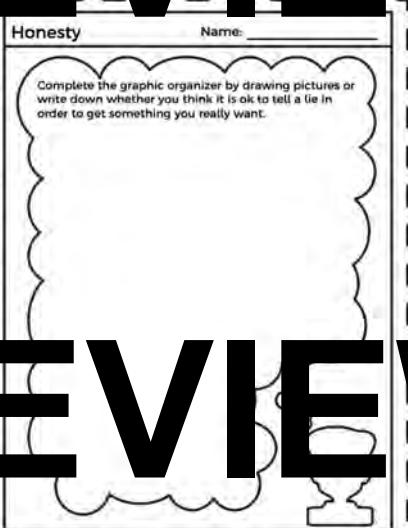
Use it!

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Honesty

Name: _____

Complete the graphic organizer by drawing pictures or write down whether you think it is ok to tell a lie in order to get something you really want.



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Honesty

Name: _____

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Honesty

Name: _____

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REVIEW PREVIEW

Name: _____

Honest vs Dishonest

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

Honest	Dishonest
Daniel cheated on his spelling test and felt so bad afterwards that he told the teacher what he had done.	Even though Ben's teacher wasn't in the classroom, he followed all the rules.
Rhett knows that his friend stole something from his teacher, and he doesn't tell his teacher.	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.
Clara took \$5 from her dad's wallet and when her dad asked where it went, Clara told him that she had taken it to buy a candy bar.	Nolan really wants to do well on his spelling test, so he copies all the answers from his friend.

Self Awareness Lesson

Integrity

You will need:

- Video Clip – [Integrity](#)
- Word Focus Worksheet (one per student)
- 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 “What is important to do the right thing even when no one is watching?” Load 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)**
 - Brainstorm by leading a discussion about what it looks like to have integrity and why it is important. Review what was said about the prior day. Explain to the class why they are going to choose a person in history that they feel had integrity. Then they will research that person and write a report on them.
- **Wednesday: Day 2-Writing Activity**
 - Review what it means to have integrity and discuss what it looks like to have integrity. For example, having integrity means doing the right thing even when no one is watching.
 - Pass out the Integrity writing page to each student and have them pull out their brainstorming page with their research and write a research paper on that person. This activity can be stretched out over a longer period if needed.

Notes:

Self Awareness Lesson

Integrity

Thursday: Day 1-Integrity Flipbook

- Pass out the flipbook pages and have students cut out and assemble the flipbook before they start working on each page.
- The pages should go in order from smallest on top to biggest on bottom and stapled or glued at the top. Be sure to model how to assemble the books or have them already assembled for your students.
 - All About Integrity
 - What is integrity?
 - Why should we have integrity?
 - What are some ways we can show integrity?
 - How do you feel when you show integrity?
 - When have you shown integrity?
- Once the flipbooks are assembled, have your students complete the first page of the flipbook. “All About Integrity”. “What is integrity?” and a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.
- **Friday: Day 2-Integrity Flipbook**
 - Today your students will complete the last pages of the flipbook. “What are some ways we can show integrity?”, “How do you feel when you show integrity?”, and “When have you shown integrity?”
 - Lead a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.

Notes:

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Name: _____

Word Focus

Read it! **Integrity**

Draw it!

Write it!

Use it!

Teach me more about integrity!

Name: _____

Integrity

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

Name: _____

Integrity

Teach me more about integrity!

Name: _____

Integrity

Teach me more about integrity!

All About Integrity

By: _____

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What is integrity?

REVIEW PREVIEW

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REVIEW PREVIEW

REVIEW PREVIEW

Why should we have integrity?

What are some ways we can show integrity?

How do you feel when you show integrity?

REVIEW PREVIEW

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 they can 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.

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 will be creating their own self affirmation. Pass out the self affirmation worksheet and model for the students how to write their affirmations.
 - Thursday: Activity - Mini Book
 - Students will look all around the room and look at the different people.
 - 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 important to change the way we do. Pass out the Change Your Thoughts Sort. Model for the class how to complete the worksheet.

Notes

REVIEW PREVIEW

Name: _____

Word Focus

Read it!

affirmation

Define it!

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.

Draw it!

Write it!

Use it!

Mini Book

REVIEW PREVIEW

Name: _____

Change Your Thoughts

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

Things I Should Say

Things I Shouldn't Say

School is hard, but I am smart and can do whatever I set my mind to!

I will never get any better.

I will work hard to practice my math so that I pass my math test.

I believe in myself!

I am going to fail my math test.

I am dumb and school is stupid.

I am a bad friend.

Even though I made a mistake, I am not a bad friend.

Self Awareness Lesson

Identifying Your Emotions

You will need:

- Video Clip - [Emotions](#)
- Emotions Brainstorming Page (one per student)
- Your Emotions Writing Page (one per student)
- 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 draw what each emotion she is feeling.
- Tuesday: Day 1- Writing Activity (Brainstorming)**
Have the students complete the writing activity about the emotions they feel during certain times.
 - 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" worksheet and have them write about something that makes them happy and how they feel inside when they do that specific thing.

