

6th Grade

Social Emotional Learning

Name: _____

Word Focus

Read it!

Define it!

Analyze it!

Draw it!

Write it!

Use it!

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Name: _____

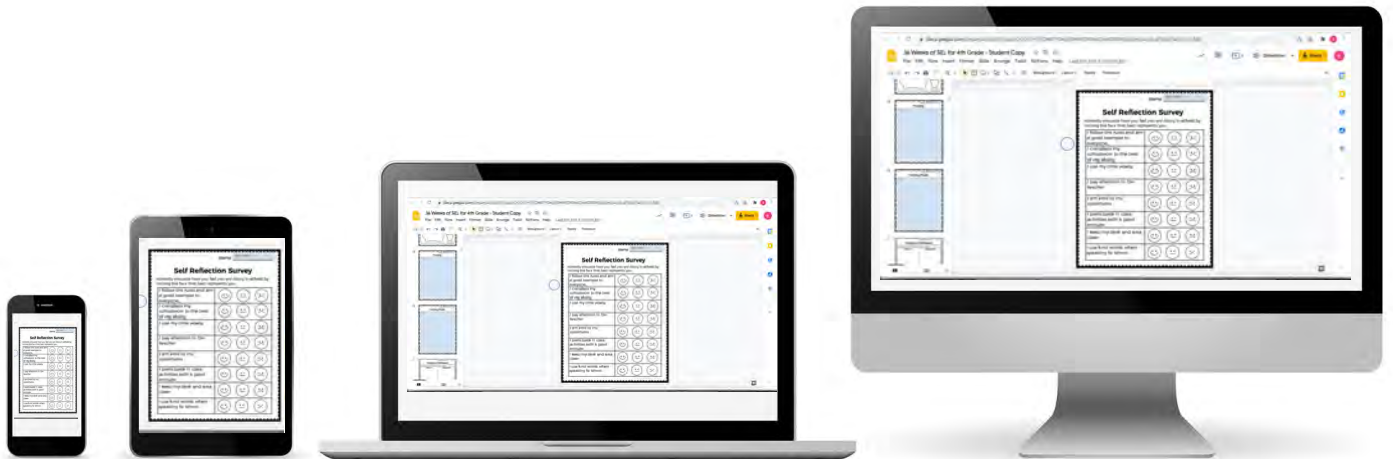
Honest vs Dishonest

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

Honest	Dishonest

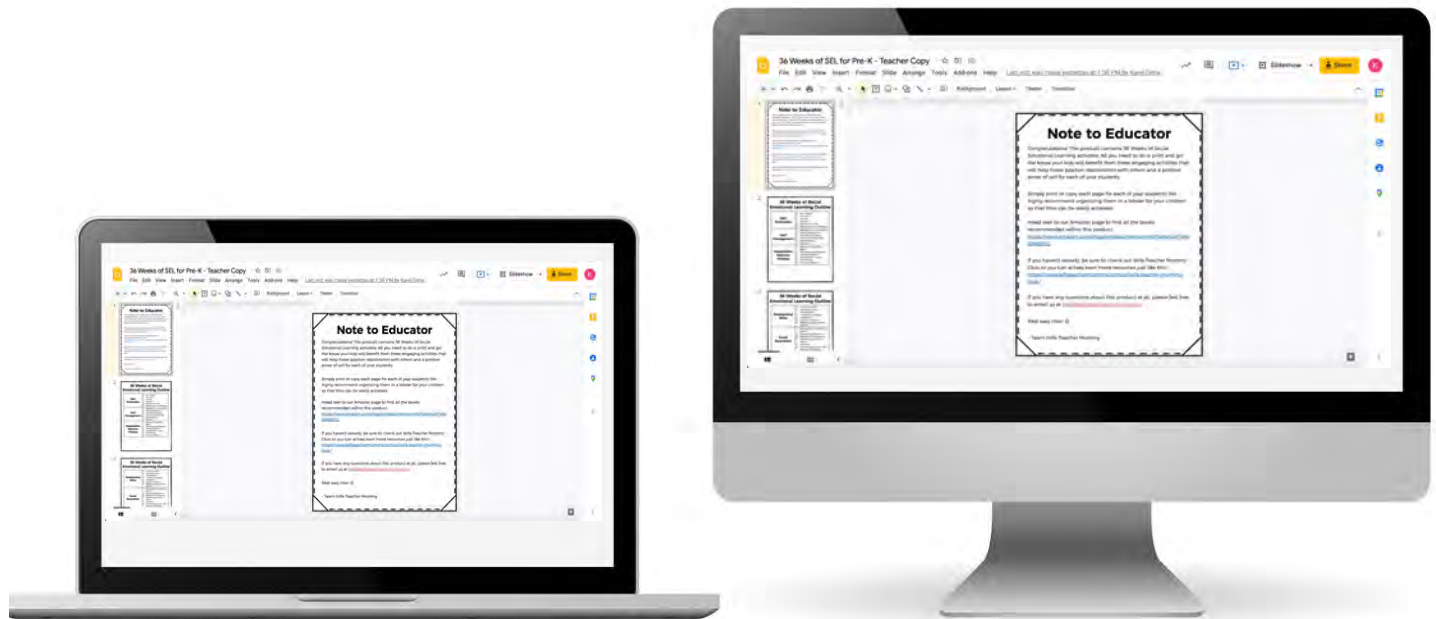
36 weeks!

Fully Responsive! Use on any device.



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

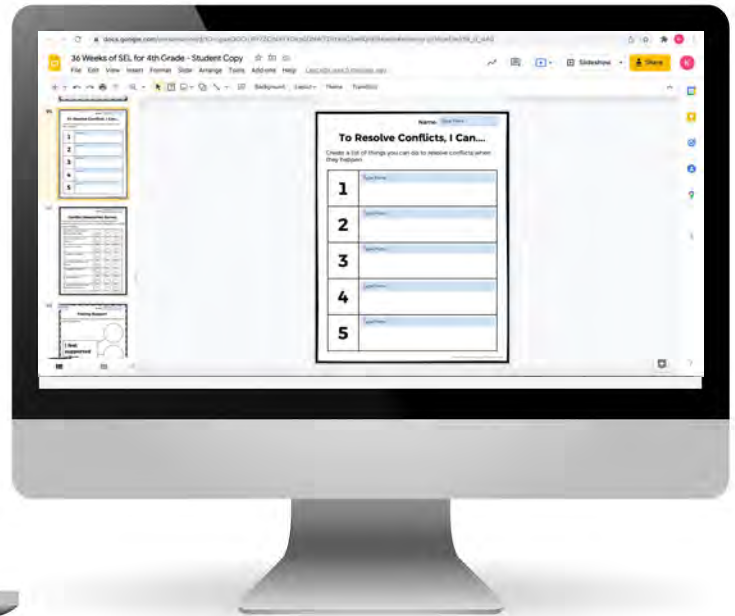
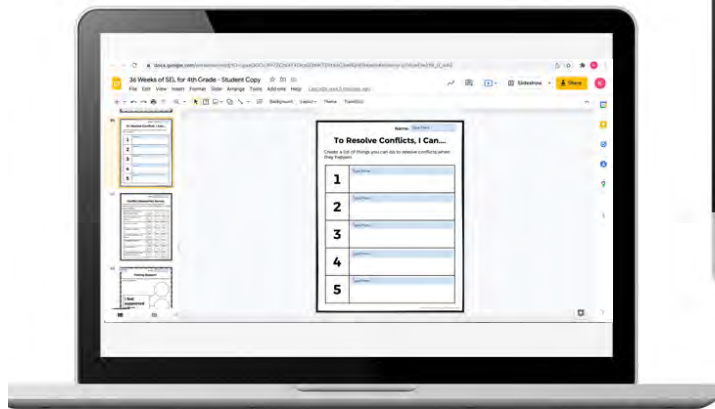
Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



