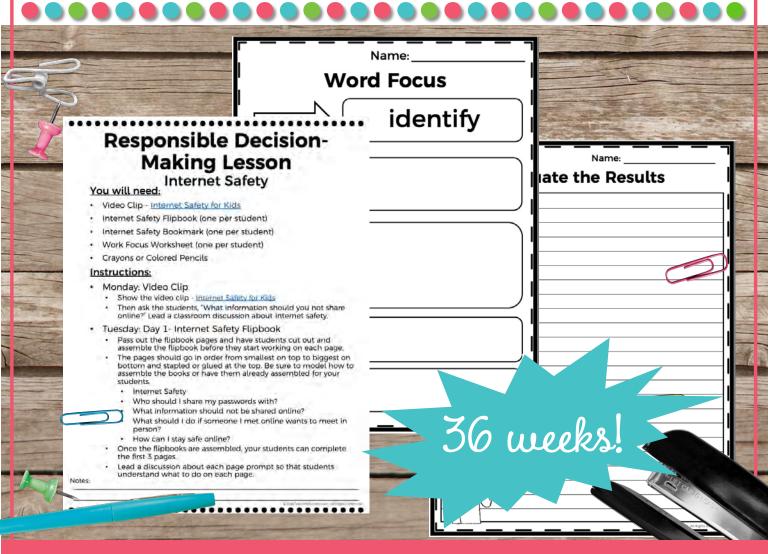
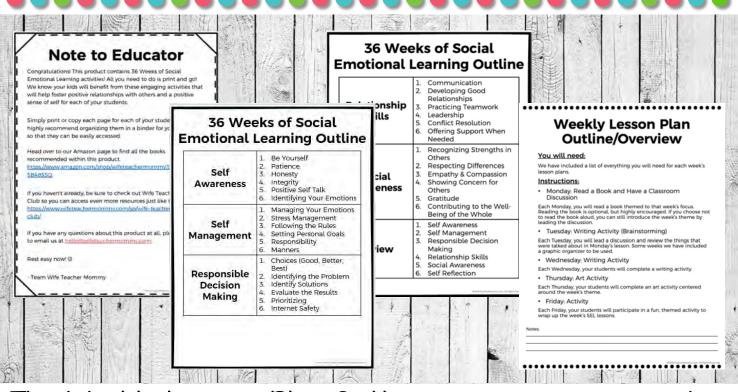
# 5<sup>th</sup> Grade Social Emotional Learning

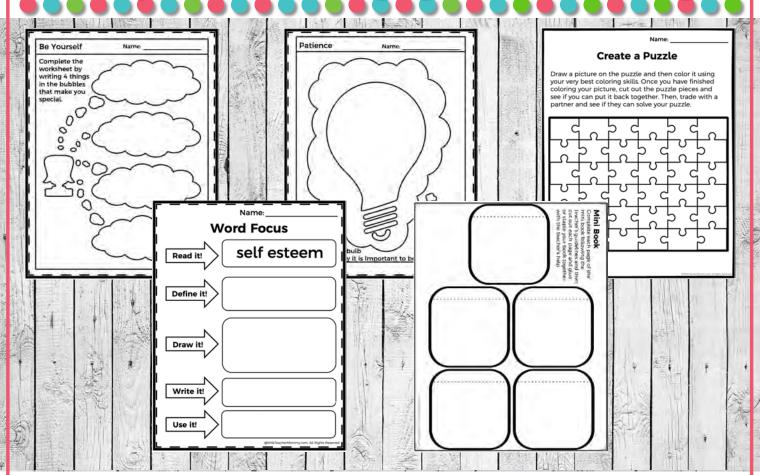


# Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



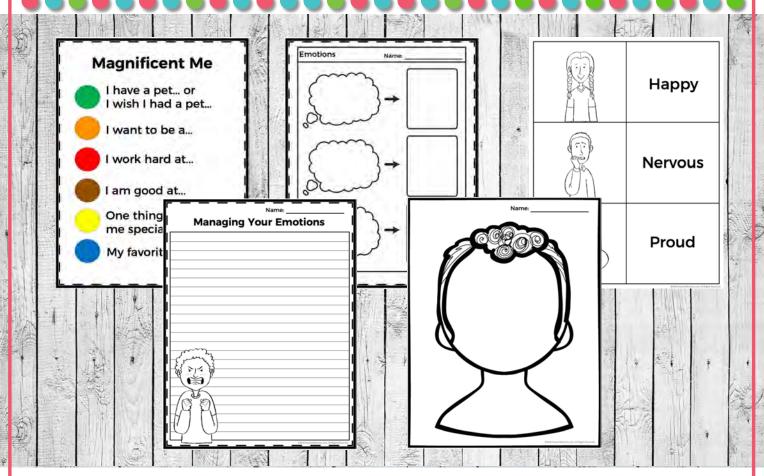
The Weekly Lesson Plan Outline page gives you an idea of how you could implement the activities into your daily instruction. (However, feel free to implement the activities however they fit into your schedule!)

# Meaningful Student Activity Pages to Keep Students Engaged All Yearlong



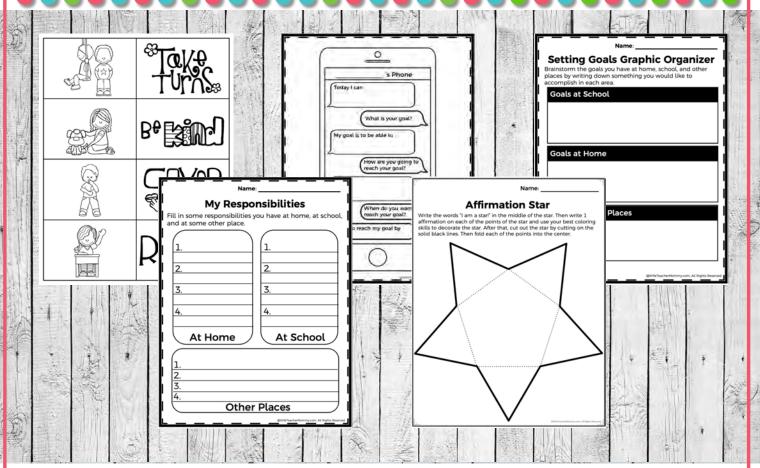
There are 36 weeks of social emotional activities included. These were designed so you could have an activity for every day of the school year, but you can assign them as you see fit.

# Activities That Will Transform Your Students Social Emotional Learning



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

# Focused Student Activity Pages to Teach Over 30 Social Emotional Concepts

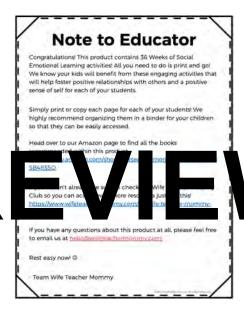


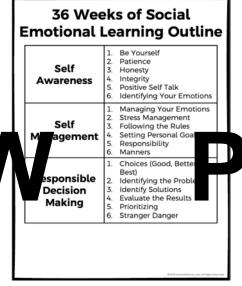
Each week focuses on a specific skill, and we have created an activity for each day to help students master each skill. Your students will learn about 30 different concepts and then spend the last 6 weeks reviewing the skills they have learned

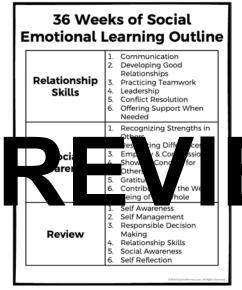
# Easy to Follow Weekly Lesson Plans to Save You Time

Self Management Lesson Setting Personal Goals  You will need: Video Clip - Setting Goals for Kirds	You wi	esponsible D Making Les Evaluate the Re ill need: o Clip - Soniequences	sson esults
Setting Goals Graphic Organizer page (one per student)     Cell Phone Writing(one per student).	• Evalu	uating the Results Writing Page ( uating the Results Worksheet (or	ne per student)
Vision Board (one per student)     Crayons or Colored Pencils	ASSESSMENT OF THE PARTY OF THE	lts Matching Card (one per students and Colored Pencils	enti
Instructions:		ons:	
Tuesday: Day 1- Writing Activ Start the day off by brainstorming personal goals you have for you set goals! Pass out the Sotting Goals Grapi students brainstorm some ideal students pair share their ideas v  Tursday: Art Activity - C For this activity, your study vision board is a place for dreams in a visual place, pictures, etc.  Friday: Make a Bucket L Your students will enjoy, year, summer, or their chief	orksheet to each student and have storming page from yesterday. Have with a partner and then choose one to t on the cell phone writing page.  Create a Vision Board dents will create a vision board! This rethern to put all their goals and . They can use magazines, drawings, .ist creating a bucket list for the school lidhood. Your students can make a list	y: Video Clip - Consour;  1 ask the students. "What disequences?" Have them pair  1 and its consours is a discussion about positive  equences.  y: Day 1 - Writing Activi  1 a class discussion about a  had to make. Evaluate the  1 a positive result or a negat  sion.	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 the had to make. Then, ask them what the results were and if the were the results they were hoping for. Call on a few students 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 we cut out each card and see if they can match each decision to the result.
to save of all the fun thin draw each item on their	ags they want to do! They can write or list.		Friday: Activity     Hand out the Evaluating the Results Worksheet and read ale each scenario to the class. Then have each student write dow what they think the results of that decision would be.

