

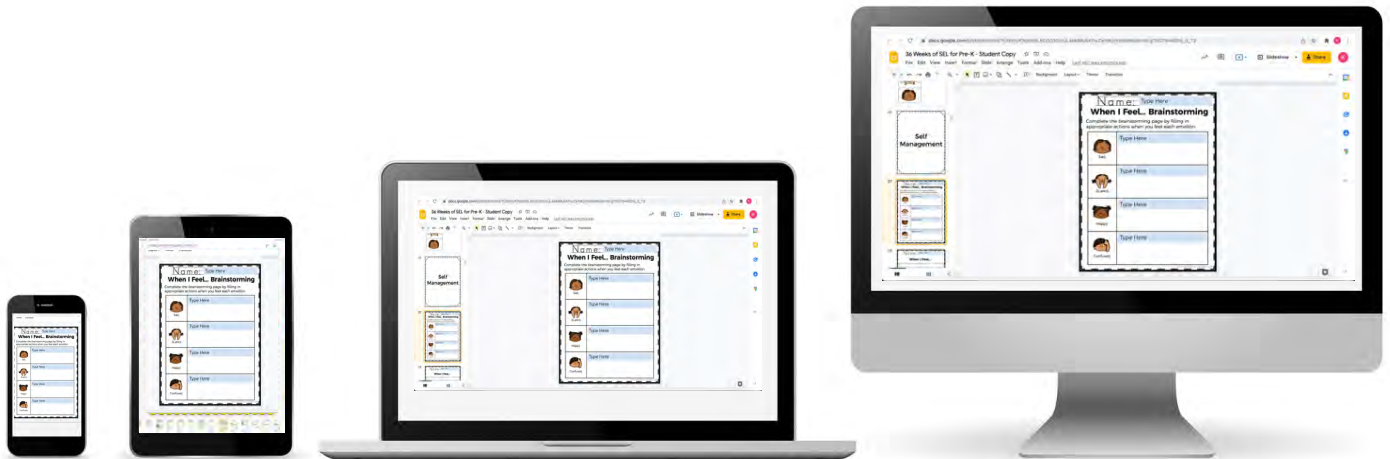
Pre-K

Social Emotional Learning



36 weeks!

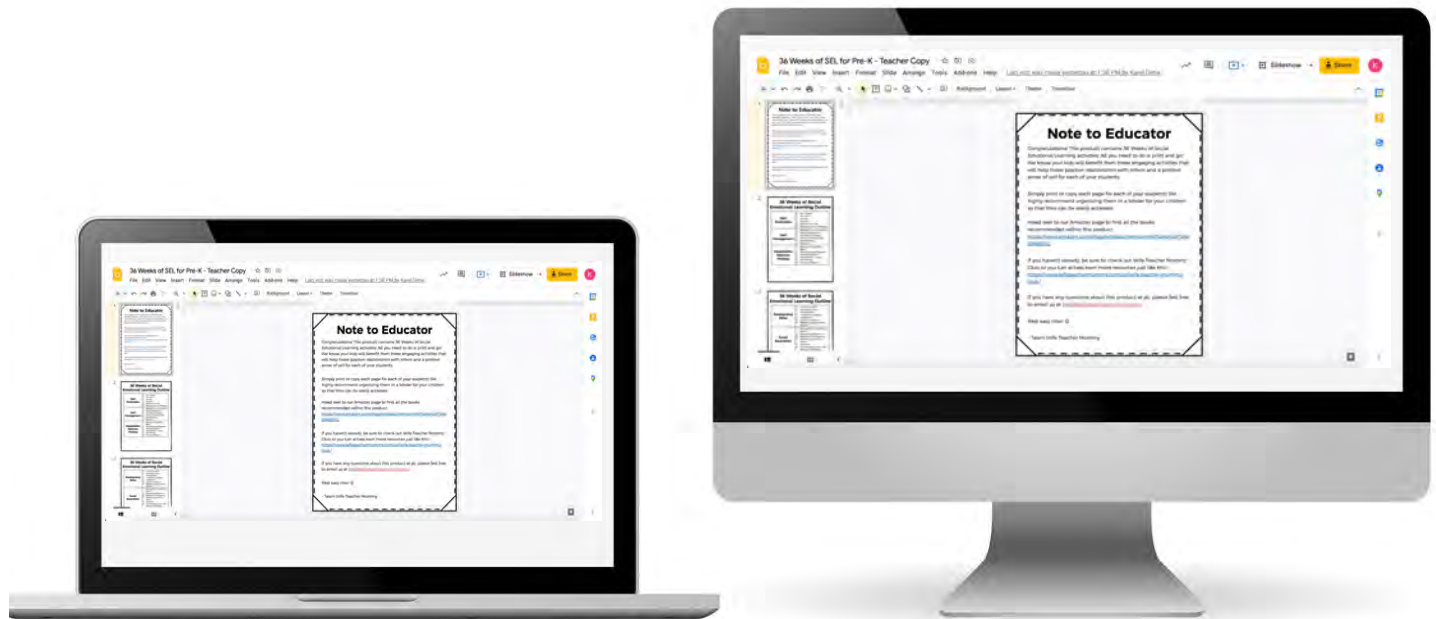
Fully Responsive! Use on any device.



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

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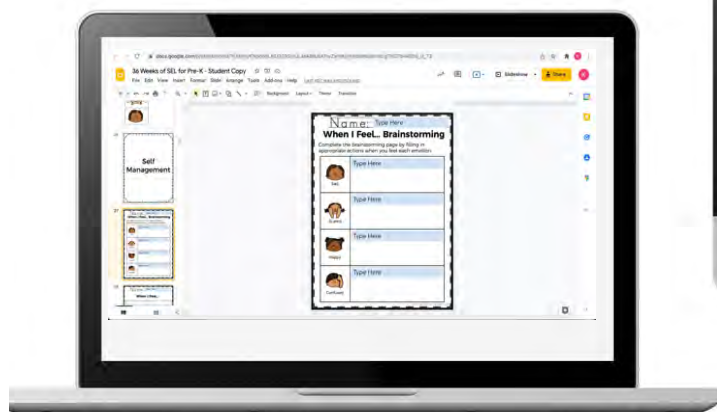
Note to Educator and Easy to Follow Lesson Plan Overview and Outline to Save You Time Planning



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

Meaningful Student Activity Pages to Keep Students Engaged All Yearlong

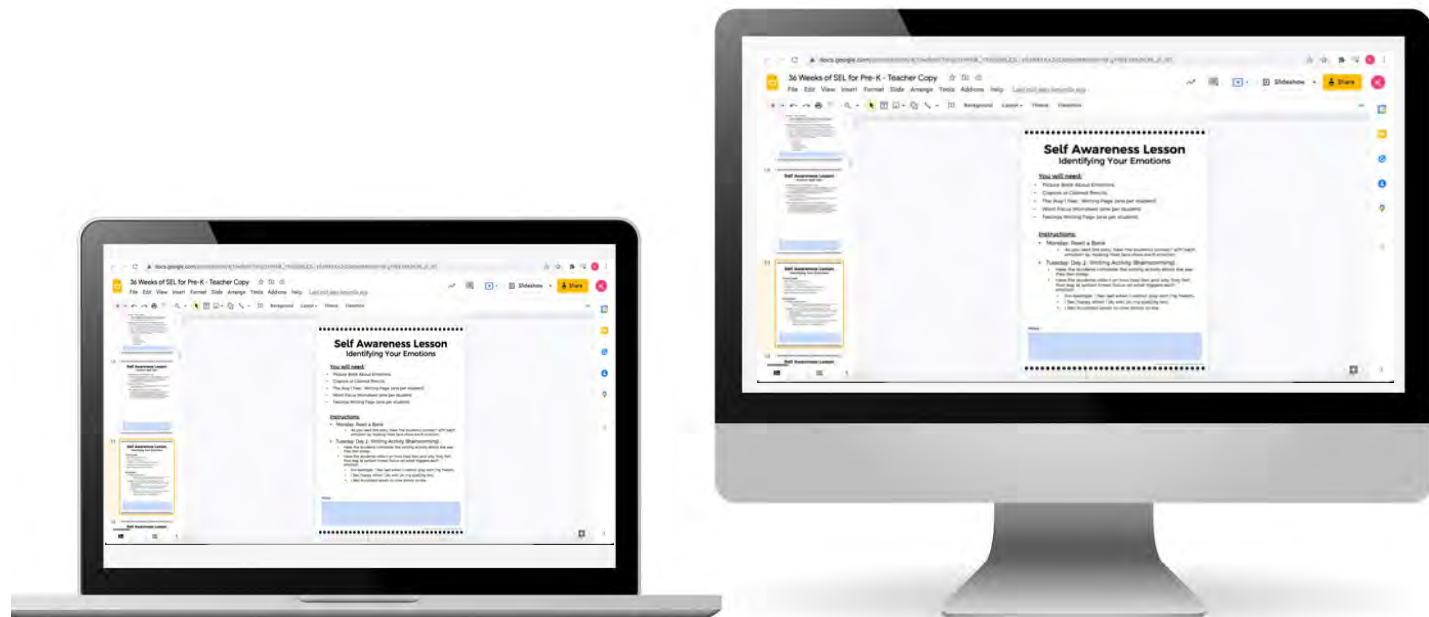
You can scroll through all the practice pages & get an overview on the left side panel



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

WWW.WIFETEACHERMOMMY.COM

Easy to Follow Weekly Lesson Plans to Save You Time



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

WWW.WIFETEACHERMOMMY.COM

Note to Educator

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

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

Head over to our Amazon page to find all the books we recommend within this product:

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

If you don't already have a social media club, we have a Social Media Club so you can access more resources just like this! <https://www.wifeteachers.com/club>

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

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 each week's lessons.