Thursday: Word Focus

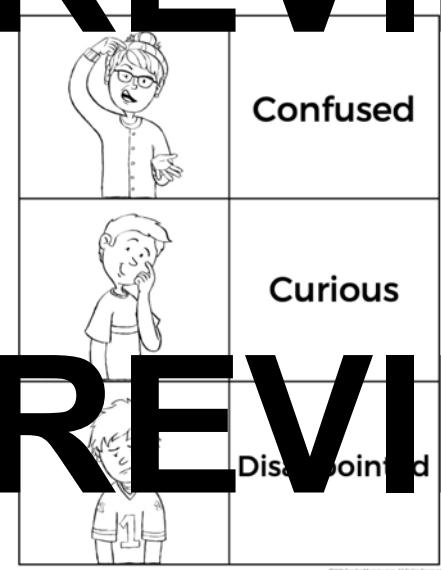
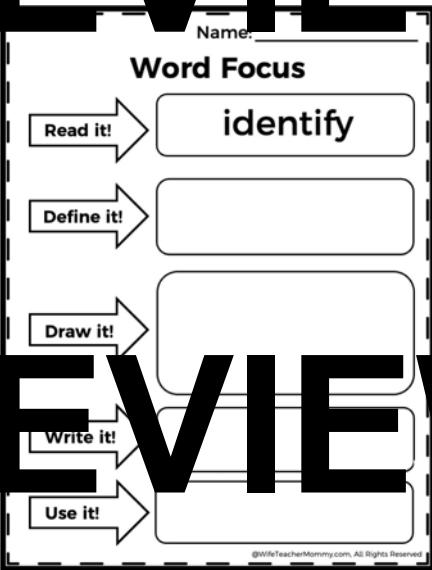
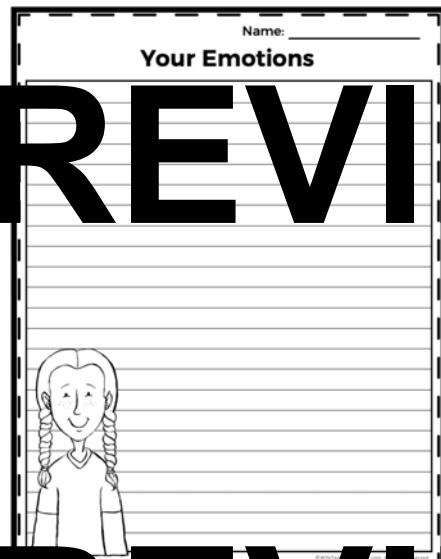
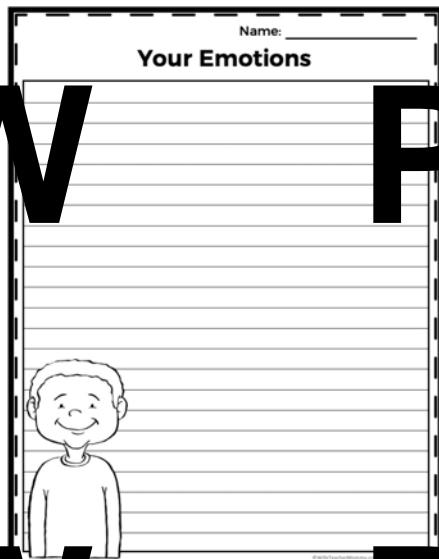
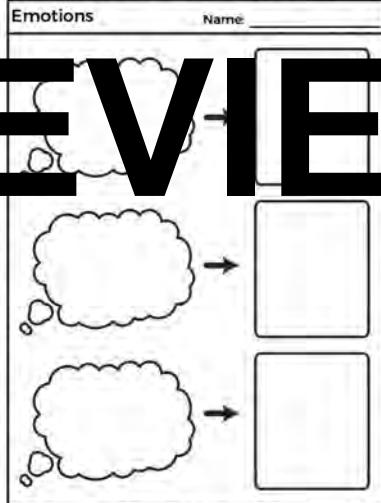
- Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Friday: Emotions Matching Game

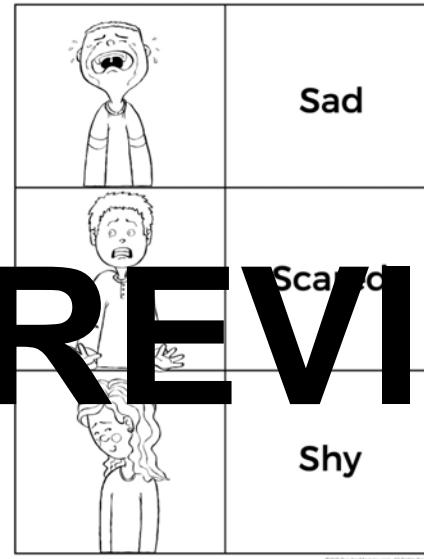
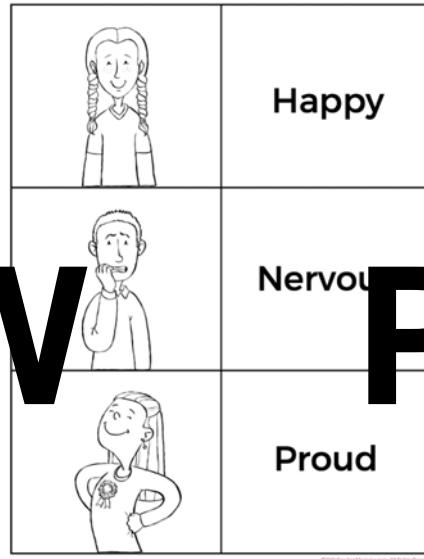
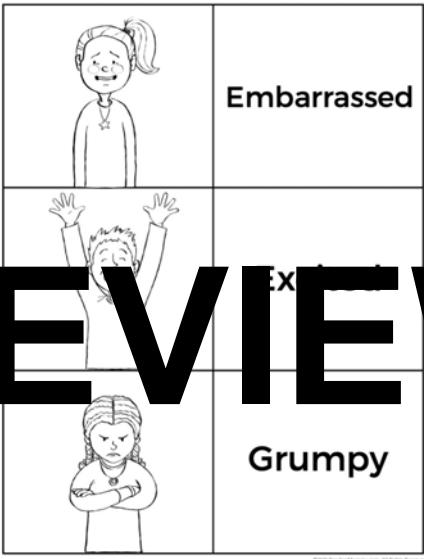
- Place the students in partnerships and pass out the emotion matching cards. Give the students instructions to match the emotion cards. Have them draw a picture of the emotion and label it. Model the first one for them.

Notes:

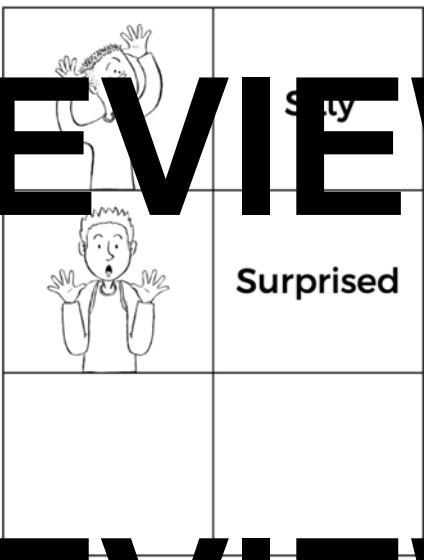
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REVIEW PREVIEW



REVIEW PREVIEW

Self Management Lesson

Managing Your Emotions

Self Management Lesson

Managing Your Emotions

You will need:

- Video Clip: [Why do we lose control of our emotions?](#)
- Word Focus Worksheet (one per student)
- 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: http://www.2008.legis.vt.gov/capitol_of_usa.html then ask the students, "What happens when we act based on how we are feeling without thinking about what we are doing?" Have them pair share the ideas they have with a partner.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students will then discuss and defend the definition of each word.
- **Tuesday: Day 1: Writing Activity**
 - Pass out the Brainstorming Worksheet and have the class discuss what they are going to begin writing about. "What can we do for you when you are feeling this way?" Go through each of the words on the worksheet and have students generate action steps for each word.

