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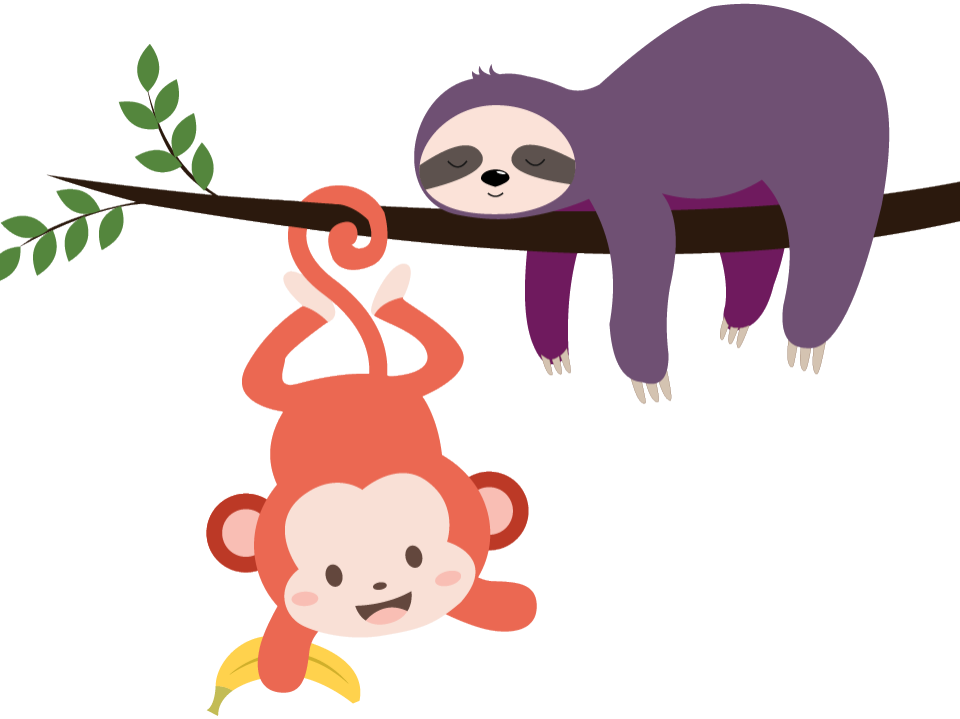
icare

Integrated Classroom Activities for Regulating Emotions

A K-2nd, standards-aligned, educational tool for promoting social and emotional learning (SEL) skills



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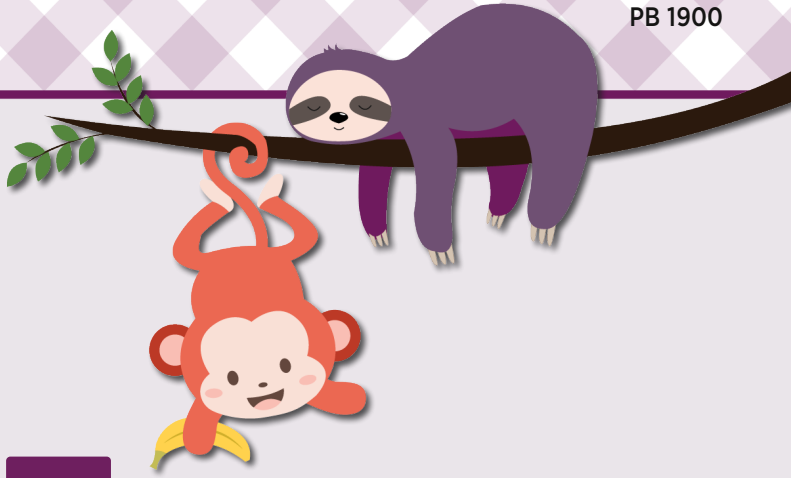

ICARE

Integrated Classroom Activities for Regulating Emotions

A K-2nd, standards-aligned, educational tool for promoting social and emotional learning (SEL) skills

About ICARE

Welcome to ICARE – Integrated Classroom Activities for Regulating Emotions. This toolkit was developed by experts at the University of Tennessee Extension, Department of Family & Consumer Sciences. ICARE was funded through the *Building Strong Brains Tennessee* ACES Innovation Grant (Tennessee Department of Children Services), which aims to mitigate the impact of childhood adversity through the implementation of comprehensive, evidence-based programming to optimize development and lifelong success. ICARE meets this goal through building children's social and emotional learning (SEL) – the skills of emotional intelligence – which is key to supporting academic achievement and other essential life skills.[1]

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Programs in agriculture and natural resources, 4-H youth development, family and consumer sciences, and resource development. University of Tennessee Institute of Agriculture, U.S. Department of Agriculture and county governments cooperating. UT Extension provides equal opportunities in programs and employment.

Social and Emotional Learning

The Importance of Social and Emotional Learning

Teachers, childcare providers, and other professionals are well-versed on the needs of children. In recent years, one area in particular – social and emotional learning – has grown in an understanding of its importance to children's development, academic achievement, and life success.[2,3]

Social and emotional learning (SEL) is the process by which individuals learn and practice skills that help them manage and regulate their emotions, behaviors, and interactions with others. SEL is crucial to development across the lifespan, aiding in our ability to think, learn, act, and be good citizens.

Why SEL?

As a result of including SEL in academic instruction, research demonstrates the following improvements:

- Emotion Regulation – Dealing with emotions in healthy ways,
- Behavior – Improved "helping" (or pro-social) behavior,
- Academics – Higher academic achievement and improved standardized test scores (by 13%),[2,3]
- Relationships – Healthier interactions and conflict management strategies,
- School Climate – Warmer and calmer classroom environment,
- Attendance – Improved attendance rates and matriculation to the next grade,
- Satisfaction – Greater satisfaction in school and life,
- Graduation – Greater likelihood to graduate,
- Life Potential – Success in school, work, and relationships.

SEL improves all areas of life and has major benefits not simply to individuals, but society as a whole. Every $1 invested in SEL enrichment brings a return of $11 to our economy,[4] demonstrating that SEL is meaningful, practical, and cost-effective.

Purpose

The ICARE tool aims to provide teachers with easy-to-implement SEL lessons aligned to state education standards. Activities teach a basic awareness of emotions in the self and others, strategies for managing emotions, and ways to promote healthy relationships while simultaneously reinforcing general education standards.

Objectives

The tool divides lessons into seven sections:

- Community Building – to develop a culture of closeness and trust amongst students.
- Emotion Literacy – to build a vocabulary of emotion words.
- Self-Awareness – to be aware of and understand a range of emotions.
- Self-Management – to gain a toolbox of strategies for managing emotions.
- Social Awareness – to understand others' perspectives and appreciate differences.
- Relationship Skills – to collaborate well with others and manage conflict in healthy ways.
- Responsible Decision-Making – to make ethical choices in concert with others.