Instructions:

- Monday: Read a book and have a class 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:

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 This Book by Grognard (Honesty)
- The Daylight Marriage by Diane DeGroat (Respect)
- Tiny Tim by Laura Rabinson (Empathy)
- How to Succeed in School by Grumpy Monkey (Grumpy)
- A Bad Case of the Stripes by David Shannon (Be Yourself)
- I Like Myself by Karen Beaumont (Be Yourself)
- The Unicorn by Aaron Blabey (Be Yourself)
- Wemberly Worried by Kevin Henkes (Emotions - Worry)
- The Sandwich Swap by Queen Rania Al Abdullah (Be Yourself)
- The Color Monster by Anna Lenas (Emotions)
- Grumpy Monkey by Suzanne Lang (Emotions - Grumpy)
- The Feelings Book by Todd Parr (Emotions)
- The I'm Not Scared Book by Todd Parr (Emotions - Scared)
- Today I Feel Silly: And Other Moods that Make My Day by Jamie Lee Curtis (Emotions - Silly)
- Today I Feel An Alphabet of Feelings by Madalena Moniz (A-Z Emotions)
- Wild Feelings by David Milgrim (Emotions)
- Say Something by Peter H. Reynolds (Integrity)
- Giraffe Problems by Jory June (Positive Self Image)
- The Day You Begin by Jacqueline Woodson (Positive Self Image)
- We're All Wonders by R.J. Palacio (Positive Self Image)
- Being Frank by Donna W. Earhardt (Honesty)
- The Rainbow Fish by Marcus Pfister (Be Yourself)
- The Crayons' Book of Feelings by Drew Daywalt (Emotions)
- The Boy With Big, Big Feelings by Britney Winn Lee (Emotions)

Self Awareness Lesson

Be Yourself

You will need:

- 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?" Call on each student to share what they like best about themselves.
- Tuesday: Writing Activity - Brainstorming
 - Have the students complete the Things I Like About Myself brainstorming activity. Drawing pictures of the things they like about themselves.

Self Awareness Lesson

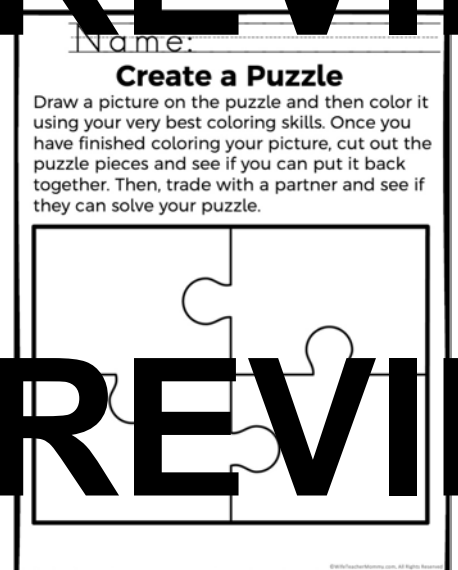
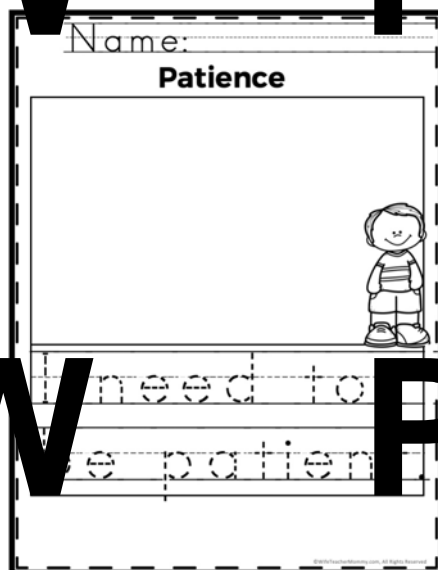
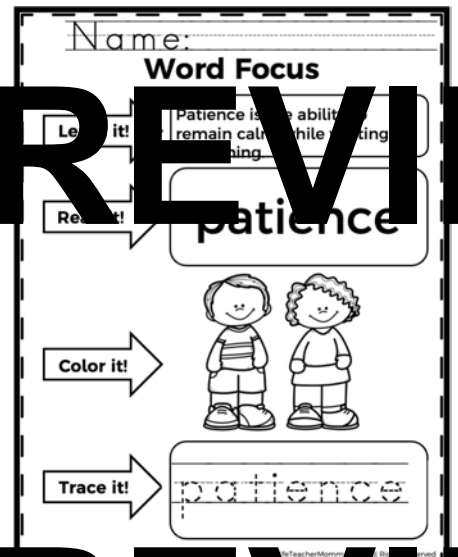
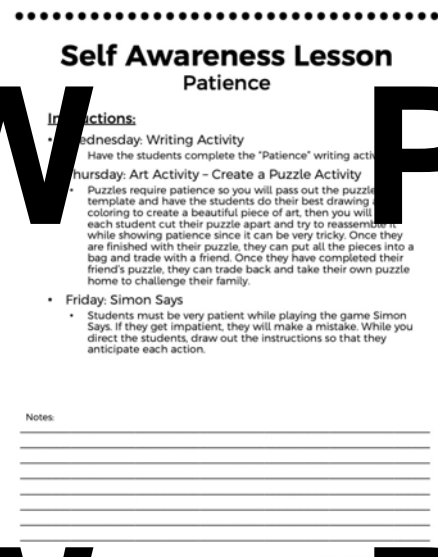
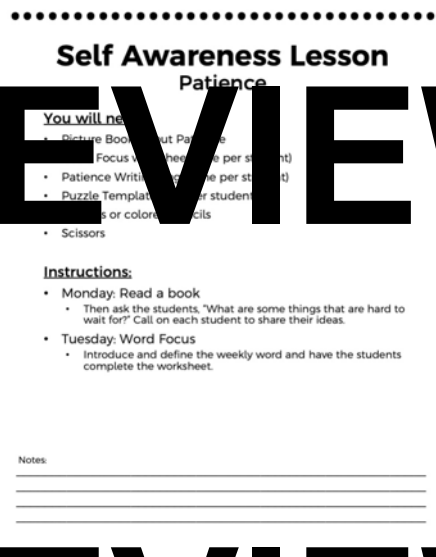
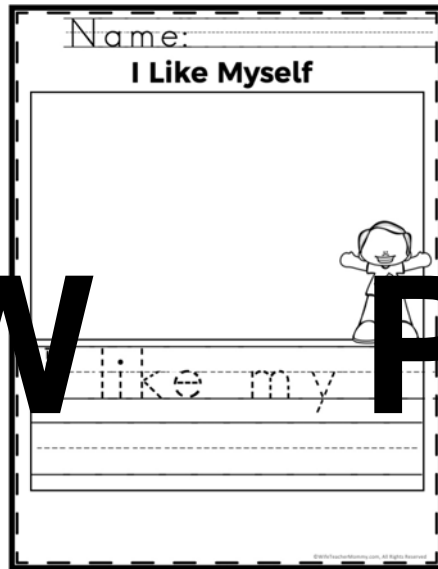
Be Yourself

Instructions:

- Wednesday: Writing Activity
 - Have students pull out their brainstorming page. 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.
 - Green - Favorite Color
 - Orange - Talk about their family
 - Red - Favorite Animal
 - Brown - What they want to be when they grow up
 - Yellow - Favorite Candy
 - Blue - Favorite superhero or princess

Things I Like About Myself

Draw a picture of something you like about yourself.