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







Weekly Lesson Plan Outline/Ove You will n Instructions: 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

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.

**Awareness** Each Wednesday, your students will complete a writing activity.

# Self Awareness Lesson Be Yourself

# You will need:

- · Video Clip Self Esteons
- · Word Focus Worksheet (one per student)
- · Things That Make Mr Special Brainstorming Worksheet Jone
- Be Yourself Writing Page (one per student)
- · Blank white art paper
- · Crayons or colored pencils
- · Mirror
- Small M&Ms Packages (one per student)

# instructions:

- Monday: Video Clip
   Show the video clip

	n p	e the thin	y (i)	o also	
	Ask the a	nts. What vishing th	we di		self esteem?
4	Hand out inplete to to look	ord Fo	vorksh ents ca on	nd ha dich	udenti.
196	maral er a VAJala		· (Phonis	and the said	

..........

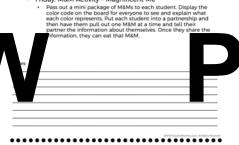
# Self Awareness Lesson Be Yourself

Self

# 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

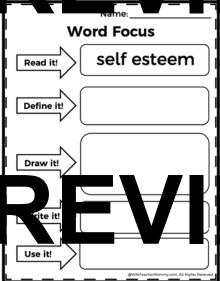
  Pass out a blank piece of art paper and explain to the class that they will be drawing a picture of themselves. Model drawing a picture of a face so that they are familiar with the process. Pass around a mirror so that each student can look at themselves in the mirror.
- Friday: M&M Activity Magnificent Me

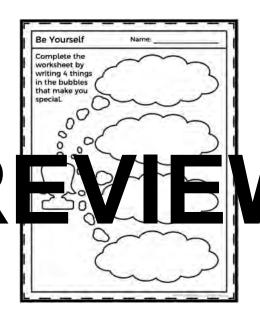


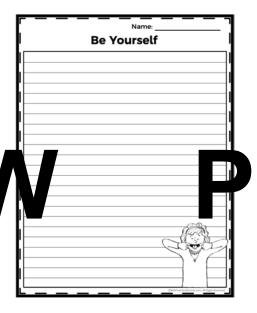
# **Picture Books to Teach** <u>Self Aware</u>ness

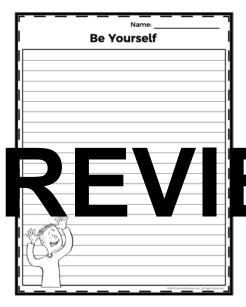
- Blink:

  A Bad Case of the Stripes by David Shannon (Be Yourself)
  Like Myself by Karen Beaumont (Be Yourself)
  Theirna the Unicorn by Aaron Blabey (Be Yourself)
  Theirna the Unicorn by Aaron Blabey (Be Yourself)
  Wemberly Worried by Kevin Henkes (Emotions Worry)
  The Sandwich Swap by Queen Rania Al Abdullah (Be Yourself)
  The Color Monster by Anna Llenas (Emotions)
  Grumpy Monkey by Suzanne Lang (Emotions Grumpy)
  The Feelings Book by Todd Parr (Emotions)
  The I'm Not Scared Book by Todd Parr (Emotions Scared)
  Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee
  Curtis (Emotions Silly)
  Today I Feel An Alphabet of Feelings by Madalena Moniz (A-Z
  Emotions) Today I Feel An Aupnabet or Freeurips by missing the Emotions)
  Wild Feelings by David Milgrim (Emotions)
  Wild Feelings by Deter H. Reynolds (Intergrity)
  Giraffe Problems by Jory June (Positive Self Image)
  The Day You Begin by Jacqueline Woodson (Positive Self Image)
  We're All Wonders by R.J. Palacia (Positive Self Image)
  Being Frank by Donna W. Earnhardt (Honesty)
  The Rainbow Fish by Marcus Prister (Be Yourself)
  The Crayon's Book of Feelings by Drew Daywalt (Emotions)
  The Boy With Big, Big Feelings by Britney Winn Lee (Emotions)













\*

# vill need:

eo Clip - Patience

ord Focus Worksheet (one per student)

ghtbulb Brainstorming Worksheet (one per student) atience Writing Page (one per student)

- Puzzie Template (one per student)
- Crayons or colored pencils

## · Scissons Instructions:

- · Monday Show the Video Clip
- MORIDAY, Show the Video Cup.

  Show the video Clip Streema 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 Socus Worksheet and have students complete the activity. Students can use dictribraries, internet, etc. to look up the definition.

- Tuesday: Day 1-Writing Activity (Brainstorming)

  - escay: Day 1-Writing Activity (brainstorming)
    Load a discussion with the class about times when they must
    be patient.
    Examples

    When a parent is on the phone

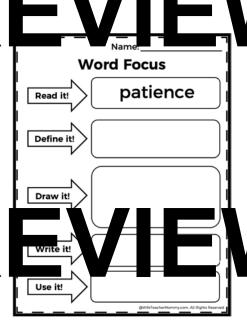
    Waiting for holp with homework.

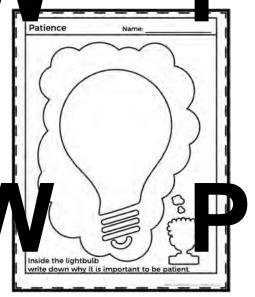
    Waiting for a reacher to come help with an assignment.

**Self Awareness Lesson** 

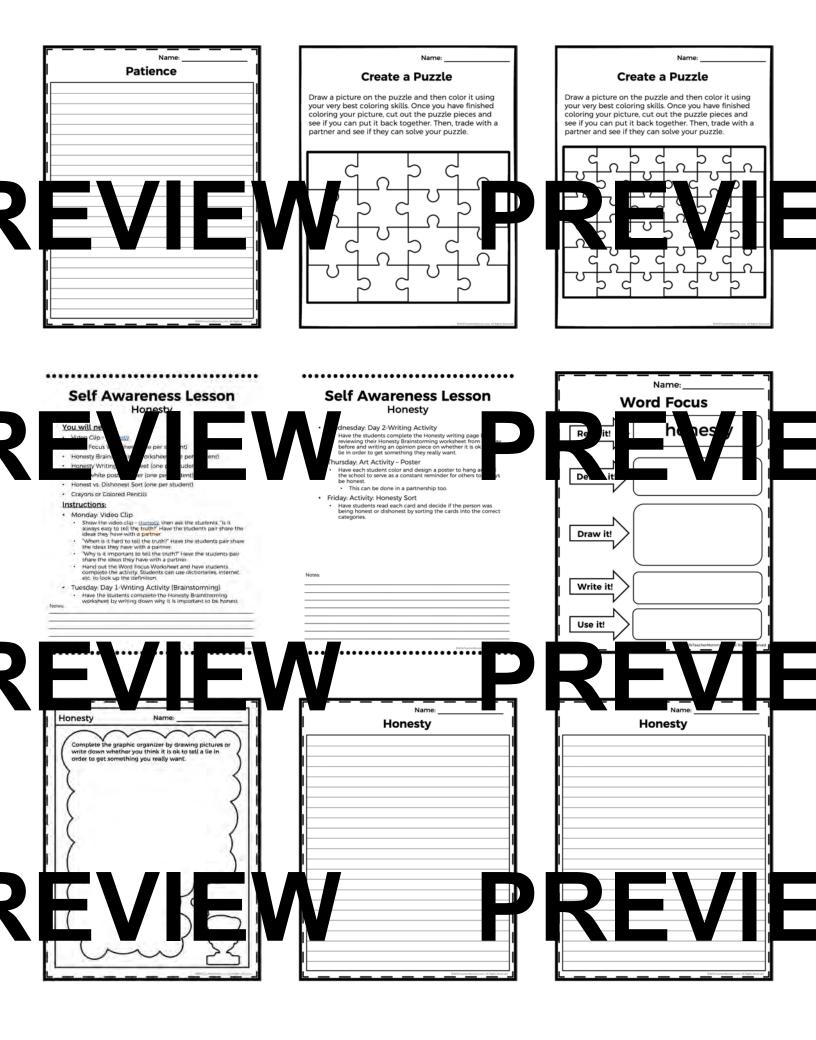
· Friday: Simon Says

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.