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

Meaningful Student Activity Pages to Keep Students Engaged All Yearlong

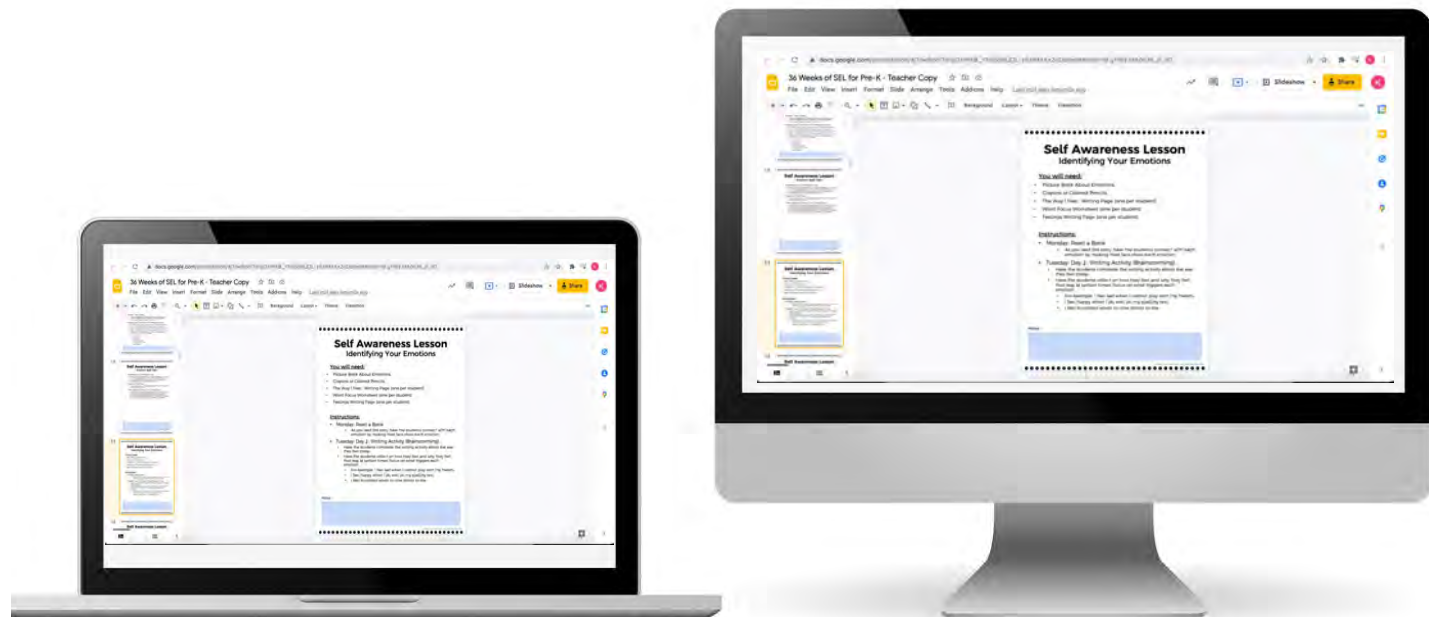
You can scroll through all the practice pages & get an overview on the left side panel



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

WWW.WIFETEACHERMOMMY.COM

Easy to Follow Weekly Lesson Plans to Save You Time



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

WWW.WIFETEACHERMOMMY.COM

Note to Educator

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

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

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

[\\$B4R55Q](#)

If you don't already have a social media account, please follow me on Instagram, Facebook, and Twitter so you can access more resources just like this! <https://www.wifeteachermommy.com>

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

Rest easy now! ☺

- Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

Self Awareness

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

Self Management

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

Responsible Decision Making

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

36 Weeks of Social Emotional Learning Outline

Relationship Skills

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

Social Awareness

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

Review

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

Weekly Lesson Plan Outline/Overview

You will need:

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

Instructions:

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

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

Tuesday: Writing Activity (Brainstorming)

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

Wednesday: Writing Activity

Each Wednesday, your students will complete a writing activity.

Thursday: Art Activity

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

Friday: Activity

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

Notes:

Self Awareness

Picture Books to Teach Self Awareness

- Waiting Not by Mo Willems (Patience)
- Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
- The Monster at the End of the Book by Grolier (Honesty)
- The Daylight Marriage by David DeGroot (Respect)
- Tiny Lie by Laura Rabinson (Honesty)
- How to Succeed in School Without Really Trying by Henry Link (Responsibility)
- A Bad Case of the Stripes by David Shannon (Be Yourself)
- I Like Myself by Karen Beaumont (Be Yourself)
- The Unicorn by Aaron Blabey (Be Yourself)
- Wemberly Worried by Kevin Henkes (Emotions - Worry)
- The Sandwich Swap by Queen Rania Al Abdullah (Be Yourself)
- The Color Monster by Anna Lenas (Emotions)
- Grumpy Monkey by Suzanne Lang (Emotions - Grumpy)
- The Feelings Book by Todd Parr (Emotions)
- The I'm Not Scared Book by Todd Parr (Emotions - Scared)
- Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis (Emotions - Silly)
- Today I Feel An Alphabet of Feelings by Madalena Moniz (A-Z Emotions)
- Wild Feelings by David Milgrim (Emotions)
- Say Something by Peter H. Reynolds (Integrity)
- Giraffe Problems by Jory June (Positive Self Image)
- The Day You Begin by Jacqueline Woodson (Positive Self Image)
- We're All Wonders by R.J. Palacio (Positive Self Image)
- Being Frank by Donna W. Earhardt (Honesty)
- The Rainbow Fish by Marcus Pfister (Be Yourself)
- The Crayons' Book of Feelings by Drew Daywalt (Emotions)
- The Boy With Big, Big Feelings by Britney Winn Lee (Emotions)

Self Awareness Lesson Be Yourself

You will need:

- Video Clip - [Self Esteem](#)
- Word Focus Worksheet (one per student)
- Things That Make Me Special Brainstorming Worksheet (one per student)
- Be Yourself Writing Page (one per student)
- Blank white art paper
- Crayons or colored pencils
- Mirror
- Small M&M's Packages (one per student)

Instructions:

- Monday: Video Clip - Show the video clip, "Self Esteem".
- Tuesday: Writing Activity (Brainstorming) - Have the students complete the "Things That Make Me Special" brainstorming page. After they finish their brainstorming page, have them swap their worksheet with a buddy to check each other's work. Remind them to check for capitalization, punctuation, etc.