Note

Note

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Word Focus

Name: _____

manage

Read it!

1

Define it!

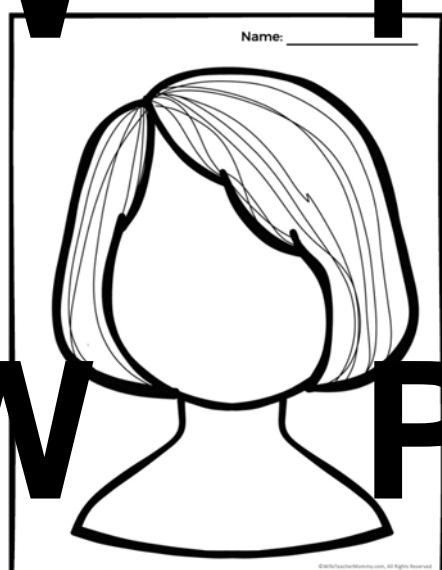
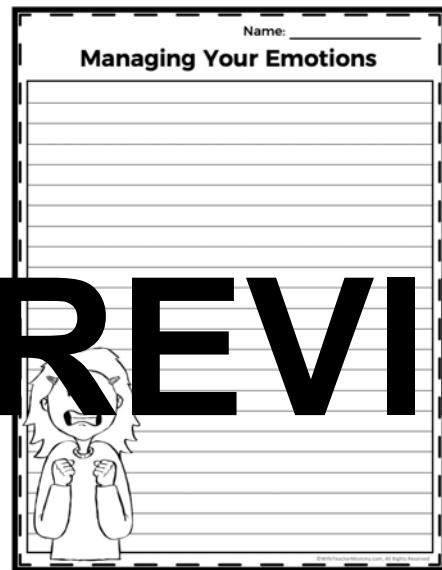
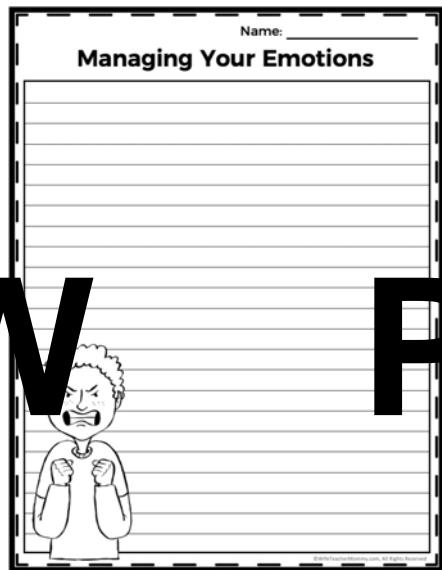
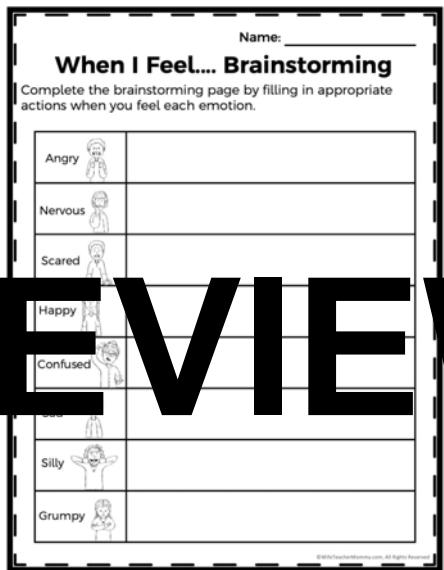
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Draw it!

1

Write It!

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REVIEW PREVIEW

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 - [Stress Management for Kids](#) (optional)
Show the video clip to the students, then ask the students, "When you feel stressed, what do you do?" Hand out the Word Focus Worksheet and have the students complete it. Students can use dictionaries, internet, etc. to look up the definition.
- Tuesday: Day 1- Writing Activity
Talk about what causes stress and how they feel 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.
- Wednesday: Day 2- Writing Activity
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 feel calm when we are feeling stressed.
 - Practice breathing in a relaxing way.

Notes:

Name: _____

Word Focus

stress

Read it!

Define it!

Draw it!

Write it!

Use it!

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Stress Management Name: _____

Complete the word bubble with something you can do when you feel stressed.



Name: _____

Stress Management



Name: _____

Stress Management



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 to the students. 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 the class identify each rule is important.
 - Hand out the Rules Brainstorming Worksheet. Students can brainstrom in their group or show their ideas on the board.
 - Hand out the Following the Rules Page and have the students draw a picture of a place where they follow the rules.

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.

Rules Name: _____

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



Name: _____

Following The Rules

Directions: This worksheet is for students to practice following rules. It includes a writing section for them to draw a picture of a rule they follow and write a sentence about it.

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Name: _____

Word Focus

directive

Read it! _____

Define it! _____

Draw it! _____

Write it! _____

Use it! _____

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Self Management Lesson
Setting Personal Goals

You will need:

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

Instructions:

- Day 1: Show the video clip [Setting Goals for Kids](#) to students. Ask them, "Why is it important to have goals?"
- Day 2: Hand out the Word Focus Worksheet. Have students complete the activity. Students can draw pictures, illustrate the definition, etc.
- Day 3: Hand out the Setting Goals Graphic Organizer page. Have students brainstorm some ideas for goals they have. Have the students pair share their ideas with a partner.

Notes:

Self Management Lesson
Setting Personal Goals

Instructions:

- Wednesday: Day 2- Writing Activity: Hand out the Word Focus Worksheet. Each student will complete the worksheet. Have them review it with a partner and then focus on an area they want to work on.
- Thursday: Art Activity: Create a vision board. For this activity, your students will create a "report 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:

Name: _____

Word Focus

objective

Read it! _____

Define it! _____

Draw it! _____

Write it! _____

Use it! _____

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Name: _____

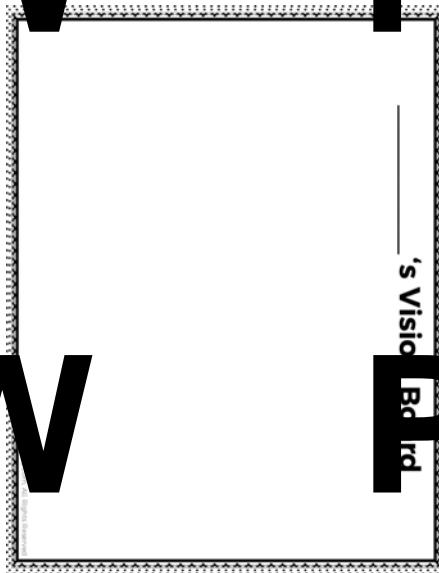
Setting Goals Graphic Organizer

Brainstorm the goals you have at home, school, and other areas. Write down what you would like to accomplish in each area.