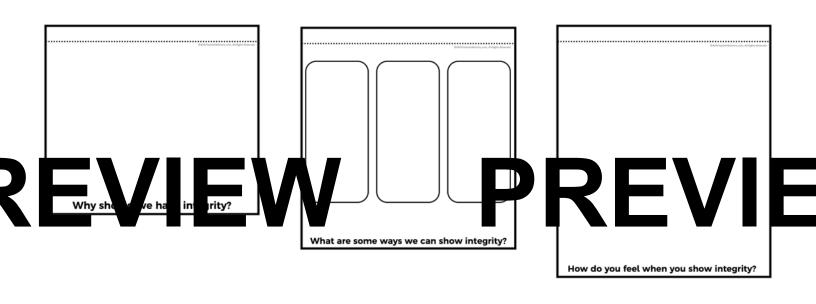


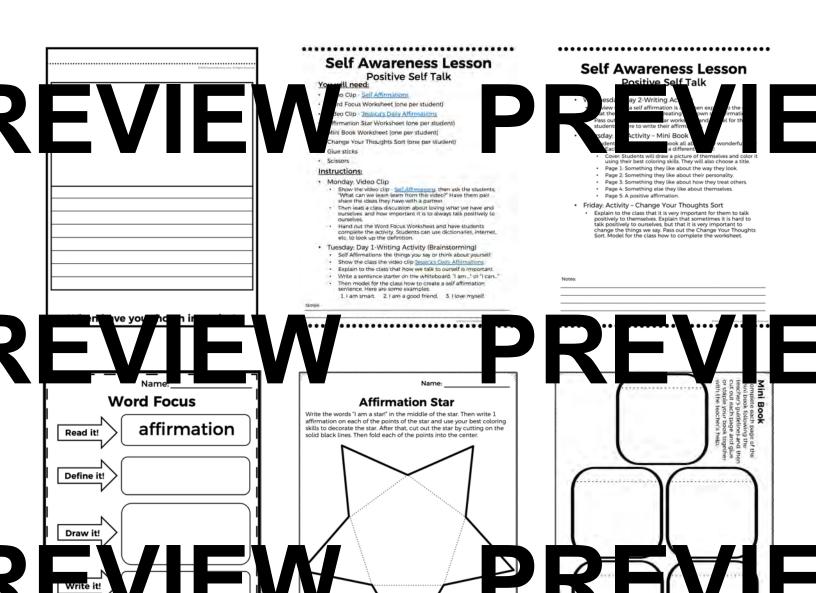


# Name: **Honest vs Dishonest** Self Awareness Lesson **Self Awareness Lesson** ut out each card and then decide if the person was being honest of shonest. Glue each card into the correct category.. Integrity Integrity You will need: Thursday: Day 1-Integrity Flipbook Pass out the flipbook pages and 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 bliggest 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? Honest Dishonest Video Clip - Intugrity · Word Focus Worksheet (one per student) · Integrity Brainstarming 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 sday: Day I-Writing Activity (Brainstorming) Brainstorm by leading a discussion about what it loo have integrity and why it is important. Review what it about the prior day. Explain to the class they they ar choose a person in history that they feel had integrit they will research that person and wrine a report on it. · Wednesday Day 2-Writing Activity Review what it means to have infogrity and discuss what it feeling the control of the control o Name: Integrity Integrity **Word Focus** Read it! e it! Draw it! Write it! Use it! Integrity **All About Integrity** By:

EVIEW PREVIE

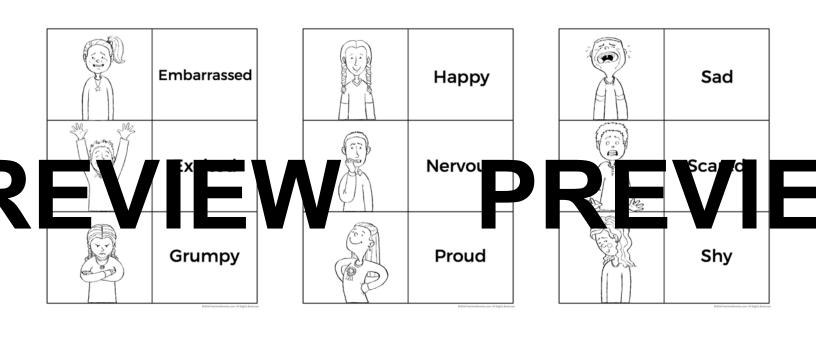
What is integrity?

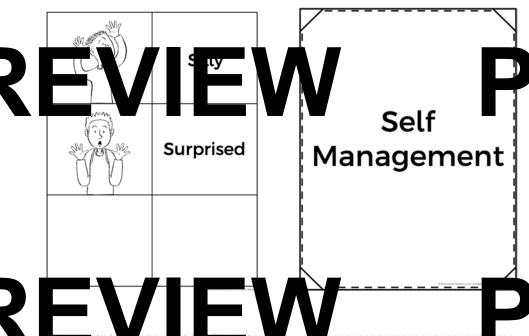




Use it!

# Name: **Change Your Thoughts** Self Awareness Lesson Self Awareness Lesson 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. **Identifying Your Emotions 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 something that makes them happy and how they feel inside when they do that specific thing. Things I Should Say Things I Shouldn't Say 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) 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. Emotions Matching Game Cards (one per studen)) . Crayons or Colored Pencils Friday: Emotions Matching Game Instructions: day: Video Clip sday: Day 1- Writing Activity (Brainstorming) Have the students complete the writing activity about it they feel during certain times. Have the students reflect on something (ney mily say a certain time and then what emotion that dialogue refle For example. Thy morn is so mean! She won't let m my friend's house "- Anger "I am going to be terrible at my dance recitel." Worried I will work hard to practice my math so that I pass my math test. but I am smart and can do I will never get any better. whatever I set my mind to! I am going to fail my math test. Even though I made a mistake, I am not a bad friend. I am dumb and school is stupid. I am a bad friend. Emotions **Your Emotions Your Emotions** 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. 4. If they do not match, the player will turn them back over and the next person will turn them back their turn. **Emotion Word Focus** Matching Confused identify Read it! Game Define it! **Curious Angry** Draw it! Write it! Use it!





# Picture Books to Teach

- Fergal Ariir Gook (S. Inagement)
  The Good Egg by Jory John Cook (Self management)
  It's ok to Make Mistakes by Todd Part Cook (Self management)
  Meditation is an Open Sky: Mindfulness for Kids by Whitney Stewart
  (mindfulness)
  My Magic Breath: Finding Calm Through Mindful Breathing by Nick
  Ortner (Mindfulness)
  No David by David Shannon (Following Rules)
  No Fits, Nilson by Zachariah O'Hora (Following Rules)
  Silence by Lemniscates (Mindfulness)
  Take the Time by Maud Roegiers (Mindfulness)
  We Don't Eat Our Classmates by Ryan T. Higgins (Self Management)
  Lave Ants in My Pants by Julia Cook (Self Management)
  Clark the Shark by Bruce Hale and Guy Francis (Self Management)
  Lacey Walker Nonstop Talker by Christianne C. Jones (Self
  Management)
  Tattle Tongue by Julia Cook (Self Management)

# Self Management Lesson Managing Your Emotions

# You will need:

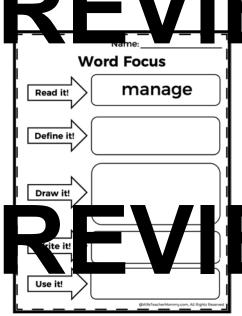
- Video Clip Why do we lose control of our emotions?
- · Word Focus Worksheet (one per student)
- When I Feel. Brainstorming Page (one per student) When I Feel. Writing Page (one per student)
- · Blank Face Template Page (one per student)
- Crayons or Colored Pencils

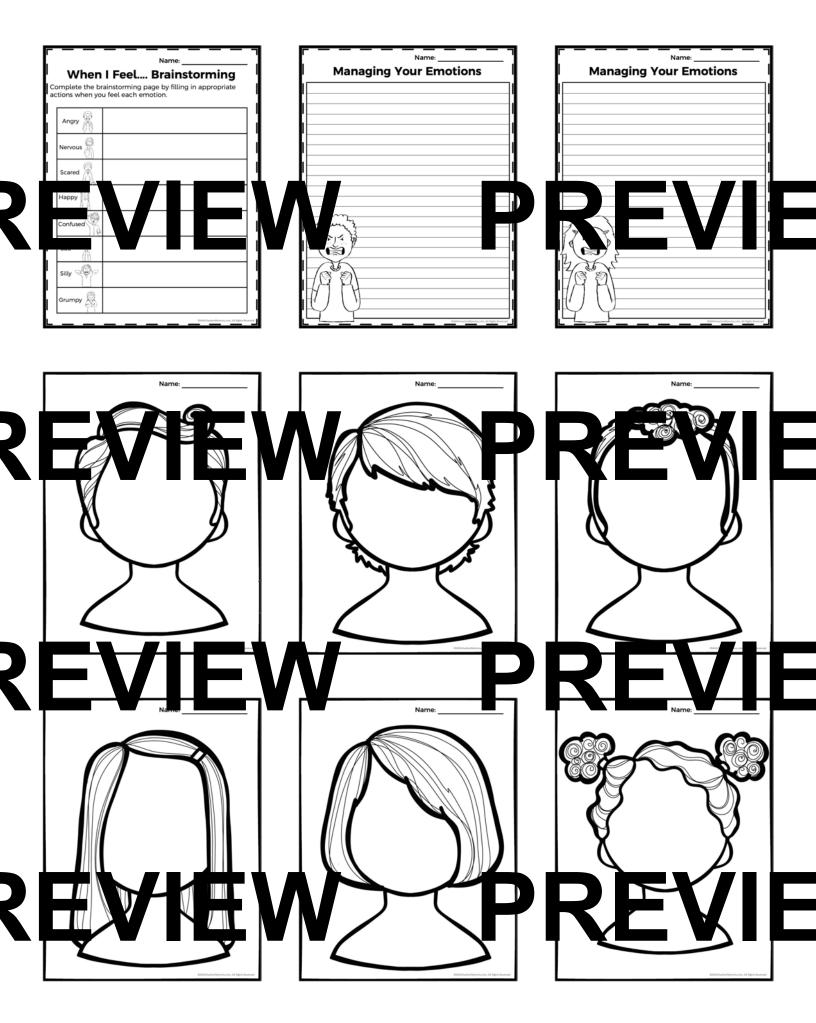
# Instructions:

- · Monday: Video Clip
  - Show the video Why so we line control of our emotions? then ask the sludents. "What happens when we act based on how we are fielding without thinking about what we are doing?" Have them pair share the ideas thay have with a partner.