Self Awareness Lesson Be Yourself

Instructions:

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

Name: _____

Word Focus

Read it!	self esteem
Define it!	
Analyze it!	Part of Speech: Synonym: Antonym:
Draw it!	
Write it!	
Use it!	

Be Yourself Name: _____

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

Be Yourself Name: _____

Be Yourself Name: _____

Magnificent Me

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

Self Awareness Lesson
Patience

You will need:

- Video Clip - [Patience](#)
- Word Focus Worksheet (one per student)
- Tightbulb Brainstorming Worksheet (one per student)
- Patience Writing Page (one per student)
- Puzzle Template (one per student)
- Crayons or colored pencils
- Scissors

Instructions:

- Monday: Show the Video Clip**
 - Show the video clip - [Patience](#), ask the students, "What are some things that are hard to wait for?" Have the students pair share the ideas they have with a partner.
 - Then ask, "Why are those things hard to wait for?" Have the students pair share the ideas they have with a partner.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.
- Tuesday: Day 1-Writing Activity (Brainstorming)**
 - Lead a discussion with the class about times when they must be patient.
 - Examples:
 - When a parent is on the phone
 - Waiting for help with homework
 - Waiting for a teacher to come help with an assignment

Notes: _____

Self Awareness Lesson
Patience

Instructions:

- Wednesday: Day 2-Writing Activity**
 - Have the students use the "Patience" writing activity when they need to be patient. Why is it important to be patient?
- Friday: Activity - Create a Puzzle**
 - Give the students the puzzle template as the best drawing and coloring to create a beautiful piece of art, then you will have each student cut their puzzle apart and try to reassemble it while showing patience since it can be very tricky. Once they have finished their puzzle, they can put all the pieces into a bag and trade with a friend. Once they have completed their friend's puzzle, they can trade back and take their own puzzle home to challenge their family.
- Friday: Simon Says**
 - Students must be very patient while playing the game Simon Says. If they get impatient, they will make a mistake. While you direct the students, draw out the instructions so that they anticipate each action.

Notes: _____

Name: _____

Word Focus

Read it! patience

Define it!

Analyze it! Part of Speech:
Synonym:
Antonym:

Draw it!

Write it!

Use it!

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Patience Name: _____

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

Patience Name: _____

Name: _____

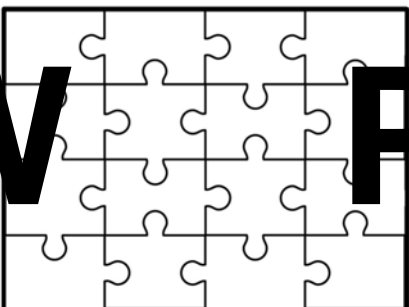
Patience



Name: _____

Create a Puzzle

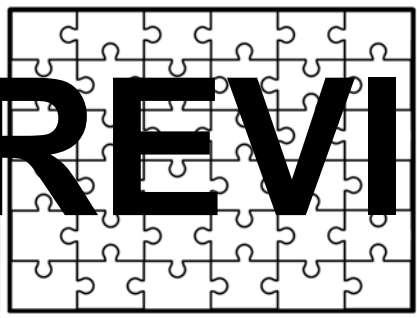
Draw a picture on the puzzle and then color it using your very best coloring skills. Once you have finished coloring your picture, cut out the puzzle pieces and see if you can put it back together. Then, trade with a partner and see if they can solve your puzzle.



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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Self Awareness Lesson

Honesty

You will need:

- Video Clip - [Honesty](#)
- Focus Worksheet (one per student)
- Honesty Brainstorming Worksheet (one per student)
- Honesty Writing Prompt (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 - [Honesty](#). 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

- Wednesday: Day 2-Writing Activity
 - Have the students complete the Honesty writing prompt by 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: _____

Name: _____

Word Focus

Read it!

Draw it!

Analyze it!

Write it!

Use it!

Part of Speech:

Synonym:

Antonym:

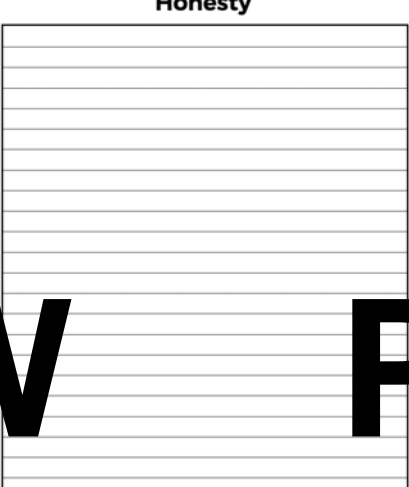
Honesty Name: _____

Complete the graphic organizer by writing down whether you think it is ok to tell a lie in order to get something you really want with 3-5 reasons supporting your opinion.




Name: _____

Honesty



Name: _____

Honesty



Why should we have integrity?

What are some ways we can show integrity?

How do you feel when you show integrity?

How do you feel when you show integrity?

Self Awareness Lesson
Positive Self Talk

You will need:

- Video Clip - [Self Affirmations](#)
- Word Focus Worksheet (one per student)
- Video Clip - [Jessica's Daily Affirmations](#)
- Affirmation Star Worksheet (one per student)
- Mini Book Worksheet (one per student)
- Change Your Thoughts Sort (one per student)
- Glue sticks
- Scissors

Instructions:

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

Self Awareness Lesson
Positive Self Talk

Notes:

Name: _____

Word Focus

Read it! affirmation

Define it!

Analyze it! Part of Speech: _____
Synonym: _____
Antonym: _____

Draw it!

Write it!

Use 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.