Self Awareness Lesson Honesty

You will need:

- Picture Book About Honesty
- Word Focus 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
- Then ask the students, "Why is it important to tell the truth?"
- "When is it hard to tell the truth?"
- Have each student share their ideas.
- Tuesday: Word Focus
- Introduce and define the weekly word and have the students complete the worksheet.

Notes:

Self Awareness Lesson Honesty

- Wednesday: Writing Activity
 - Have the students complete the Honesty writing.
- Thursday: Art Activity - Bookmark
 - Have each student color each bookmark and then have a teacher help them cut them out.
- 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:

Name: _____

Word Focus

Learn it!

Honesty means we are truthful with what we say.

Read it!

honesty

For it!



Trace it!

honesty

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Name: _____

Honesty

I need to
be

Name: _____

Honesty Bookmarks

Color each bookmark to remind you to always be honest, then have a teacher help you cut them out.

HONESTY
IS THE
BEST
POLICY



I CHOOSE
TO BE
HONEST
BECAUSE
IT MAKES
ME FEEL
GOOD!



Name: _____

Honesty Bookmarks

Color each bookmark to remind you to always be honest, then have a teacher help you cut them out.

HONESTY
IS THE
BEST
POLICY



I CHOOSE
TO BE
HONEST
BECAUSE
IT MAKES
ME FEEL
GOOD!



Name: _____

Honest vs Dishonest

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

Honest

Dishonest



Self Awareness Lesson Integrity

You will need:

- Picture Book About Integrity
- Crayons or Colored Pencils
- Integrity Writing Page (one per student)
- Word Focus Worksheet (one per student)
- Integrity Coloring Page (one per student)

Instructions:

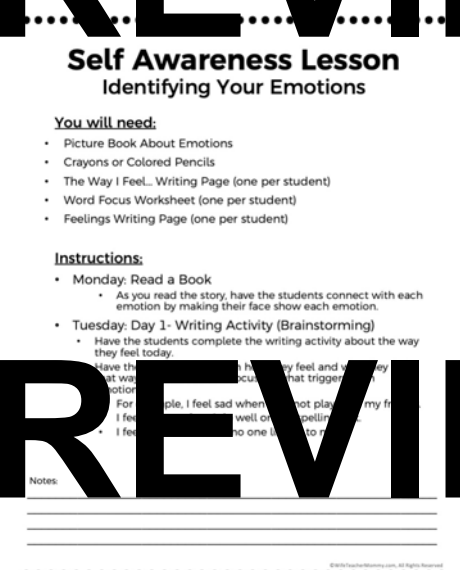
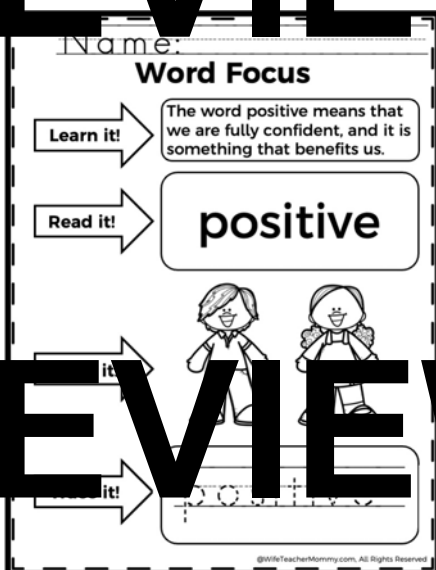
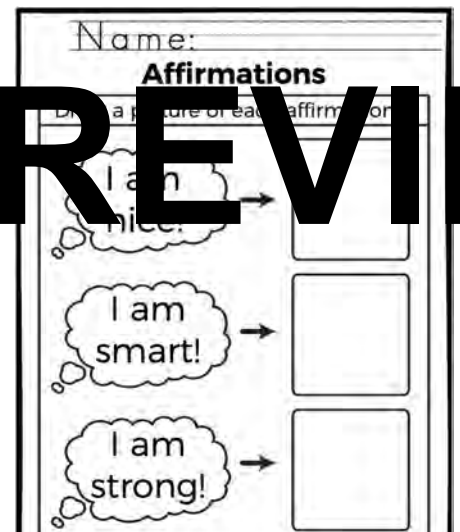
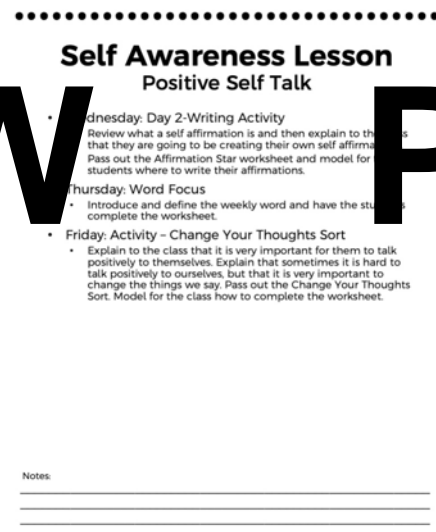
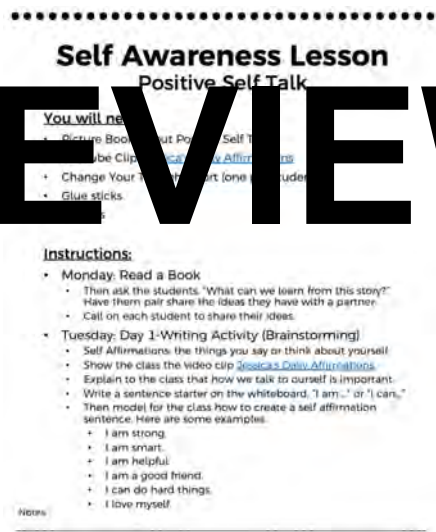
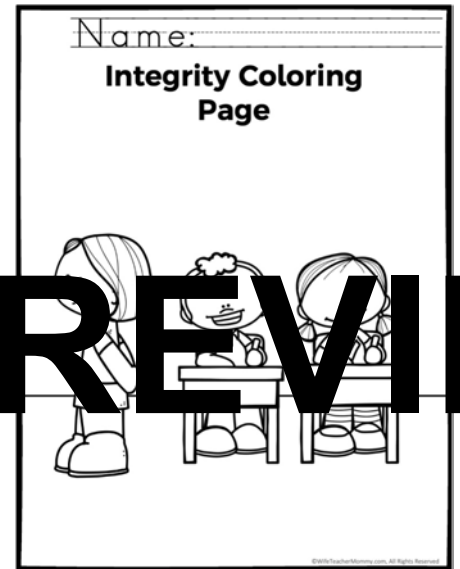
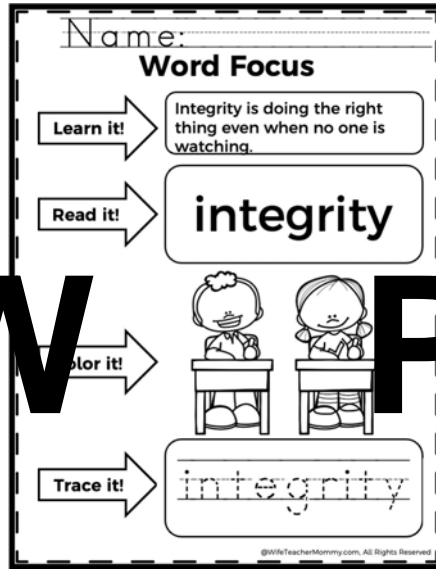
- Monday: Read a Book
 - Then ask the students, "Why is it important to do the right thing even when no one is looking?"
 - Call on each student to share their ideas.
- Tuesday: Day 1: Writing Activity (Brainstorming)
 - Review what it means to have integrity and discuss what it looks like to have integrity. For example, having integrity means doing the right thing even when no one is watching.

Notes:

Self Awareness Lesson Integrity

- Wednesday: Day 2: Writing Activity
 - Pass out the Integrity writing page to each student and have them draw a picture of what having integrity looks like and then write what it means to have integrity.
- Thursday: Word Focus
 - Introduce and define the weekly word and have the students complete the worksheet.
- Friday: Coloring Activity
 - Hand out the Integrity coloring page to each student and have them complete the picture.

Notes:



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 pass out the feelings writing page and have them write about one way they feel when they are doing something specific. Make sure that they reflect on why they feel that way.
- Thursday: Word Focus
 - Introduce and define the weekly word and have the students complete the 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 have them play the game.

Notes

Name: _____

The way I feel...

Today I feel _____

Name: _____

Feelings

Today I feel _____

Name: _____

Word Focus

Learn it! An emotion is how a person is feeling.

Trace it! emotion

Color it! 

Emotion Matching Game

	Happy
	Angry
	Sad

- 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 other player will turn them back over and the next person will take their turn.