# **Self Management Lesson Managing Your Emotions**

- Wednesday: Day 2- Writing Activity
   Pass out the When I Feel... Writing worksheet and tell the class that you are going to write about things you can do when you feel strong emotions.
- Thursday: Art Activity Self Portrait of Emotions
- Pass out a blank face page to each student and have them choose a few colors that represent how they are feeling today. Have them draw a face onto their person and then color the face using only the colors that represent how they feel.
- Friday: 5 Finger Stop
  - Ask the students to think about a time when they were frustrated or angry. Ask them to think about what happened and how they acted. Have them pair share with a partner.
  - Now tell the class that you are going to teach them how to manage their emotions before they act by showing them a trick using their hand.
- ger as you do and repeat after you. Thumb Think about something I can see. Pointer Finger. Think about something I can smell. Middle Finger. Think about something I can taste. Ring Finger. Think about something I can hear. Pinky Finger. Think about something I touch. we explain that when they are in a situation where t d, sad, nervous, or frustrated, they can look at their to be reminded to think about those five things before the terminded to think about those five things before the second section.





# 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

- Show the clip strainer there ask the does it is you fer then you distressed?

  I do not to defen the defen to describe the described to th
- Tuesday Day I
   Activity instraing)
   Stalk about who stress and they fourther.

  Falling stress.
  - stress, they can take a deep breath and take it one problem at a time.
- Pess 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

Talk to the class about how our breathing can help us be when we are feeling strusted.

Practice breathing in a calazing way

ay: Calming Breathing

Self Management Lesson

Stress Management

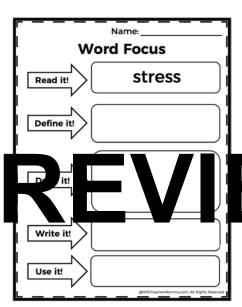
Wednesday: Day 2- Writing Activity
 Hand out the Stress Management Writing Page and have the students write about what causes them stress and how they can manage that stress.

Thursday Art Activity - Draw Your Calm Space

Pass out a blank piace of paper to each student and then talk to the Class shoul 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 calmest will be calmest. If they don't have a place where they feel calmest they have been calmest. If they don't have a place where they feel calmest.

lay the video clip Breathing to Encourage Stress Seel

Instructions:



**Stress Management** 



**Self Management Lesson** 

Following the Rules

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.

bel 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).

Thursday: Art Activity – Draw a Picture of a Place and Label What Rules Are Being Followed

**Stress Management** 

# Self Management Lesson Following the Rules

# You will need:

- · Video Clip Rules
- Rules Brainstorming Worksheel (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—<u>Rimes</u>. 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 2 y Review tassroom a and he cl. hy each rule is imported birty past being an interest a work to the cl. hy each rule is being past being an interest a work id or she to the test.

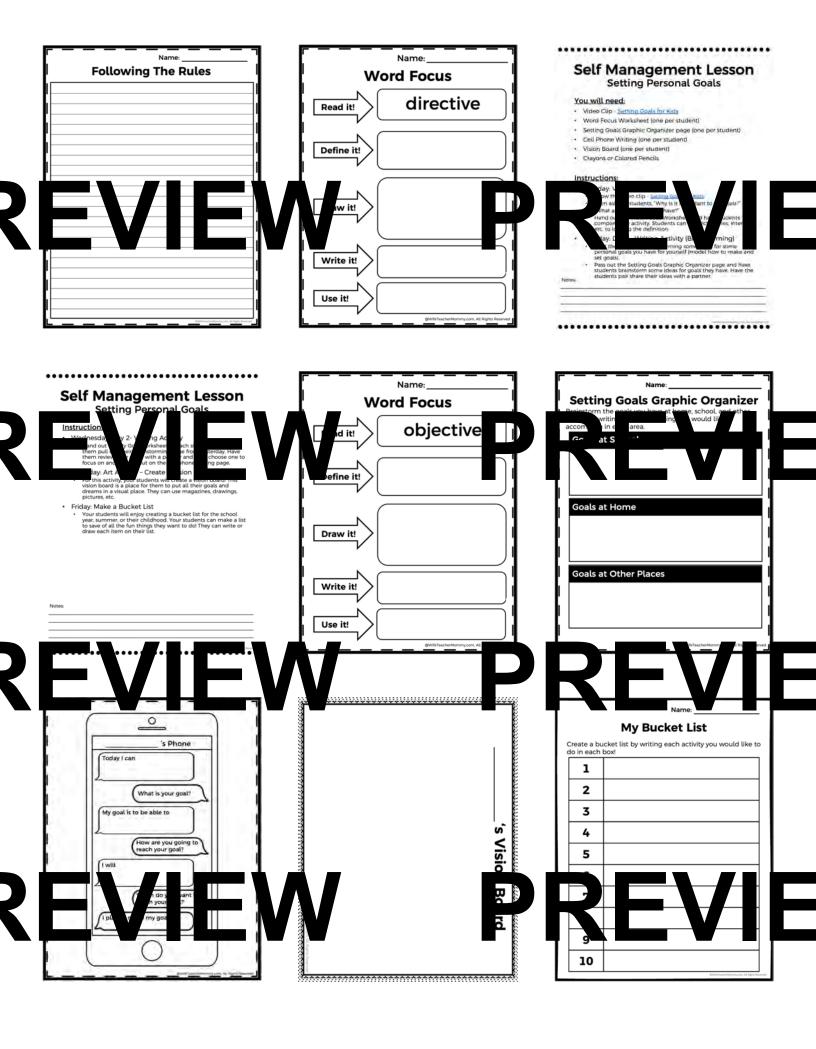
\*

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.

Wednesday: Day 2- Writing Activity

Instructions:





# \* 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
- - 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 stud.

..........

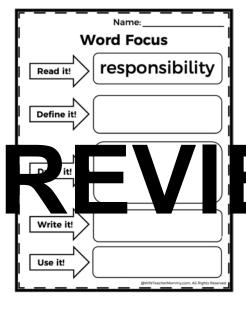
# **Self Management Lesson** Responsibility

## 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
- Pass out the Responsibility Scoot worksheet and point out the cards posted around the room. Model how to complete 1-2 juestions on the scoot worksheet so that students are fi with how to complete the activity.

Name: Responsibility

hen excuse the students to walk around and look at eard to decide if each person is being responsible or no



Name:				
My Respo	nsibilities			
and at some a propiet of the sound of the so	1 2 3. 4.			
At Home	At School			
1.				
1 2. 2. 3. 4.				
	Places			

		Respor	Nari.	/ Scoot	
٥ ۸	love around n the card is rrite the wor	the room an being respo d "yes" in the d "no" in the	d read each nsible. If the box. If they	card, decide y are being re are not being	if the person
	1	2	3	4	5

1	2	3	4	5
6	7	8	9	10
11	12	V		15
	<b>-</b> '	7	_	



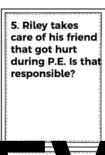
ı	Name:					
		My Daily Checklist				
	your d	ily c pla the work of two				
ı						
ı						
ı						
ı						
ı						

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 time tŀ

4. Ruby and Tess helped clean up mess



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



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



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



walks Is that

akenna and ey work ther on a ect. Is that ponsible?

to 📗 12. Lettie tall a grown up v she needs he with a proble Is that responsible?

responsible?

Self Management Lesson

ons:

Monday: Video Clip

- onday Video Clip
  Show the video clip Manners, Then ask the students "Whatclose it mean to have manners"
  Herview manners For seample
  Say please and thank you.
  Don't talk with your mouth full.
  Say sorry.
  Don't ask with your mouth full.
  Say sorry.
  Don't must mouth when you sneeze or cough.
  Hand out me Word Focus Worksheet and have students can use distinantes, internetenc. to look up the definition.
- Tuesday: Day 1- Writing Activity (Brainstorming)
- Lead a discussion about what in following places:

  School
  Dinner Table
  Sports
  Home
  Music Class
  Swimming Pool

# **Self Management Lesson** Manners

# ctions:

- dnesday: Day 2- Writing Activity Pass out the Manners Writing Page and have strabout why it is important to have manners.
- arout why it is important to never manners.

  ursday: Art Activity Manners Matching Game
  Pass out the Manners Matching Game Cards and review
  manner with the class. Then give the students time to of
  each card so that they are all ready to cut out and play time
  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.
- to play the game with a partner.

  Friday: Manners Matching Game

  Each partnership will only need one set of cards so they can play twice and use both partners cards.

  To play

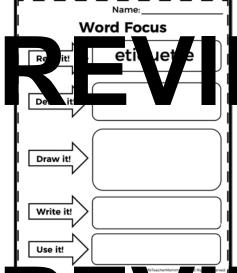
  Cut out all the cards and place them face down.

