

# Kindergarten

## Social Emotional Learning

### Self Awareness Lesson Positive Self Talk

Name: \_\_\_\_\_

#### Feelings

I feel \_\_\_\_\_  
when I \_\_\_\_\_  
because \_\_\_\_\_

Positive Self Talk  
[Daily Affirmation](#)  
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Name: \_\_\_\_\_



36 weeks!

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

**Note to Educator**

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

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

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

If you haven't already, be sure to check out V Club so you can access even more resources  
<https://www.wifeteachermommy.com/vclub/>

If you have any questions about this product to email us at [hello@wifeteachermommy.com](mailto:hello@wifeteachermommy.com)

Rest easy now! ☺

-Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline	
Relationship Skills	<ol style="list-style-type: none"><li>1. Communication</li><li>2. Developing Good Relationships</li><li>3. Practicing Teamwork</li><li>4. Leadership</li><li>5. Conflict Resolution</li><li>6. Offering Support When Needed</li></ol>
Social Awareness	<ol style="list-style-type: none"><li>1. Recognizing Strengths in Others</li><li>2. Respecting Differences</li><li>3. Empathy &amp; Compassion</li><li>4. Showing Concern for Others</li><li>5. Gratitude</li><li>6. Contributing to the Well-Being of the Whole</li></ol>
Review	<ol style="list-style-type: none"><li>1. Self Awareness</li><li>2. Self Management</li><li>3. Responsible Decision Making</li><li>4. Relationship Skills</li><li>5. Social Awareness</li><li>6. Self Reflection</li></ol>

36 Weeks of Social Emotional Learning Outline	
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Responsible Decision Making	<ol style="list-style-type: none"><li>1. Choices (Good, Better, Best)</li><li>2. Identifying the Problem</li><li>3. Identify Solutions</li><li>4. Evaluate the Results</li><li>5. Ask for Help</li><li>6. Stranger Danger</li></ol>

**Weekly Lesson Plan Outline/Overview**

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

**Instructions:**

- Monday: Read a Book and Have a Classroom Discussion

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

- Tuesday: Writing Activity (Brainstorming)

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

- Wednesday: Writing Activity

Each Wednesday, your students will complete a writing activity.

- Thursday: Art Activity

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

- Friday: Activity

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

Notes:

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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

Name: \_\_\_\_\_

**I Like Myself**



I like myself because \_\_\_\_\_

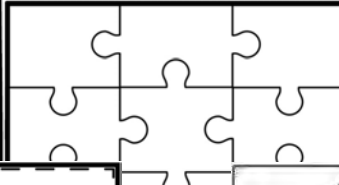
\_\_\_\_\_

\_\_\_\_\_

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: \_\_\_\_\_


**Honesty Bookmarks**

Complete each bookmark and then design your own honesty themed bookmark to serve as a constant reminder to always be honest.

**HONESTY IS THE BEST POLICY**




**I CHOOSE TO BE HONEST BECAUSE**



Name: \_\_\_\_\_

**I am patient when...**



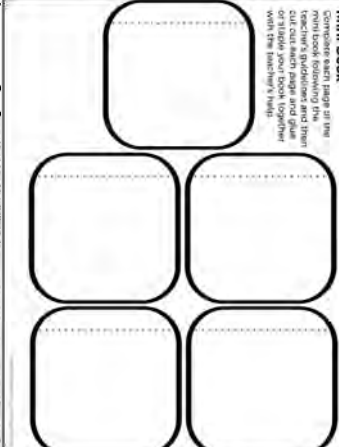
I have to be patient when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Mini Book**

Complete each page of the book with a drawing and then glue it into your book. You can use the book to keep track of your progress.



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

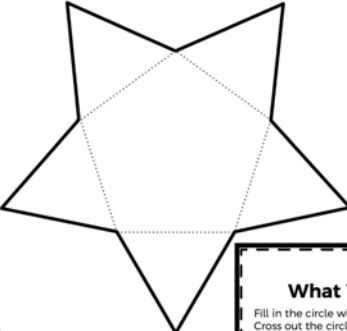


# Activities That Will Transform Your Students Social Emotional Learning

Name: \_\_\_\_\_

### 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.



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

Name: \_\_\_\_\_

### When I Feel... Brainstorming





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

 Upset	
 Worried	
 Scared	
 Happy	
 Sleepy	

Name: \_\_\_\_\_

### What Would You Choose?

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

 Apple	OR	 Orange
I would choose an _____ because _____		
 Cat	OR	 Dog
I would choose to have a _____ pet because _____		

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

I believe in myself!

**Magnificent Me**

-  Favorite 
-  I want to be a...
-  I like to...
-  I am good at...
-  I don't like...
-  Favorite 

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

Name: \_\_\_\_\_

**When I Feel...**

Complete the sentence and then draw a picture to represent what you can do when you feel a certain way.

When I feel sad, I can \_\_\_\_\_

When I feel upset, I can \_\_\_\_\_

When I feel confused, \_\_\_\_\_

Name: \_\_\_\_\_

**Partner Project**

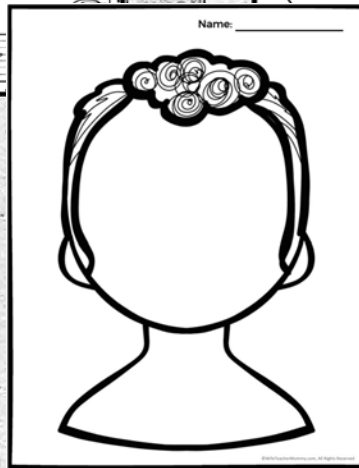
Draw pictures of all the things you love in both sides of the circle. Be sure to write your name on both sides as well. Color your circle and make it represent you.

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.

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



Name: \_\_\_\_\_

**To Resolve Conflicts, I Can...**

Create a list of things you can do to resolve conflicts when they happen.

1	
2	
3	
4	
5	

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 Awareness Lesson Positive Self Talk

### You will need:

- Picture Book About Positive Self Talk
- YouTube Clip: [Jessica's Daily Affirmations](#)
- Change Your Thoughts Sort (one per student)
- Glue sticks
- Scissors

### Instructions:

- Monday: Read a Book
  - Then ask the students, "What can we learn from this story?" Have them pair share the ideas they have with a partner.
  - Then lead a class discussion about loving what we have and ourselves.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Self Affirmations: the things you say or believe about yourself.
  - Show the class the video clip [Jessica's Daily Affirmations](#).
  - Explain to the class that how we talk to ourselves can change how we feel.
  - Write a sentence starter on the whiteboard.
  - Then model for the class how to create a sentence. Here are some examples:
    - I am strong.
    - I am smart.
    - I am helpful.
    - I am a good friend.
    - I can do hard things.
    - I love myself.

Notes:

## Self Awareness Lesson Positive Self Talk

- Wednesday: Day 2- Writing Activity
  - Review what a self affirmation is and then explain to the class that they are going to be creating their own self affirmations.
  - Pass out the Affirmation Star worksheet and model for the students where to write their affirmations.
- Thursday: Art Activity - Mini Book
  - Students will create a mini book all about how wonderful they are! Each page will focus on a different aspect!
    - Cover: Students will draw a picture of themselves and color it using their best coloring skills. They will also choose a title.
    - Page 1: Something they like about the way they look.
    - Page 2: Something they like about their personality.
    - Page 3: Something they like about how they treat others.
    - Page 4: Something else they like about themselves.
    - Page 5: A positive affirmation.
- Friday: Activity - Change Your Thoughts Sort
  - Explain to the class that it is very important for them to talk positively to themselves. Explain that sometimes it is hard to talk positively to ourselves, but that it is very important to change the things we say. Pass out the Change Your Thoughts Sort. Model for the class how to complete the worksheet.