Notes:

Mini Book

Name: _____

Change Your Thoughts

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

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

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Self Awareness Lesson

Identifying Your Emotions

You will need:

- Video Clip - [Emotions](#)
- Emotions Brainstorming Page (one per student)
- Your Emotions Writing Page (one per student)
- Word Focus Worksheet (one per student)
- Emotions Matching Game Cards (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday: Video Clip**
Show the video clip - [Emotions](#), then have the students identify each emotion she is feeling.
- **Wednesday: Day 1- Writing Activity (Brainstorming)**
Have the students complete the writing activity about how they feel during certain times.
Have the students reflect on something they may say at a certain time and then what emotion that dialogue reflects.
 - For example, "My mom is so mean! She won't let me go to my friend's house!" - Angry
 - "I am going to be terrible at my dance recital!" - Worried

Notes: _____

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Self Awareness Lesson

Identifying Your Emotions

- **Wednesday: Day 2- Writing Activity**
 - Have the students pull out their "Emotions" worksheet and review the way they feel during certain times. Then pass out the Your Emotions writing page and have them write about something that makes them happy and how they feel inside when they do that specific thing.
- **Thursday: Word Focus**
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.
- **Friday: Emotions Matching Game**
 - Place the students in partnerships and pass out the emotion matching cards. Give the students instructions to play the model game.

Notes: _____

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Name: _____

Emotions

Name: _____

Your Emotions

Name: _____

Your Emotions

Name: _____

Word Focus

Read it! → identify

Define it! →

Analyze it! →

Part of Speech: _____

Synonym: _____

Antonym: _____

Draw it! →

Write it! →

Use it! →

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Emotion Matching Game

To play:

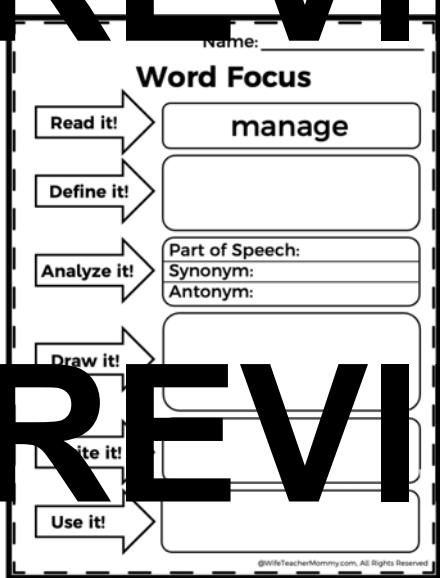
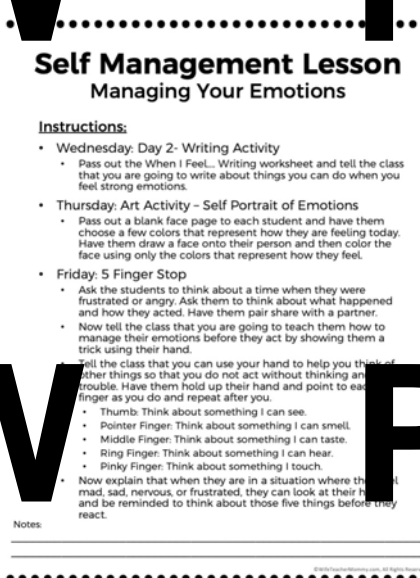
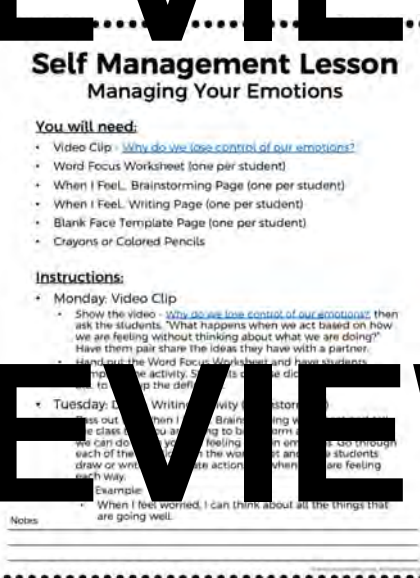
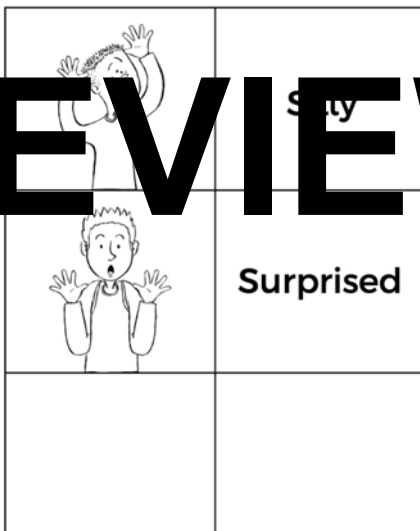
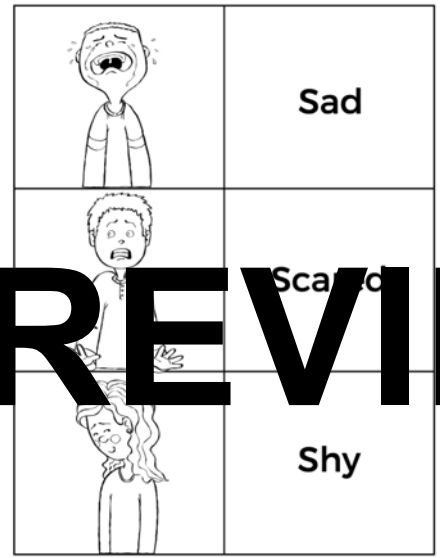
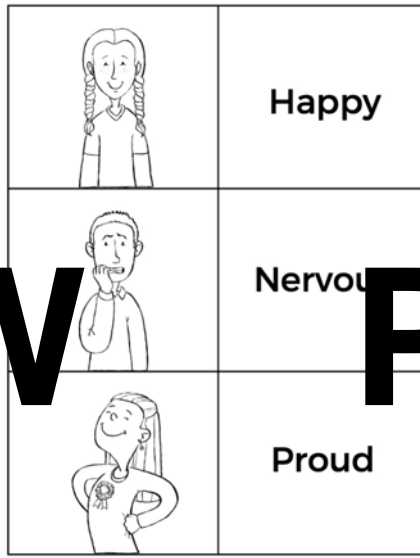
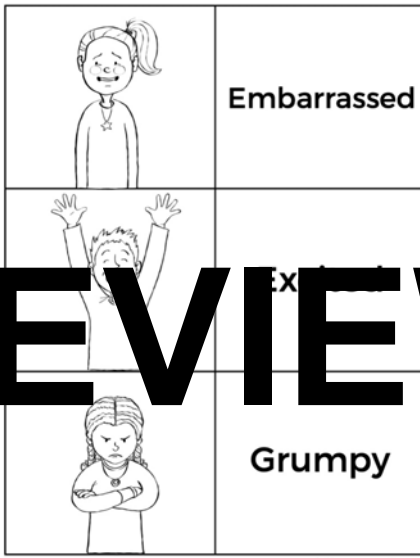
1. Cut out all the cards and place them face down.
2. Then the tallest player will turn over two cards, one at a time.
3. If the cards match, the player takes both cards and takes another turn.
4. If they do not match, the player will turn them back over and the next person will take their turn.