Goals at Home

Goals at Other Places

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Name: _____

My Bucket List

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

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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REVIEW PREVIEW

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

Day 1:

- Monday: Video Clip
 - Show the video clip [Responsibility](#) then ask the students what are some things you are responsible for. What are some things you are not responsible for? (Answers will vary)
 - Hand out My Responsibilities Worksheet and have the students complete the worksheet.
 - 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.
- Tuesday: Day 1 Writing Activity
 - Hand out the My Responsibilities graphic organizer and discuss some of the responsibilities they have at school and at home.
 - "One of my responsibilities at school is to walk our class to the lunchroom everyday."
 - 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 done and a good way to do that is by creating a checklist.
- Friday: Responsibility Scoot Activity
 - Hand out the Responsibility Scoot Cards and point out the cards posted around the room. Model how to complete 1-2 questions on the scoot worksheet so that students are aware of 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:

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Name: _____

Word Focus

Read it!

responsibility

Define it!

Do it!

Write it!

Use it!

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REVIEW PREVIEW

Name: _____

My Responsibilities

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

Name: _____

Responsibility

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.
----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----

Name: _____

My Daily Checklist

Daily checklist to complete the work that goes with your daily responsibilities.

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

REVIEW PREVIEW

Name: _____

Responsibility Scoot

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

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

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Name: _____

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
-----------------------	-----------------------	----------	----------	----------	-----------------------	-----------------------	----------	-----------------------	------------------------	-----------	-----------	------------------------	-----------	-----------

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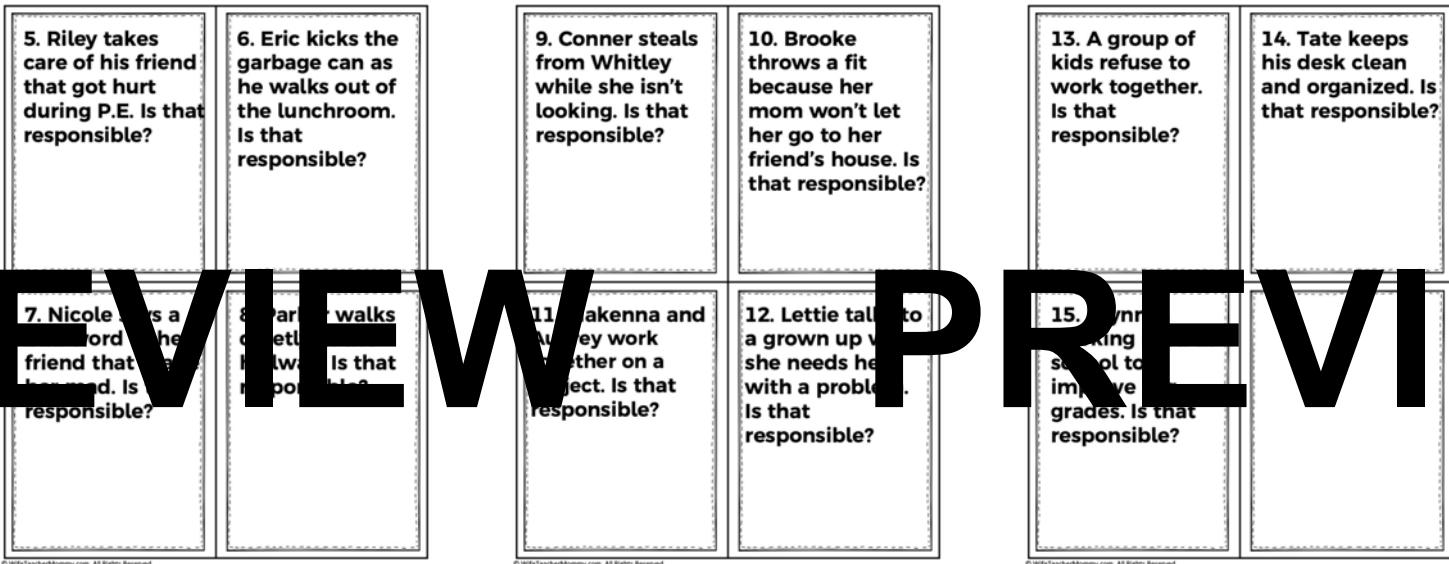
1. Tom has a messy desk because he never cleans it. Is that responsible?

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 and reading it at the same time as the person next to her. Is that responsible?

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

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Self Management Lesson

Manners

- Video Clip
- Mosaic Focus
- Manners Match
- Crayons or Colored Pencils

Monday: Video Clip

- Show the video clip – [Manners](#). Then ask the students: “What does it mean to have manners?”
- Review manners. For example:
 - Say please and thank you.
 - Don’t talk with your mouth full.
 - Say sorry.
 - Cover your mouth when you sneeze or cough.
- 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 about what manners we should have in the following places:
 - School
 - Dinner Table
 - Sports
 - Home
 - Music Class
 - Swimming Pool

Punto

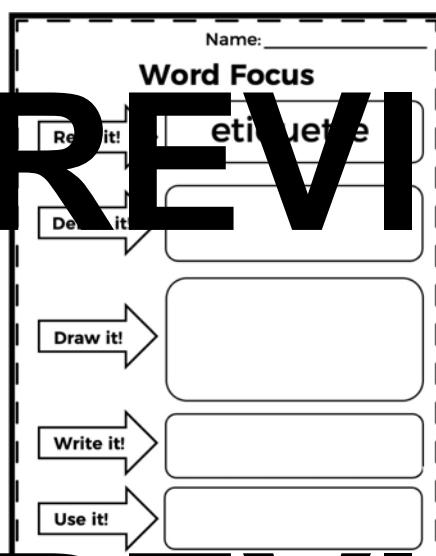
Self Management Lesson

Manners

Instructions:

- Wednesday: Day 2 - Writing Activity
Pass out the Manners Writing Page and have students write about why it is important to have manners.
- Thursday: Art Activity - Manners Matching Game
Pass out the Manners Matching Game Cards and review the manner with the class. Then give the students time to cut each card so that they are all ready to cut out and play the matching game tomorrow. Be sure to have students put the cards in a safe place so that they can pull them out tomorrow to play the game with a partner.
- Friday: Manners Matching Game
 - Each participant will only need one set of cards so they can play twice and use both partners cards.
 - To play:
 - Cut out all the cards and place them face down.
 - Then the shortest player will turn over two cards, one at a time.
 - If the cards match, the player takes both cards and takes another turn.
 - If they do not match, the player will turn them back over and the next person will take their turn.