Notes:

## Self Management Lesson Stress Management

### You will need:

- Picture Book About Stress Management
- Stress Writing Page (one per student)
- Stress Graphic Organizer (one per student)
- Crayons or Colored Pencils
- Calming Music or video clip [Breathing to Encourage Stress Relief](#)

### Instructions:

- Monday: Read a Book
  - Then ask the students, "How does it make you feel when you feel stressed?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Ask the students what causes stress and what they do to feel less stressed.
  - Explain that stress can cause stress, but it is not always bad. Sometimes it can be good. If it is bad, they can take a deep breath and talk to a friend.
  - Pass out the Stress Graphic Organizer page and have the students fill it out. Explain that stress is a feeling that you can manage the stress.

## Self Management Lesson Stress Management

### Instructions:

- Wednesday: Day 2- Writing Activity
  - Hand out the Stress 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 place they would feel the calmest.
- Friday: Calming Breathing
  - Play the video clip [Breathing to Encourage Stress Relief](#) (optional).
  - Talk to the class about how our breathing can help us be calm when we are feeling stressed.
  - Practice breathing in a relaxing way.

Notes:

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



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

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

If you don't already have a seller's check, we'll be happy to help you get it! Club so you can access more resources just like this! <https://www.wifeteachers.com/membership>

If you have any questions about this product at all, please feel free to email us at [hello@wifeteachers.com](mailto:hello@wifeteachers.com)

Rest easy now! ☺

Team Wife Teacher Mommy

## 36 Weeks of Social Emotional Learning Outline

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Notes:

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## 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 Street by Grover (Emotions)
- 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:**

- Picture Book About Being Yourself
- Things I Like About Myself Worksheet (one per student)
- I Like Myself Worksheet (one per student)
- Blank white art paper
- Crayons or colored pencils
- Mirror
- Small M&M's Packages (one per student)

**Instructions:**

- Monday: Read a book About Being Yourself
  - Then ask the students, "What do you like about yourself?" Have them pair share the things they like about themselves.
- Tuesday: Writing Activity (Brainstorming)
  - Give students 5 minutes to think of things they like about themselves. After they have 5 minutes, have them write on the worksheet. Then have them share with a partner.

## 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: Magnificent Me Activity
  - 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.

## Things I Like About Myself

Draw a picture of two different things you like about yourself.


I like \_\_\_\_\_

I like \_\_\_\_\_



Name: \_\_\_\_\_

### I Like Myself



I like myself because \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

### I Like Myself



I like myself because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Magnificent Me

 Favorite 

 I want to be a...

 I like...

 I'm good at...

 I don't like...

 Favorite 

.....

### Self Awareness Lesson

#### Patience

**You will need:**

- Picture Book about Patience
- Patient Worksheet and Writing Page
- Puzzle Template for students
- Crayons or colored pencils

**Instructions:**

- Monday: Read a book
  - Then ask the students, "What are some things that are hard to wait for?" Have them pair share the ideas they have with a partner.
- Tuesday: Day 1-Writing Activity (Brainstorming)
  - Lead a discussion with the class about times when they must be patient.
  - Examples:
    - When a parent is on the phone.
    - Waiting for help with homework.
    - Waiting for a teacher to come help with an assignment.
    - On Christmas Eve, when waiting for the morning.
    - Taking turns while playing a game.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Self Awareness Lesson

#### Patience

**Instructions:**

- Wednesday: Day 2 -Writing Activity
  - Have the students complete the "I am patient when..." activity about a time when they need to be patient.
- Thursday: Art Activity - Create a Puzzle Activity
  - Puzzles require patience so you will pass out the puzzle template and have the students do their best drawing 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 are 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: \_\_\_\_\_

### I am patient when...



I have to be patient when \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

### I am patient when...



I have to be patient when \_\_\_\_\_

\_\_\_\_\_

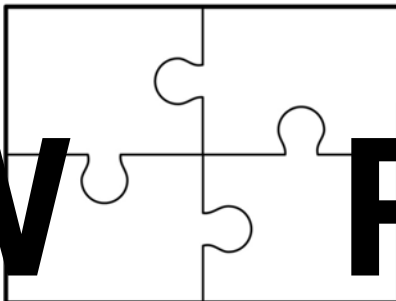
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Name: \_\_\_\_\_

### Create a Puzzle

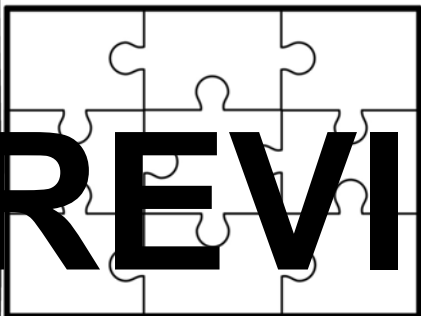
Draw a picture on the puzzle and then color it using your very best coloring skills. Once you have finished coloring your picture, cut out the puzzle pieces and see if you can put it back together. Then, trade with a partner and see if they can solve your puzzle.



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.



## Self Awareness Lesson Honesty

### You will need:

- Picture Book About Honesty
- Honesty Brainstorming Worksheet (one per student)
- Honesty Writing Worksheet (one per student)
- Honest vs. Dishonest Sort (one per student)
- Honesty Bookmark Worksheet (one per student)
- Crayons or Colored Pencils

### Instructions:

- Monday: Read a book  
When the students read the book, ask them to share the ideas they have with a partner.
  - "Why is it important to be honest?"
- Tuesday: Day 2-Writing Activity  
Have the students complete the honesty brainstorming worksheet and draw pictures of why it is important to be honest.

Notes

## Self Awareness Lesson Honesty

### Wednesday: Day 2-Writing Activity

- Have the students complete the Honesty writing page by reviewing their Honesty Brainstorming worksheet from the day before and then choosing one reason it is important to be honest to write about.
- Thursday: Art Activity - Bookmark
  - Have each student color and design three bookmarks to serve as constant reminders to always be honest.
- 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. You may need to read each card aloud to the class.

Notes

## Honesty Brainstorming

Name: \_\_\_\_\_  
Draw a picture in each circle explaining why it is important to be honest.

Why is it important to be honest?

## Honesty

It is important to be honest because

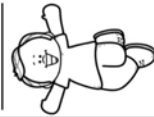
## Honesty Bookmarks

Name: \_\_\_\_\_  
Complete each bookmark and then design your own honesty theme bookmark to serve as a constant reminder to always be honest.

HONESTY IS THE BEST POLICY



I CHOOSE TO BE HONEST BECAUSE



## Honesty Bookmarks

Name: \_\_\_\_\_  
Complete each bookmark and then design your own honesty theme bookmark to serve as a constant reminder to always be honest.

HONESTY IS THE BEST POLICY



I CHOOSE TO BE HONEST BECAUSE



## Honest vs Dishonest

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

### Honest

### Dishonest

Clark took \$5 from his dad's wallet and when his dad asked where it went, Clark told him that he had taken it to buy a candy bar.

Even though Bella's teacher wasn't in the classroom, she follows all the rules.

## Self Awareness Lesson Integrity

### You will need:

- Picture Book About Integrity
- Crayons or Colored Pencils
- Integrity Flipbook Pages (one flipbook per student)

### Instructions:

- Monday: Read a Book
  - Then ask the students, "Why is it important to do the right thing even when no one is looking?"
  - Lead a class discussion about integrity.
- Tuesday: Day 1-Writing Activity (Brainstorming)
  - Brainstorm by leading a discussion about what it looks like to have integrity. For example, having integrity means doing the right thing even when no one is watching.
- Wednesday: Day 2-Writing Activity
  - Review what it means to have integrity and discuss why it is important. Pass out the integrity writing page to each student and have them draw a picture of what having integrity looks like then write what it means to have integrity.

