

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

Rest easy now! ☺

-Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline	
Self Awareness	1. Be Yourself 2. Patience 3. Honesty 4. Integrity 5. Positive Self Talk 6. Identifying Your Emotions
Self Management	1. Managing Your Emotions 2. Stress Management 3. Following the Rules 4. Setting Personal Goals 5. Responsibility 6. Manners
Responsible Decision Making	1. Choices (Good, Better, Best) 2. Identifying the Problem 3. Identify Solutions 4. Evaluate the Results 5. Ask for Help 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 Concern 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 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:

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

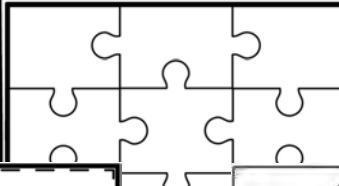


I like myself because _____

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: _____

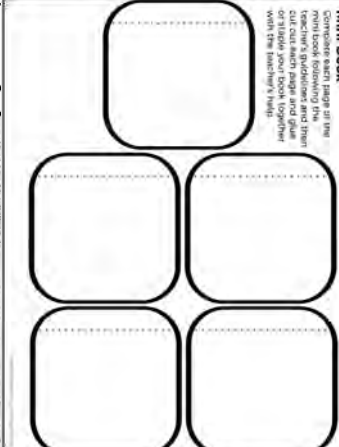
I am patient when...



I have to be patient when _____

Mini Book

Complete each page of the book with a drawing and then glue it into your book. Then, cut out each page and glue it into your book together with the binding I made.



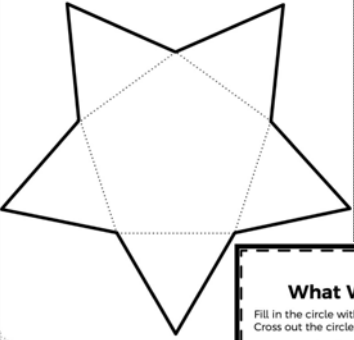
There are 36 weeks of social emotional activities included. These were designed so you could have an activity for every day of the school year, but you can assign them as you see fit.

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	
	

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

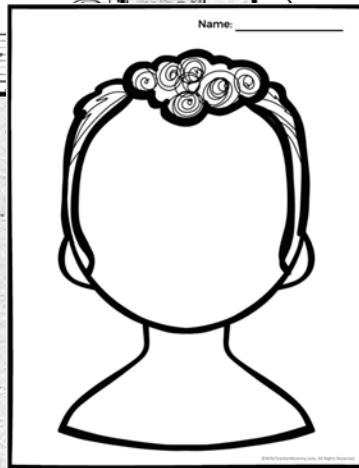
Draw pictures of all the things you love in both sides of the circle. Be sure to write your name on both sides as well. Color your circle and make it represent you.

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 if you take a deep breath and talk to yourself, you can manage the stress.
 - Pass out the Stress Graphic Organizer page and have the students fill it out.

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

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/subscribe>

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

Rest easy now! ☺

Team Wife Teacher Mommy

36 Weeks of Social Emotional Learning Outline

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Notes:

Self Awareness

Picture Books to Teach Self Awareness

- Waiting for Superman by Mo Willems (Patience)
- Lilly's Purple Plastic Purse by Kevin Henkes (Integrity)
- The Monster at the End of the Street by Grognard (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

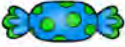
 Favorite 

 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 - 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...

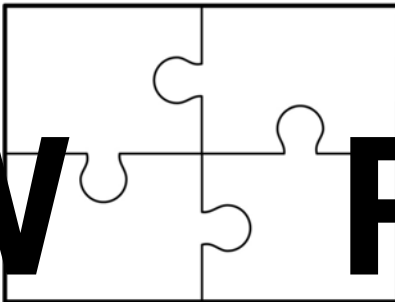


I have to be patient when _____

Name: _____

Create a Puzzle

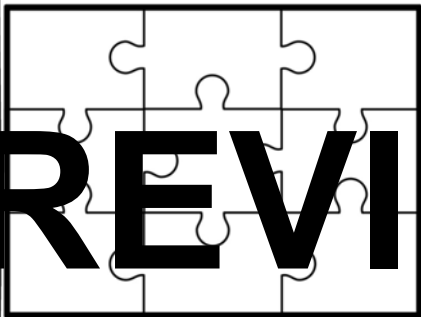
Draw a picture on the puzzle and then color it using your very best coloring skills. Once you have finished coloring your picture, cut out the puzzle pieces and see if you can put it back together. Then, trade with a partner and see if they can solve your puzzle.