Alignment

Each activity is aligned to educational standards to ease teacher use and planning of SEL content. Each activity meets several standards in the following areas:

- **TN Academic Standards (K-2nd grade)** – Includes subject matter in Math, English/Language Arts (ELA), Art, Music, and more, set forth by the Tennessee Department of Education.[5]

- **TN Social and Personal Competencies (SPC)** – SEL standards directly aligned to the standards set forth by the Collaborative for Academic, Social, and Emotional Learning (CASEL), the premier professional organization on SEL policy, practice, and research.[6] SPC standards are detailed on each title card in the tool.

There are **standards crosswalks** located on each tabbed title card. The crosswalks provide an index of each section's activities – names, page location, and their respective academic and SPC standards alignments.

Facilitation

Audience & Setting

ICARE is designed for use with Kindergarten through 2nd grade students. The tool is ideal for:

- Regular school settings (charter, public, and private schools)
- Afterschool programs
- Summer camps
- Other extended learning programs

Timing

Lessons range from 5 minutes to 45 minutes.

Materials

Each lesson includes a description of the required materials. All materials are regularly available in classroom settings, affordable, and easy to find. In addition, the tool includes a link to an external resources webpage with additional materials (see the *eResources* card for more information).

Preparation

Lessons are designed to be "grab-and-go," or simple to implement with minimal planning. Preparation to teach each lesson is minimal. With alignment to both general education state standards and the state's SPC standards, the tool simultaneously reinforces several subjects at once. Overall, it is our goal that ICARE is not another "to-do list" item, but something that supports purposeful and expeditious planning.

Format

Each card details the academic and SPC standards, lesson objective, facilitation instructions, and needed materials. In some instances, lessons will also include important tips to consider and extensions for advancing the lesson to meet additional standards.

Acceptable Use

Use of the cards is permissible to those granted access by UT Extension. Please contact the authors for information on additional permissions and use.

Tips for Use

For some, planning to incorporate SEL lessons in regular academic instruction can seem like an added chore to teacher's endless to-do lists. We offer **five (5) tips** that are important to consider that will ease facilitation and make SEL a routine part of your classroom.

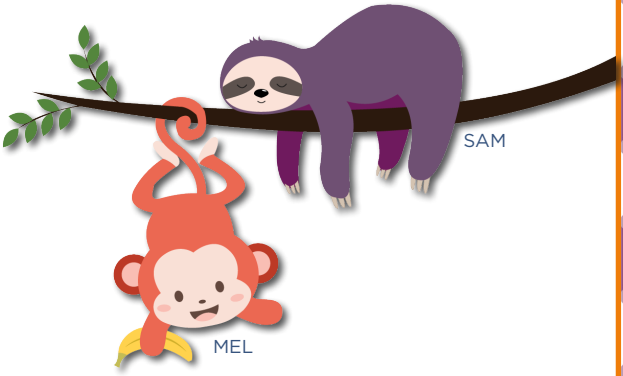
Tip 1: A Note on Adverse Childhood Experiences (ACEs)

ACEs are an important consideration of any professional who works with children. ACEs are experiences of abuse, neglect, or household dysfunction occurring before age 18, that can lead to undesirable health complications and limited life potential. ACEs are associated with toxic stress that impedes healthy brain development. Students who experience toxic stress may have difficulty learning, paying attention, managing emotions, and often exhibit inappropriate or impulsive behaviors. The good news is curriculum, like SEL, teaches emotion regulation, or coping skills, and has the potential to rewire the brain affected by ACEs.

Tip 2: Understand Emotion Regulation

A key skill gained through use of SEL curriculum is emotion regulation, or the ability to be aware of and adjust emotions in different situations. ICARE teaches down-regulation strategies to calm and settle students (denoted by Soothing Sam the Sloth) and up-regulation strategies to energize and inspire students (denoted by Motivating Mel the Monkey). Each of these strategies achieves the same thing; it focuses students and stimulates learning.

Learn more about **SAM** and **MEL**, and introduce the characters to students, located at the end of the instructional cards.



Tips for Use (cont'd)

Tip 3: Cue in to the Emotional Climate

In planning which lessons to teach, be mindful about the emotional climate of students. Are they dysregulated – showing verbal or non-verbal cues that they are experiencing BIG emotions (hyper or upset) or are otherwise withdrawn (bored or checked out)? Once you gauge how students are feeling, you can decide what kind of activity to teach.

- For BIG emotions, teach a down-regulation activity (see **SAM**).
- For boredom or withdrawal, teach an up-regulation activity (see **MEL**).

Tip 4: Practice Regularly & Consistently

Make ICARE routine to your classroom. Many lessons can be replicated, such as those in Community Building and Emotion Literacy sections, to build the culture of SEL in your classroom, while activities later in the tool reinforce specific skills.

Tip 5: Advance SEL Competence through Staff Development

A major challenge in implementing SEL relates to staff development. It may be that staff receive little training on SEL and how to address behavioral or emotional challenges in students. Or perhaps it is that staff are not yet bought in to the significance of SEL in complementing academics. Whatever the case may be, spending time developing competence and confidence in teaching SEL will equip staff well to ensure a quality, supportive SEL climate.

Research finds that a SEL program is most effective when all parties – staff, students, administration, and more – are supportive of SEL and regularly practice it. It is encouraged that those using the ICARE tool find professional development opportunities for increasing knowledge on SEL. Here are a few places to start:

- Collaborative on Academic, Social, and Emotional Learning (CASEL) – https://casel.org
- Yale Center for Emotional Intelligence – https://www.ycei.org/
- Wallace Foundation – https://www.wallacefoundation.org

Meet Soothing SAM

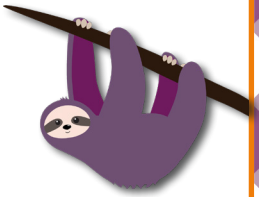
Introducing Soothing Sam, a slow, soft sloth who lives in the tropical rainforests of Asia. He spends his time hanging from the treetops, often upside down! Sam really likes his world to be relaxed. You can often find him sitting quietly, thinking about his day, and appreciating his surroundings. He spends most of his day snoozing to recharge and get ready for the next activity. He tires easily, so he really likes things to move s-l-o-w-l-y. He is good at noticing when others are experiencing BIG feelings –feelings that feel good, like being bouncy and excited, or feelings that don't feel as good, like being grumpy or stressed. Sam can be helpful to you and your classmates by spotting when friends are feeling BIG emotions. He will show us how to deal with different feelings s-l-o-w-l-y and calmly. Soothing Sam will guide us to:

STOP – **s**low down, **t**ake a breath, **o**bserve your surroundings, and **p**icture your best self.