Notes

## Self Awareness Lesson Integrity

### Thursday: Day 1-Integrity Flipbook

- Pass out the flipbook pages and have students cut out and assemble the flipbook before they start working on each page.
- The pages should go in order from smallest on top to biggest on bottom and stapled or glued at the top. Be sure to model how to assemble the books or have them already assembled for your students.
  - All About Integrity
  - What is integrity?
  - Why should we have integrity?
  - What are some ways we can show integrity?
  - How do you feel when you show integrity?
  - When have you shown integrity?
- Once the flipbooks are assembled, your students can complete the first 3 pages - "All About Integrity", "What is integrity?" and "Why should we have integrity?"
- Lead a discussion about each page prompt so that students understand what to do on each page. They can write or draw their answers.

Day 2: Day 2-Writing Activity  
Review what it means to have integrity and discuss why it is important. Pass out the integrity writing page to each student and have them draw a picture of what having integrity looks like then write what it means to have integrity.

Notes

Name: \_\_\_\_\_

**Integrity**

moving integrity

ns

**All About Integrity**

By: \_\_\_\_\_

What is integrity?

Why should we have integrity?

What are some ways we can show integrity?

How do you feel when you show integrity?

When have you shown integrity?

**Self Awareness Lesson**  
**Positive Self Talk**

You will need:

- Picture Book About Positive Self Talk
- YouTube Clip: [Jessica's Only Affirmations](#)
- Change Your Thoughts Sort (one per student)
- Glue sticks
- Scissors

Instructions:

- Monday: Read a Book
  - Then ask the students, "What can we learn from this story?" Have them pair share the ideas they have with a partner.
  - Then lead a class discussion about loving what we have and ourselves.
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Self Affirmations: the things you say or think about yourself!
  - Show the class the video clip [Jessica's Only Affirmations](#)
  - Explain to the class that how we talk to ourself is important.
  - Write a sentence starter on the whiteboard: "I am..." or "Then model for the class how to create a self affirmation sentence. Here are some examples:
    - I am strong.
    - I am smart.
    - I am helpful.
    - I am a good friend.
    - I can do hard things
    - I love myself!

Notes: \_\_\_\_\_

**Self Awareness Lesson**  
**Positive Self Talk**

- Wednesday: Day 2-Writing Activity
  - Review what a self affirmation is and then explain to the class that they are going to be creating their own self affirmations.
  - Pass out the Affirmation Star worksheet and model for the students where to write their affirmations.
- Thursday: Art Activity - Mini Book
  - Students will create a mini book all about how wonderful they are! Each page will focus on a different aspect!
    - Cover: Students will draw a picture of themselves and color it using their best coloring skills. They will also choose a title.
    - Page 1: Something they like about the way they look.
    - Page 2: Something they like about their personality.
    - Page 3: Something they like about how they treat others.
    - Page 4: Something else they like about themselves.
    - Page 5: A positive affirmation.
- Friday: Activity - Change Your Thoughts Sort
  - Explain to the class that it is very important for them to talk positively to themselves and that sometimes it is hard to talk positively to ourselves, but it is very important to change the things we say. Pass out the Change Your Thoughts Sort. Model for the class how to create the worksheet.

Notes: \_\_\_\_\_



Name: \_\_\_\_\_

### Affirmation Star

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

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Name: \_\_\_\_\_

### Mini Book

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

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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
I am going to fail my spelling test.	I will work hard to practice my spelling words so that I pass my spelling test.
I am dumb and school is stupid.	I believe in myself!
	School is fun!
	I will never get any better.

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### Self Awareness Lesson

#### Identifying Your Emotions

**You will need:**

- Picture Book about Emotions
- Colors and Emotions Worksheet for students
- Crayons or Colored Pencils
- The Way I Feel... Writing Page (one per student)

**Instructions:**

- Monday: Read a Book**
  - As you read the story, have the students connect with each emotion by making their face show each emotion.
- Tuesday: Day 1- Writing Activity (Brainstorming)**
  - Have the students complete the writing activity about the way they feel during certain times.
  - Have the students reflect on how they feel and why they feel that way at certain times. Focus on what triggers each emotion.
    - For example, I feel sad when I cannot play with my friends.
    - I feel happy when I do well on my spelling test.
    - I feel frustrated when no one listens to me.

Notes: \_\_\_\_\_

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### Self Awareness Lesson

#### Identifying Your Emotions

- Wednesday: Day 2- Writing Activity**

Have the students pull out their "The Way I Feel..." Worksheet and review the way they feel during certain times. Then cut out the Feelings writing page and have them write about way they feel when they are doing something specific. Be sure that they reflect on why they feel that way.
- Thursday: Art Activity - Colors and Emotions**
  - Show the students a watercolor palette and talk about when you see specific colors it makes you feel a certain way. For example, yellow makes you feel happy. Model for the students how to complete the Colors and Emotions worksheet.
- Friday: Emotions Matching Game**
  - Place the students in partnerships and pass out the emotion matching game cards. Explain the instructions to the class and model taking a turn so that they know how to play.

Notes: \_\_\_\_\_

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Name: \_\_\_\_\_

### The way I feel...

Complete the sentence and then draw a picture to represent the emotion and the situation.