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

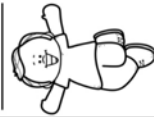
Honesty Bookmarks

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.

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 (one per student)
- 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: _____

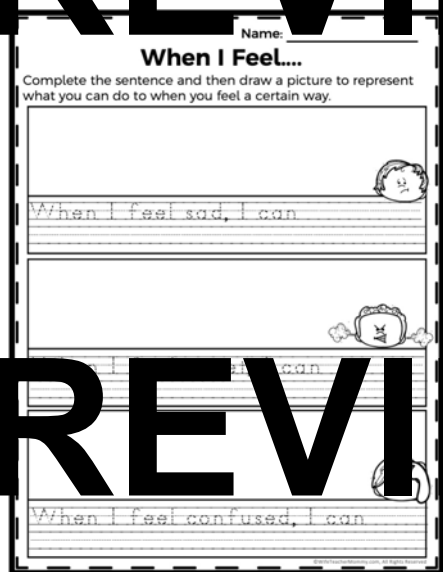
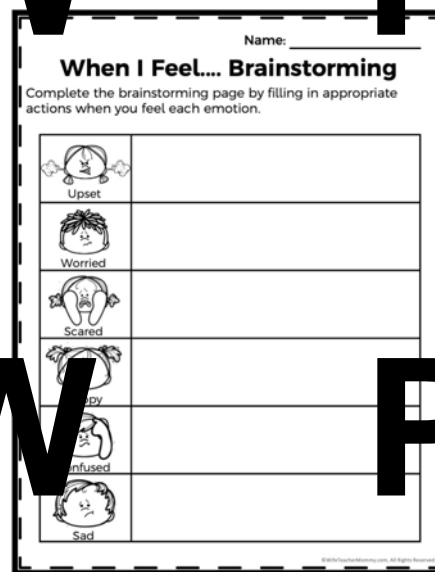
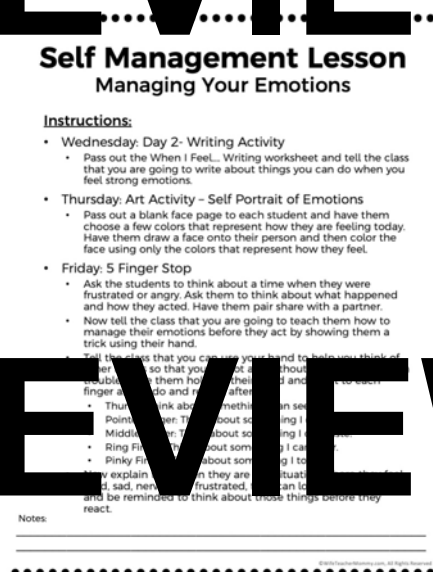
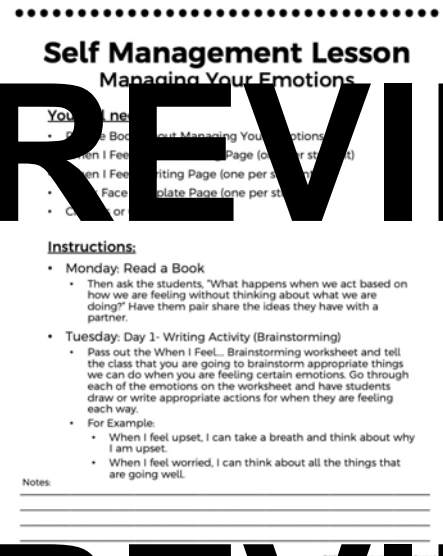
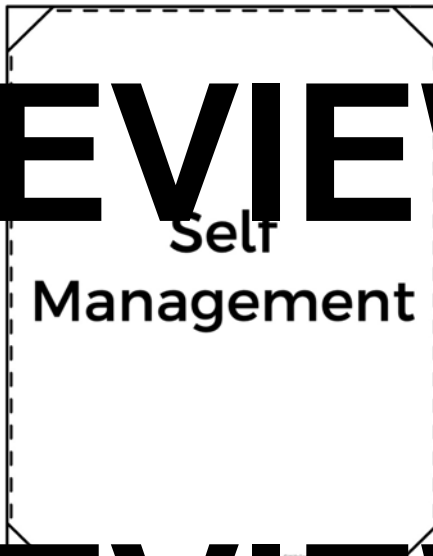
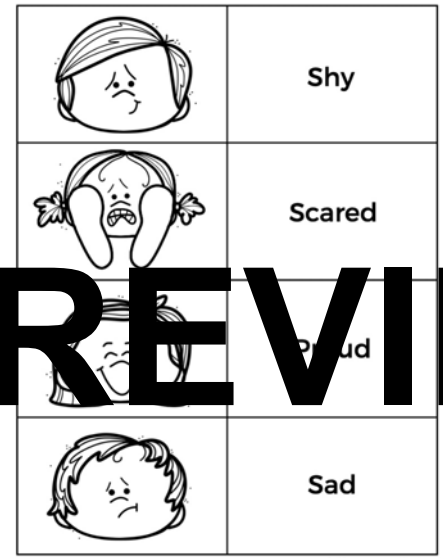
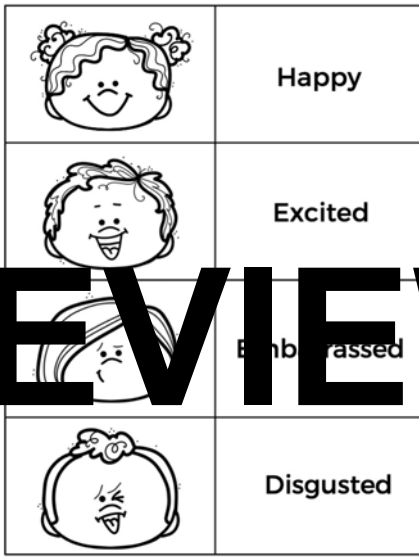
Emotion Matching Game