Self Management

Picture Books to Teach Self Management

- My Mouth is a Volcano by Julia Cook (Impulse Control)
- Sticks and Stones by Beth Ferry (anti-bullying)
- Interrupting Chicken by David Ezra Stein (Impulse Control)
- Agam! by Emily Gravett (Self-management/Manners)
- Decibella and Her 6 Inch-Voice by Julia Cook (Self management/manners)
- Eat Pete! by Michael Rex Cook (Self management/manners)
- Even Superheroes Have Bad Days Cook (Self management)
- Fergal is Fuming by Robert Starling Cook (Self management)
- The Good Egg by Jory John Cook (Self management)
- It's ok to Make Mistakes by Todd Parr Cook (Self management)
- Meditation is an Open Sky: Mindfulness for Kids by Whitney Stewart (mindfulness)
- My Magic Breath: Finding Calm Through Mindful Breathing by Nick Ortner (Mindfulness)
- No David! by David Shannon (Following Rules)
- No Fits, Nilson! by Zachariah O'Hara (Following Rules)
- Silence by Lemniscates (Mindfulness)
- Take the Time to Be Kind by Heidi Pitlor (Kindness)
- Classmates by Jory John Cook (Management)
- I Have Ants in My Pants by Jory John Cook (Management)
- Clark the Shark by Bruce Goldstone and Gail Gibson (Management)
- Winkler Noddy by Christopher C. Smith (Management)
- Tattle Tongue by Janice P. Klein (Self Management)

Self Management Lesson Managing Your Emotions

You will need:

- Picture Book About Managing Your Emotions
- When I Feel... Brainstorming Page (one per student)
- When I Feel... Writing Page (one per student)
- Blank Face Template Page (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "What happens when we act based on how we are feeling without thinking about what we are doing?" Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Pass out the When I Feel... Brainstorming worksheet and tell the class that you are going to brainstorm appropriate actions we can do when you are feeling certain emotions. Go through each of the emotions on the worksheet and have students draw or write appropriate actions for when they are feeling each way.
 - For Example:
 - When I feel upset, I can take a breath and think about what I am upset.
 - When I feel worried, I can think about all the things that are going well.

Self Management Lesson Managing Your Emotions

Instructions:

- Wednesday: Day 2- Writing Activity
 - Pass out the When I Feel... Writing worksheet and tell the class that you are going to write about things you can do when you feel strong emotions.
- Thursday: Art Activity - Self Portrait of Emotions
 - Pass out a blank face page to each student and have them choose a few colors that represent how they are feeling today. Have them draw a face onto their person and then color the face using only the colors that represent how they feel.
- Friday: 5 Finger Stop
 - Ask the students to think about a time when they were frustrated or angry. Ask them to think about what happened and how they acted. Have them pair share with a partner.
 - Now tell the class that you are going to teach them how to manage their emotions before they act by showing them a trick using their hand.
 - Tell the class that you can use your hand to help you think of other things that you can do when you are feeling frustrated or angry. Show them the 5 Finger Stop and have them practice it. Have them repeat after you. Then have them think about something that they are feeling and use the 5 Finger Stop to think about what they can do to manage their emotions before they act.

Notes

Name: _____

When I Feel... Brainstorming

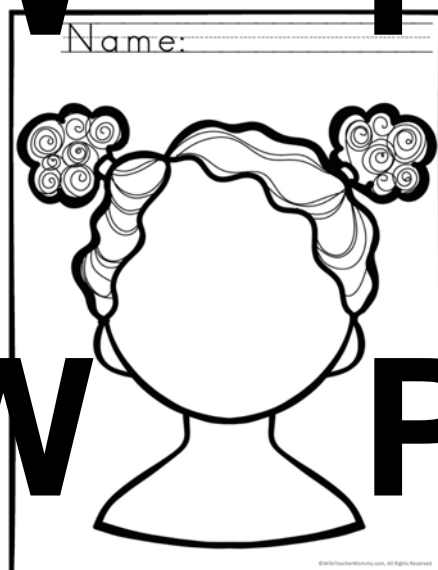
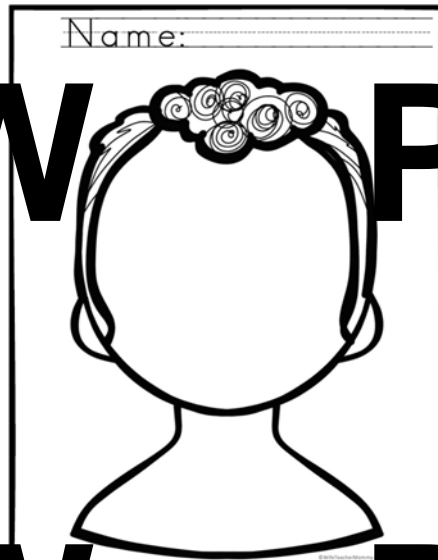
Complete the brainstorming page by filling in appropriate actions when you feel each emotion.

 Sad	
 Scared	
 Happy	
 Confused	

Name: _____

When I Feel...

When I feel sad, I can _____



Self Management Lesson

Stress Management

You will need:

- Picture Book About Stress Management
- Stress Graphic Organizer (one per student)
- Stress Writing Page (one per student)
- Crayons or Colored Pencils
- Calming Music or video clip [Bringing In the Rain](#)

Instructions:

- Monday: Read a Book
 - Then ask the students, "How does it make you feel when you feel stressed?" Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Talk about what causes stress and what they can do when they start feeling stressed.
 - Have students write in their Stress Graphic Organizers. Have students write down what causes stress and what they can do when they start feeling stressed.

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
 - Give the class two clip links to go to the website and practice breathing exercises to help us be calm.

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

V → P

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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.

REVI

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Self Management Lesson

Following the Rules

REVIEW

You will need:

- Picture Book about Following the Rules
- Focus Worksheet (one per student)
- My Rule Writing Paper (one per student)
- Blank White Piece of Paper (one per student)
- Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "Why is it important to follow the rules?"
 - Call on each student to share their ideas.
- Tuesday: Word Focus
 - Review your classroom rules and ask the class why each rule is important.
 - Introduce and define the weekly word and have the students complete the worksheet.

Notes _____

Self Management Lesson

Following the Rules

Instructions:

- Wednesday: Day 2- Writing Activity
 - Review the classroom rules discussed yesterday and explain to the class that for this project they get to create their own classroom rule. Explain that it is important for them to write down why the rule is important.
- Thursday: Art Activity - Draw a Picture of a Zoo animal
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.

Note:

Name: _____

Word Focus

Le it! Rules are guidelines that help people show good behavior.

Re it! rules

Color it!



Trace it!

rules

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Name:

Rules Writing

REVIEW

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Self Management Lesson

Setting Personal Goals

You will need:

- Picture Book About Setting Personal Goals
- Word Focus worksheet (one per student)
- My Goal 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?
 - Call on each student to share their ideas.
- Tuesday: Word Focus
 - Introduce and define the weekly word and have the students complete the worksheet.

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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, have them draw pictures of some things they would like to accomplish.
- 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.

REVI

Notes:

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Name: _____

Word Focus

Learn it! Goals are things that you want and will work hard to achieve it.

Read it! goals

Color it! 

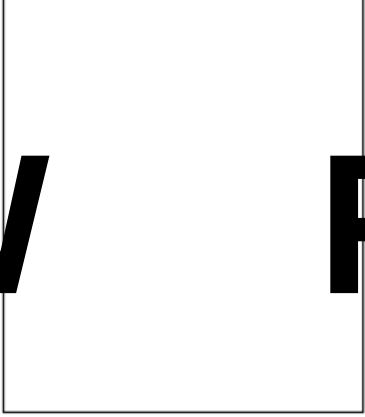
Trace it! goals

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Name: _____

My Goal

Draw a picture of your goal in the box below.



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Name: _____

My Vision Board



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Name: _____

My Bucket List

Create a bucket list by drawing each activity you would like to do in each box.

1	
2	
3	

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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?"
 - Call on each student to share their ideas.
- 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 2- Writing Activity (Brainstorming)
 - Hand out the Responsibility Writing Page to each student.
- Tuesday: Scoot Activity - Create a Scoot Card
 - Show the students how to do list and explain each part of the responsibility card.
 - Pass out the Scoot Cards and have each student create one and a partner to check it.
- 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 and at school.