I feel \_\_\_\_\_ when \_\_\_\_\_

I feel \_\_\_\_\_ when \_\_\_\_\_

I feel \_\_\_\_\_ when \_\_\_\_\_

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Name: \_\_\_\_\_

### Feelings

I feel \_\_\_\_\_ when \_\_\_\_\_

I feel \_\_\_\_\_ when \_\_\_\_\_

I feel \_\_\_\_\_ when \_\_\_\_\_

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Name: \_\_\_\_\_

### Colors & Emotions

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

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Name: \_\_\_\_\_

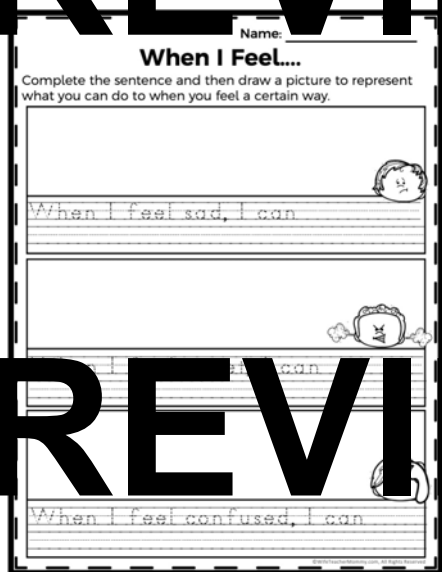
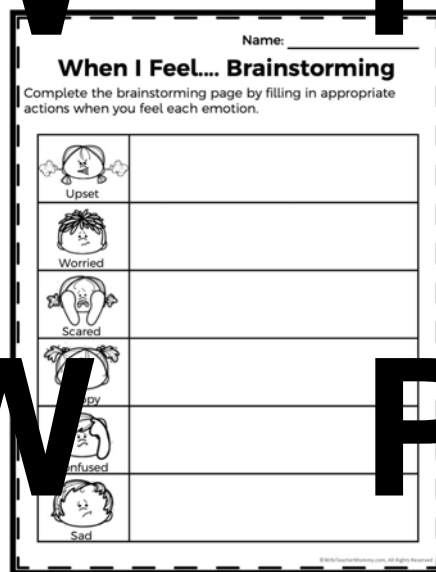
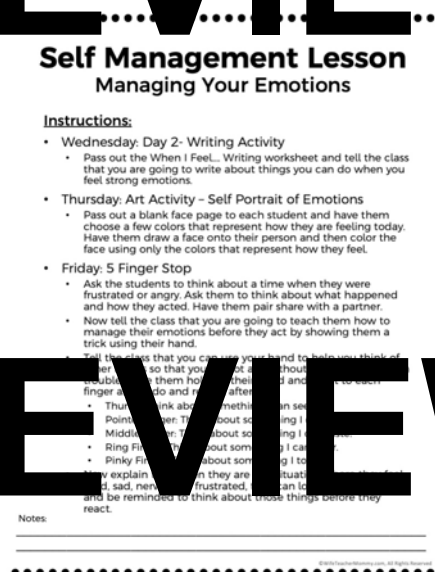
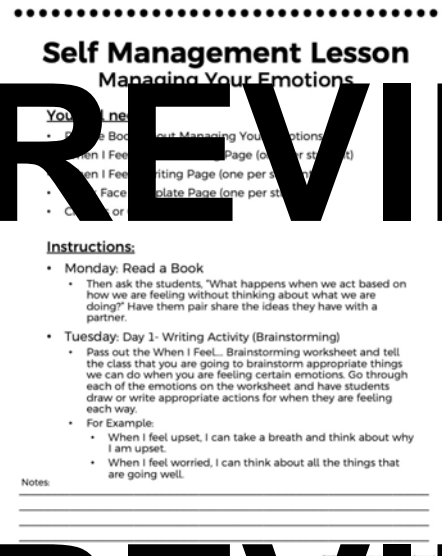
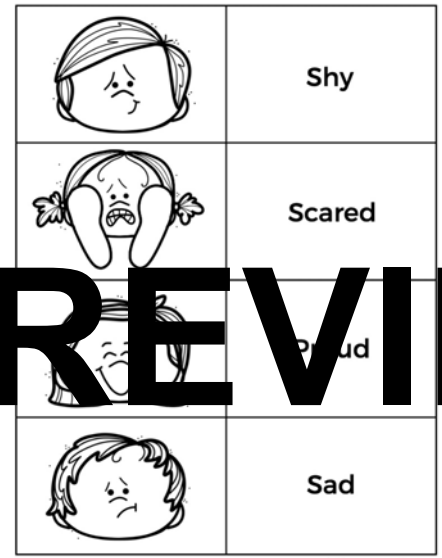
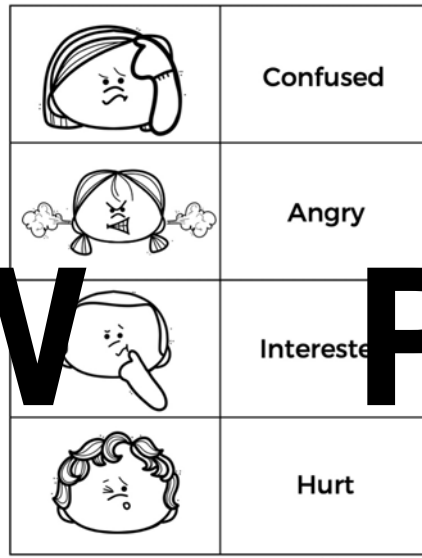
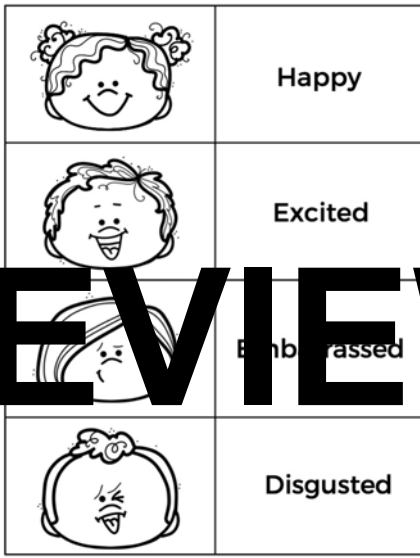
### Emotion Matching Game

To play:

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

	Worried
	Surprised
	Tired

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Name: \_\_\_\_\_

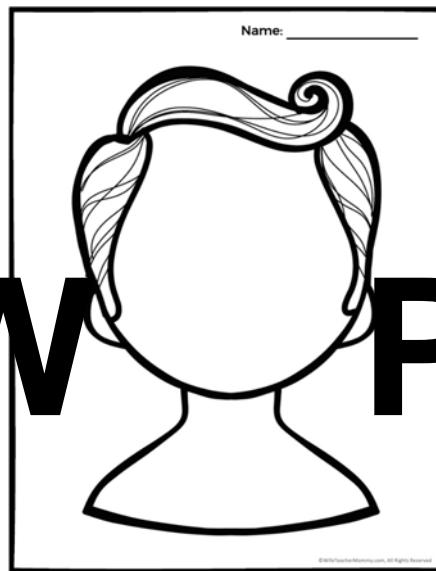
### When I Feel...

Complete the sentence and then draw a picture to represent what you can do to when you feel a certain way.

When I feel sad, I can \_\_\_\_\_

When I feel \_\_\_\_\_, I can \_\_\_\_\_

When I feel confused, I can \_\_\_\_\_



### Self Management Lesson Stress Management

**You will need:**

- Picture Book About Stress Management
- Stress Writing Page (one per student)
- Stress Graphic Organizer (one per student)
- Crayons or Colored Pencils
- Calming Music or video clip [Breathing to Encourage Stress Relief](#)

**Instructions:**

- Monday: Read a Book
  - Then ask the students, "How does it make you feel when you feel stressed?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
  - Talk about what causes stress and what they can do when they start feeling stressed.
  - For example: homework can cause stress, but when they feel that stress, they can take a deep breath and take it one problem at a time.

Pass out the Stress Graphic Organizer page and have students reflect on three things that cause them stress and then write ways they can manage the stress.

Notes: \_\_\_\_\_

### Self Management Lesson Stress Management

**Instructions:**

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

Notes: \_\_\_\_\_



**Name:** \_\_\_\_\_

**Stress Graphic Organizer**

Draw a picture of something that causes you stress and then what you can do to manage that stress.

Stress is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

→ →

→ →

→ →

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**Name:** \_\_\_\_\_

## Stress

Complete the writing activity by reflecting on what causes you stress and what you can do when you feel stressed.

V

P

Something that causes me stress is \_\_\_\_\_

When I feel stress, I can \_\_\_\_\_

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# Self Management Lesson

## Following the Rules

You will need:

- Picture Book About Following the Rules
- Our Classroom Rules Worksheet (one per student)
- My Rule Writing Page (one per student)
- Blank White Piece of Art Paper (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
  - When assigned to read a book important to follow the rules.
  - Tuesday: Drawing - Writing Active Constraints (e.g., "I will follow classroom rules and make the class each day portable")
  - Wednesday: Drawing - Classroom Rules Worksheet and explain why it is important to follow the rules.

Notes:

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# Self Management Lesson

## Following the Rules

### **E**

### **V**

### **I**

### **E**

### **R**

### **E**

### **S**

**Instruction:**

- Wednesday: Day 2- Morning Activity
  - Review the classroom rules discussed yesterday.
  - The class will discuss how they can create their own classroom rule that it is important to them to explain why the rule is important.
- Friday: Art Activity – Draw a picture 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 zoo with people following lots of rules. Once they have drawn their picture, they need to label all the rules that are being followed (2-3 total).
- Friday: Rules Charades
  - Put the class into two teams. Each student will have the opportunity to act out a rule they must follow without saying anything. The rest of the class will try to guess which rule it is.

Notes:

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Name: \_\_\_\_\_

## Our Classroom Rules

Choose one classroom rule to focus on, write down the rule, and explain why it is important.

<div style="font-size: 4em; font-weight: bold; position: absolute; left: -50px; top: 50%;">V</div> <div style="font-size: 4em; font-weight: bold; position: absolute; right: -50px; top: 50%;">F</div>	<p>One classroom rule is _____</p> <p>It is important because _____</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

**My Rule**

Name: \_\_\_\_\_

Write a rule that you think is important to create. Explain why it is important to have.