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: _____

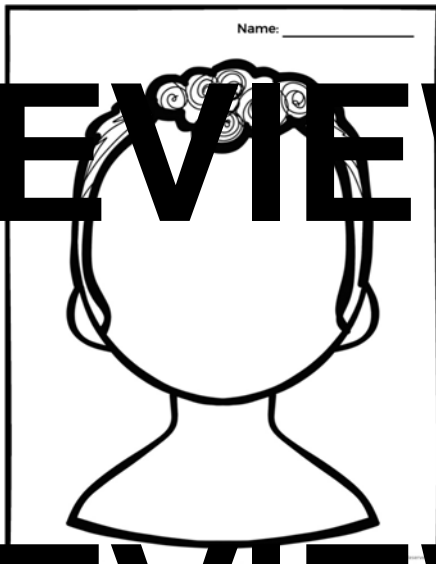
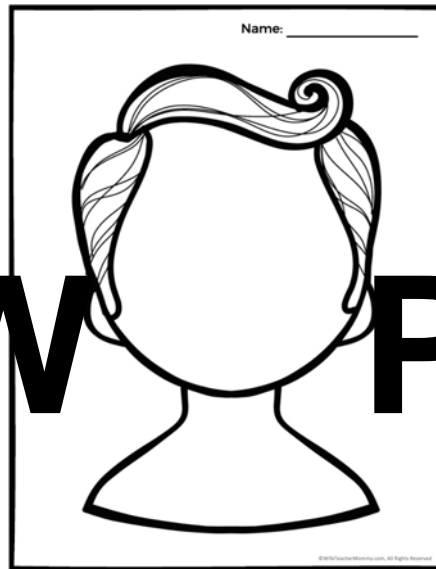
When I Feel...