Soothing Sam's *Down-Regulation* Lessons

Students learn best when they feel comfortable, safe, and relaxed in the classroom, which Soothing Sam promotes. Soothing Sam's down-regulation lessons are best for calming students who are emotionally dysregulated, or experiencing extreme emotional highs or lows. The lessons are designed to reduce stress and to promote attention and critical thinking. Lessons may include:

- mindfulness
- deep breathing
- guided imagery
- quiet reflection
- journaling
- drawing



When to Use

Whether students are overstimulated from participating in an exciting activity or upset and having a bad day, Soothing Sam walks students through strategies to lessen the intensity of their emotions to prepare them to focus and learn. We suggest facilitating a Soothing Sam lesson in the following situations:

- to begin or end the day
- transitions (e.g., returning from lunch)
- following a stressful or overstimulating event
- emotionally dysregulated students
- distracted or unfocused students
- students exhibiting misbehavior

Meet Motivating MEL

Introducing Motivating Mel, a mega moving monkey who lives in the deep Amazon jungle of South America. She spends her time running and leaping through the trees. She often uses her tail to swing back and forth, sometimes sending her flying way up high to the tallest of trees or way down to the depths of the canopy below. Mel likes to keep her body moving and spends her day searching for nuts, fruits, seeds, and flowers. She needs this food as fuel to feel energized to keep moving, both carefully and skillfully! She is really good at noticing when others are becoming checked out – sleepy, hungry, lonely, bored, or more. Mel will be helpful to you and your classmates by observing when friends need a boost. She will teach us problem solving to motivate and lift our spirits. Motivating Mel will guide us to:

RISE - **r**aise our energy, **i**nspire learning, **s**upport one another, and **e**njoy the journey.

Motivating Mel's *Up-Regulation* Lessons

Students are better able to pay attention, remember, and recite information when they feel inspired to learn, which Motivating Mel promotes. Motivating Mel's up-regulation lessons are best for students who seem withdrawn from classroom activities. The lessons are designed to re-engage, inspire, and energize students to stimulate learning, attention, and memory. Lessons may include:

- physcial activity
- mood energizers
- group affirmations or celebrations
- creating or inventing activities
- puzzles
- games

When to Use

Students can easily feel drained after sitting for a while and may check out due to exhaustion, boredom, or lack of interaction. We suggest facilitating a Motivating Mel lesson in the following situations:

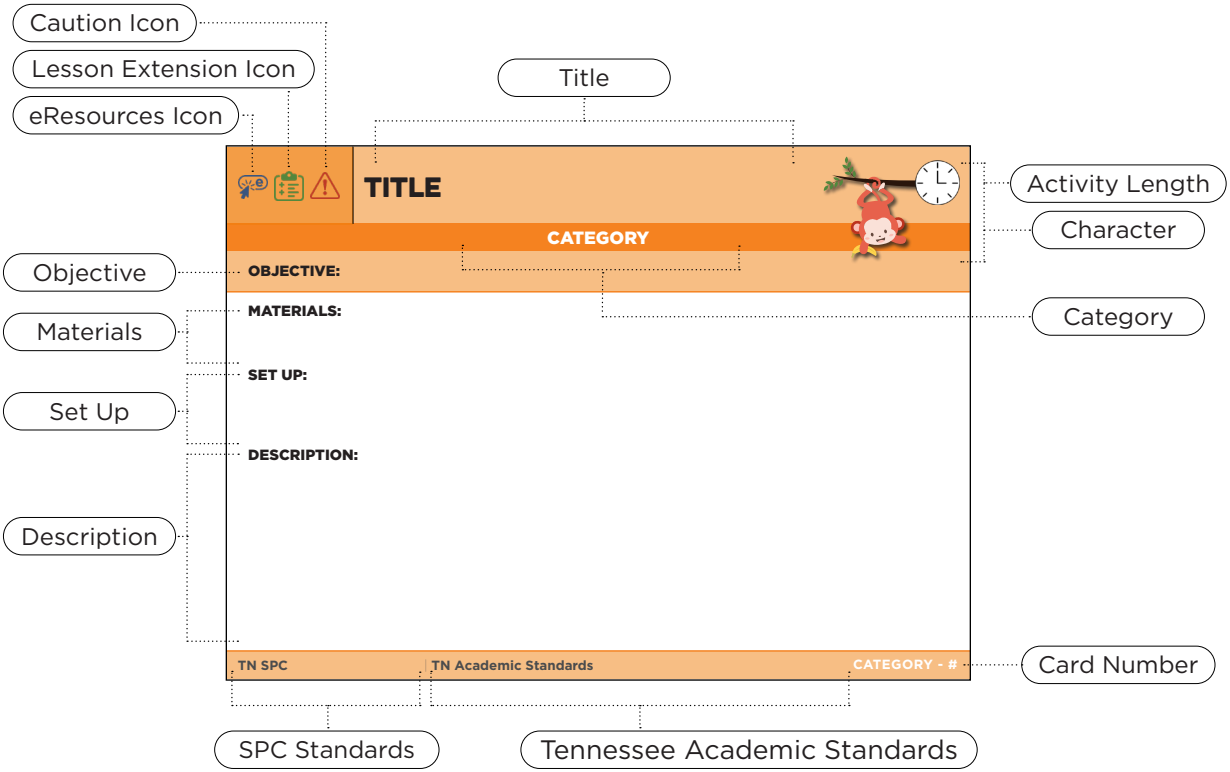
- after being still and quiet for a while
- towards the last hour of the day or end of the week
- during or proceeding challenging content
- distracted, tired, or unfocused students
- when students are talking out of turn and need social interaction
- following a boring or understimulating event

Getting to Know the ICARE Cards

It is important to understand the various features of each card, which will ease planning and "in-the-moment" facilitation. Descriptions of each feature are provided along with a diagram noting the location of each feature.

1. Category: The type of SEL category. There are seven: Community Building, Emotion Literacy, Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
2. Character: The activity type is denoted by a character, either Soothing **SAM** (down-regulation) or Motivating **MEL** (up-regulation).
3. Title: The activity name.
4. Activity Length: A clock that denotes the maximum length of the activity.
5. Objective: The primary goal of the activity.
6. Materials: Required materials for teaching the lesson.

7. Set Up: If applicable, instructions for planning and setting up the lesson prior to teaching.
8. Description: The instructions for setting up the lesson, facilitation prompts, and tips for teaching the lesson.
9. Tennessee Academic Standards: Listing of TN K-2nd academic standards the lesson meets.
10. SPC Standards: Listing of TN Social and Personal Competency standards the lesson meets.
11. Lesson Extension Icon: Notes that the lesson includes an Extension to advance the lesson to meet additional TN Academic standards.
12. eResources Icon: Notes the external resources drive is referenced to access additional materials for setting up or facilitating the lesson.
13. Caution Icon: Notes important lesson considerations relating to students with disabilities or sensory processing issues and other issues of sensitivity. Please see more information in the "Caution" card at the end of this section of instructional cards.
14. Card Number: The card number denoted by the category acronym and activity number, placed sequentially within each category.