**REVIEW**

If I were to create a rule, it would be \_\_\_\_\_

It would be important because \_\_\_\_\_

# Self Management Lesson

## Setting Personal Goals

You will need:

- Picture Book About Setting Personal Goals
- Setting Goals Graphic Organizer page (one per student)
- My Goal Writing Page (one per student)
- Vision Board (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
  - Then ask the students, "Why is it important to set goals?"
  - What are some goals you have?
- Tuesday: Day 1 - Writing Activity (Brainstorming)
  - Start the day off by brainstorming some ideas for some personal goals you have for yourself (model how to make and set goals).
  - Then have students brainstorm some ideas for personal goals to share the ideas with their partners.

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# Self Management Lesson

## Setting Personal Goals

**Instructions:**

- **Wednesday: Day 2- Writing Activity**
  - Hand out the My Goal worksheet to each student and have them pull out their brainstorming page from yesterday. Have them review their goals with a partner and then choose one to focus on and write about. Once they choose a goal from their idea page, have them think about where they are right now and what they would like to achieve.
- **Thursday: Art Activity – Create a Vision Board**
  - For this activity, your students will create a vision board! This vision board is a place for them to put all their goals and dreams in a visual place. They can use magazines, drawings, pictures, etc.
- **Friday: Make a Bucket List**
  - Your students will enjoy creating a bucket list for the school year, summer, or their childhood. Your students can make a list to save of all the fun things they want to do! They can write or draw each item on their list.

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# REVIEW

Name: \_\_\_\_\_


## Setting Goals Graphic Organizer

Brainstorm the goals you have at home, school, and other places by drawing a picture of each idea in the boxes below.


### Goals at School



### Goals at Home



### Goals at Community




# REVIEW

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Name: \_\_\_\_\_

### My Goal

Draw a picture of your goal and then describe it on the lines below. Then explain how you will reach your goal.



Today I can \_\_\_\_\_

My goal is \_\_\_\_\_

I can reach my goal by \_\_\_\_\_

My deadline is \_\_\_\_\_

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Name: \_\_\_\_\_

### My Goal

Draw a picture of your goal and then describe it on the lines below. Then explain how you will reach your goal.



Today I can \_\_\_\_\_

My goal is \_\_\_\_\_

I can reach my goal by \_\_\_\_\_

My deadline is \_\_\_\_\_

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Name: \_\_\_\_\_

### My Goal

Draw a picture of your goal and then describe it on the lines below. Then explain how you will reach your goal.



Today I can \_\_\_\_\_

My goal is \_\_\_\_\_

I can reach my goal by \_\_\_\_\_

My deadline is \_\_\_\_\_

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Name: \_\_\_\_\_

### My Bucket List

Draw a picture of your bucket list item and then describe it on the lines below. Then explain how you will reach your goal.

1	
2	
3	
4	
5	

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### Self Management Lesson Responsibility

**You will need:**

- Picture Book About Responsibility
- My Responsibilities Worksheet (one per student)
- Responsibility Writing Page (one per student)
- My Daily Checklist Worksheet (one per student)
- Responsibility Scoot Worksheet (one per student)
- Responsibility Scoot Cards
- Crayons or Colored Pencils

**Instructions:**

- Monday: Read a book
  - Ask the students, "What are some things that you are responsible for at home?"
  - "What are some things you are responsible for at school?"
- Tuesday: Day 1 - Writing Activity (Brainstorming)
  - 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."
    - "One of my responsibilities at home is to cook dinner each night for my family."
  - Then discuss the responsibilities the students have at home and at school. For example:
    - One responsibility they have at school is to do their very best on each project.
    - One responsibility they have at home is to clean their room and pick up their toys.

Notes \_\_\_\_\_

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### Self Management Lesson Responsibility

**Instructions:**

- Monday: Day 1 - Writing Activity (Brainstorming)
  - 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."
    - "One of my responsibilities at home is to cook dinner each night for my family."
  - Then discuss the responsibilities the students have at home and at school. For example:
    - One responsibility they have at school is to do their very best on each project.
    - One responsibility they have at home is to clean their room and pick up their toys.
- 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 familiar 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.

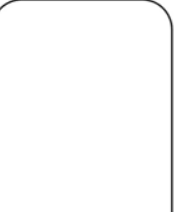
Notes \_\_\_\_\_

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Name: \_\_\_\_\_

### My Responsibilities

Draw a picture of a responsibility you have at home, at school, and at some other place.



At Home \_\_\_\_\_

At School \_\_\_\_\_

Other Places \_\_\_\_\_

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Name: \_\_\_\_\_

### Responsibility

Complete the writing page by filling in what it means to be responsible.

Being responsible means \_\_\_\_\_

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Name: \_\_\_\_\_

### My Daily Checklist

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

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

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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.

1	2	3	4	5
7	8			
12	13			

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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.


1	2	3	4	5
no	no	yes	yes	yes
	no	yes	no	
yes	yes	no	yes	yes

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1. Tom has a messy desk. Is that responsible?




2. Kate is pulling faces at her teacher. Is that responsible?



3. Sam is sitting on the floor. Is that responsible?




4. Aubrey and Tate are cleaning up the mess. Is that responsible?




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5. Riley takes care of his friend. Is that responsible?




6. Eric kicks the garbage can. Is that responsible?



7. Nicole says a bad word. Is that responsible?




8. Parker walks quietly in the hallway. Is that responsible?




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9. Conner steals from Emrie. Is that responsible?




10. Brooke throws a fit. Is that responsible?



11. Makenna and Aubrey work together. Is that responsible?




12. Lettie talks to a grown up when she needs help. Is that responsible?




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13. A group of kids won't work together. Is that responsible?



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



15. Brynn is working hard at school. Is that responsible?



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### Self Management Lesson Manners

**You will need:**

- Picture Book About Manners
- Manners Writing Page (one per student)
- Manners Matching Game Cards (one set per student)
- Crayons or Colored Pencils

**Instructions:**

- Monday: Read a Book
  - Then ask the students, "What does it mean to have manners?"
  - Review manners. For example:
    - Say please and thank you.
    - Don't talk with your mouth full.
    - Say sorry.
    - Cover your mouth when you sneeze or cough.
- Tuesday: Day 1- Writing Activity (Pair students)
  - Ask the students to write about manners in the following places:
    - School
    - Dinner table
    - Sports
    - Home
    - Music Class
    - Swimming

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### Self Management Lesson Manners

**Instructions:**

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

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Name: \_\_\_\_\_

### Manners

Complete the writing page by filling in why it is important to have manners.

It is important to have manners because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