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 _____

EVIEW

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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.

Something that causes me stress is _____

When I feel stress, I can _____

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 asked why it is important to follow the rules, I often hear "because we have to." So today, I'm going to do a Writing Activity (restraint) to help you understand why following classroom rules and being a good citizen are important. You'll write about how you feel about the classroom rules and how you think they are going to improve your classroom rule and explain why it is important.

Notes:

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Self Management Lesson

Following the Rules

Instruction

- **Wednesday: My 2-3 Learning Activity**
 - Review the classroom rules discussed yesterday.
 - The class takes the time to select their own classroom rules that they think are important to them to explain why the rules are important.
- **Thursday: Art Activity – Draw a picture about 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

Name: _____

Our Classroom Rules

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

One classroom rule is _____

It is important because _____

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Name: _____

My Rule

A rule that I would like to create. Explain why it is important.

REVIEW

If I were to create a rule, it would be _____

It would be important because _____

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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 the students Setting Goals Graphic Organizer and Brainstorm some ideas for personal goals to share the next day 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 Church



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: 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.
- 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.

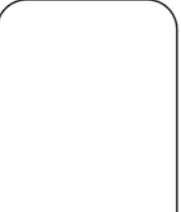
Notes: _____

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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 _____

At _____ _____

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.

☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____
☐	_____

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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 play 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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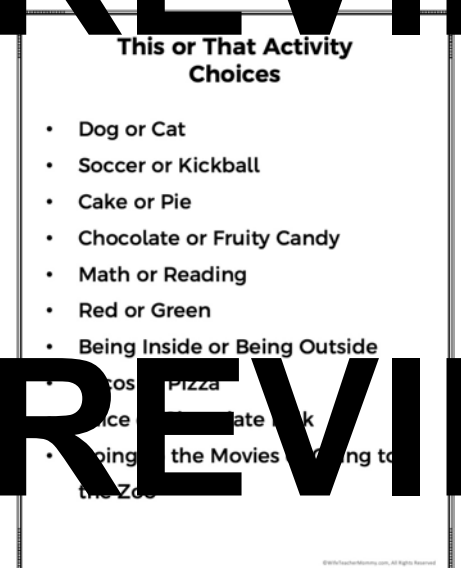
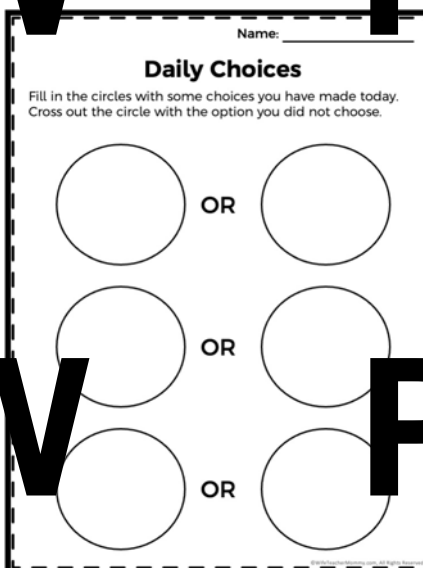
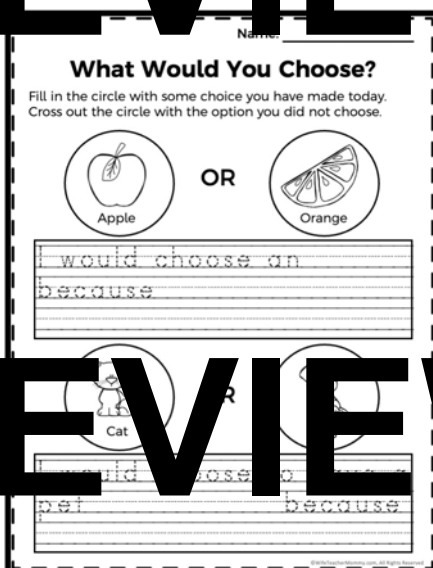
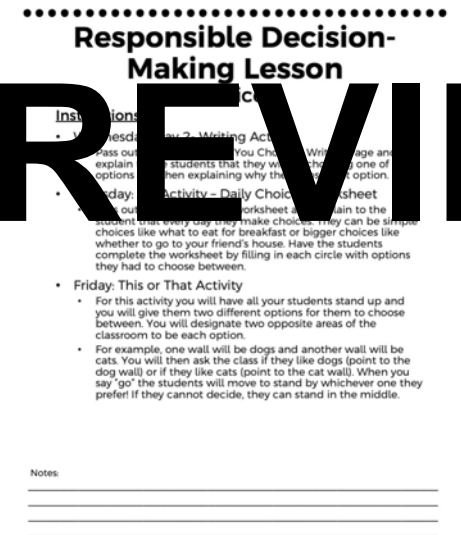
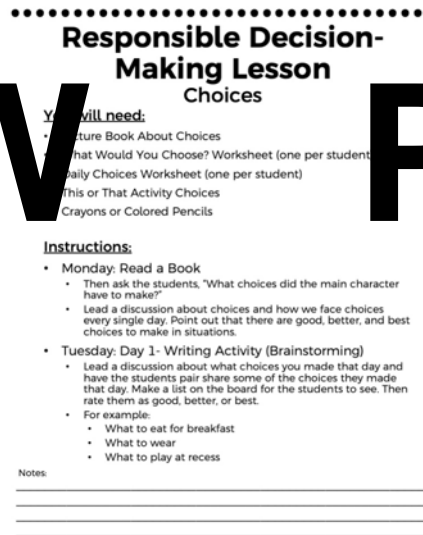
Name: _____