Caution Icon
Lesson Extension Icon
eResources Icon
Title
TITLE
Activity Length
Character
CATEGORY
Objective
OBJECTIVE:
Materials
MATERIALS:
Category
SET UP:
Set Up
DESCRIPTION:
Description
TN SPC
TN Academic Standards
CATEGORY - #
Card Number
SPC Standards
Tennessee Academic Standards

NOTES

eResources

In a continued effort to ease teacher planning, preparation, and facilitation of ICARE materials, we have populated an external resources drive. The drive contains supplementary materials for your convenience, including:

- Printables
- Coloring Pages
- Booklists
- Vocabulary lists
- Resources
- And more!

Any card that contains the **eResources** ICON means that supporting materials associated with that particular lesson are available through the password-protected eResources drive. Please scan the QR code on the reverse side of this card or visit the link. Remember to type in the password in order to gain access to materials. Any questions or concerns about eResources access or general inquiries related to ICARE can be emailed to the authors of ICARE.

We thank you for your interest in ICARE and hope you find the lessons meaningful to you, your students, and the classroom as a whole!

Password: S@M&M31

https://fcs.tennessee.edu/icare/

Caution

Abuse, Neglect, & Mandatory Reporting Policies and Protocols

Some of the activities in ICARE may elicit sensitive responses and are deserving of a word of caution. Talking about challenging emotions can bring up memories about intense experiences, either in the past or present. In severe instances, children may report abuse or neglect. Everyone in Tennessee is a mandatory reporter under state law.[8]

Any person with reasonable cause to believe a child is being abused or neglected must, under the law, immediately report to the Tennessee Department of Children's Services or to local law enforcement. The reporter can remain anonymous...Reports must be made immediately. Reports may be made via telephone or otherwise, on the Department of Children's Services Central Intake Division hotline at

1-877-237-0004 (1-877-54ABUSE)

Mental Health & Suicidality

Children may also report mental health issues, including suicidality. In these cases, it is important to be attentive to the child and never dismiss statements. The Tennessee Crisis Services & Suicide Prevention hotline is available 24 hours a day, 7 days a week.[9]

1-855-CRISIS-1 (855-274-7471)
OR
TEXT "TN" TO 741-741

Be aware of the policies and procedures enacted by your specific educational system and report as directed by the administration.

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1. COMMUNITY BUILDING

COMMUNITY BUILDING is the process for building a culture of emotional intelligence through team-building, trust, and strengthening relationships. Effective social and emotional learning programming begins with building a supportive classroom community where students feel comfortable and safe to explore emotions and practice new skills.

SKILLS

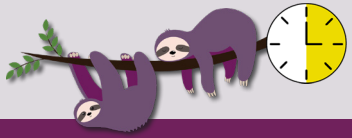
Understand community.
Establish shared norms.
Create feelings of belongingness.
Build safety and feelings of trust.

COMMUNITY BUILDING STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
Community Meeting	CB-1	TN ELA: K-2.SL.CC.1; K-1.SL.PKI.6; K-1.SL.PKI.4	SA.1A; SM1A
Create an Anchor Chart	CB-2	TN ELA: K-2.SL.CC.1; TN ELA: K-2.W.TTP.1	SA.1A; SM.1A
Copy Cat	CB-3	TN PE: MS.1.0; MS.1.1; MS.1.2; TN PE: MS.5.0; MS.5.1; MS.5.2	SA.1A; SM.1A
So Awesome, So Cool	CB-4	TN ELA: K-2.SL.CC.1; K-2.SL.PKI.6	SA.1B; SA.1C
Mid-Day Report	CB-5	TN ELA: K-2.SL.CC.1; K-2.W.TTP.1; K-2.W.TTP.3; TN ELA: K-2.W.RW.10	SA.1A; SA.2A
Boom-Boom-Clap-Clap	CB-6	TN PE: MS.5.0; MS.5.1; MS.5.2	SO.3A; RS.4A
Buddy Pact	CB-7	TN SS: K.11; TN ELA: K-2.SL.CC.1	SM.2B; RS.4C; DM.5B
Classroom Crossword	CB-8	TN ELA: K-2.FL.WC.4	SA.1B; SO.3C

NOTES

COMMUNITY MEETING



COMMUNITY BUILDING

OBJECTIVE: To identify emotions surrounding past events and prepare for the future events.

MATERIALS: NONE

DESCRIPTION: The community meeting looks at past events to process emotions and set positive expectations for the future. It is used as needed to process feelings, such as fear over a recent fire drill, or excitement after a classroom celebration. The community meeting should be scheduled weekly to review the happenings of the week. In processing past events, questions to facilitate discussion include:

"How did the event make you feel?"
"Why did it make you feel that way?"
"If you did not like the feelings you experienced, what could we do differently?"

In preparing for future events, questions to facilitate discussion include:

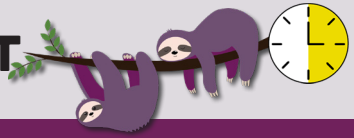
"What are you expecting the upcoming event to be like?"
"How can we prepare for this event?"
"What is on your mind today?"

COMMUNITY MEETING

TIPS: Encourage and lead discussions by questioning. Be willing to allow a child to “pass” if they don’t feel comfortable talking.

EXTENSION: For older students, assign students a written response to the question, “Why do we have community meetings and how can they help us in the classroom?” For younger students, ask them to draw a picture of their school community. TN ELA: K-2.W.TTP.2; K-2.W.RBPK.8

TEAMWORK! ANCHOR CHART



COMMUNITY BUILDING

OBJECTIVE: To create a chart of preferred behaviors while working in groups.

MATERIALS: Butcher paper, markers

SET UP: Prepare poster board or flip chart with the title “Teamwork” at the top.

DESCRIPTION: Begin the activity with a discussion about what it takes to be a good teammate. As students are brainstorming, list ideas for all to see. After the discussion has slowed, narrow the ideas to four to six qualities of a good teammate. Alternately, allow students to work in small groups to generate ideas. Bring the group back together and ask each group to contribute one item from their list. As students contribute, write the ideas visibly for everyone to see.

Once participants agree, create an Anchor Chart listing those qualities using a clean piece of butcher paper. Time permitting, ask students to decorate the chart with drawings or stickers, or come up with a “theme” for displaying the chart (Ahoy Matey! Our Teamwork Anchor Chart). Students will use the chart as a reference when working in groups.