Notes



Responsible Decision Making

Picture Books to Teach Responsible Decision Making

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

Responsible Decision-Making Lesson

You will need

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

Instructions:

REV

- Monday: Video Clip: How the choices we make affect us. Students: What choices did Melany make to lead a better life? What choices did she make that were wrong? How did she feel about her choices? Point out that they can make better choices in situations.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about what important choices they have faced in their life. Ask them what some important choices a character could make in a story. Pass out the Choices Brainstorming worksheet for students to brainstorm some choices their main character must make.

Responsible Decision Making Lesson

choice

Instructions

V Wednesday Day 2: Writing Activity
Pass out the "Thinking Activities" Worksheet. Ask the students to write a few writing activities that they have to make to complete their choice.

- **Thursday:** Art Activity - Daily Choices Worksheet
Pass out the "Daily Choices Worksheet" and ask the students that every day they make choices. They can be simple choices like what to eat for breakfast or more complex choices like whether to go to your friend's house. Have the students complete the worksheet by filling in each circle with options they had to choose between.
- **Friday:** This or That Activity
 - For this activity you will have all your students stand up and you will give them two different options for them to choose between. You will designate two opposite areas of the classroom to be each option.
 - For example, one wall will be the "dog wall" and the other wall will be the "cat wall". Ask the class if they like dogs (point to the dog wall) or if they like cats (point to the cat wall). When you say "go" the students will move to stand by whichever one they prefer! If they cannot decide, they can stand in the middle.

Notes

Making Choices

EVIE

Parties

Daily Choices

Daily Choices

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

OR

OR

OR

This or That Activity Choices

- Dog or Cat
- Soccer or Kickball
- Cake or Pie
- Chocolate or Fruity Candy
- Math or Reading
- Give a gift or get a gift
- Being Inside or Being Outside
- losos Pizza
- ice late book
- ping the Movies
- the Zoo
- Math or Reading

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REVIEW PREVIEW

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](#) and ask the students, "What was the problem?"
 - Lead a discussion about a problem and how to have a solution.
 - Hand out the Word Focus Worksheet and have the students complete the activity.
 - Hand out the Identifying the Problem Worksheet and have the students complete the activity.
 - Hand out the Identifying the Problem Writing Page and have the students write down their ideas.
 - Hand out the Problems Happen Comic Strip and have the students draw a comic strip that has a problem and a solution.
- Tuesday: Day 1 Writing Activity
 - Hand out the Identifying the Problem Writing Page and have the students write down their ideas.
 - Ask the class, "What was the problem?"
 - Ask, "What choices did I have?"
 - Hand out the Identifying the Problem worksheet and have the 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 the day before.

Notes:

Name: _____

Word Focus

Read it!

complication

Define it!

Draw it!

Write it!

Use it!

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REVIEW PREVIEW

Name: _____

Identify the Problem

What are the problems in the box below? List down three choices the person has in the box next to the problem.

What is the problem?

REVIEW PREVIEW

Name: _____

Identifying the Problem

REVIEW PREVIEW

Name: _____

Problems Happen Comic Strip

Complete the comic strip by drawing pictures to explain 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 and Colored Pencils

Instructions:

- Monday: Video Clip
 - Show the video clip - [Consequences](#)
 - Then ask the students, "What did you learn about 'consequences'?" Have them pair share the ideas they have with a partner.
 - Lead a discussion about positive results and negative results.
 - Hand out the Word Focus Worksheet and have the students complete the activity.
 - Hand out the Writing Activity and have the students complete the activity.
 - Hand out the Evaluating the Results Worksheet and have the students complete the activity.
 - Hand out the Results Matching Card 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.
- Tuesday: Day 1 Writing 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.

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 made. Then have them write down the problem 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.

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

Word Focus

Read it!

outcome

Define it!

Draw it!

Write it!

Use it!

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REVIEW PREVIEW

Name: _____

Evaluate the Results

Illustrate each scenario and then evaluate the decision you made to explain what you could have done differently.

Scenario 1: I kicked a chair in the back of the classroom because I thought it was funny.

Scenario 2: I broke the screen on the iPad and lied about it to my parents when they confronted me about it.

Scenario 3: I shoved a kid while I was playing dodgeball because he got me out.

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Name: _____

Evaluate the Results

Illustrate each scenario and then evaluate the decision you made to explain what you could have done differently.

Scenario 1: I threw my friend's scooter and broke it.

Scenario 2: I bad mouthed my friend when they made me mad.

Scenario 3: I pushed a girl in the lunchroom because she cut in line.

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Name: _____

Results Matching Cards

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

I smacked my friend when he made me mad.	My friend went home and said he didn't want to hang out anymore.
I threw my friend's scooter and broke it.	I got in trouble and had to pay to replace it.
I bad mouthed my friend when they made me mad.	I got grounded for a week.
I pushed a girl in the lunchroom because she cut in line.	We were both sent to the principal's office and had to spend recess inside for a week.

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REVIEW PREVIEW

Name: _____

Evaluating the Result Worksheet

Complete the page by illustrating each scenario, then evaluate the decision you made to explain what you could have done differently.

Scenario 1: I kicked a chair in the back of the classroom because I thought it was funny.

Scenario 2: I broke the screen on the iPad and lied about it to my parents when they confronted me about it.

Scenario 3: I shoved a kid while I was playing dodgeball because he got me out.

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Responsible Decision-Making Lesson

Identify Solutions

What you will need:

- Video Clip: [Ormie 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 - [Ormie the Pig](#)
 - Lead a class discussion about the solutions that Ormie 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 many possible solutions.