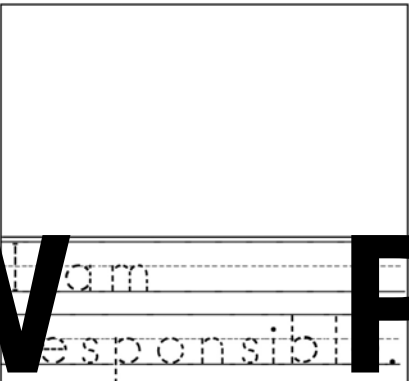


Home _____ At School _____

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Name: _____

Responsibility



_____ responsible _____

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Name: _____

My Daily Checklist

Draw a picture of three things you must do everyday.

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Name: _____

Responsibility Scoot

Read each card aloud to the class, 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.

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Name: **Answer Key**

Responsibility Scoot

Read each card aloud to the class, 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.
no	no
3.	4.
no	no

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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 being helpful. Is that responsible? 	4. Ruby and Tim are helping clean up the classroom. 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)
- Word Focus (one per student)
- Markers or Colored Pencils

Instructions:

- Monday: Read a Book**
 - Then ask the students, "What does it mean to have manners?"
 - Call on each student to share their ideas.
 - 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 (Brainstorming)**
 - Lead a discussion about what manners we should have in the following places:
 - School
 - Dinner Table
 - Home
 - Music Class
 - Swimming Pool
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes: _____

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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 the manner with the class. Then give the students time to play 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 takes another turn.
 - If they do not match, the player will turn them back over and the next person will take their turn.

Notes: _____

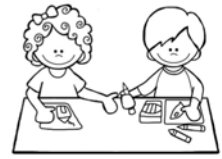
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Name: _____

Word Focus

Learn it! Having manners means that you behave politely.

Repeat it! **manners**

Color it! 

Trace it! **manners**

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Name: _____

Manners

Manners are important.

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	Keep your hands to yourself
	Share
	Listen
	Say please and thank you

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Responsible Decision Making

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Picture Books to Teach Responsible Decision Making

- What Should Danny Do? by Adir Levy
- What Should Danny Do? School Day by Adir Levy
- What Should Darla Do? by Adir Levy
- My Magical Choices by Becky Cummings
- A Chair For My Mother by Vera B. Williams
- Children Make Terrible Pets by Peter Brown
- A Day's Work by Eve Bunting
- What If Everybody Did That? by Ellen Javernick
- Should I Share My Ice Cream? by Mo Williams
- What Will It Be, Penelope? by Tori Corn
- Don't Squeal Unless It's A Big Deal by Jeanie Franz Ransom
- Don't Push the Button! by Bill Cotter
- The Recess Queen by Alexis O'Neill

- Llama Llama Love by Melissa Moore
- Llama Llama Trouble by Anna and the Dinosaurus by Sarah and the Dinosaurus
- How Do Dinosaurs Show Their Love? by Jane Yolen
- The Pout-Pout Fish by David Soman
- The Choices I Make by Rachel Gordon
- To Strangers by Christine M. Hoff
- I'll Never Get All That Done by Bryan Smith

Responsible Decision-Making Lesson Choices

You will need:

- Picture Book About Choices
- Word Focus (one per student)
- What Would You Choose? Worksheet (one per student)
- Daily Choices Worksheet (one per student)
- This or That Activity Choices
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
Then ask the students, "What choices did the main character have to make?"
Call on each student to share their ideas.
Lead a discussion about choices and how we face choices every single day. Point out that there are good, better, and choices to make in situations.
- Tuesday: Day 1- Writing Activity (Brainstorming)
Lead a discussion about what choices you made that day. Have the students pair share some of the choices they made that day. Make a list on the board for the students to see.
For example:
 - What to eat for breakfast
 - What to wear
 - What to play at recessIntroduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes

Responsible Decision-Making Lesson Choices

Instructions:

- Wednesday: Day 2- Writing Activity
Pass out the "What Would You Choose?" Writing Page and explain to the students that they will be choosing one of the options and then explaining why they chose that option.
- Thursday: Art Activity - Daily Choices Worksheet
Pass out the Daily Choices worksheet and explain to the student that every day they make choices. They can be simple choices like what to eat for breakfast or bigger choices like whether to go to your friend's house. Have the students complete the worksheet by filling in each circle with options they had to choose between.

Notes

Name: _____

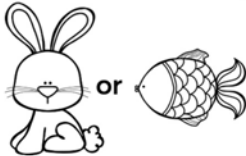
Word Focus

Learn it!

A choice is the act of choosing between two different things.

choices

Color it!



Trace it!

choices

Name: _____

What Would You Choose?

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



OR



I would
choose
the

This or That Activity Choices

- Dog or Cat
- Soccer or Kickball
- Cake or Pie
- Chocolate or Fruity Candy
- Math or Reading
- Red or Green
- Being Inside or Being Outside
- Tacos or Pizza

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

Instructions:

- Monday: Read a Book
Then ask the students, "What was the problem in the story?"
Call on each student to share their ideas.
Lead a discussion about the problem and how the character reacts to the problem.
- Tuesday: Day 1- Writing Activity (Brainstorming)
Lead the students about your writing. Have them write a problem. For example: "I was going to be late for school, but I was going to be late for school." Ask them, "What was the problem?" Ask, "What did I have to do?" Have students share their ideas.

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: Word Focus
Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Name: _____

Problem Writing

Everyone
has
problems.

Name: _____

Word Focus

Learn it! A problem is a question or situation that is hard to understand.

Read it! **problem**

Color it! 

Trace it! problem

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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)
- Word Focus (one per student)
- Crayons and Colored Pencils

Instructions:

- **Monday: Read a Book**
 - Then ask the students, "What choices did the character make?" then ask, "What happened when they made those choices?" Call on each student to share their ideas. Lead a discussion about results and consequences and they can be positive or negative.
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Lead a class discussion about a problem you had and how you had to make. Evaluate the results by identifying if it were a good result or a bad consequence to your decision.

Notes: _____

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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 have them complete the worksheet.
- **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: Word Focus**
 - Introduce the word result and have the students complete the word focus worksheet.

Notes: _____

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Name: _____

Evaluating the Results

Write your results here:

Results
can be
good or
bad.

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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 block and broke something. 	I got in trouble and had to clean up the mess. 

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Name: _____

Word Focus

Learn it! A result is something that happens after you make a decision.

Read it! **result**

Color it!  

Trace it! result

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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)
- Word Focus (one per student)
- Ink Pads or Paint
- Blank White Art Paper (one per student)

Instructions:

- **Monday: Read a book**
 - Lead a class discussion about the solutions that were made in the story.
- **Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Hand out the Identifying Solutions worksheet to each student and have them write in each problem the solutions that were made in the picture book solution to the problem.

Notes: _____

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Responsible Decision-Making Lesson

Identify Solutions

Instructions:

- **Wednesday: Day 2- Writing Activity**
 - Hand out the Identifying a Solution Writing page and have the students complete it.
- **Thursday: Art Activity - Thumb Print Art**
 - Hand out one blank piece of art paper to each student. Then tell them to dip their thumb into paint or on an ink pad and create 5-7 thumb prints on the page. After the thumbprints dry, students can use a pencil to add details and create objects, animals, etc.
 - Point out that whatever they choose to make their thumbprints into are called "solutions".
- **Friday: Word Focus**
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes: _____

.....

Name: _____

Identifying Solutions

Complete the worksheet by identifying a solution to the problem by drawing a picture of what each person should do.

 → 

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Name: _____

Identifying a Solution Writing

REVIEW

When I write a solution, I should always include the following:

- 1. I should always include a clear statement of the problem.
- 2. I should always include a clear statement of the solution.
- 3. I should always include a clear statement of the steps to solve the problem.
- 4. I should always include a clear statement of the results of the solution.

are best.

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Name: _____

Word Focus

Learn it! A solution is an answer to a problem.

Read it! solution

Color it! 

Trace it! solution

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Responsible Decision-Making Lesson

Ask for Help

You will need:

- Picture Book About Asking for Help
- Ask for Help Writing Page (one per student)
- Asking For Help Worksheet (one per student)
- Word Focus Worksheet (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book

Read the book to the class. When we finish, we will have a discussion about the story. The student will share the story. We will have a discussion about the importance of asking for help. On Tuesday, we will lead a discussion about how to know when to ask for help. We will introduce and define the weekly word. The student will complete the Word Focus worksheet.

Notes:

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Responsible Decision-Making Lesson

Ask

VIEW

Instruction

- **Wednesday:** Writing Activity
Lead out with the [Writing to Help Worksheet](#) page. Each student gets a copy.
- **Thursday:** Art Activity
Explain to the class that "Even superheroes have problems and face the superhero." Each student gets a copy of the worksheet.
- **Friday: Discussion**
 - Lead a class discussion about times when it is appropriate to ask for help.
 - For example:
 - If someone is hurt.
 - If someone is bleeding.
 - If someone is in danger.
 - If you have tried to solve the problem and can't.