TEAMWORK! ANCHOR CHART

TIPS: Some qualities you may wish to solicit from the student discussion include cooperation, listening when others are speaking, giving others a chance to speak, offering solutions, contributing ideas, positive attitude, good helper, asking for help, help others stay on task, show appreciation for others' ideas, and compromise.

EXTENSION: Ask students to answer the following question: "Which of the teamwork qualities is the most important to you, and why?" Older students may write their answer while younger student may draw or present their answer orally. TN ELA: K-2.W.TTP.1

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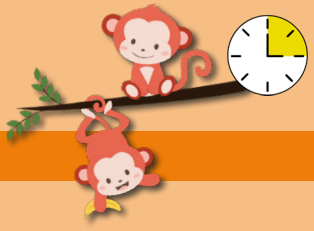


COMMUNITY BUILDING

OBJECTIVE: To follow directions and work as a team.

MATERIALS: NONE

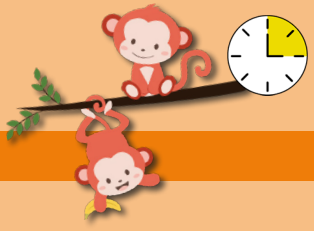
DESCRIPTION: Students will take turns leading this activity individually or with a partner. The student leading the activity will choose one action for the rest of the class to follow. The other students will repeat that action. As the activity progresses, the leader adds motions one at a time. For example, if the leader begins by stretching his arms, the students will follow by stretching their arms. The leader then repeats the first motion and adds a second, such as marching in place. The students follow by stretching their arms, then marching in place. This process will continue until the leader forgets the sequence or time allotted to the activity is exhausted.

COPYCAT

TIPS: Allow those who are shy or quiet to lead with a partner and be aware students with sensory issues may need more support or be allowed to “pass.”

EXTENSION: Coordinate motions to music if desired. TN PE: MS.5.0; MS.5.1; MS.5.2

SO AWESOME, SO COOL!



COMMUNITY BUILDING

OBJECTIVE: To energize the group by celebrating positive statements.

MATERIALS: NONE

DESCRIPTION: This activity can be done any time of day and is meant to be a short burst of shout outs. When appropriate, stop the class and announce, “So Awesome, So Cool!”

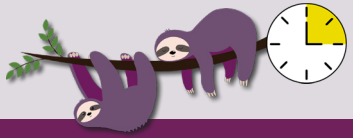
Students respond by raising a hand and briefly describing an exciting or positive thing that they have experienced that day or previous weekend. When one student is finished, repeat the phrase “So Awesome, So Cool!” thereby inviting the next ready student to participate. Continue reciting the phrase as time allows. This activity can be repeated as often as needed to allow multiple opportunities for students to participate over the course of the week.

SO AWESOME, SO COOL!

TIPS: Quiet students may have a difficult time participating and should be allowed to “pass” as needed. As this activity is repeated, most children will start to feel comfortable participating.

EXTENSION: An extension of this activity is to record the “So Awesome, So Cool!” responses on the board or poster for the class to revisit at the end of the week.

MID-DAY REPORT



COMMUNITY BUILDING

OBJECTIVE: To help students regroup to end their day in positive ways.

MATERIALS: NONE

DESCRIPTION: This activity can be done daily and will help students regroup after unstructured time or prepare for transitions. Allow students to help set the expectation for the mid-day report by asking questions such as:

"How are you feeling?"
"What are looking forward to?"
"How can we make our day better?"

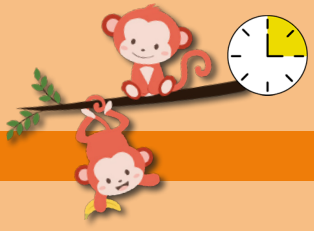
Next, set aside a few minutes to discuss the activities for the day.

MID-DAY REPORT

TIPS: Sometimes talking about feelings can make students feel vulnerable and shy. Rather than students answer your questions out loud, have students journal or draw their answers to the questions.

EXTENSION: This activity can be extended by asking students to look forward to the end of the week, marking period, or school year. Ask them to write or draw their goals and expectations. Students may track this in their designated journal, such as the "Daybook," that can be reviewed by the student at the end of the year to capture their changing feelings and thoughts. TN ELA: K-2.W.RW.10

BOOM-BOOM-CLAP-CLAP



COMMUNITY BUILDING

OBJECTIVE: To energize and build a sense of community.

MATERIALS: NONE

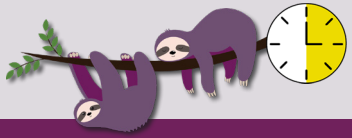
DESCRIPTION: This is a morning greeting activity that creates a sense of community by engaging students at the classroom door. The teacher will model the greeting by stomping with each foot (boom-boom) and then clapping twice. The students will repeat the boom-boom-clap-clap and add a gesture that will be returned by the teacher. Each student will create their own gesture. Examples might be fist bump, elbow bump, thigh slap, or even making a funny face.

BOOM-BOOM-CLAP-CLAP

TIPS: Any variation of gestures can work as long as it is predictable, for example, boom-boom-snap-clap or boom-boom-snap-snap.

EXTENSION: Build rhythm and add music to the routine.

BUDDY PACT



COMMUNITY BUILDING

OBJECTIVE: To work collectively to create shared guidelines for classroom.

MATERIALS: Large Flip Chart, Marker

DESCRIPTION: This activity is best done at the beginning of the year and renewed throughout the year several times. Explain to the class that, to be a community, the classroom must have some shared guidelines agreed upon by our peers. Tell students that we will be building the "Buddy Pact." If necessary, define what a "pact" is (an agreement between two or more people). Lead the class through a discussion on what would be necessary to make sure everyone feels comfortable in the community. Some guiding questions are:

What does it mean to feel comfortable?
Why would we want to feel comfortable in the classroom?
What other feelings would you want to feel when you are in our classroom?
What can we do to make sure each other feel these feelings in the classroom?

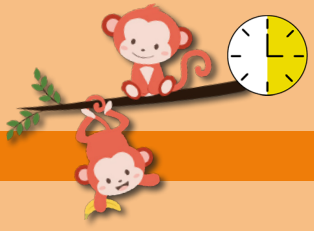
Record answers on a flip chart using a marker. Lead the class through constructing guidelines and once you all have agreed on the buddy pact, post visibly. Refer to the pact frequently, both in positive moments (students did a great job cleaning up together) and in moments for re-adjusting behavior (students are not sharing or respecting each other's space). Remember to revise and renew the pact, at least every quarter, to be sure everyone continues to agree with the guidelines.