Notes: _____

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Responsible Decision-Making Lesson

Solutions

Instructions:

- Wednesday: Day 2- Writing Activity
 - 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 many possible solutions.
 - Have the students come up with the best solution to the problem that they discussed yesterday (cheated on a test).
- Thursday: Activity - Thumb Prints
 - Hand out the blank art paper to each student. Tell the students to use their thumbs to 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: _____

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REVIEW PREVIEW

Name: _____

Word Focus

Read it! solution

Define it! _____

Draw it! _____

Write it! _____

Use it! _____

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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.

Problem: I cheated on a test, I could...

1. _____

2. _____

3. _____

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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.

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Name: _____

How should it feel?

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

think of a good solution to the problem

Notes: _____

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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 I 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: _____

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.

My Priorities Worksheet and have the students complete the activity. Students can use the dictionary to look up the definition.

Notes: _____

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Name: _____

Prioritizing

What is the most important task you should do?

Read a book to mom or dad for fun

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

Notes: _____

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Name: _____

Prioritizing

Notes: _____

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Name: _____

My Priorities

Draw a picture of the six things that you need to do when you get home in order of importance to least important. Write down what activity is on the lines.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Notes: _____

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Name: _____

Word Focus

prioritizing

Read it!

Define it!

Draw it!

Write it!

Use it!

Notes: _____

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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)
- Work 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 import the pages into 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 complete the first 3 pages.
 - Lead a discussion about each page prompt so that students understand what to do on each page.

Notes: _____

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 writing page. Encourage them to use dictionaries, etc. to look up the words.

Notes: _____

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Internet Safety

By: _____

What 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?

How can I stay safe online?

Internet Safety Bookmarks

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

I can stay safe online. I can:

To stay safe online, I can:

Safety Hand

Name: _____
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:

Name: _____

Word Focus

- Read it!
- Define it!
- Draw it!
- Write it!
- Use it!

Relationship Skills

Picture Books to Teach Relationship Skills

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene 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 Differences by C.M. Harris
- Our Class is A Family by Shana Elshtain Olshtain
- All Shapes Matter by Chakrabarti, Sankar
- ABC's of Kindness by Samanta Berger and Ekaterina Trukhan
- When I Feel Left Out by Michael Gordon
- Tomorrow I'll Be Kind by Monica Hiscott
- Friendship ABC's by Heather Avis
- The Not So Friendly by Heather Avis
- Friendship ABC's by Heather Avis
- Words by Heather Avis
- Illustrations by Kristine Clark (Kindergarten)

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 have them have a conversation. Remember to:
 - Look at the speaker!
 - Not appropriately
 - 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:

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.

Notes:

Notes:

Communication

Name: _____

Communication

Notes:

Word Focus

Name: _____

communicat

Define it!

Draw it!

Write it!

Use it!

Notes:

Relationship Skills Lesson
Developing Good Relationships

You will need:

- Video Clip - [What Makes a Good Friend](#)
- Developing Good Relationships Writing page (one per student)
- Letter template (one per student)
- 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:

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.

Developing Good Relationships

Name: _____

Developing Good Relationships

Notes:

Notes:

Notes:

Name: _____

Word Focus

rapport

Read it!

Define it!

Draw it!

Write it!

Use it!

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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

Then ask the students, "Why is it important to work together as a team?" Have them pair share the ideas they have with each other. 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)

• Discuss why teamwork is important and ways that we can be 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 as a team!"

• Friday: Design a Team Jersey

• Hand out the Design a Team Jersey page and have each student draw their own jersey.

Notes:

.....

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Name: _____

Word Focus

synergy

Read it!

Define it!

Draw it!

Write it!

Use it!

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Name: _____

Practicing Teamwork

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Name: _____

Design a Team Player

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Name: _____

Design a Team Player

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

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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 the definition.

Tuesday: Day 1- Writing Activity (Brainstorming)

• Hand out the Conflict Resolution Writing page and have students complete a discussion about conflict resolution strategies.

• Wednesday: Day 2- Writing Activity (Brainstorming)

• Hand out the To Resolve Conflicts, I Can... Page and have students complete the activity.

• Thursday: Art Activity - Design a Team Player

• Hand out the Design a Team Player page and have each student draw their own team member.

Notes:

.....

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REVIEW PREVIEW



Name: _____

Word Focus

advocate

Read it!

Define it!

Draw it!

Write it!

Use it!

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Relationship Skills Lesson

Kindness

You will need:

- Video Clip - [Kindness](#)
- Word Focus (one per student)
- Kindness Writing Page (one per student)
- Heart Art Page (one per student)
- Kindness Rainbow Key
- Mini Packages of Skittles (one per student)

Instructions:

Day 1: Watch the video clip - [Kindness](#). Ask your students, "Why is it important to be kind?" Then have them write down their answers. Hand out the Word Focus and have students complete the activity. Students can draw pictures, etc. to illustrate the definition.

- Day 2: Kindness Activity (Brainstorming)
 - Lead a class discussion about how we can show kindness to others.

- For example:
 - + Say nice things to others
 - + Help clean up
 - + Compliment others

Notes:

REVIEW PREVIEW

Relationship Skills Lesson

Kindness

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Kindness writing page to each student. Have them write down what writing kind is about a time when kindness happened to them.
- Thursday: Art Activity - Heart Art for a Friend
 - Hand out the heart art page to each student. Give them their heart along with supplies you have on hand. Once they decorate their heart, they will cut it out and save it to give to someone.
- Friday: Kindness Rainbow Activity
 - Pass out the Kindness Rainbow page to each student. Display the color code on the board for everyone to see and explain what each color represents. Put each student into a partnership and then have them pull out one Skittle at a time and answer the question. Once they answer that question, they can eat that Skittle.

Notes:

Name: _____

Word Focus

generosity

Read it!

Define it!

Draw it!

Write it!

Use it!

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Name: _____

Kindness

Handwriting practice lines.

Name: _____

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.

Kindness Rainbow

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

Social Awareness

REVIEW PREVIEW

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 Differences by C.M. Harris
- Our Class is Amazing by Shanti Olszak
- All Shapes Matter by Chakrabarti, Sankar
- ABC's of Kindness by Samara Berger and Ekaterina Trukhan
- When I Feel Left Out by Michael Gordon
- Tomorrow I'll Be Kind by Monica Hiscott and Linda

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 friend's strengths?" Have them pair share the ideas they have with a 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 have them identify 2-3 strengths they have or let their classmates identify their strengths.