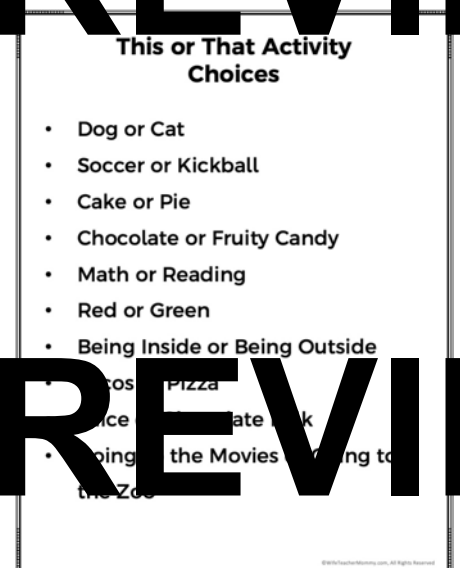
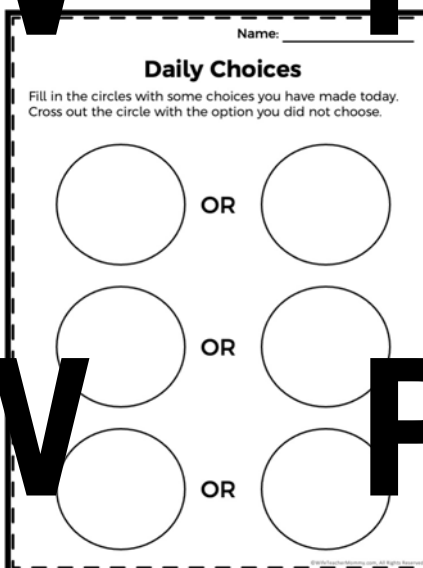
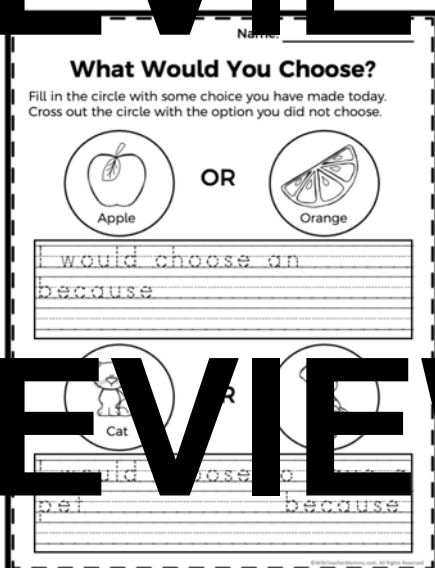
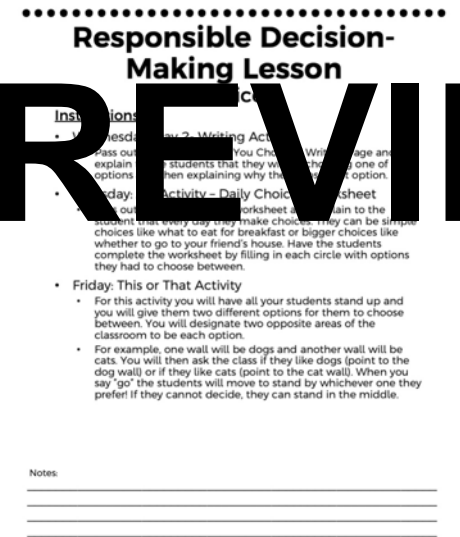
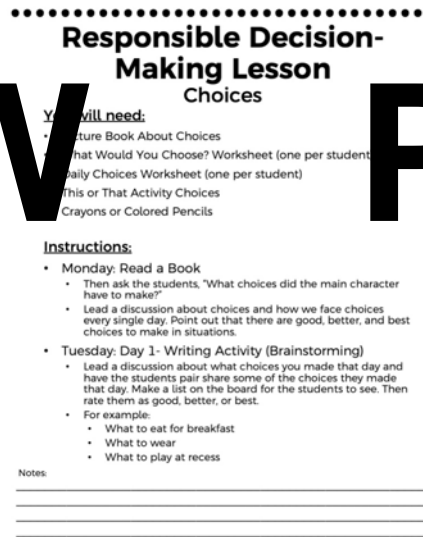
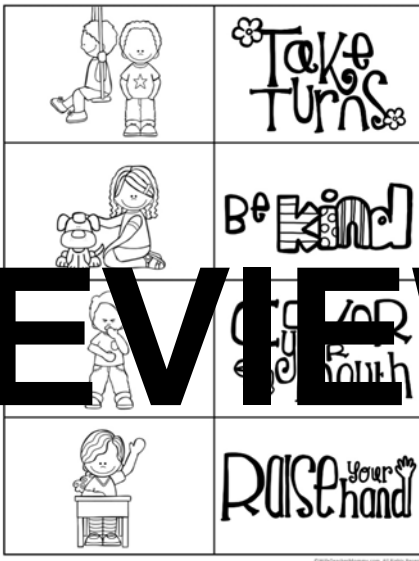
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## Responsible Decision-Making Lesson

### Identifying the Problem

#### You will need:

- Picture Book About Identifying the Problem
- 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: Read a Book**
  - Read the book to the students. Discuss the problem and the character's reaction to the problem.
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
  - Hand out the Identifying the Problem Writing page and have the students write down the problem and the best choice.
  - For example: "My alarm did not go off this morning. I was late for school. I asked my mom to write me a note."
  - Ask the students: "What was the problem?"
  - Have students pair share their ideas.

Notes:

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## Responsible Decision-Making Lesson

### Identifying the Problem

#### Instructions:

- **Wednesday: Day 2- Writing Activity**
  - Read a picture book to the class.
  - Hand out the Identifying the Problem Writing page and have the students pair share the problem and possible choices the main character can make. Then each student can complete the writing page individually.
- **Thursday: Art Activity -**
  - Hand out the Problems Happen Comic Strip page to each student and have them draw the illustrations for the text. Tomorrow they will work on coloring their illustrations so be sure to collect the pages at the end.
- **Friday: Activity**
  - Hand out the Problems Happen Comic Strip pages from yesterday and let the students color their illustrations from the day before.

Notes:

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Name: \_\_\_\_\_

### Identify the Problem

Draw a picture of the problem in the box below. Then draw three choices the person has in the circles next to it.

What is the problem?

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Name: \_\_\_\_\_

### Identifying the Problem Writing

Complete the writing page by identifying what the problem is and the best choice.

The problem is

The best thing to do is

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Name: \_\_\_\_\_

### Problems Happen Comic Strip

Complete the comic strip by drawing pictures to reflect what is happening in the text.

My alarm did not go off this morning.	I was late for school.	I asked my mom to write me a note.

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Name: \_\_\_\_\_

### Problems Happen Comic Strip

Complete the comic strip by drawing pictures to reflect what is happening in the text.


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## Responsible Decision-Making Lesson

### Evaluate the Results

#### You will need:

- Picture Book About Results
- Evaluating the Results Writing Page (one per student)
- Results Matching Card (one per student)
- Evaluating the Results Worksheet (one per student)
- Crayons or Colored Pencils

#### Instructions:

- **Monday: Read a Book**
  - Then ask the students, "What choices did the characters have to make?" then ask, "What happened when they made those choices?" Have them pair share the ideas they have with a partner.
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
  - Hand out the Evaluating the Results Writing page and have the students write down the problem and the best choice.
  - For example: "My alarm did not go off this morning. I was late for school. I asked my mom to write me a note."
  - Ask the students: "What was the problem?"
  - Have students pair share their ideas.

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## 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.
- **Thursday: Art Activity - Results Matching Cards**
  - Hand out the Results Matching Cards worksheet to each student and have them color each picture. 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.

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Name: \_\_\_\_\_

### Evaluating the Results Writing

Complete the writing page by evaluating the results of a decision you made.

The problem was

The results were

The results were

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Name: \_\_\_\_\_

### Results Matching Cards

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

 I pinched my friend when she made me mad.	 I had to go to timeout.
 I threw a ball and broke something.	 I got in trouble and had to clean up the mess.
 I said a bad word to my friend when they made me mad.	 I had to write a letter saying I was sorry for saying a bad word.

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Name: \_\_\_\_\_

### Evaluating the Result Worksheet

Complete the page by evaluating the results of a decision you made by explaining what the results were.

 I kicked the trash can.	Then _____
 I broke a vase and lied about it.	Then _____
 I tripped someone.	Then _____

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### Responsible Decision-Making Lesson

#### Identify Solutions

**You will need:**

- Picture Book With Clear Solutions to the Problems
- Identifying Solutions Worksheet (one per student)
- Identifying a Solution Writing page (one per student)
- Ink Pads or Paint
- Blank White Art Paper (one per student)
- How does it feel? Writing Page (one per student)

**Instructions:**

Monday: Read the book and have a discussion about the solutions that were made in the story.

Tuesday: Day 1 - Writing Activity (Brainstorming)

Hand out the Identifying Solutions worksheet. Have each student write down the solutions that they see in the story.

Tell the students that we are going to play a game. They will be given a scenario and they will have to write down as many solutions as they can think of.

Wednesday: Day 2 - Writing Activity

Hand out the Identifying a Solution Writing page. Have each student write down the best solution they think of for each scenario.