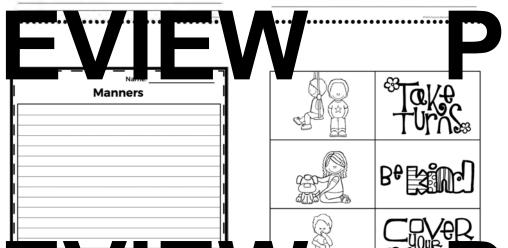
  Then the shortest player will turn over two cards, one at a time.

- time.

  3. If the cards match, the player takes both cards and takes another turn.

  4. If they do not match, the player will turn them back over and the next person will take their turn.











# **Picture Books to Teach Responsible Decision Making**

- What Should Danny De? by Adir Levy
  What Should Danny De? by Adir Levy
  What Should Danny De? School Day by Adir Levy
  What Should Daria De? by Adir Levy
  What Should Daria De? 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 Burniug
  What if Everybody Did That? by Ellen Javernick
  Should I Share My Ice Cream? by Mo Willems
  What Will it Be, Penelope? by Tori Corn
  Don't Squeal Unless it's A Big Deal by Jeanie Franz Ransom
  Don't Push the Buttori by Bill Cotter
  The Recess Queen by Aloxis O'Neill
  The I Act by Steve Metzger
  Sta Ill Molly Lou Melon by Patty Lovell
  Llama Time To Share by Anna Dewdney
  Lama Time To Share by Anna Dewdney
  Le Llama Mad at Mama by Anna Dewdney
  Do Dinosaurs Glay with Their Friend's by Jane Yolen
  Oo Dinosaurs Play with Their Friend's by Jane Yolen
  Oo Dinosaurs Play with Their Friend's by Jane Yolen
  Oo Dinosaurs By Ornical Gordon
  Tit Talk to Strangers by Christine Mehlhaff (stranger danger)
  Never Talk to Strangers by Irma Joyce (stranger danger) (stranger danger)
  Never Talk to Strangers by Irma Joyce (stranger danger)
  I'll Never Get All That Done by Bryan Smith (prioritizing)

# Responsible Decision-**Making Lesson**

Choices

# You will need:

- · Video Clip Chaices
- 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:

# Responsible Decision-Making Lesson

**Making Choices** 

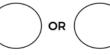
# **Word Focus**

# decisions

efine it!

# **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











Dog or Cat Soccer or Kickball

Cake or Pie

Math or Reading

the Movies

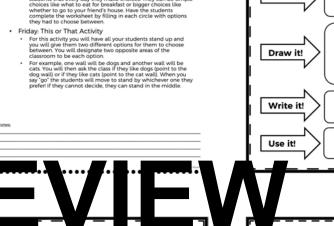
This or That Activity

Choices

**Chocolate or Fruity Candy** 

Give a gift or get a gift Being Inside or Being Outside

Math or Reading



# Responsible Decision-Making Lesson

# You will need the Problem

- Video Clip Problems and Solutions
- Ward Facus Worksheet (ane 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

- - to be late for work.

    Ask 'the class. 'What was the problem?'

    Ask 'What choices did I have?'

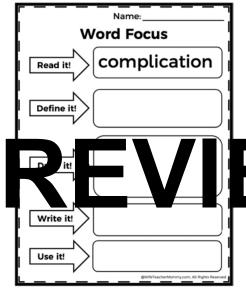
    Have students pair share their ideas Island out the identify the Problem worksheet and have students brainstorm a possible problem for the main character in their narries story to face. Then they will brainstorm 5, possible solutions.

...........

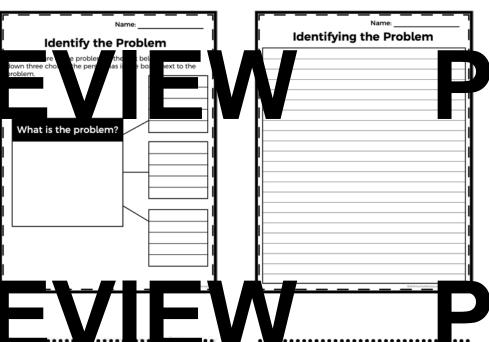
# **Responsible Decision-Making Lesson** Identifying the Problem

## 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
  - land out the Problems Happen Comic Strip pages from resterday and let the students color their illustrations from day before.



**Problems Happen Comic Strip** 



# Responsible Decision-**Making Lesson**

**Evaluate the Results** 

# You will need:

- Video Clip Coris
- · 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 Co.
  - Then ask the students. "What did you learn about consequences?" Have them pair share the ideas they have

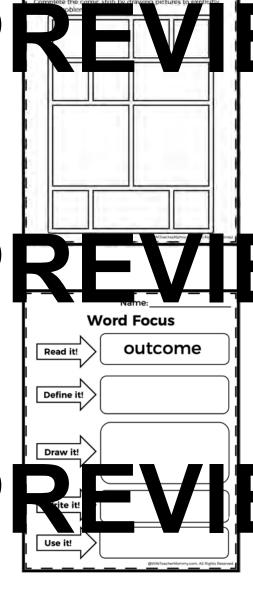
	Jay. La	0.011	WELLAND	Chillia	
•	Lead a clas	1452	bout a p	rn yo	f and a choice
	you had to r	N/	ate the re	by (d	ing if they
	were a positi		r a negati	nsequ	to your
	islan				

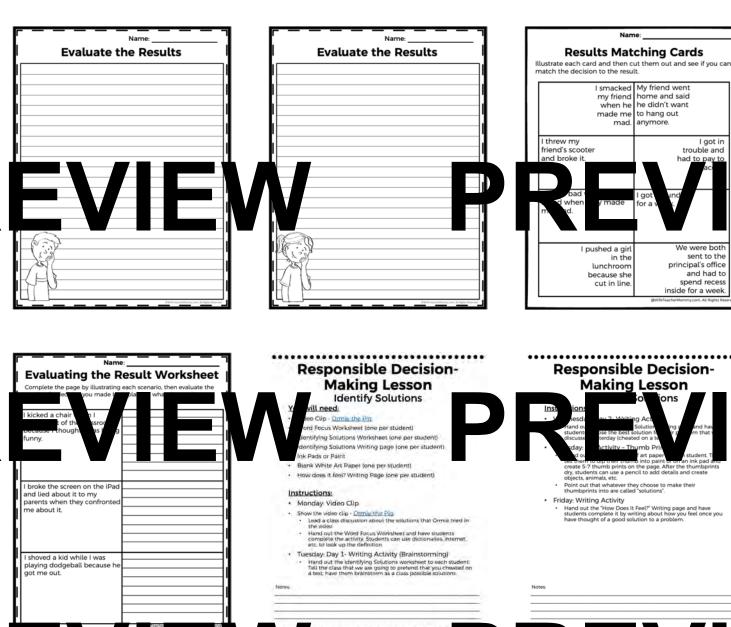
# Responsible Decision-**Making Lesson**

**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 had to make. Then, ask them what the results were and if they had to make. Then, ask them what the results were and if they had to make. Then, ask them what the results were and if they had to make. Then, ask them what the results where and if shey 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 alo each scenario to the class. Then have each student write dow what they think the results of that decision would be.





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. **Identifying Solutions** 

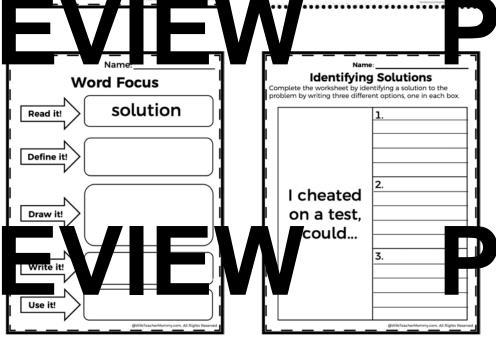
I got in trouble and

had to pay to

We were both

spend recess

sent to the





# 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:

- day: Video Clip
- "How do we know what things to do first?" Litad a discussion about getting things done and the importance of prioritizing.
- esday: 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 should be one of our priorities.
- riand out the Prioritizing Worksheet and have the students circle the most important thing to do in each series of three tasks.

# Responsible Decision-**Making Lesson**

Prioritizing

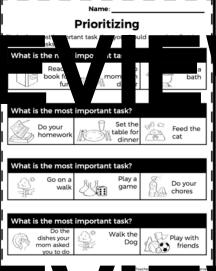
## Instructions:

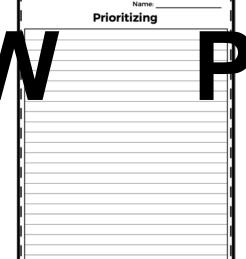
- Wednesday: Day 2- Writing Activity
  - Hand out the Prioritizing Writing page and have each student complete the writing page by identifying one thing that is their priority when they get home.
- Thursday: Art Activity

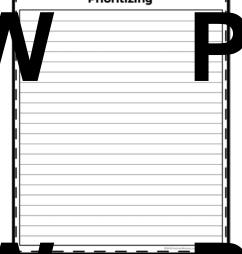
Name: My Priorities

4.

6.