	Confused
	Angry
	Bored

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	Confused
	Curious
	Disappointed

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Name: _____

When I Feel... Brainstorming

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

Angry	
Nervous	
Scared	
Happy	
Confused	
Silly	
Grumpy	


Name: _____

Managing Your Emotions



Name: _____

Managing Your Emotions



Self Management Lesson Stress Management

You will need:

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

Instructions:

- **Monday: Video Clip**
 - Show the video clip - [Stress Management for Kids](#). Then ask the students, "Does it tell you how you feel when you are stressed?"
 - Hand out the Word Focus Worksheet and have students write the definition of stress in their own words.
- **Tuesday: Day 2 - Writing Activity (optional)**
 - Talk about what causes stress and how they can manage it.
 - For example: homework can cause stress, but when they feel that stress, they can take a deep breath and take it one problem at a time.
 - Pass out the Stress Graphic Organizer page and have students reflect on things that cause them stress and then four ways they can manage the stress.

Notes: _____

Self Management Lesson Stress Management

Instructions:

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

Notes: _____

Word Focus

Name: _____

stress

Read it! _____

Define it! _____

Analyze it! _____

Part of Speech: _____

Synonym: _____

Draw it! _____

Write it! _____

Use it! _____

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Stress Management

Name: _____

Complete the worksheet by writing down something you can do to manage stress.

Stress Management

Name: _____

Stress Management

Name: _____

Self Management Lesson Following the Rules

You will need:

- Video Clip - [Rules](#)
- Rules Brainstorming Worksheet (one per student)
- Following the Rules Page (one per student)
- Blank White Piece of Art Paper (one per student)
- Word Focus Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday: Video Clip**
 - Show the video clip - [Rules](#). Then ask the students, "Why is it important to follow the rules?" Call on a few students to have them share their ideas with the rest of the class.
 - Then ask the students, "What would happen if we didn't have any rules?"
- **Tuesday: Day 2 - Writing Activity (optional)**
 - Review the classroom rules and have each student write an important rule on a piece of paper.
 - Then pass out the Rules Brainstorming worksheet and have students write their opinion on the rule.
 - Hand out a blank piece of art paper and have students draw a picture of the rule.

Notes: _____

Self Management Lesson Following the Rules

Instructions:

- **Wednesday: Day 2 - Writing Activity**
 - Review the classroom rules discussed yesterday and explain to the class that for this project they are going to write an opinion piece about whether they think rules are important.
- **Thursday: Art Activity - Draw a Picture of a Place and Label What Rules Are Being Followed**
 - Pass out a blank piece of art paper and tell the class that they need to draw a picture of a specific location with people following lots of rules. Once they have drawn their picture, they need to label all the rules that are being followed (5+ total).
- **Friday: Word Focus**
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use dictionaries, internet, etc. to look up the definition.

Notes: _____

Rules

Name: _____

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

Self Management Lesson Responsibility

You will need:

- Video Clip - [Responsibility](#)
- Word Focus Worksheet (one per student)
- My Responsibilities Worksheet (one per student)
- Responsibility Writing Page (one per student)
- My Daily Checklist Worksheet (one per student)
- Responsibility Scoot Worksheet (one per student)
- Responsibility Scoot Cards
- Crayons or Colored Pencils

Monday: Video Clip

- Show the video clip to the students.
- What are some things that you are responsible for at home?
- What are some things that you are responsible for at school?

Hand out the My Responsibilities Worksheet and have the students complete the worksheet. They can discuss their responsibilities with a partner or look up the definition.

Wednesday: Writing Activity

- Hand out the My Responsibilities graphic organizer and discuss some of the responsibilities you 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 do and a good way to do that is by creating a checklist.
- Friday: Responsibility Scoot Activity
 - Pass out the Responsibility Scoot worksheet and point out the cards posted around the room. Model how to complete 1-2 questions on the scoot worksheet so that students are with how to complete the activity.
 - Then excuse the students to walk around and look at each card to decide if each person is being responsible or not.

Notes: _____

Name: _____

Word Focus

responsibility

Read it!

Define it!

Analyze it!

Write it!

Use it!

Part of Speech: _____

Synonym: _____

Antonym: _____

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Name: _____

My Responsibilities

Write down your responsibilities at home, at school, and at some other place.

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

At Home **At School**

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

Other Places

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Name: _____

Responsibility

Write down your responsibilities at home, at school, and at some other place.

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

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Name: _____

My Daily Checklist

Write down your daily responsibilities. Complete the worksheet with your own responsibilities.

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 to be responsible.

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

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Name: **Answer Key**

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?