Thursday: Art Activity

Hand out the Blank White Art Paper. Have each student draw a picture of their best solution for each scenario.

Friday: Rock Activity

Hand out the How Does It Feel? Writing Page. Have each student write down how they feel about their best solution for each scenario.

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### Responsible Decision-Making Lesson

#### Identify Solutions

**Instructions:**

Monday: Read the book and have a discussion about the solutions that were made in the story.

Tuesday: Day 1 - Writing Activity (Brainstorming)

Hand out the Identifying Solutions worksheet. Have each student write down the solutions that they see in the story.

Tell the students that we are going to play a game. They will be given a scenario and they will have to write down as many solutions as they can think of.

Wednesday: Day 2 - Writing Activity

Hand out the Identifying a Solution Writing page. Have each student write down the best solution they think of for each scenario.

Thursday: Art Activity

Hand out the Blank White Art Paper. Have each student draw a picture of their best solution for each scenario.

Friday: Rock Activity

Hand out the How Does It Feel? Writing Page. Have each student write down how they feel about their best solution for each scenario.

Notes: \_\_\_\_\_

Name: \_\_\_\_\_

### Identifying Solutions

Complete the worksheet by identifying a solution to the problem by writing or drawing three different options, one in each box.

 I broke a lamp, I could...	1. _____
	2. _____
	3. _____

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Name: \_\_\_\_\_

### Identifying a Solution Writing

Complete the worksheet by identifying a solution to the problem by writing or drawing three different options, one in each box.

 I broke a lamp, the best thing to do is _____
---------------------------------------------------

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Name: \_\_\_\_\_

### How should it feel?

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

When I think of a good solution I feel \_\_\_\_\_

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### Responsible Decision-Making Lesson

#### Prioritizing

**You will need:**

- Picture Book About Prioritizing or someone who has a lot to do
- Prioritizing Writing Page (one per student)
- Prioritizing Worksheet (one per student)
- My Priorities Worksheet (one per student)
- Crayons or Colored Pencils

**Instructions:**

Monday: Read a Book

- 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 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 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 4 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: Rock Activity

- Show the class a large jar and tell them that this jar represents all the time we have in a day.
- Pull out some big rocks and start putting them into the jar and giving them each an important task.
- For example, one rock represents going to school. Another rock represents playing video games. A third rock represents helping with homework. A fourth rock represents playing with friends.
- Tell them that these rocks represent the most important things in their lives. Ask them to think about the most important things in their lives and write them down on the jar.
- Explain that this is called prioritizing - putting the most important things first.

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How can I stay safe?

Name: \_\_\_\_\_

**Stranger Safety Bookmarks**

Complete each bookmark and then design your own stranger safety themed bookmark.

I can stay safe from strangers.

safe from strangers, I can:

Name: \_\_\_\_\_

**Safety Hand**

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

When I feel scared I can talk to...

Relationship Skills

**Picture Books to Teach Relationship Skills**

- Be a Friend by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- The Pie Pie Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- I Will Be My Friend! By Peter Brown
- 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. Harris
- Our Class Is A Family by Shannon Olsen
- All Shapes Matter by Chakra Sreekanth
- ABCs of Kindness by Samantha Berger and Ekaterina Trukhan (Kindness)
- When I Feel Left Out by Michael Gordon (Kindness)
- Tomorrow I'll Be Kind by Jessica Hische (Kindness)
- The Not-So Friendly Friend by Christina Fumal (Setting Boundaries)
- Taste Your Words by Bonnie Clark (Kindness)

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**Relationship Skills Lesson**

Communication

You will need:

- Picture Book About Good Relationships
- Be a Good Friend Writing Page (one per student)
- Partner Project worksheet (one per student)
- Crayons or Colored Pencils
- Colored Cardstock (one per student)

**Instructions:**

- Monday: Read a Book
  - 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 model 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 how to make friends.

Notes:

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**Relationship Skills Lesson**

Communication

**Instructions:**

- Wednesday: Day 2- Writing Activity
  - Hand out the Making Friends Writing page to each student and then review ways to make friends.
  - Let the students complete the writing page.
- Thursday: Art Activity -
  - Hand out a blank piece of art paper to each student and have them create a poster about how to be a good communicator. They can draw or write different ways to be a good communicator.
- Friday: Play Telephone
  - Line up the students around the classroom and whisper something in the first student's ear, after that each student must whisper the same thing into the next person's ear and so forth. Once it makes it to the last student, they will say what they heard out loud and see if it matches what you whispered into the first person's ear!

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Name: \_\_\_\_\_

**Making Friends Writing**

Complete the writing page by filling in good ways to make friends.

I can make new friends by

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**Relationship Skills Lesson**

Developing Good Relationships

You will need:

- Picture Book About Good Relationships
- Be a Good Friend Writing Page (one per student)
- Partner Project worksheet (one per student)
- Crayons or Colored Pencils
- Colored Cardstock (one per student)

**Instructions:**

- Monday: Read a book
  - 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:
    - Ask the students to think of ways to make friends.
    - Look at the speaker
    - Nod appropriately
    - Wait for your turn to talk
    - Ask questions
    - Be kind

Notes:

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**REVIEW**

Name: \_\_\_\_\_

## Supporting Others Writing

Complete the writing page by filling in what you can do to support others.

can support others by \_\_\_\_\_

**REVIEW**

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Give a hug	
Say something nice	
Give someone a compliment	
Say "thank you"	

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Share with someone	
Smile at someone	
Give someone a gift	
Write a card	

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Help someone clean up	
Help someone with something	
Listen to them	
Play with someone new	

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Do a chore	
Help your teacher	
Tell them you are their friend	
Include someone at recess	

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Offer to help someone	
Tell someone a joke	
Leave a happy note for someone to find	
Tell someone why they are special to you	

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Talk to someone new at school	
Share a treat with someone	
Read a book to someone	
Hold the door open for someone	

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Clean up your classroom	
Help clean the lunchroom	
Clean up your bag at recess	
Tell your teacher "thank you"	

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<p><b>Relationship Skills Lesson</b> Kindness</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> <li>Picture Book About Kindness</li> <li>Kindness Writing Page (one per student)</li> <li>Kindness Rainbow Key</li> <li>Mini Packages of Skittles (one per student)</li> </ul> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> <li>Monday: Read a book             <ul style="list-style-type: none"> <li>Then ask the students, "Why is it important to be kind?"</li> <li>"Should we be kind even when others are not?"</li> </ul> </li> <li>Tuesday: Day 1- Writing Activity (Brainstorming)             <ul style="list-style-type: none"> <li>Lead a class discussion about how we can show kindness to others.</li> <li>For example:                     <ul style="list-style-type: none"> <li>Say nice things to others</li> <li>Help clean up</li> <li>Compliment others</li> </ul> </li> </ul> </li> </ul>	
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<p><b>Relationship Skills Lesson</b> Kindness</p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> <li>Wednesday: Day 2- Writing Activity             <ul style="list-style-type: none"> <li>Hand out the Kindness Writing page to each student and then have them complete the writing page by explaining what they can do to show kindness to others.</li> </ul> </li> <li>Thursday: Art Activity - Heart Art for a Friend             <ul style="list-style-type: none"> <li>Hand out a Heart Art page to each student, they can decorate their heart using whatever art supplies you have on hand. Once they decorate their heart, they will cut it out and save it to give to someone.</li> </ul> </li> <li>Friday: Kindness Rainbow Activity             <ul style="list-style-type: none"> <li>Pass out a mini package of Skittles to each student. Display the color code on the board for everyone to see and explain what each color represents. Put each student into a partnership and then have them pull out one Skittle at a time and answer the question. Once they answer that question, they can eat that Skittle.</li> </ul> </li> </ul> <p>Notes</p>	
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**Team Members:** \_\_\_\_\_

### Relay Activity

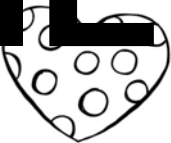
- Write down each person's name on the line above.
- Color the picture only using the colors red and blue.
- Draw a circle on the back of this paper.
- Give it to the runner to give to the teacher.