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

Write the problem in the box below. Then write 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.
 - Lead a discussion about results and consequences and how they can be positive or negative.
- **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

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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: Hand out the Identifying Solutions worksheet (one per student) and have each student write down the solutions that they saw in the book.

Wednesday: 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.

Thursday: Hand out the Identifying a Solution Writing page (one per student) and have each student write down a solution to a problem that they have.

Friday: Hand out the How Does It Feel? Writing page (one per student) and have each student write down how they feel about the solutions that they wrote down.

Notes: _____

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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: Hand out the Identifying Solutions worksheet (one per student) and have each student write down the solutions that they saw in the book.

Wednesday: 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.

Thursday: Hand out the Identifying a Solution Writing page (one per student) and have each student write down a solution to a problem that they have.

Friday: Hand out the How Does It Feel? Writing page (one per student) and have each student write down how they feel about the solutions that they wrote down.

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

Write the solution to the problem by drawing a solution to the problem.

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

Notes: _____

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 _____

Notes: _____

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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.
- Ask the students to think about the most important things they want to do when they get home and put them into the jar.
- Ask the students to think about the most important things they want to do when they get home and put them into the jar.
- Ask the students to think about the most important things they want to do when they get home and put them into the jar.

Notes: _____

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REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW

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...

REVI

REVIEW

Relationship Skills

Picture Books to Teach Relationship Skills

- **Bel** by Pat Zietlow Miller
- **Clack, Clack, Moo Cows That Type** by Doreen Cronin (Communication)
- **The Color Thief** by Gabriel Alborozo (Friendship)
- **Play Pie** by Derek Munson (Friendship)
- **Rainbow Fish** by Marcus Pfister
- **To Be a Friend** by Laurene Krasny Brown
- **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 Hirsch (Kindness)
- **The Not-So Friendly Friend** by Christina Fumal (Setting Boundaries)
- **Taste Your Words** by Bonnie Clark (Kindness)

Relationship Skills Lesson

Communication

REVIEW

You will need:

- Relationship Book about Communication
- Writing Friendships Paper (one per student)
- Blank piece of art paper (one per student)
- Pens or colored Pencils

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:

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

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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.
 - o For example:
 - Be kind to others
 - Ask kids to play
 - List things that make
 - Look for ways to help a friend
 - Include everyone at recess
 - Sit with someone new at lunch