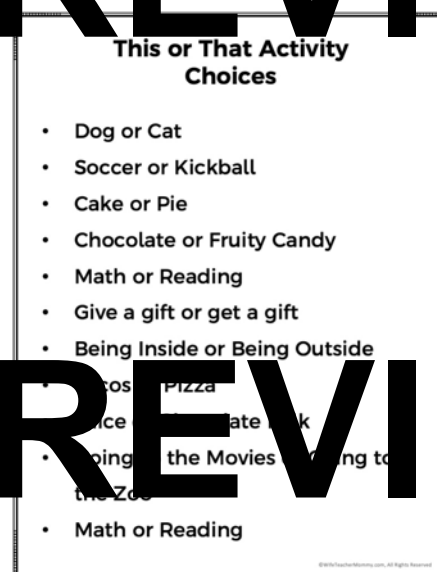
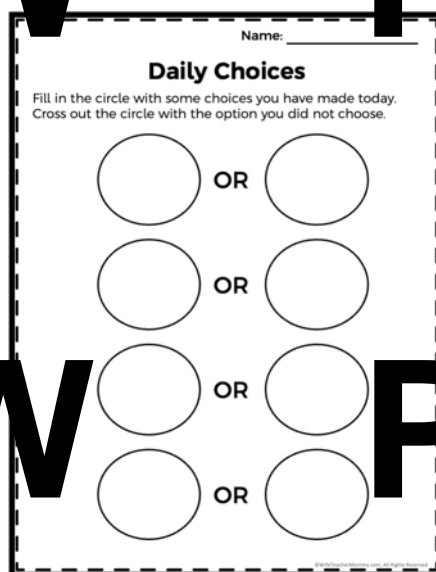
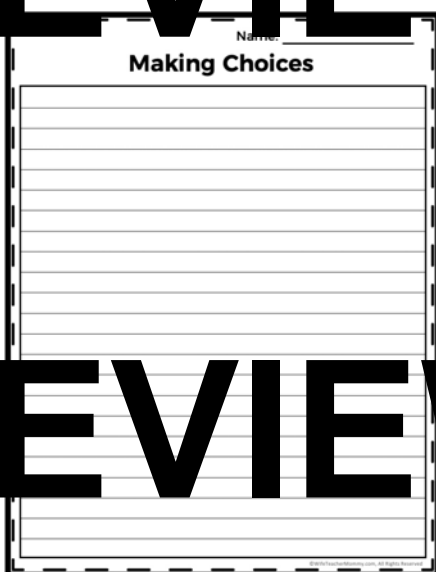
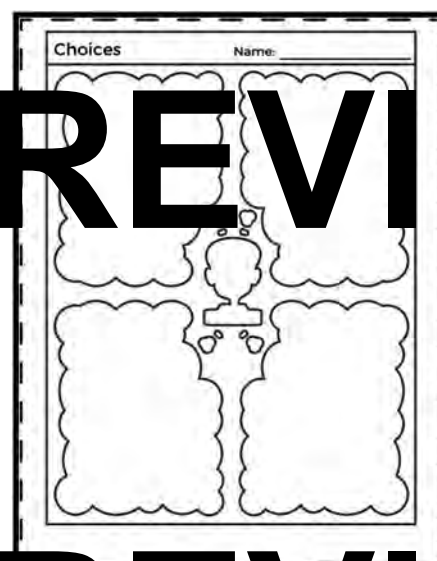
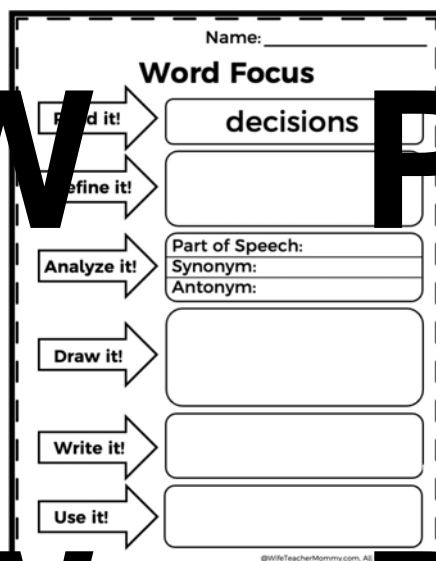
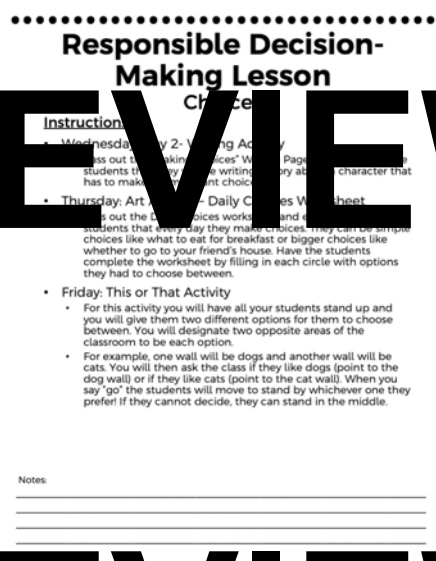
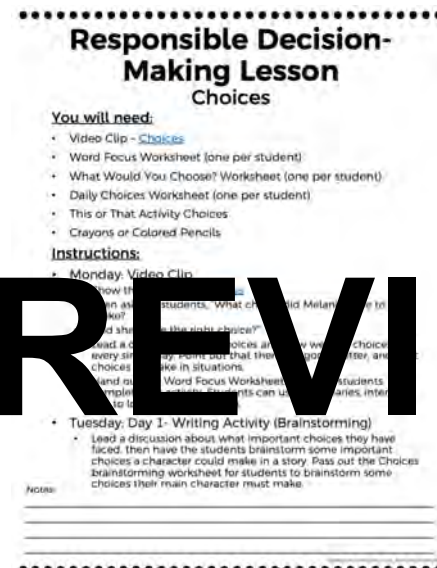
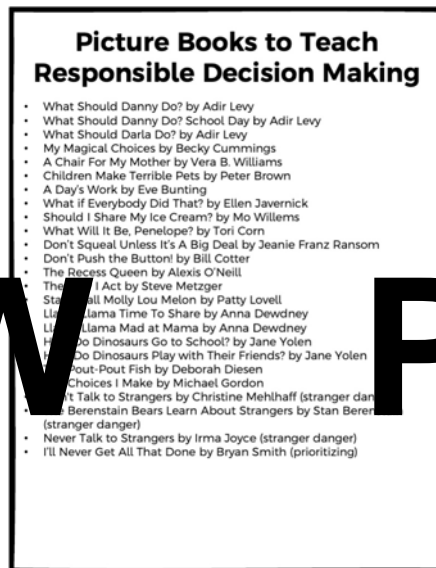
3. Sammie is reading her book times the mess she made. Is that responsible?

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

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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](#)
 - Then ask the students, "What is a problem?" Have the students pair the problems they expect.
 - Lead a discussion about the problems and have each student choose one to write about.
- Tuesday: Art Activity - Comic Strip
 - Hand out the Problems Happen Comic Strip pages from yesterday and let the students color their illustrations from yesterday before.
- Wednesday: Day 2- Writing Activity
 - Have the students pull out their Identifying the Problem Brainstorming page and have the students pair share the problem and possible choices the main character can make. Then each student can write their narrative story individually.
- Thursday: Art Activity - Comic Strip
 - Hand out the Problems Happen Comic Strip page to each student and have them create a comic strip that has a problem and a solution.
- Friday: Activity - Comic Strip
 - Hand out the Problems Happen Comic Strip pages from yesterday and let the students color their illustrations from yesterday before.

Responsible Decision-Making Lesson

Identifying the Problem

Instructions:

- Wednesday: Day 2- Writing Activity
 - Have the students pull out their Identifying the Problem Brainstorming page and have the students pair share the problem and possible choices the main character can make. Then each student can write their narrative story individually.
- Thursday: Art Activity - Comic Strip
 - Hand out the Problems Happen Comic Strip page to each student and have them create a comic strip that has a problem and a solution.
- Friday: Activity - Comic Strip
 - Hand out the Problems Happen Comic Strip pages from yesterday and let the students color their illustrations from yesterday before.

Notes

Name: _____

Word Focus

Read it! complication

Define it!