Notes

Name: _____

Word Focus

Turn it! →

Help means that someone assists us, or we assist someone else.

Read it! →

help

Color it! →



Trace it! →

help

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Name: _____

Asking for Help Writing

REVI

I can
always ask
an adult
for help.

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Name: _____

**Even Superheroes
Need Help**



REVIEW

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Name: _____

**Even Superheroes
Need Help**



V F

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Responsible Decision-Making Lesson

Stranger Danger

You will need:

- Picture Book About Stranger Danger
- Word Focus (one per student)
- Stranger Safety Bookmark (one per student)
- Crayons or Colored Pencils

Instructions:

- **Monday. Read a Book**
 - Then ask the students, "What should we do if a stranger talks to us?"
 - Call on each student to share their ideas.
 - Lead a classroom discussion about stranger safety.
 - Remember to have the students identify people they can trust and community helpers.
- **Tuesday. Word Focus**
 - Introduce the word "stranger" and ask students to read and have students complete the Word Focus worksheet.

REVIEW

Notes

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Responsible Decision-Making Lesson Stranger Danger

Instructions:

- Wednesday: Writing Activity
 - Hand out the Stranger Danger Writing page for the students to complete.
- Thursday: Create Bookmarks
 - Have each student color and design two bookmarks to serve as constant reminders of stranger safety.
- Friday: Safety Hand Activity
 - Lead a discussion about people your students can trust if they feel scared or uncomfortable.
 - Pass out the Safety Hand worksheet to each student. Have them draw down 5 people they can talk to if they are ever in a scary situation.

Notes

Name: _____

Word Focus

Learn it! A stranger is a person who we do not know.

Read it! stranger

Color it! 

Trace it! stranger

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Name: _____

Stranger Danger Writing

A stranger is a person who we do not know.

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Name: _____

Stranger Safety Bookmarks

I can stay safe from strangers.

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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...

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Name: _____

Relationship Skills

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Name: _____

Picture Books to Teach Relationship Skills

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Lauren Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different - A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity and Inclusion by C.M. 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)
- Whiskers! Left Out by Michael Gordon (Kindness)
- Whiskers! Right In by Jessica Schindler (Kindness)
- The Not So Friendly Friend by Kristin Novak (Friendship)
- The Not So Friendly Friend by Kristin Novak (Friendship)
- The Not So Friendly Friend by Kristin Novak (Friendship)

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Name: _____

Relationship Skills Lesson Communication

You will need:

- Picture Book About Communication
- Making Friends Writing page (one per student)
- Word Focus (one per student)
- Blank piece of art paper (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "Why is communication important?"
 - Call on each student to share their ideas.
- Tuesday: Word Focus
 - 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.
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

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Name: _____

Relationship Skills Lesson Communication

Instructions:

- Wednesday: 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: _____

Word Focus

Learn it! Communication is when we share information.

Read it! communicat
ion

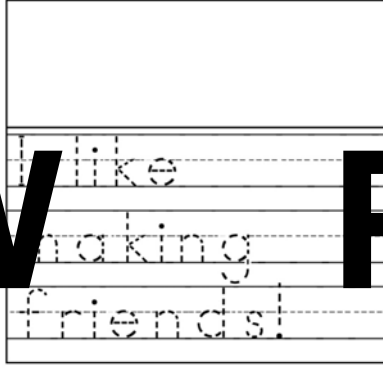
Color it! 

Trace it! 

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Name: _____

Making Friends Writing



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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 about good relationships. Then ask the students, "Why is it important to be a good friend?"
- Tuesday: Hand out the Be a Good Friend Writing page to each student to write their ideas.
- Wednesday: Hand out the Partner Project worksheet to each student to write how you will develop good relationships with your friends.
- For example:
 - Be a good listener
 - Be kind to others
 - Ask for help when you need it
 - Look for kids who need a friend
 - Include everyone at recess
 - Sit by someone new at lunch

Notes: _____

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Relationship Skills Lesson

Developing Good Relationships

Instructions:

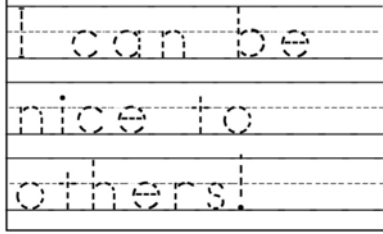
- Wednesday: Hand out the Be a Good Friend Writing page to each student to write their ideas.
- Thursday: Art Activity - Partner Project. Place the students in pairs. Each student will write their name on both halves of the circle. Then each student should draw their favorite things in both halves. Each half should have the same items as the other half because the teacher will cut the circle out and cut it in half to make a whole circle with both partner's half circle on a colored cardstock paper. Each partner will get to take home one of the partner projects since it will make two.
- Friday: Speed Friendships
 - You will place the class into two lines - evenly distributed. One line of students will stay in one spot and the other line will move.
 - Place one line across from the other line of students (facing each other) and set a timer for 2 minutes. During the 2 minutes the two students will have a conversation.
 - Here are some questions to ask:
 - What do you like to play at recess?
 - What is your favorite color?
 - What is your favorite food?

Notes: _____

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Name: _____

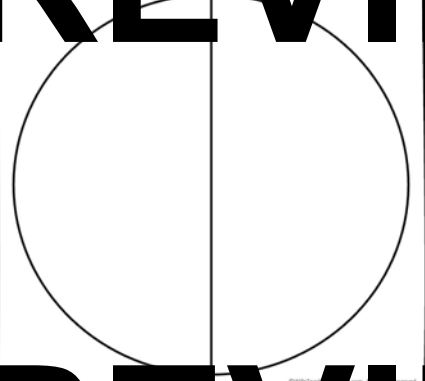
Be a Good Friend Writing



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Name: _____

Partner Project



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Relationship Skills Lesson

Practicing Teamwork

You will need:

- Picture Book About Teamwork
- Word Focus (one per student)
- Teamwork Writing Page (one per student)
- Blank Puzzle Piece Page (one per student)
- Blank Jersey Page (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a book about teamwork. Then ask the students, "Why is it important to work together as a team?" Call on each student to share their ideas.
- Tuesday: Word Focus. Discuss why teamwork is important and why that we can be a team. Make a list of things to be a team.
- Wednesday: Hand out the Teamwork Writing page to each student to write how you will develop good teamwork with your friends.
- Thursday: Hand out the Blank Puzzle Piece page to each student to write their name on both halves of the puzzle piece. Then each student should draw their favorite things in both halves. Each half should have the same items as the other half because the teacher will cut the puzzle piece out and put it back together to make a whole puzzle piece with both partner's half puzzle piece on a colored cardstock paper. Each partner will get to take home one of the partner projects since it will make two.
- Friday: Design a Team Jersey. Hand out the blank jersey page and have each student design a class team jersey.

Notes: _____

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Relationship Skills Lesson

Practicing Teamwork

Instructions:

- Wednesday: Writing Activity
 - Pass out the Teamwork Writing page and have students complete the worksheet.
- 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: _____

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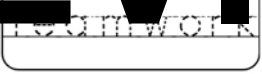
Name: _____

Word Focus

Learn it! Teamwork is when people work together.

Read it! teamwork

Color it! 

Trace it! 

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Name: _____

Teamwork Writing

I look forward to my team!

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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 your team.



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Relationship Skills Lesson

Conflict Resolution

You will need:

- Picture Book About Conflict Resolution
- Word Focus Worksheet (one per student)
- Conflict Resolution Writing page (one per student)
- To Resolve Conflicts, I Can... Page (one per student)

Instructions:

- Monday: Read a book
 - Then ask the students, "What can we do when we have a conflict with a friend?" Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a class discussion about conflict resolution strategies.
 - For example:
 - Compromise
 - Do what they want to first and then do what you want to do
 - Do something different
 - Talk to an adult
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes: _____

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Relationship Skills Lesson

Conflict Resolutions

Instructions:

- Monday: Day 2- Writing Activity (Brainstorming)
 - Hand out the Conflict Resolution Writing page to each student and have them complete it.
- Tuesday: Day 3- Writing Activity - To Resolve Conflicts, I Can...
 - Hand out the To Resolve Conflicts, I Can... page to each student and have them complete it.
- Friday: Conflict Resolution Survey
 - Hand out the Conflict Resolution Survey and have the students evaluate how they are doing with conflict resolution strategies by coloring in the appropriate smiley face.

Notes: _____

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Name: _____

Word Focus

Learn it! A conflict is a struggle between people that requires a solution.

Read it! conflict



Write it! conflict

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Name: _____

Conflict Resolution Writing

I look forward to a win-win.