# Responsible Decision-

# **Making Lesson**

Internet Safety

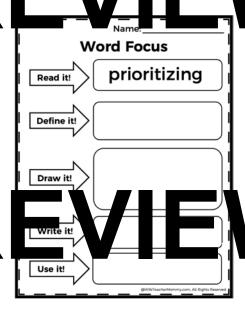
# Instructions:

3.

5.

- Wednesday: Day 2- Writing Activity
   Today your students will complete the last 2 pages of their flipbooks.
- 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.



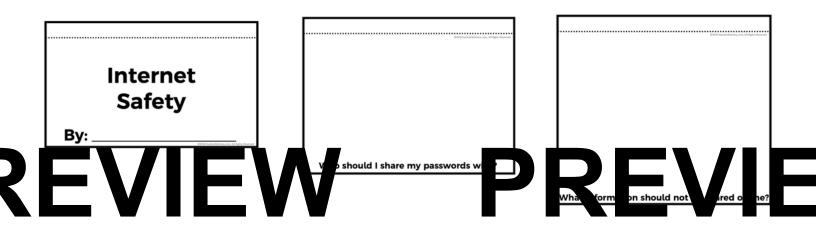
# Responsible Decision-**Making Lesson** You will need:

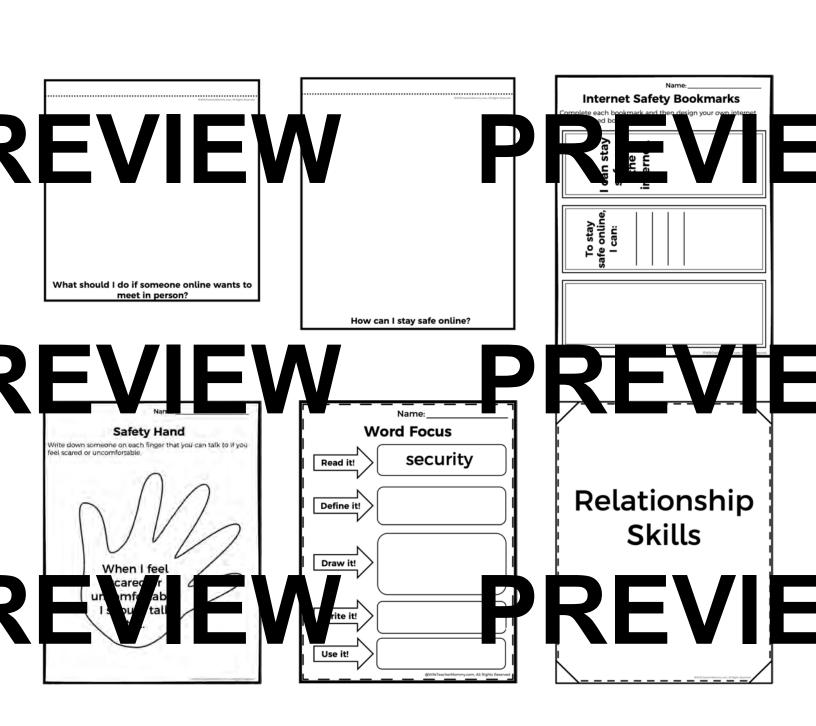
- Video Clip Internet Safety for Kids
- Internet Safety Flipbook (one per student) · Internet Safety Bookmark (one per student)
- Work Focus Worksheet (one per student)
- Crayons or Colored Pencils

# Instructions:

- Monday: Video Clip
   Show the video clip <u>Internet Salety for Kirds</u>
   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 attant working on each page. The pages should go in order from smallest on top to biggest often and stapled or glued at the top. Be sure to mod searchild the books or have them already assemble the books or have them already assemble the sooks or have the same the searchild the same that the sooks or have the same the same that the sooks or have the same that the same t
- emble the blocks or have them already assembled to bett.
  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 person?
- How can I stay safe online?
   Once the flipbooks are assemble the first 3 pages.
- Lead a discussion about each page prompt so that students understand what to do on each page.





# **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)
  Enemy Pie by Derek Munson (Friendship)
  The Rainbow Fish by Marcus Pister
  How to Be a Friend by Laurene Krasry Brown
  You Will Be My Friend IB Py 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 Al
  Sion by C. M. is

# 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 <u>Communication 3or seas</u>
  Then ask the students, "Why is communication impor-
- esday: Day 1- Writing Activity (Brainstorming)
  Choose a student to join you in front of the class and m
  having a conversation. Remember to

  Look at the speaker.

  - Nod appropriately Wart for your turn to talk Ask questions

Name:

# Relationship Skills Lesson Communication

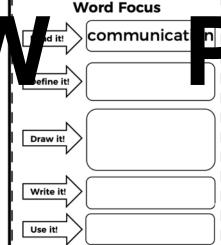
## Instructions:

- 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:			

CWite teacher Manney June, Al Rights Reserved





# **Relationship Skills Lesson Developing Good Relationships Developing Good Relationships**

Relationship	Skills	Lessor
Developing Go	od Relatio	onships

	evelor	oing Good Re	lations	nips
YOU	Lne			
+ V	Clip	at Makes a Good F	2	
	(applipa	ins Wri	Parce	per

# Instructions:

- Monday, Video Clip
   Show the video clip <u>Vinat Makes a word Frema</u>
   Then ask the students. "Yety 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

    - 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

<b>D</b> "	·····	<b>\</b> '/	1.1
		Y	┹╄





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.

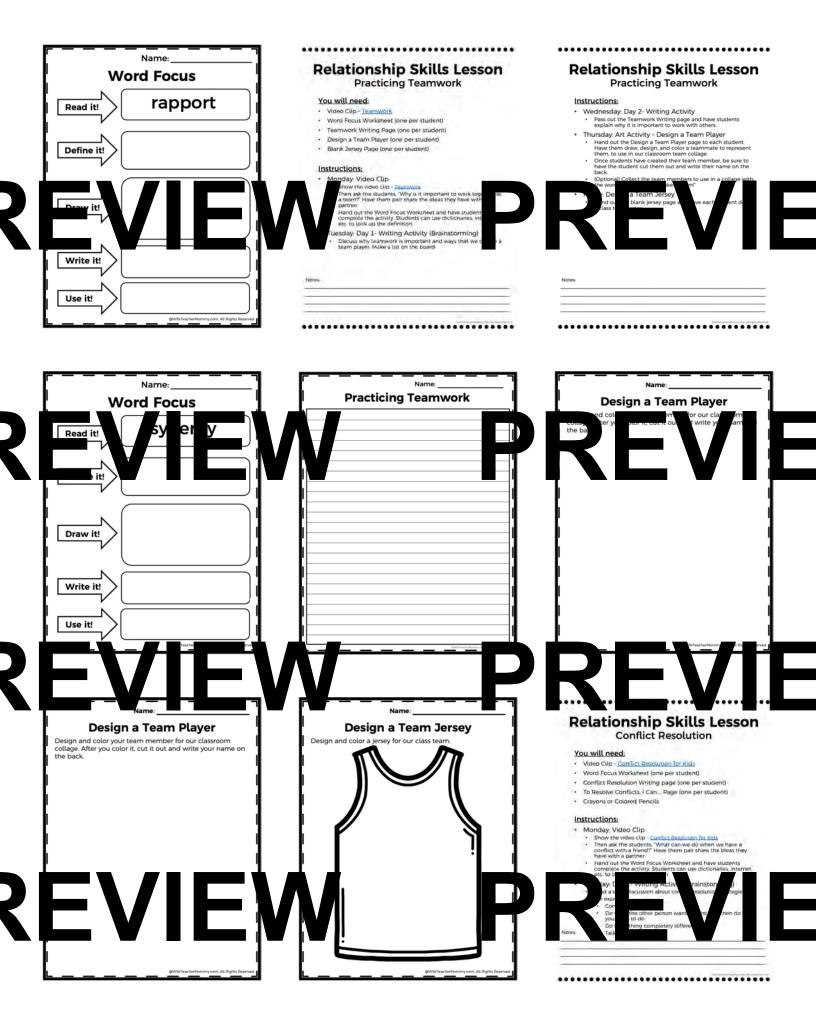
Gay: WORD FOCUS

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

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.

Instructions:

Friday: Word Focus

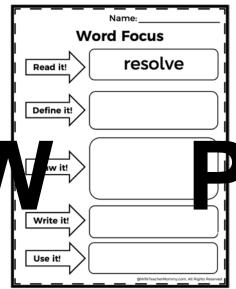


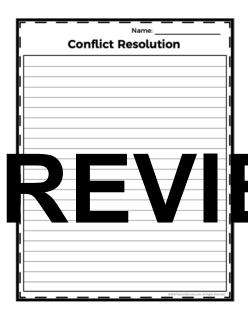
# Relationship Skills Lesson **Conflict Resolutions**

## Instructions:

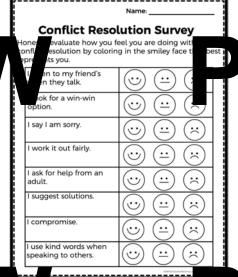
- Wednesday: Day 2- Writing Activity
   Hand out the Conflict Resolution Writing page to each student and then have them write down one way they can resolve a conflict.
- Thursday: Art Activity To Resolve Conflicts, I Can...
  Create a list of things you can do to resolve conflicts.
- Friday: Conflict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







# To Resolve Conflicts, I Can.... 2 3 5



# .......... **Relationship Skills Lesson** Instructions: Monday: Video Clip. Show the video clip - <u>Hispacting Stheri</u>. Then ask the students, "How can we support other people?" Have them pair share the ideas they have with a partner. Tuesday: Day 1- Writing Activity (Brainstorming) Hand out the Supporting Others working to each student. lead a class discussion about how we can support others Help someone carry something Write someone a nice note telep someone clean up Help someone and we dinner Help sour parent Make dinner Help your parent Mith yardwork.