Notes _____

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Relationship Skills Lesson
Developing Good Relationships

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Be a Good Friend Writing page and have the students fill in how to be a good friend.
- Thursday: Art Activity - Partner Project
 - Place the students into partnerships (pair unlikely friends together). Hand out the Partner Project worksheets to each student and have them write their name on both halves of the circle. Then each student should draw their favorite things in both halves. Each half should have the same items as the other half because they will cut the circle out and cut it in half to make a whole circle with their partner's half circle on a colored piece of paper. Each partner will have to trade their half circle with their partner's half circle to make a whole circle.
- Friday: Spelling - Friends
 - You will divide the class into two groups - even distributed. One group of students will write the word "friend" on one side of the paper and the other group will write the word "friend" on the other side of the paper.
 - Place one student from the other side of the room (facing each other) and have them write the word "friend" on the paper for 2 minutes. During the 2 minutes the students will have a conversation.
 - There are some questions to ask:
 - What is your favorite color?
 - What is your favorite food?

Notes:

Name: _____
Be a Good Friend Writing

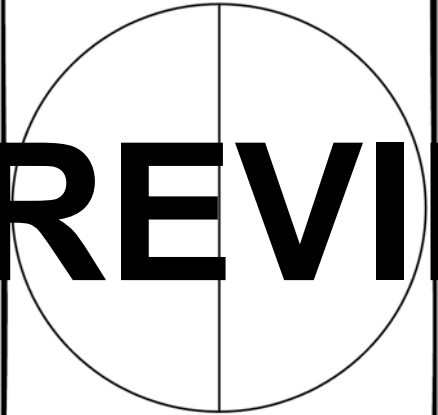
Complete the writing page by filling in how to be a good friend.

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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.



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Relationship Skills Lesson
Practicing Teamwork

You will need:

- Picture Book about Teamwork
 - Blank Puzzle Paper (one per student)
 - Blank Jersey Paper (one per student)
- Instructions:
- Monday: Read a book
 - 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.
 - Tuesday: Day 1- Writing Activity (Brainstorming)
 - Discuss why teamwork is important and ways that we can be a team player. Make a list on the board.

Notes:

Relationship Skills Lesson
Practicing Teamwork

Instructions:

- Wednesday: Day 2- Writing Activity
 - Pass out the Teamwork Writing page and have students explain why it is important to work with others.
- Thursday: Art Activity - Design a Teammate
 - Hand out the Design a Team Player page to each student. Have them 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, "Together we make a team!"
- Friday: Design a Team Jersey
 - Hand out the blank jersey page and have each student design a class team jersey.

Notes:

Name: _____
Teamwork Writing

Write the words "Teamwork" and explain why it is important to work with others.

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Name: _____
Design a Team Player

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



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Name: _____
Design a Team Player

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



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Name: _____
Design a Team Jersey

Design and color a jersey for our class team.



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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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Relationship Skills Lesson Kindness

You will need:

- Picture Book About Kindness
- Kindness Writing Page (one per student)
- Kindness Rainbow Key
- Mini Packages of Skittles (one per student)

Instructions:

- Monday: Read a book
 - Then ask the students, "Why is it important to be kind?"
 - "Should we be kind even when others are not?"
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a class discussion about how we can show kindness to others.
 - For example:
 - Say nice things to others
 - Help clean up
 - Compliment others

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Relationship Skills Lesson Kindness

Instructions:

- Wednesday: Day 2- Writing Activity
 - 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.
- Thursday: Art Activity - Heart Art for a Friend
 - 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.
- Friday: Kindness Rainbow Activity
 - 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.

Notes

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Team Members: _____

Relay Activity

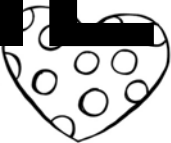
- Write down each person's name on the line above.
- Color the picture only using the colors red and blue.
- Draw a circle on the back of this paper.
- Give it to the runner to give to the teacher.



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.

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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.

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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.

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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 can _____

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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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