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:

Notes:

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My Friend

Name: _____



My Friend

Name: _____



Fantastic Friend

Name: _____



Word Focus

Read it!

generosity

Define it!

generosity

Draw it!

generosity

Write it!

generosity

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 is ok! Differences are what make each of us special. We can be different in the way we look, but also in the things we like and dislike, how we act, talk, etc.

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:

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REVIEW PREVIEW

Name: _____

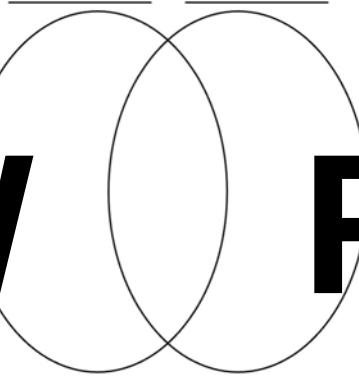
Respecting Differences

Handwriting practice lines for the word "Respecting Differences".

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Name: _____

Venn Diagram



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Name: _____

Word Focus

diversity

Read it! _____

Define it! _____

Draw it! _____

Write it! _____

Use it! _____

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REVIEW PREVIEW

Social Awareness Lesson

Empathy & Compassion

Instructions:

- Video Clip - [Compassion for Kids](#)
- Focus Worksheet (one per student)
- Compassion Questions Worksheet (one per student)
- Empathy and Compassion Writing Page (one per student)
- Faces of Feelings Worksheet (one per student)
- Compassion Cards
- Crayons or Colored Pencils

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 about to know how someone is feeling
 - Compassion: the desire to help someone in need
- 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)

- 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.

Social Awareness Lesson

Empathy & Compassion

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Empathy and Compassion writing page and have 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 6 different emotions to write in each box and then draw on each face.
- Friday: Compassion Cards
 - Lead a class discussion and talk about compassion and empathy. Review what they have learned this week. Read aloud each compassion card to the class and have them pair share their ideas. Call on a few students to share their ideas with the class.

Notes:

Name: _____

Word Focus

empathize

Read it! _____

Define it! _____

Draw it! _____

Write it! _____

Use it! _____

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REVIEW PREVIEW

Word Focus

Name: _____

Read it! **compassionate**

Define it! _____

Draw it! _____

Write it! _____

Use it! _____

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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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Empathy and Compassion

Name: _____

Handwriting practice lines for the words "Empathy and Compassion".

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Name: _____

Faces of Feelings

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

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

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Social Awareness Lesson

Showing Concern for Others

You will need:

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

Instructions:

- Monday: Watch the video clip [Concern for Others](#). Have the students draw out ways they can show concern for others. Ideas they can write with a partner. Hand out the Word Focus Worksheet. Have students complete the activity. Students can draw pictures, list ideas, etc. to illustrate the definition.
- Tuesday: M&M Activity (Brainstorming)
 - Lead a discussion about how we can show concern for others.
 - Point out that even just asking someone how they are doing is a great way to show concern for others.
 - Brainstorm ideas on the board and let the students share their ideas.

Notes:

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Social Awareness Lesson

Showing Concern for Others

Instructions:

- Wednesday: Day 2-Voting Activity
 - Hand out the Show Concern for Others worksheet. Each student draw and label six ways to show concern for others.
- Thursday: Art Activity - Ways to Show Concern for Others
 - Hand out the Show Concern for Others worksheet. Each student draw and label six ways to show concern for others.
- Friday: M&M Activity - Concern For Others Questions
 - Pass out a mini package of M&Ms to each student. Display the color code on the board for everyone to see and explain what each color represents. Put each student into a partnership and then have them pull out one M&M at a time and tell their partner the information about themselves. Once they share the information, they can eat that M&M.

Notes:

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Name: _____

Word Focus

commiserate

Find it!

Define it!

Draw it!

Write it!

Use it!