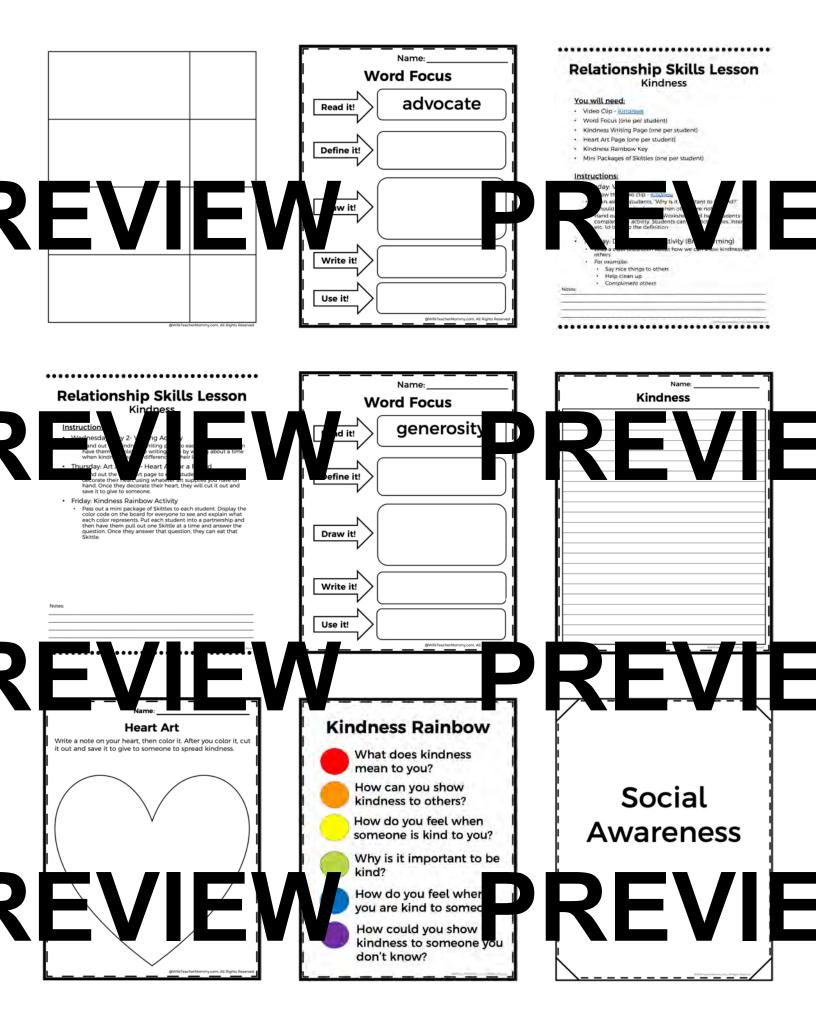
# Relationship Skills Lesson Offering Support When Needed

# Instructions:

- Wednesday: Day 2- Writing Activity
- Hand out the Supporting Others Writing page to each student and have them fill in one way they can support others.
- Thursday: Art Activity Support Cards for the Word
  - Hand out one blank card to each student. Have the student draw a picture in the smaller rectangle to show how to support others and write a phrase explaining the action in the larger rectangle. Model completing one so that they understand where each element goes. Once the cards are complete, display them on the classroom word wall.
- · 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.

Feeling Support Draw a picture in each circle of a ways that other people make you feel supported. I feel supported when pople...

	Name:
Offeri	ng Support to Others
!	
I	
1	
<u>'</u>	
I	



# **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 Gabriet Alborozo (Friendship)
  Enemy Pie by Derek Munson (Friendship)
  Enemy Pie by Derek Munson (Friendship)
  The Rainbow Fish by Marcus Pister
  How to Be a Friend by Laurene Krasry Brown
  You Will Be My Friend IB Pyeter 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 Al
  Agion by C.M. is

# 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
- ssclay. Day 1- Writing Activity (Brainstorming) lead a discussion about finding strengths in our friends optional Call wash student to the front of the class and deptify 2-3 strengths they have or let their classmates a

Notes			
	-		

My Friend

# Social Awareness Lesson **Recognizing Strengths in Others**

# Instructions:

- Wednesday: Day 2- Writing Activity
- Hand out the My Friend 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
- Friday: Word Focus

Notes:			



# 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: <u>Heregoring and Selectoring Differences</u>
   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, oil: 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 islike, how we act, talk, etc.

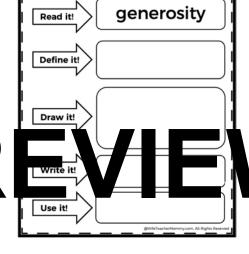


# Social Awareness Lesson

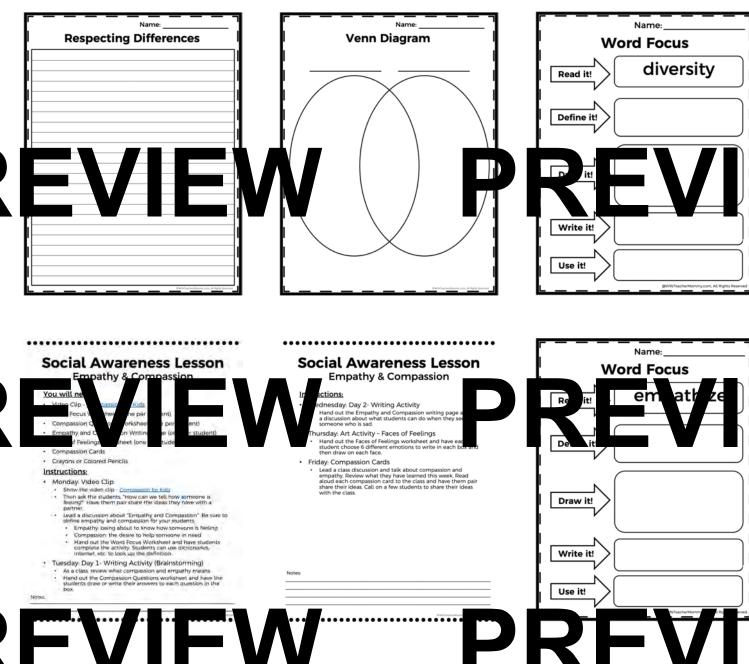
# **Respecting Differences**

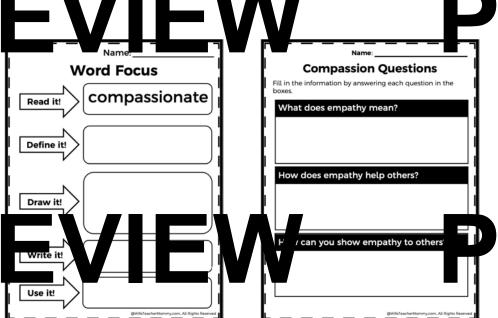
# Instructions:

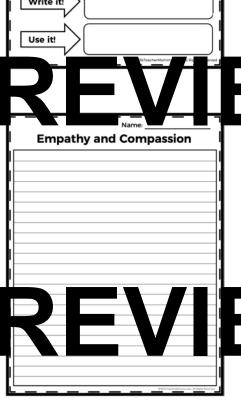
- Wednesday: Day 2- Writing Activity
  - Hand out the Bo lifferent Writing Page to each student and have them fill in the information about something that makes them special. After each student finishes, have them pair share with someone else who is finished to compare what makes them each special.
- 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.

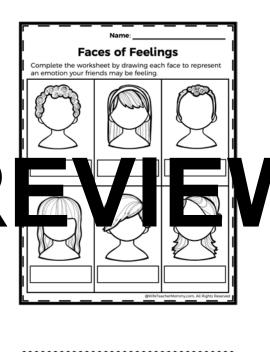


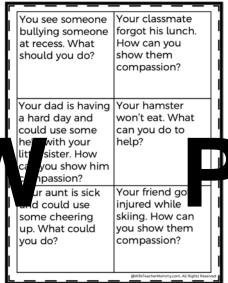
**Word Focus** 











# Social Awareness Lesson Showing Concern for Others

# You will need:

- Video Clip Concern for Others
- Word Focus Worksheet (one per student)
- Showing Concerns for Others Writing Page (one per student)
- Ways to Show Concern for Others Page (one per student)
- Concern Far Others Questian Color Key
- Mini M&Ms (one package per student)
- · Crayons or Colored Pencils



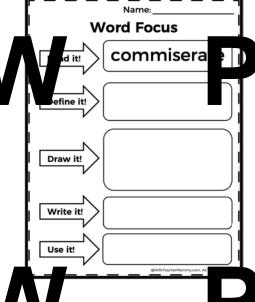
**Showing Concern for Others** 

# Social Awareness Lesson

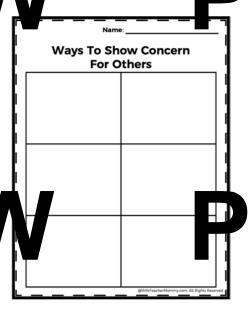
Showing Concern for Others

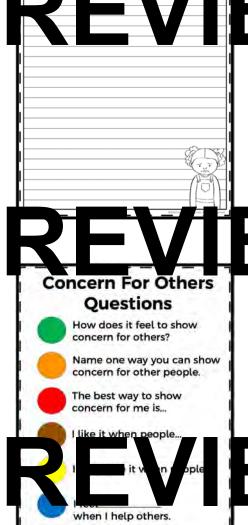
# Instruction

- and out oncern hers
- Thursday: Art
   Ways to pw C ern for
   Others
- students draw and tabel six ways to snow 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.