**Team Members:** \_\_\_\_\_

### Relay Activity

- Write down each person's name on the line above.
- Color the picture only using the colors red and blue.
- Draw a circle on the back of this paper.
- Give it to the runner to give to the teacher.



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### Social Awareness Lesson Respecting Differences

**You will need:**

- Picture Books About Diversity
- White Paper Plates
- Paints to match various skin tones
- Googly Eyes
- Yarn
- Be Different Writing page (one per student)
- Music from different cultures

**Instructions:**

- Monday: Read a Book**
  - Then ask the students, "Is everyone the same?" and "Is it okay to be different?" 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 what differences are what make each of us special. We are different in the way we look, but also in the things we like and dislike, how we act, talk, etc.

Notes: \_\_\_\_\_

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### 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 each of them special.
- Thursday: Art Activity - Diversity Plate Portraits**
  - For this activity, you will want to have different colors for students to mix to create a color close to their skin color. Hand out a paper plate to each student and call them over one table at a time to mix their paint to create their skin tone. Once they have created the color, have them to their desks and place the white googly eyes on the face. You can also have them draw a few skin tones on the back of the plate and let them mix a few skin tones to create the best color for their face. You can also have them draw a few skin tones on the back of the plate and let them mix a few skin tones to create the best color for their face. You can also have them draw a few skin tones on the back of the plate and let them mix a few skin tones to create the best color for their face.
- Friday: Music From Around the World**
  - Play music from other cultures and let the students move to the music to embrace the culture. Rotate through music from other cultures.

Notes: \_\_\_\_\_

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Name: \_\_\_\_\_

### Be Different Writing

Fill in the information by answering each question in the box by writing or drawing your answers.

Something that makes me special is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Social Awareness Lesson Empathy & Compassion

**You will need:**

- Picture Book about Empathy and Compassion
- Showing Compassion Writing page (one per student)
- Compassion Questions Worksheet (one per student)
- Crayons or Colored Pencils

**Instructions:**

- Monday: Read a Book**
  - Then ask the students, "How can we tell how someone is feeling?" Have them pair share the ideas they have with a partner.
  - Lead a discussion about "Empathy and Compassion". Be sure to define empathy and compassion for your students.
    - Empathy: being able to know how someone is feeling
    - Compassion: the desire to help someone in need
- Tuesday: Day 1- Writing Activity (Brainstorming)**
  - As a class, review what compassion and empathy means.
  - Hand out the Compassion Questions worksheet and have the students draw or write their answers to each question in the box.

Notes: \_\_\_\_\_

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### Social Awareness Lesson Empathy & Compassion

**Instructions:**

- Wednesday: Day 2- Writing Activity**
  - Hand out the Showing Compassion Writing page and let the students fill in the information about what students can do to help someone who is sad.
- Thursday: Art Activity - Faces of Feelings**
  - Hand out the Faces of Feelings worksheet and have each student draw or write their answers to each question in the box.
- Friday: Compassion Cards**
  - Lead a class discussion and talk about compassion and empathy. Review what they are learned this week. Read aloud each compassion card to the class and have them pair share their ideas. Call on a few students to share their ideas with the class.

Notes: \_\_\_\_\_

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Name: \_\_\_\_\_

### Compassion Questions

Fill in the information by answering each question in the box by writing or drawing your answers.

What does empathy mean?

\_\_\_\_\_

How does empathy help others?

\_\_\_\_\_

How can you show empathy to someone?

\_\_\_\_\_

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Name: \_\_\_\_\_

### Showing Compassion Writing

Complete the writing page by filling in what we can do when we see someone is sad.

When someone is sad, I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

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Name: \_\_\_\_\_

### Faces of Feelings

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

 Happy	 Sad
 Excited	 Worried

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Review

REVIEW

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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 & integrity. Then have each student complete the self reflection journal entry about having honesty & integrity.
- Thursday: Review Positive Self**
  - Lead a discussion about positive self. Then have each student complete the self reflection journal entry about positive self.
- Friday: Review Managing Your Emotions**
  - Lead a discussion about identifying your emotions. Then have each student complete the self reflection journal entry about their emotions.

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## Self Reflection Journal

Complete the sentence about each element we have learned about.

Being yourself is  
important because

Having patience means

It is important to be  
honest and have  
integrity because

## Self Reflection Journal

Complete the sentence about how you feel today.

I am

My priority is

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## 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.

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## Self Reflection Journal

Complete the sentence about each element we have learned about.

The way I can manage  
my emotions is

When I feel stressed, I  
can

It is important to follow  
the rules because

## Self Reflection Journal

Complete the sentence about how you feel today.

I am going 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 Managing Danger**
  - Lead a discussion about the importance of managing danger. Then have each student complete the self reflection journal entry about managing danger.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Self Reflection Journal

Complete the sentence about each element we have learned about.

One choice I made  
today was

One way to solve a  
problem is

It is important to  
evaluate the results  
because

## Self Reflection Journal

Complete the sentence about how you feel today.

My priority is

If I feel scared, I can  
talk to



## 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 Problem Solving**
  - Lead a discussion about problem solving and leadership. Then have each student complete the self reflection journal entry about being a leader.
- Thursday: Review Conflict Resolution**
  - Lead a discussion about conflict resolution. Then have each student complete the self reflection journal entry about resolving conflict.
- 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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## Self Reflection Journal

Complete the sentence about each element we have learned about.

It is important to  
communicate because

I can be a good friend

It is important to be a  
team player because

Name: \_\_\_\_\_

## Self Reflection Journal

Complete the sentence about how you feel today.

I can resolve a conflict  
by

I can be a good friend

I can be a team player

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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 recognizing the strengths in others. Then have each student complete the self reflection journal entry about a strength.
- Tuesday: Review Respecting Differences**
  - Lead a discussion about respecting differences. Then have each student complete the self reflection journal entry about communication.
- Wednesday: Review Empathy and Compassion**
  - Lead a discussion about empathy and compassion. Then have each student complete the self reflection journal entry about communication.
- Thursday: Review Showing Concern for Others and Gratitude**
  - Lead a discussion about showing concern for others and gratitude. Then have each student complete the self reflection journal entry about communication.
- Friday: Review Contributing to the Well-Being of the Whole**
  - Lead a discussion about contributing to the well-being of the whole. Then have each student complete the self reflection journal entry about communication.

Notes:

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## Self Reflection Journal

Complete the sentence about each element we have learned about.

My friend  
is good at

Being different is

I can show empathy  
and compassion by

Name: \_\_\_\_\_

## Self Reflection Journal

Complete the sentence about how you feel today.

I can overcome fear  
by

I can be a team player  
by

I can show empathy  
and compassion by

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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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## Review Lesson Self Reflection

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

Notes:

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Name: \_\_\_\_\_

## Self Reflection Journal

Complete the sentence about how you feel today.

Today I feel  
because

Today I feel  
because

Today I feel  
because

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Name: \_\_\_\_\_

### Self Reflection Journal

Complete the sentence about how you feel 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 part of my personality is:

Something I could work on is:

Name: \_\_\_\_\_

### Self Reflection Survey

Honestly evaluate how you feel you are doing in school by circling the face that best represents you.

I follow the rules.			
I complete my work.			
I use my time wisely.			
I pay attention to the teacher.			
I am kind to classmates.			
I participate in activities with a good attitude.			
I keep my desk and area clean.			
I use kind words when speaking to others.			

Name: \_\_\_\_\_

### Self Reflection Survey

Honestly evaluate how you feel you are doing at home by circling the face that best represents you.

I follow the rules at home.			
I am kind to my family members.			
I do my chores with a good attitude.			
I complete my homework when asked.			
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.			