Analyze it!

Part of Speech:

Synonym:

Draw it!

Write it!

Use it!

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Identify the Problem

What is the problem?

Identifying the Problem

Responsible Decision-Making Lesson

Evaluate the Results

You will need:

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

Instructions:

- Monday: Video Clip
 - Show the video clip - [Consequences](#)
 - Then ask the students, "What did you learn about consequences?" Have them pair share the ideas they have with a partner.
- Tuesday: 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.
- Wednesday: Day 2- 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 had to make. Then, ask them what the results were and if they were the results they were hoping for. Call on a few students to share their ideas with the class to help activate their schema. Then pass out the Evaluate the Results Writing Page and have them write about their problem and the results.
- Thursday: Art Activity - Results Matching Cards
 - Hand out the Results Matching Cards worksheet to each student and have them illustrate each scenario. Then they will cut out each card and see if they can match each decision to the result.
- Friday: Activity
 - Hand out the Evaluating the Results Worksheet and read aloud each scenario to the class. Then have each student write down what they think the results of that decision would be.

Name: _____

Word Focus

Read it! outcome

Define it!

Analyze it!

Part of Speech:

Synonym:

Antonym:

Draw it!

Write it!

Use it!

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Name: _____

How should it feel?

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

Think over the solution to the problem.

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

Instructions:

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

Notes: _____

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Responsible Decision-Making Lesson

Prioritizing

Instructions:

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

Notes: _____

.....

Name: _____

Prioritizing

What is the most important task? You should _____

Read the book for fun in the morning. _____

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. _____

Teacher: _____

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Name: _____

Prioritizing

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Name: _____

My Priorities

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

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

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Name: _____

Word Focus

Read it! prioritizing

Define it!

Analyze it! Part of Speech: _____
Synonym: _____
Antonym: _____

Draw it!

Write it!

Use it!

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Responsible Decision-Making Lesson

Internet Safety

You will need:

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

Instructions:

- **Monday: Video Clip**
 - Show the video clip - [Internet Safety for Kids](#)
 - Then ask the students, "What information should you not share online?" Lead a classroom discussion about internet safety.
- **Tuesday: Day 1- Internet Safety Flipbook**
 - Pass out the flipbook pages and have students cut out and assemble the flipbook before they start working on each page.
 - The pages should go in order from smallest on top to biggest on bottom and stapled or glued at the top. Be sure to modulate the books or have them already assembled for students.
 - **Internet Safety**
 - Who should I share my passwords with?
 - What information should not be shared online?
 - What should I do if someone I met online wants to meet in person?
 - How can I stay safe online?
 - Once the flipbooks are assembled, your students can create the first 3 pages.
 - Lead a discussion about each page prompt so that students understand what to do on each page.

Notes: _____

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Responsible Decision-Making Lesson

Internet Safety

Instructions:

- **Wednesday: Day 2- Writing Activity**
 - Today your students will complete the last 2 pages of their flipbooks.
 - Lead a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.
- **Thursday: Create Bookmark**
 - Have each student color and design three bookmarks to serve as constant reminders of internet safety.
- **Friday: Safety Hand Activity and Word Focus**
 - Lead a discussion about people your students can trust if they feel scared or uncomfortable.
 - Pass out the Safety Hand worksheet to each student
 - Have them write down 5 people they can go to if they feel scared or uncomfortable.
 - Hand out the Word Focus Worksheet and have students complete the activity. Students can use a dictionary to look up the definition.

Notes: _____

.....

Internet Safety

By: _____

Who should I share my passwords with?

What information should not be shared online?

REVIEW PREVIEW

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

How can I stay safe online?

REVIEW PREVIEW

Internet Safety Bookmarks

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

I can stay safe online by:

To stay safe online, I can:

REVIEW PREVIEW

Safety Hand

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

When I feel scared or uncomfortable, I should talk to _____.

Name: _____

Word Focus

Read it!

security

Define it!

Analyze it!

Part of Speech:
Synonym:
Antonym:

Draw it!

Write it!

Use it!

Relationship Skills

REVIEW PREVIEW

Picture Books to Teach Relationship Skills

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different – A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity and Inclusion by C.M. Davis
- Our Class is Alike by Sharon Osofsky
- All Shapes Are Friends by Chakrabarti Kant
- ABC's of Kindness by Samanah Bergeron and Ekam Trukhan
- When I Feel Left Out by Michael Gordon
- Tomorrow I'll Be Kind by Michaela Hirsch
- The Not So Friendly Neighbors by Christina M. Haring

Words by _____ the Clark (Kindness)

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Friend by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister (Friendship)
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! by Peter Brown
- Do Unto Others by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different - A Great Thing to Be! by Heather Avis
- What If We Were All the Same? A Children's Book About Ethnic Diversity by C.M. Newland
- All Shapes Matter by Sherry F. Oleksi
- All Shapes Matter by Sherry F. Oleksi
- ABCs of Kindness by Samanvitha Bergman and Eka Trishanan
- When I Feel Left Out by Michael Gordin
- Tomorrow I'll Be King by Alicia Hirsch
- The Not So Friendly Neighborhood by Christine Milne
- Words by the Lake (Kindness)

Relationship Skills Lesson

Communication

You will need:

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

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 having a conversation. Remember to:
 - + Look at the speaker
 - + Nod 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 _____

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You will need:

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

Instructions:

- Monday Video Clip**
- show video clip - [Communication for SAs](#)
- then ask the students, "Why is communication important?"
- Thursday Day 1- Writing Activity (Brainstorming)**
- Choose a student to join you in front of the class and have a conversation. Remember to:
- Look at the speaker
 - Nod 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

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 collect 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.

REVIEW

Notes

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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:

[illegible]

Name: _____

Word Focus

Read it! → **communicate**

Define it! →

Analyze it! → **Part of Speech:**
Synonym:
Antonym:

Draw it! →

Write it! →

Use it! →

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Relationship Skills Lesson

Developing Good Relationships

YOU WILL NEED:

- Video Clip: [What Makes a Good Friend?](#)
- Student Worksheets: [Developing Good Relationships Writing Page](#) (one per student)
- Paper template: [Relationship Skills Writing Page](#) (one per student)
- Focus: [Relationship Skills Writing Page](#) (one per student)
- Copy of [Student Worksheet](#)

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?" Write down 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 meals
 - Sit by someone new at lunch

Notes:

You need

- # REV

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

Nicus

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.

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Developing Good Relationships

Name: _____

V

Name: _____

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REVI

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Name: _____

Word Focus

Read it! **rapport**

Define it!

Analyze it!

Part of Speech:
Synonym:
Antonym:

Draw it!

Write it!