# Showing Concern for Others

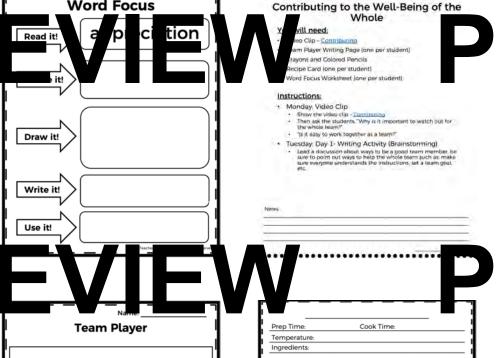




# \* Name: Social Awareness Lesson Social Awareness Lesson Gratitude Gratitude Gratitude You will need: Instructions: Wednesday: Day 2- Writing Activity Hand out the Gratitude Writing page to each student and have them think about someone they are grateful for and what makes them grateful for that person. · Video Clip - Gratitude Gratitude Writing page lone per student) + Blank White Art Paper (one per student) 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. · Crayons or Colored Pencils · Word Focus (one per student) Instructions: Friday: Word Focus fand out the Word Focus Worksheet and have student complete the activity. Students can use dictionaries, in etc. to look up the definition. Monday, Video Clip ow dec clip

..........

Social Awareness Lesson



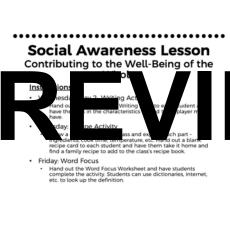
Directions:

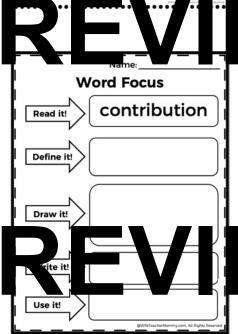
Prep Time:

Cook Time

Name:

**Word Focus** 







# **Review Lesson Self Awareness**

## You will need:

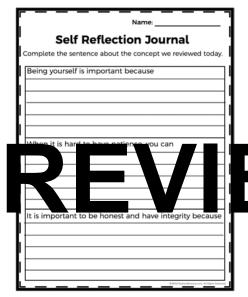
· Self Reflection Journal Pages (one per student)

## 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.
- Inesday: Review Honesty & Integrity
- ead a discussion about honesty and integrity. Then have tudent complete the self reflection journal entry about nonesty and integrity.
- ursday: 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.
- riday: Review Identifying Your Emotions
- Lead a discussion about identifying your emotions. There each student complete the self reflection journal entry about their emotions.

otes:			

Ctrife feasing Manning Joseph All Rights Reserved



# Name: Self Reflection Journal Today I feel

# **Review Lesson** Self Management

..........

# vill need:

Reflection Journal Pages (one per student)

## uctions:

- onday: Review Managing Your Emotions
  - Lead a discussion about managing your emotions. The each student complete the self reflection journal entreanaging 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
- 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.

Ν	ot	es	
_			
_			

# **Self Reflection Journal** When I feel stressed, I can Rules are important because

Name:

# **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
- rsday: Review Prioritizing
  - ead a discussion about prioritizing. Then have each stu-complete the self reflection journal entry about their pr

iday: Review Internet Safety

Lead a discussion about the importance of internet safe Then have each student complete the self reflection jou entry about staying safe.

	1	
	$\mathbf{H}$	-VI
		Name:
	Self	Reflection Journal
ı	Complete the ser	ntence about the concept we reviewed today.

One o	hoice I m	ade toda	ay was	
One v	ay to sol	ve a prob	lem is	

	he rest of a cision
be e	he rest of a cision
	_ ~

I can show I am responsible and have manners by

**Self Reflection Journal** 

Complete the sentence about the concept we reviewed today.

I can

My goal is to

Name:	B 1	Name:
Self Reflection Journal	Review Lesson	Self Reflection Journal
plete the sentence about the concept we reviewed today.	Relationship Skills	Complete the sentence about the concept we reviewed today
show the service about the concept we reviewed today.	You will need:	
priority today is	Self Reflection Journal Pages (one per student)	It is important to communicate with others because
priority today is	Instructions:	it is important to communicate with others because
	<ul> <li>Monday: Review Communication</li> </ul>	I
	<ul> <li>Lead a discussion about the importance of communication.</li> <li>Then have each student complete the self reflection journal entry about communication.</li> </ul>	
	<ul> <li>Tuesday: Review Developing Good Relationships</li> </ul>	
el sed or und sorte e. I d	<ul> <li>Lead a discussion about developing good relationships. Then have each student complete the self reflection journal entry about being a good friend.</li> </ul>	a god
et i ed of drice for e, i t	dnesday: Review Practicing Teamwork and	a goo
	dership  Lead a discussion about teamwork and leadership. Thee	
	each student complete the self reflection journal entry being a team player.	
	hursday: Review Conflict Resolution	
	<ul> <li>Lead a discussion about conflict resolution. Then have e student complete the self reflection journal entry about</li> </ul>	
	resolving conflicts.	
	Friday: Review Offering Support to Others	It is important to be a team player because
	<ul> <li>Lead a discussion about supporting others. Then have each student complete the self reflection journal entry about</li> </ul>	
]	offering support to others.	
	1000	I
4		l
©WifeFeatherMammy.com, All Rights Reserved	©Wife Transhed General, June, 31 Ratio, Reserved	©WilleTeacherMommy.com, All Rights Rese
	•••••	
<del> </del>	•••••	r — — — — — — — — —
Name:	Review Lesson	Name:
Self Reflection Journal		Self Reflection Journal
e s nce about compt w	Social Awareness	the se
e santice about the pt w	Y will need:	ne se
	Reflection Journal Pages (one per student)	My frie
lve a flict	remotion souther rages forte per stade its	

Lead a discussion about the recognizing the strengths in others. Then have each student complete the self reflection and 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. I can support others by 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 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

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.

**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

# **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 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

lave your students write a self reflection in their self ref ournal. After they write their self reflection, have the students p share with a partner.

Being different is I can show empathy and compassion by

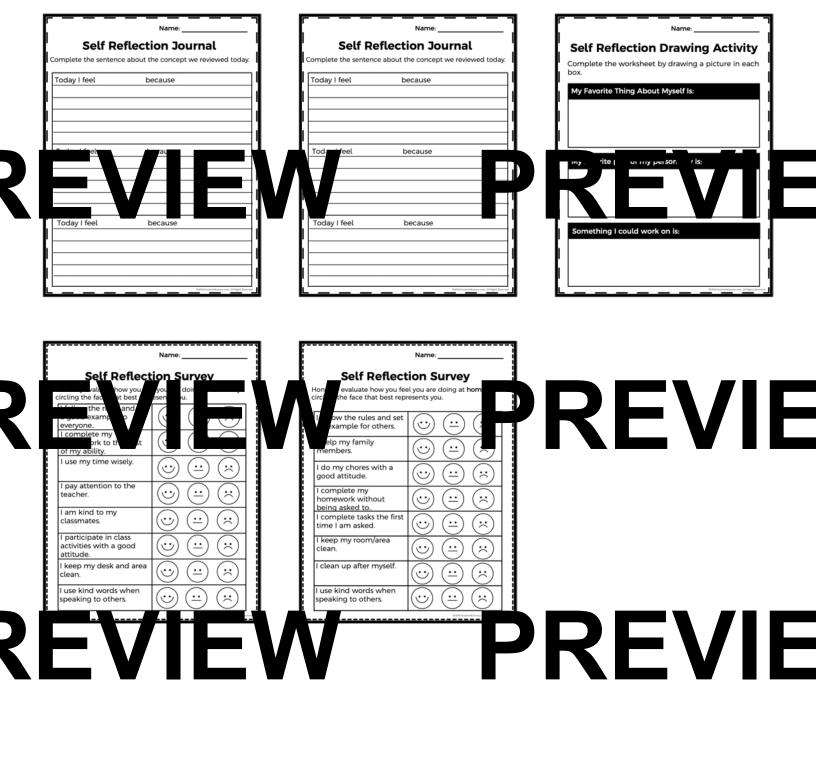
# **Review Lesson Self Reflection**

- 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 levely feet they are doing with each task. Have your students write a self-reflection in their self-reflection.

Contribution of some state of the state of t



# REVIEW

# **PREVIE**