BUDDY PACT

TIPS: It is suggested that this activity is co-led by the students so that students feel their input is included, valued, and mutually agreed upon. If the class is quiet at first, find your classroom leaders who can help start the discussion. We also encourage the class to work together to decorate the buddy pact before posting it.

EXTENSION: Discussions of family traditions, rules, or guidelines to clarify the meaning and importance of community can extend this activity and would tie to TN SS: K.01; K.02.

CLASSROOM CROSSWORD



COMMUNITY BUILDING

OBJECTIVE: Use this get-to-know-you activity to build community.

MATERIALS: Dry erase board and markers or large butcher/poster paper

DESCRIPTION: This activity is a good introduction to use at the beginning of the year. Introduce yourself and write your name on the board or large paper, leaving a large space between each letter. Ask your students to come to the board (one at a time), introduce themselves to the class, and share something special about themselves (i.e., favorite food, activity, or pet). After a student shares, write his or her first name as a crossword somewhere along your name. Encourage all students to participate. Post the completed crossword in the classroom in print or photo form to remind students of their connection to one another.

CLASSROOM CROSSWORD

TIPS: Teacher should facilitate finding a spot for each child's name if necessary. It is helpful to use the longest form of your name (i.e., Mrs. Janet Sanders).

EXTENSION: Older students may enjoy this activity writing to a theme such as "favorite food" or "favorite activity."

2. EMOTION LITERACY

EMOTION LITERACY is the basic ability to communicate and understand emotions using a shared language. It is a skillset that should be reinforced early on in order to scaffold other SEL skills. Students learn the vocabulary of a range of different emotions in order to appropriately be self-aware and manage emotions in self, and in concert with others.

SKILLS

Build emotion vocabulary.
Identify positive, neutral, and negative emotions.

EMOTION LITERACY STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
Wheel of Emotions	EL-1.1 EL-1.2	ELA K-2.SL.CC.1	SA.1A
Emotion Word Wall	EL-2	TN ELA: K-2. FL.VA.7c	SA.1A; SA.1B
Acting Out	EL-3	TN ELA: K-2.RI.CS.4; TN ELA: K-2.SL.PKI.4; K-2.W.TTP.3	SA.1A
Drum Ditty	EL-4	TN ELA: K-2.FL.VA.7b-c; TN Music: K.GM.P1.A; K.RI.CS.4	SA.1A; SO.3A
Word Scramble	EL-5	TN ELA: K-2.FL.WC.4; TN ELA: K-2.RI.CS.4; K-2.FL.WC.4	SA.1A; SM.2A; SO.3A
Kind-Word Treasure Box	EL-6	TN ELA: K-2.RI.CS.4; K-2.FL.VA.7b-c; K-2.SL.CC.1; TN ELA: K-2.SL.PKI.4; K-2.W.TTP.3	SA.1A; SA.1B; SA.1C
I Don't Know	EL-7	TN ELA: K-2.RI.CS.4; TN MATH: K.MDC.4, 1.MD.C.5, 2.MD.D.10; TN ELA: K-2.W.TTP.3	SA.1A; SO.3A; RS.4A
Show Me	EL-8	TN ELA: K-2.FL.VA.7b-c; TN EAL: K-2.W.TTP.3	SA.1A; SA.1B; SO.3A; SO.3C

NOTES

WHEEL OF EMOTIONS

EMOTION LITERACY

OBJECTIVE: To connect colors to emotion vocabulary to help build emotion literacy.

MATERIALS: Decorative items for making a large wall or bulletin board display (colored construction paper, string, scissors, markers, etc.); post-it notes

SET UP: Create a large visual of The Wheel of Emotions (sample on eResources) and post in the classroom. If teaching for the first time, only present the primary color emotions first (red, yellow, green, blue) with appropriate vocabulary that corresponds with each color. Add the other colors (orange, teal, purple, and tan) as students become proficient. Replace every so often with new emotion vocabulary words throughout the year.

DESCRIPTION: The "Wheel of Emotions" (WOE) is a foundational activity that must be introduced early in the school year and prior to teaching other ICARE activities. WOE colorizes different emotions to build an emotions vocabulary throughout the school year. WOE will be taught many times throughout the year, detailed below.

PRIMARY EMOTIONS WHEEL: Begin the lesson discussing wheels and circles. Say, "What is a wheel? What does it do? What shape is it?" (Answer: It helps us get from one place to another place, like a car; It goes round and round; it rolls; it is round like a circle). Draw a circle in the air a few times and ask students to model. Demonstrate how a circle continues on and on and does not have a start or finish. After, point out the posted Wheel of Emotions. Mention that our emotions (or feelings) are like wheels; emotions go on and on throughout the day and we are always feeling some type of emotion. Mention how it is important to be aware of different kinds of emotions, those that feel good and not so good, so we learn to deal with them in healthy ways. Describe each of the primary emotion

WHEEL OF EMOTIONS

colors (red, yellow, green, blue) and provide examples: When you feel mad, your face might turn **red**. If you are **happy**, you might feel bright and sunny, like playing outside on a nice day. If you are **sad**, you might feel blue and need cheering up. When you feel calm and peaceful, you might feel **green**, like a lily pad floating in a pond. Once students understand the categories, have students work collaboratively to brainstorm additional feeling words and write them on a post-it note with a marker. After, have students affix the post-it notes onto the appropriate area on the wheel.

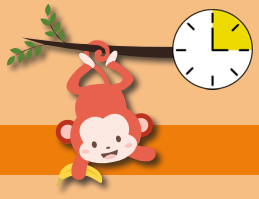
SECONDARY EMOTIONS WHEEL: As students become more familiar with the wheel, add the secondary colors: orange (helpful) and teal (embarrassed) and provide examples. Reinforce using the post-it note brainstorm activity described earlier.

REVAMPING THE WHEEL: Once students are proficient with all the colors, advance their vocabulary by adding synonyms that correspond to the appropriate colors. Emotion vocabulary lists and a sample WOE is available on eResources. This should be done at least once a quarter, if not more.

TIPS: Several lessons in ICARE refer to the WOE to scaffold vocabulary, such as Word Wall, Word Scramble, The Pom Meter, and more.

EXTENSION: To advance their vocabulary, add in the remaining WOE colors, purple (uneasy) and tan (unpleasant).

EMOTION WORD WALL



EMOTION LITERACY

OBJECTIVE: Maintain a visible list of emotion vocabulary.

MATERIALS: Board or other display area for words; laminated and color-coded vocabulary words (coded per the displayed "Wheel of Emotions"); art supplies (optional)

SET UP: The activity would be most effective after introducing the "Wheel of Emotions" (or WOE) activity. After, set up the Emotion Word Wall near the displayed WOE. Color code vocabulary words to correspond to the WOE. Sample vocabulary words and a copy of the "WOE" are available on eResources.