Name: _____

Showing Concern for Others



Showing Concern for Others

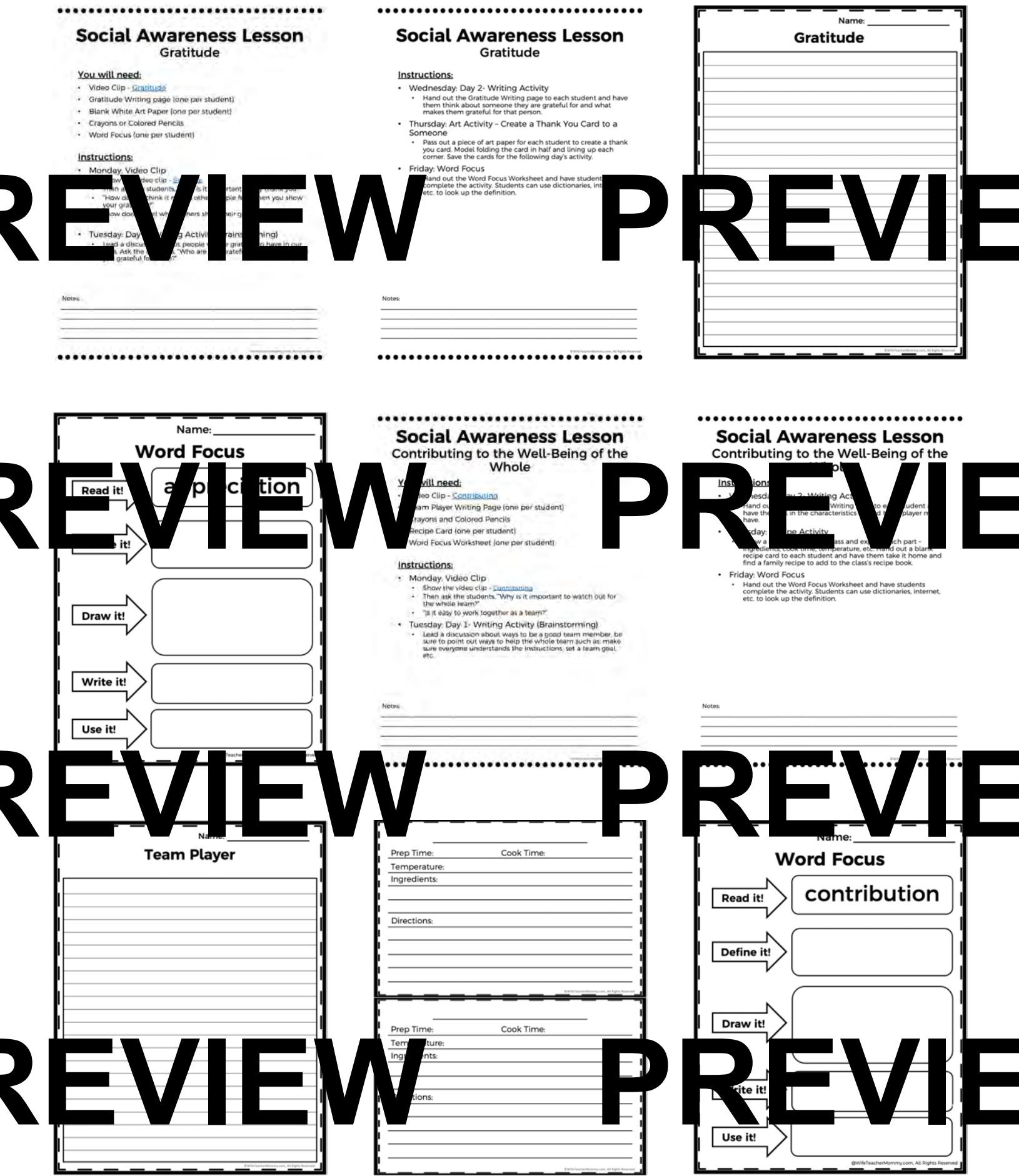
Name: _____

Ways To Show Concern For Others

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Concern For Others Questions

- How does it feel to show concern for others?
- Name one way you can show concern for other people.
- The best way to show concern for me is...
- I like it when people...
- I feel good when I help others.



REVIEW PREVIEW



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

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REVIEW PREVIEW



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 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.

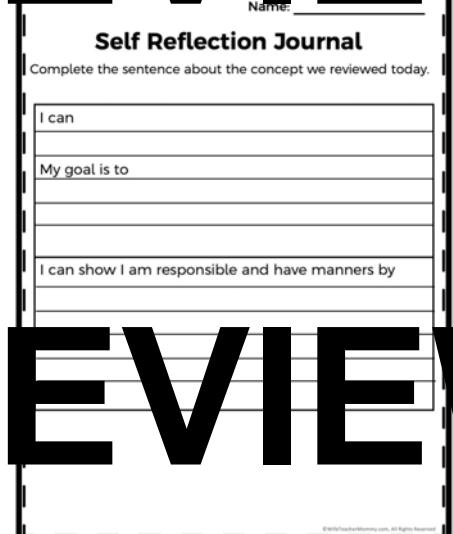
One thing I can do to manage my emotions

When I feel stressed, I can

Rules are important because

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REVIEW PREVIEW



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 Evaluating 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

Important to make the results of a decision because

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Name: _____	
<h2>Self Reflection Journal</h2>	
Complete the sentence about the concept we reviewed today.	
My priority today is _____	
When I feel stressed or uncertain, I can _____	
EVIEW	

<h1 style="text-align: center;">Review Lesson</h1> <h2 style="text-align: center;">Relationship Skills</h2>	
<p>You will need:</p> <ul style="list-style-type: none"> Self Reflection Journal Pages (one per student) <p>Instructions:</p> <ul style="list-style-type: none"> Monday: Review Communication <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Lead a discussion about supporting others. Then have each student complete the self reflection journal entry about offering support to others. 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<small>©2010 TeacherVision.com. All Rights Reserved.</small>

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

It is important to communicate with others because

It is important to be a good team player because

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Review Lesson

Social Awareness

What 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: _____	
<h2>Self Reflection Journal</h2>	
the self reflection journal is a concept we reviewed recently.	
My friend is good at	
Being different is	
I can show empathy and compassion by	

Name: _____

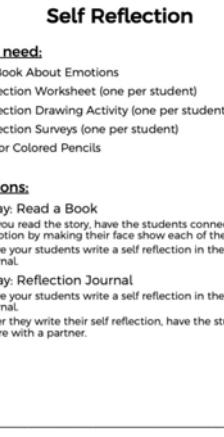
Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can show concern for others by

I can be a team player by

EVIE

<h1 style="text-align: center;">Review Lesson</h1> <h2 style="text-align: center;">Self Reflection</h2>	
<p><u>You will need:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • Monday: Read a Book <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Have your students write a self reflection in their self reflection journal. • After they write their self reflection, have the students share with a partner. 	

Review Lesson

Self Reflection

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

Notes:

Name: _____	
<h2>Self Reflection Journal</h2>	
Complete the sentence about the concept we reviewed today.	
Today I feel _____ because _____	
Today I feel _____ because _____	
Today I feel _____ because _____	

Name: _____

Self Reflection Drawing Activity

Complete the worksheet by drawing a picture in each box.

My Favorite Thing About Myself Is:



my favorite thing about my person is:

Something I could work on is:

Self Reflection Survey		
I value how you do your best work.	<input type="checkbox"/>	<input type="checkbox"/>
I follow the rules and give examples to everyone.	<input type="checkbox"/>	<input type="checkbox"/>
I complete my work to the best of my ability.	<input type="checkbox"/>	<input type="checkbox"/>
I use my time wisely.	<input type="checkbox"/>	<input type="checkbox"/>
I pay attention to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to my classmates.	<input type="checkbox"/>	<input type="checkbox"/>
I participate in class activities with a good attitude.	<input type="checkbox"/>	<input type="checkbox"/>
I keep my desk and area clean.	<input type="checkbox"/>	<input type="checkbox"/>
I use kind words when speaking to others.	<input type="checkbox"/>	<input type="checkbox"/>

Self Reflection Survey			
<p>How would you evaluate how you feel you are doing at home?</p> <p>circle the face that best represents you.</p>			
I follow the rules and set a good example for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do my chores with a good attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete my homework without being asked to...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete tasks the first time I am asked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep my room/area clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I clean up after myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use kind words when speaking to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Today I feel because

Today I feel because

Something I could work on is:

Name: _____

Self Reflection Survey

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

I follow the rules and set a good example for everyone.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I complete my work to the best of my ability.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I use my time wisely.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I pay attention to the teacher.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I am kind to my classmates.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I participate in class activities with a good attitude.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I keep my desk and area clean.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I use kind words when speaking to others.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹

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 a good example for others.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I help my family members.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I do my chores with a good attitude.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I complete my homework without being asked to.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I complete tasks the first time I am asked.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I keep my room/area clean.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I clean up after myself.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹
I use kind words when speaking to others.	<input type="radio"/> ☺ <input type="radio"/> :-/ <input type="radio"/> ☹

REVIEW PREVIEW