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Name: _____

To Resolve Conflicts, I Can...

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

1	

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Name: _____

Conflict Resolution Survey

Color in the face that best represents how you do at each task.

I listen to my friends when they talk.		
I say I am sorry.		
I use kind words when speaking to others.		
I work it out fairly.		
I ask for help from an adult.		

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Relationship Skills Lesson

Offering Support When Needed

You will need:

- Picture Book About Supporting Others
- Word Focus Worksheet (one per student)
- Supporting Others Writing Page (one per student)
- Supporting Others Graphic Organizer (one per student)
- Support Cards (one per student)
- Crayons and Colored Pencils

Instructions:

- Monday: Read a book. Then ask the students, "How can we support other people?" Call on each student to share their ideas. Introduce and define the weekly word and have the students complete the Word Focus worksheet.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Hand out the Supporting Others worksheet to each student.
 - Lead a class discussion about how we can support others.
 - Write someone a nice note
 - Help someone clean up
 - Help your parent make dinner
 - Help your parent with yardwork

Notes _____

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Relationship Skills Lesson

Offering Support When Needed

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Supporting Others Writing page to each student for them to complete.
- Thursday: Art Activity - Support Cards for the Word Wall
 - Hand out one card with a way to support someone to each student. Have the student draw a picture of the word or phrase on the card. Once the cards are complete, display them on the classroom word wall.
- Friday: Activity
 - Break the class into 5 groups. Each group will be given a scenario to act out. Each group will be given a card with a way to support someone to act out. The groups will perform their skits for the class.
 - You will use no wall paper in the classroom.
 - You are tired and needs help with your homework.
 - You had a long day at work and need to finish a project.
 - You brother's favorite toy got broken, and he is sad.
 - Someone in your class forgets their lunch at home.
 - Someone in your class is sitting alone.

Notes _____

.....

Name: _____

Word Focus

Support is when someone is helping or offering help to someone.

Learn it! 

support

Color it! 



Trace it! 

support

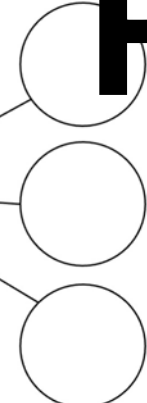
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Name: _____

Supporting Others

Draw a picture in each circle of a way you can support others.

I can support others by...



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Name: _____

Supporting Others Writing

I can support others by being kind

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Smile and wave at someone	
Say something nice	
Draw someone a picture	
Say "thank you"	

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Help someone clean up	
Help someone with something	
Help your teacher	
Play with someone new	

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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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Relationship Skills Lesson Kindness

You will need:

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

Instructions:

- Monday: Read a book about kindness to the students. Discuss it and ask them to share what they learned. It is important to be kind to everyone, even if they are different from you.
- Tuesday: Write a letter to someone who is kind to you. Call on a student to read their letter to the class.
- Wednesday: Day 2- Writing Activity. Lead a class discussion about how kindness can help others. For example, say nice things to others, help clean up, and compliment 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 decorated their heart, they will cut it out and save it to give to someone.
- Friday: Kindness Rainbow Activity. Put the students in a circle and pass out a mini package of skittles to each one. Display the Kindness Rainbow key in the class to see and go around the circle and have each student pull out one individual skittle. Have them show you the color they pulled out of the package and then ask them the coinciding question from the Kindness Rainbow key.

Notes

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Relationship Skills Lesson Kindness

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Kindness Writing page to each student for them to complete.
- 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 decorated their heart, they will cut it out and save it to give to someone.
- Friday: Kindness Rainbow Activity
 - Put the students in a circle and pass out a mini package of skittles to each one. Display the Kindness Rainbow key in the class to see and go around the circle and have each student pull out one individual skittle. Have them show you the color they pulled out of the package and then ask them the coinciding question from the Kindness Rainbow key.

Notes

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Name: _____

Word Focus

Learn it! Kindness is the act of being nice to others.

Read it! kindness

Write it! 

Trace it! kindness

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Name: _____

Kindness Writing

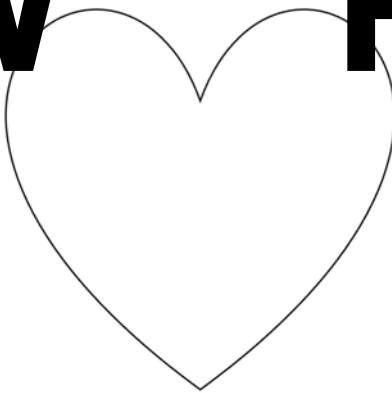
I can be kind!

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Name: _____

Heart Art

Design and color your heart. After you color it, cut it out and save it to give to someone who can spread kindness.



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Kindness Rainbow

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

Social Awareness

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Picture Books to Teach Social Awareness

- Be Kind by Pat Zietlow Miller
- Click, Clack, Moo Cows That Type by Doreen Cronin (Communication)
- The Color Thief by Gabriel Alborozo (Friendship)
- Enemy Pie by Derek Munson (Friendship)
- The Rainbow Fish by Marcus Pfister
- How to Be a Friend by Laurene Krasny Brown
- You Will Be My Friend! By Peter Brown
- Do Unto Otters by Laurie Keller
- You Are Friendly by Todd Snow
- How To Spot a Best Friend by Bea Birdsong
- Different - A Great Thing to Be! by Heather Avis
- What If We Were All The Same: A Children's Book About Ethnic Diversity and Inclusion by C.M. 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)
- Why I Feel Left Out by Michael Gordon (Kindness)
- Tomorrow I'll Be Kind by Jessica Hische (Kindness)

Social Awareness Lesson Recognizing Strengths in Others

You will need:

- Picture Book About Friendship
- Fantastic Friend Worksheet (one per student)
- Friendship Writing page (one per student)
- Relay Activity Card (one per student)
- Crayons and Colored Pencils

Instructions:

- Monday: Read a book about friendship to the students. Then ask the students, "What was really good at in the story?" Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about finding strengths in our friends.
 - (optional) Call each student to the front of the class and identify one strength in each of their friends.

Notes

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Social Awareness Lesson

Recognizing Strengths in Others

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Friendship Writing page to each student and have them think of one of their friends. Tell them to think about a strength their friend has and complete the writing page.
- Thursday: Art Activity - Draw a Picture of a Friend
 - Draw a picture of a friend and label 5 strengths they have on the lines around them.
- Friday: Relay Activity
 - Assign the students into groups of 2-3 students. Each group of students must decide who will be the scribe. The group will be assigned a strength and the students will be responsible for showing the strength to the group. The group will be responsible for showing the strength to the group. The group will be responsible for showing the strength to the group.

Notes:

Name: _____

Friendship Writing

My friend
is

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Name: _____

Fantastic Friend

Draw a picture of your friend in the center of the page.

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Names: _____

Relay Card



Color it!

Read it!

friends

Trace it!

friends

Social Awareness Lesson

Respecting Differences

You will need:

- Picture Books About Diversity
- Word Focus Worksheet (one per student)
- White Paper Plates (one per student)
- 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 ok to be different?" Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about how everyone is different and that is ok! Differences are what make each of us special. We can be different in the way we look, but also in the things we like and dislike, how we act, talk, etc.
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes:

Social Awareness Lesson

Respecting Differences

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Be Different Writing page to each student and have them think of one of their friends. Tell them to think about a strength their friend has and complete the writing page.
- Thursday: Art Activity - Draw a Picture of a Friend
 - Draw a picture of a friend and label 5 strengths they have on the lines around them.
- Friday: Relay Activity
 - Assign the students into groups of 2-3 students. Each group of students must decide who will be the scribe. The group will be assigned a strength and the students will be responsible for showing the strength to the group. The group will be responsible for showing the strength to the group. The group will be responsible for showing the strength to the group.

Notes:

Name: _____

Word Focus

Learn it!

The word different means that two or more things are not the same.

Read it!

different



Write it!

different

Trace it!

different

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Name: _____

Be Different Writing

Complete the writing page by filling in something that makes you special.

Everyone
is special!

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Social Awareness Lesson

Empathy & Compassion

You will need:

- Picture Book about Empathy and Compassion
- Showing Empathy Writing page (one per student)
- Compassion Questions Worksheet (one per student)
- Word Focus Worksheets (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.
 - Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)
 - Lead a discussion about "Empathy and Compassion". Be sure to define empathy and compassion for your students.
 - Empathy is the ability to understand how someone is feeling. Compassion is the desire to help someone in need.
- Wednesday: Day 2- Writing Activity (Brainstorming)
 - Hand out the Showing Empathy Writing page to each student and have them think of one of their friends. Tell them to think about a strength their friend has and complete the writing page.