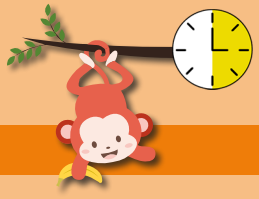
DESCRIPTION: After teaching the "Wheel of Emotions" activity, use the Emotion Word Wall to begin storing emotion vocabulary words. Vocabulary may come from one of two sources: (1) graduating words from the "WOE" lesson that the class has become proficient in, or (2) new vocabulary words the class finds from other lessons. It is recommended to maintain a list of new words the class discovers, and then at a designated time each week, add new vocabulary.

There are several ways to organize an effective word wall. Words may be organized alphabetically or categorized based on the color emotion to which they refer. Involve students when co-constructing the wall and ask that they highlight new words they would like to add to the wall.

> Once students understand the meaning of the words and the associated colors from the WOE, divide students into groups and pass out stencils of new vocabulary words to each group (available on eResources). Ask them to color code the word, then give a demonstration of the word (ex. facial expression or role play) before they place it on the wall.

EMOTION WORD WALL

ACTING OUT



EMOTION LITERACY

OBJECTIVE: To demonstrate and practice understanding of feeling words.

MATERIALS: Paper

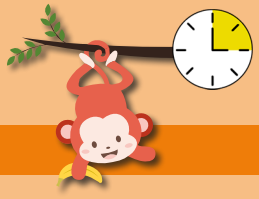
DESCRIPTION: Write emotion vocabulary words on pieces of paper, one per student. Sample words are available on the eResource drive. Crumple the snowball or allow students to crumple each paper into a "snowball." Distribute one snowball to each student. Establish rules for the upcoming "snowball toss." Suggested rules include: tossing snowballs softly/no throwing; aim tosses at or below the chest; toss snowballs during a designated time and prompted with a signal, such as tossing while music plays and stopping completely when the music stops.

After an explanation of the rules, begin the snowball toss. Stop the students' activity. Ask each student to find a single snowball. Ask one student to open their snowball and act out the feeling word written on it. Continue asking one student at a time to open their snowball and act out the word. Periodically, you may want to restart the snowball toss, but only those that have not had a turn acting out may choose a snowball. Continue in this way until all snowballs are found and the words are demonstrated.

ACTING OUT

EXTENSION: Choose one or more vocabulary words used in the snowball toss. Ask students to write or tell a story from real or imagined experiences that appropriately use the words chosen from the list. TN ELA: K-2.SL.PKI.4; K-2.W.TTP.3

DRUM DITTY



EMOTION LITERACY

OBJECTIVE: To associate emotion vocabulary words with their meanings at a quick pace.

MATERIALS: Emotion Vocabulary List (additional words available on eResource drive)

DESCRIPTION: This activity teaches feeling words while energizing students. Tell students they will be participating in an activity where they will use words and facial expressions to show what the words mean.

SET UP: Decide upon a simple rhythm using hands to "drum" against the top of the desk, alternating with clapping hands together. One example might be tap, tap, clap; tap, tap, clap. Play around with the rhythm before introducing it to students. Have a list of emotion vocabulary words available to use as you will be switching words between rhythms. Possible words may include, happy, sad, afraid, amused, confident, surprised, bored, content, curious, angry, frustrated, anxious, shy, tired, interested, excited, scared, proud, annoyed, embarrassed, worried, and caring. Additional age-appropriate words are available on eResource drive. It will require practice, so repeat the activity frequently.

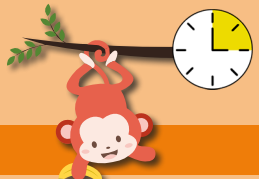
To start the activity, demonstrate the rhythm and then allow students to copy the rhythm. Call out an emotion vocabulary word after the first rhythm (for example, call out "happy"). Repeat the rhythm, calling out the word as necessary. Then, model the rhythm without words, only gestures. Using the same example, demonstrate a "happy" expression or gesture and ask students to provide a gesture that fits with the word. After, switch to a new vocabulary word and continue to word call-out and expression interchange for the duration of the activity.

DRUM DITTY

TIPS: When repeating the lesson in the future, add to the rhythm as the students gain proficiency.

EXTENSION: Ask students to choose their favorite word from the activity and write an explanation of its meaning, being sure to include an illustration depicting the word in action. K.RI.CS.4

FEELING WORD SCRAMBLE



EMOTION LITERACY

OBJECTIVE: To strengthen the association of emotion words through spelling, auditory discrimination, and phoneme identification.

MATERIALS: Music; Sets of laminated cards depicting an emotion vocabulary word that has been *separated** (see Set Up)

SET UP: Create the laminated vocabulary words for the activity. For younger students, separate the beginning sound from the body of the word (i.e., "HA" "PPY"). For older students, you may wish to separate the word by syllables (i.e., "CON" "TENT"). Each student will need at least one card. Be sure that all cards that make up a specific word are distributed to students so they can find their match(es). Depending on the length of the word, there may be more than one match, so three students will need to find one another to complete the word (i.e., "DIS" "GUST" "ED"). Refer to eResources for grade appropriate emotion vocabulary and printable vocabulary words.

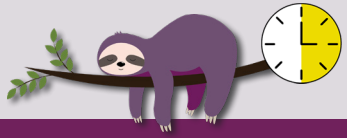
DESCRIPTION: Shuffle and distribute the cards, one to each student. Tell students to place their card face down until the music starts to play. Once the music begins, allot students a specified amount of time to find all the letters of the word. Once they find the matches to complete their word, students will hold them up in the correct order to indicate the word is completed. Have each group act out or define their word for the class and *optionally*, have them place on the Wheel of Emotions or Word Wall. You may wish to use this activity as a grouping strategy for other lessons or as an activity of its own.calling out the word as necessary. Then, model the rhythm without words, only gestures. Using the same example, demonstrate a "happy" expression or gesture and ask students to provide a gesture that fits with the word. After, switch to a new vocabulary word and continue to word call-out and expression interchange for the duration of the activity.

FEELING WORD SCRAMBLE

TIPS: It is encouraged to use words from the Word Wall, Wheel of Emotions, or other activities. For younger students or for more complex words, it is encouraged to provide a word bank or remind them of the displayed Word Wall or Wheel of Emotions.

EXTENSION: From a word bank, ask students to complete vocabulary words by writing missing letters and match words to their definition. TN ELA: K-2.RI.CS.4; K-2.FL.WC.4

KIND-WORD TREASURE BOX



EMOTION LITERACY

OBJECTIVE: To learn and increase usage of kind language to promote optimistic thinking.