Use it!

VIEW

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Relationship Skills Lesson

Practicing Teamwork

You will need:

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

Instructions:

- Monday: Video Clip

SHOW the video clip - [Teamwork](#)

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

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

Tuesday: Day 1- Writing Activity (Brainstorming)

- Discuss why teamwork is important and ways that we do teamwork as a team player. Make a list on the board.

Notes

Relationship Skills Lesson

Practicing Teamwork

Instructions:

- Wednesday: Day 2- Writing Activity
 - Pass out the Teamwork Writing page and have students explain why it is important to work with others.
- Thursday: Art Activity - Design a Team Player
 - Hand out the Design a Team Player page to each student. Have them draw, design, and color a teammate to represent them, to use in our classroom team collage.
 - Once students have created their team member, be sure to have the student cut them out and write their name on the back.
 - (Optional) Collect the team members to use in a collage with the words "Teamwork makes the dream work."

• Friday: Design a Team Jersey

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

Notes:

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Name: _____

Word Focus

EVIEW

Read it! _____

Define it! _____

Analyze it!

Part of Speech: _____
Synonym: _____
Antonym: _____

Draw it!

Write it!

Use it!

Name: _____

Practicing Teamwork

V F

Name: _____

Design a Team Player

Read and color the team player for our class team. Cut it out and use it to decorate your notebook. Write your name on the back.

REVI

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.


EVIEW

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Name: _____

Design a Team Jersey

Design and color a jersey for our class team.



A large, simple line drawing of a tank top jersey, intended for coloring. It features a V-neckline, a ribbed crew collar, and a small pocket on the left side of the chest. The jersey is centered on the page, with large, stylized letters 'M' and 'F' partially visible on the left and right sides respectively, suggesting it's part of a larger worksheet or book.

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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 definitions.

REVIEW!

Notes _____

Relationship Skills Lesson Conflict Resolutions

Instructions:

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

Notes:

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Name: _____

Word Focus

Read it! → **resolve**

Define it! → _____

Analyze it! → **Part of Speech:** _____
Synonym: _____
Antonym: _____

Draw it! → _____

Write it! → _____

Use it! → _____

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Name: _____

Conflict Resolution

Name: _____

To Resolve Conflicts, I Can....

Write down things you can do to solve conflicts when they happen.

1	
2	
3	
4	
5	

Name: _____

Conflict Resolution Survey

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

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

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Relationship Skills Lesson Offering Support When Needed

You Will Need:

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

Instructions:

- Monday: Video Clip
 - Show the video clip - [Supporting Others](#)
 - 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 worksheet to each student.
 - Lead a class discussion about how we can support others.
 - Help someone carry something
 - Write someone a nice note
 - Help someone clean up
 - Help your parent make dinner
 - Help your parent with yardwork

Notes:

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 Wall
 - 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.

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Name: _____

Feeling Support


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

I feel supported when people...

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Name: _____

Offering Support to Others

REVIEW  **PREVIEW**

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

Name: _____


Kindness

REVI

Lined area for writing.

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.



REVIEW

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Kindness Rainbow

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

Social Awareness

Picture Books to Teach Social Awareness

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different – A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity and Inclusion by C.M. Lewis
- Our Class is Alike by Sharon Osofsky
- All Shapes Matter by Chakrabarti Kant
- ABC's of Kindness by Samanvitha Berger and Ekambara Trukhan
- When I Feel Left Out by Michael Gordon
- Tomorrow I'll Be Kind by Monica Hirsch and Andrea

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
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- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend by Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different - A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity by C.M. Olsen
- Our Colors Are All the Same by Sharon Oles
- All Shapes Make a Circle by Chakrabarti
- ABCs of Kindness by Saman Bergstein
- When I Feel Left Out by Heidi G. Giff
- Tomorrow I'll Be Kind by Angela Hsiao

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

Watch the video clip - [Recognizing Strengths](#). Then ask the students, "Why should we celebrate our friends' strengths?" Have them pair share the ideas they have with 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 identify 2-3 strengths they have or let their classmates identify their strengths.

Notes:

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You will need:

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

Notes

Social Awareness Lesson
Recognizing Strengths in Others

Instructions:

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

REVIEW

Notes:

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 worksheet. Use dictionary.com for help.

Notes:

My Friend

Name: _____

get a graphic organizer
 write down the things that make your friend special

Name _____

write down the things that make your life special.

Name: _____

My Friend

V P L H

Name _____

[illegible]

Name:

Name: _____

Word Focus

Read it!	acquaintance
Define it!	
Analyze it!	Part of Speech:
	Synonym:
	Antonym:
Draw it!	EVIEW
Write it!	
Use it!	

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Read it!

Define it

Analyze it

Synonym:
Antonym:

Antonym:

Draw it!

Write it!

Use it!

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.

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.

REVIEW

Notes:

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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:

Blank dashed box for review content.

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Review Lesson

Self Awareness

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Being yourself is important because

When it is hard to have patience you can

It is important to be honest and have integrity because

.....

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel

.....

.....

Review Lesson

Self Management

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

One thing I can do to manage my emotions is

When I feel stressed, I can

Rules are important because

.....

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can

My goal is to

I can show I am responsible and have manners by

.....

.....

Review Lesson

Responsible Decision Making

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

One choice I made today was

One way to solve a problem is

.....

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

My priority today is

I can resolve a conflict by

I can support others by

I can show concern for others by

I can be a team player by

Notes

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Review Lesson Relationship Skills

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

It is important to communicate with others because

Being a good friend is

It is important to be a team player because

Notes

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

I can resolve a conflict

I can support others by

I can show concern for others by

I can be a team player by

Notes

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Review Lesson Social Awareness

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

- Monday: Review Recognizing Strengths in Others**
 - Lead a discussion about the importance of 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

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

My friend is

Being different is

I can show empathy and compassion by

Notes

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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

Notes

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Review Lesson Self Reflection

You will need:

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

Instructions:

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

Notes

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Name: _____

Review Lesson Self Reflection

You will need:

- Wednesday: Reflection Journal
- Thursday: Art Activity - Self Reflection Drawing Activity
- Friday: Self Reflection Surveys

Instructions:

- 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

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Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

Today I feel _____	because _____

Today I feel _____ because _____

Name: _____

Self Reflection Journal

Complete the sentence about the concept we reviewed today.

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:

Name: _____

Self Reflection Survey

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

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

Name: _____

Self Reflection Survey

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

I follow the rules and set an example for others.			
I help my family members.			
I do my chores with a good attitude.			
I complete my homework without being asked to.			
I complete tasks the first time I am asked.			
I keep my room/area clean.			
I clean up after myself.			
I use kind words when speaking to others.			