Notes:

Social Awareness Lesson Empathy & Compassion

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Showing Empathy writing page and lead a discussion about what students can do when they see someone who is sad.
- Thursday: Art Activity - Faces of Feelings
 - Hand out the Faces of Feelings worksheet and have each student draw the face to match each emotion 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 the Compassion card and have students share their own ideas. Call on a few students to share in class.

Notes

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Name: _____

Word Focus

Learn it!

Having compassion means having the desire to help someone.

Read it!

compassion

Color it!



Trace it!

compassion

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Name: _____

Word Focus

Learn it!

Empathy means knowing how someone is feeling on the inside.

Read it!

empathy

Color it!



Trace it!

empathy

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Name: _____
Showing Empathy
Writing

I show
empathy
to others.

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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

Scared

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You are at recess and see someone sitting alone. What should you do?

Your little brother or sister's favorite toy is lost. How can you show them compassion?

You are having a hard day and could use some help with dinner. How can you show her compassion?

Your friend is limping and has a hurt foot. What can you do to help?

Your grandma is sick and could use some cheering up. What could you do?

Your friend got hurt playing soccer. How can you show them compassion?

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Social Awareness Lesson Showing Concern for Others

You will need:

- Picture Book About Showing Concern for Others
- Word Focus Worksheet (one per student)
- Showing Concerns for Others Writing Page (one per student)
- Mini M&Ms (one package per student)
- Concern For Others Question Color Key
- Showing Concern for Others Coloring Page (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book
 - Then ask the students, "How can we show concern for others?"
 - Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity
 - Lead a discussion about how we can show concern for others. Have students write down a great way to show concern for others. Have students share their ideas on a board and give each other a thumbs up for a great idea.
 - Introduce the Concern For Others Questions and have the students complete the worksheet.

Notes

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Social Awareness Lesson Showing Concern for Others

Instructions:

- Wednesday: Day 2- Writing Activity
 - Hand out the Showing Concern for Others Writing page to each student and have them complete the writing page.
- Thursday: Art Activity -
 - Hand out the Ways to Show Concern for Others coloring page and have students complete it by doing their very best coloring.
- Friday: Concern for Others Question Activity
 - Put the students in a circle and pass out a mini package of M&Ms to each one. Display the Concern For Others Questions key for the class to see and go around the circle and have each student pull out one individual M&M. Have them show you the M&M they pulled out of the package and then ask them the coinciding question from the Concern For Others Questions.

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Name: _____

Word Focus

Learn it!

Concern means having a feeling of worry for another person.

Read it!

concern

Color it!



Trace it!

concern

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Name: _____

Showing Concern Writing

I can show concern for others.

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Name: _____

Ways To Show Concern For Others

Be Kind To Others

Help Someone Clean Up

Encourage Someone

Help Someone When They Are Hurt

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Concern For Others Questions

How does it feel to show concern for others?

Name one way you can show concern for other people.

The best way to show concern for others is...

I don't like it when people...

I feel _____ when I help others.

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Social Awareness Lesson

Gratitude

You will need:

- Picture Book About Gratitude
- Focus Worksheet (one per student)
- Gratitude Writing Page (one per student)
- Blank White Art Paper (one per student)
- Crayons or Colored Pencils

Instructions:

- Monday: Read a Book**
 - Then ask the students, "Why is it important to say thank you?"
 - Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Lead a discussion about people we are grateful to have in our lives. Ask the students, "Who are you grateful for?" and "Why are you grateful for them?"
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes: _____

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Social Awareness Lesson

Gratitude

Instructions:

- Wednesday: Day 2- Writing Activity**
 - Hand out the Gratitude Writing page to each student and have them think about someone they are grateful for.
- Thursday: Art Activity - Create a Thank You Card Staff Member**
 - Pass out a piece of art paper for each student to create their thank you card. Model folding the card in half and lining up each corner. Save the cards for the following day's activity.
- Friday: Hand Out Thank You Cards**
 - Walk around the school with the students so that they can hand out their Thank You cards.

Notes: _____

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Name: _____

Word Focus

Gratitude is the act of showing that you are thankful for something.

gratitude

Color it!

Trace it!

gratitude

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Name: _____

Gratitude Writing

I am grateful for _____

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Social Awareness Lesson

Contributing to the Well-Being of the Whole

You will need:

- Picture Book About Teamwork
- Word Focus Worksheet (one per student)
- Letter Cards (2 Complete Alphabet Sets)
- Team Player Writing Page (one per student)
- Crayons and Colored Pencils

Instructions:

- Monday: Read a Book**
 - Then ask the students, "Why is it important to watch out for the whole team?"
 - Call on each student to share their ideas.
- Tuesday: Day 1- Writing Activity (Brainstorming)**
 - Lead a discussion about ways to be a good team member, be sure to point out ways to help the whole team such as share everyone understands the instructions.
 - Introduce and define the weekly word and have the students complete the Word Focus worksheet.

Notes: _____

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Social Awareness Lesson

Contributing to the Well-Being of the Whole

Instructions:

- Wednesday: Day 2- Writing Activity**
 - Hand out the Team Player Writing page to each student and have them fill in the characteristics a good team player must have.
- Thursday: Art Activity**
 - You will have two sets of letter cards (two complete alphabet sets). Hand out one letter card to each student and have them draw a picture of something that starts with that letter. Once they finish that card, they can complete another card, until the alphabet is finished.
- Friday: Relay Race**
 - Divide the class into two groups. Hand out a letter card to each student and explain to the class that they will be doing a relay race against the other team. Their goal is to put all the letters on the alphabet cards in order before the other team does.

Notes: _____

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Name: _____

Word Focus

Learn it! To contribute is to give along with others.

Read it! contribute

Color it! 

Trace it! contribute

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Name: _____

Team Player Writing

Complete the writing page by filling in the characteristics a good team player must have.

_____ am a _____

_____ team _____

_____ player!

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A	B
C	D
E	F

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G	H
I	J
K	L

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M	N
O	P
Q	R

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S	T
U	V
W	X

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Y	Z

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

Notes: _____

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Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

Being yourself is important because you are special!	
Each person means something for you.	
It is important to be honest and have integrity.	

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

I am smart. I am kind. I am loved.	
Today I feel	

.....

Review Lesson Self Management

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes: _____

.....

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

It is important to understand your emotions.	
Everyone feels stress sometimes.	
Rules are important to follow.	

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

It is important to have goals.	
I am responsible and have manners.	

.....

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 Stranger Danger**
 - Lead a discussion about the importance of stranger safety. Then have each student complete the self reflection journal entry about staying safe.

Notes: _____

.....

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

We make lots of choices everyday.	
There are a lot of ways to solve problems.	
The results of a decision are important.	

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

I need to	
I can always talk to my teacher if I am stressed.	

.....

Review Lesson Relationship Skills

You will need:

- Self Reflection Journal Pages (one per student)

Instructions:

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

Notes: _____

.....

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

Communication is very important.	
It is important to be a team player.	

Name: _____

Self Reflection Journal

Trace each sentence and color each picture.

I can help resolve most conflicts.	
I can support other people.	

.....

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 friend.
- Tuesday: Review Respecting Differences**
 - Lead a discussion about respecting differences. Then have each student complete the self reflection journal entry about communication.
- Wednesday: Review Showing Compassion**
 - Lead a discussion about showing compassion. Then have each student complete the self reflection journal entry about showing compassion.
- Thursday: 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: _____

.....

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

Being different is great!	
I can show empathy and compassion by being kind.	
	

Name: _____

Self Reflection Journal

Trace each sentence and color each picture.

I can show concern for others by being a good friend.	
I can be a team player by including others.	

.....

Review Lesson

Self Reflection

You will need:

- Book about Emotions
- Self Reflection Journal (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: _____

.....

Review Lesson

Self Reflection

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

Notes: _____

.....

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

Sometimes I feel happy!	
Sometimes I feel sad!	
Sometimes I feel excited!	

Name: _____

Self Reflection Journal

Trace each sentence and color in each picture.

Sometimes I feel nervous!	
Sometimes I feel surprised!	

Name: _____

Self Reflection Drawing Activity

Draw a picture in each box.

My Favorite Thing About Myself	
My favorite part of my personality	
Something I could work on	

Name: _____

Self Reflection Survey

Show how you feel you are doing in school by coloring 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 my classmates.	 

Name: _____

Self Reflection Survey

Show how you feel you are doing at home by coloring the face that best represents you.

I follow the rules.	 
I help my family	 
I do my homework	 
I do my first job	 
I ask for help	 
I keep my room/area clean.	 
I use kind words..	 

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW

REVIEW PREVIEW