MATERIALS: Vocabulary list written on cards, Dictionary, Basket, Treasure Box

SET UP: Write or print out emotion vocabulary words on cards and place in a basket. Choose vocabulary words that are synonyms of "kind" or relate to optimistic thinking as well as words that are antonyms of "Kind." Age-appropriate vocabulary lists are available on eResources. This lesson links up well to the "Wheel of Emotion" activity, which identifies positive emotion words in the sample available online as well.

DESCRIPTION: This activity is suggested as an opener conducted at the beginning of the week. There are two variations for older and younger K-2 students.

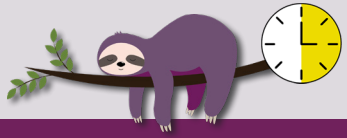
Older students: Pair students and ask that each pair choose a vocabulary card from the basket. After, the pair must determine if the word is a kind word. Students may refer to the dictionary and write a brief definition and a sentence with the word. If the word is determined to be a kind word, the word is moved to the treasure box. If the word is not a kind word, it may be returned to the basket. When all the words are sorted, the words in the treasure box are to be used throughout the week or posted to the class Emotion Word Wall.

Younger students: To adapt the lesson for use with younger students, facilitate as a whole class activity where the teacher presents the words and students discuss their understanding of the word. When a kind word is identified, it will be moved to the treasure box and then posted to the Emotion Word Wall for the class to use throughout the week.

KIND-WORD TREASURE BOX

EXTENSION: Students may be assigned to tell or write a story using real or imagined experiences and including as many of the kind words from the week as possible. TN ELA: K-2.SL.PKI.4; K-2.W.TTP.3

I DON'T KNOW



EMOTION LITERACY

OBJECTIVE: To assess students' understanding of emotion vocabulary through graphing.

MATERIALS: Whiteboard, word cards, paper, pencil

SET UP: Prepare the activity by printing and gathering word cards (on eResources). On the back of each card, place double-sided tape or other material to temporarily attach the card to a surface, such as a whiteboard or other surface. Prepare the whiteboard/other surface by creating three columns labeled *Happy*, *Sad*, and *I don't know*.

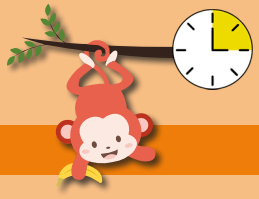
DESCRIPTION: Students will create a pictograph, or pictorial representation of a chart, to graph their understanding of each emotion vocabulary word. Ask students to work either individually or in pairs depending on their age and/or the complexity of the vocabulary word(s). Once the board is set up, have students choose a word card and, based on its definition, place the card in the column that seems the best fit. Once each student or group has had a turn and the board is complete, discuss the results. Some guiding questions may be: *Do you agree with what is in each column? What might we change and why? Where should we move [word]? Which column has the most/least?* Allow students to adjust as necessary.

After the class is satisfied with the class pictograph, ask students to record the pictograph on a separate piece of paper. Remind them to appropriately label each axis, with the horizontal axis as happy, sad, I don't know, and the vertical axis labeled 1, 2, 3, 4, etc. to reflect the number of cards. If appropriate for the age group, ask students to convert the pictograph to a bar graph.

I DON’T KNOW

EXTENSION: Ask students to investigate the meaning of the words they don’t know by using a dictionary or online resource as appropriate. You also may wish to give a context clue or example. After investigation, ask students to create text or a drawing to show the meaning of the word. Students may wish to use the word in a story or other context. TN ELA: K-2.W.TTP.3

SHOW ME



EMOTION LITERACY

OBJECTIVE: To familiarize students with emotion vocabulary and their meanings.

MATERIALS: NONE

DESCRIPTION: This group activity can be done in circle time that builds upon other lessons (e.g., Word Wall, Wheel of Emotions, etc.). Consult the eResources wordlist for grade appropriate vocabulary suggestions.

Explain that you will be calling out an emotion vocabulary word. Using facial expressions or body language, the group will act out the meaning of the word. For example, the facilitator says, “Show me Sad,” and students would express their interpretation of the word by frowning, hanging their head, pretending to cry, or other expressions. There may be different interpretations of the word and a diverse range of expression students demonstrate. The goal is to familiarize students with the range of emotions that attach to these words. Feeling words can include happy, sad, disappointed, mad, content, surprised, worried, disgusted, frustrated, excited, etc. Older students may be introduced to higher level words such as bewildered, confused, or agitated.

SHOW ME

EXTENSION: Using illustrations and/or text, ask students to draw a picture demonstrating their understanding of the meaning of the word. Older students may write a description or caption for the illustration being sure to use the word in context. For example, “David was *angry* about having to leave the house.” TN EAL: K-2.W.TTP.3

SELF-AWARENESS is the ability to recognize emotions in self and understand how emotions guide behavior. Students are "strengths-based" in their thinking in which they show a growing sense of self-confidence and optimism when confronted with different situations.

SKILLS

Accurately labels and communicates about emotions.
Understand the triggers or situations that cause emotions.
Be aware of and describe personal qualities, interests, and dislikes.
Develop self-efficacy, responsibility, and advocacy for self.
Recognize supportive, trusting relationships to find help.

SELF-AWARENESS STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
The Pom Meter	SA-1.1 SA-1.2	TN ELA: K-2.SL.CC.1; TN Math: K-2.MD.D.10	SA.1A; SM.2A
The Daybook	SA-2	TN ELA: K-2.W.TTP.3; K-2.W.RW.10; TN HEALTH K.EW.1; TN ELA: K-2.W.TTP.1	SA.1A; SA.1B; SM.2A
Shred-It!	SA-3	TN ELA: K-2.SL.PKI.1, 2.W.TTP.1	SA.1A; SA.1B; SM.2A
How Do You Feel?	SA-4	TN ELA: K-2.W.TTP.1; TN Math: K-2.MD.D	SA.1A; SA.1B; SM.2B
My Emoji	SA-5	TN ELA: K-2.SL.PKI.5 TN HEALTH: K.EW.1	SA.1A; SA.1B
I'm Not Perfect	SA-6	TN ELA: K-2.RL.KID.1; K.SL.PKI.6; TN HEALTH: K.EW.1; TN ART: K-1.VA.R1.B	SA.1B; SA.1C
Noodle Doodle	SA-7	TN Fine Arts: K.VA.Cr1.A; TN HEALTH: K.EW.1; TN ELA: K-2.SL.PKI.4	SA.1B; SM.2A
Emoji Check-in	SA-8	ELA: K-1.SL.PKI.5; TN HEALTH K.EW.1	SA.1B; SM.2A

NOTES

THE POM METER

SELF-AWARENESS

OBJECTIVE: To log feelings throughout the day and assess patterns of feelings.

MATERIALS: Clear, plastic jar, one per student; decorative craft supplies *(optional)*; "Wheel of Emotions" (WOE); small multi-colored Poms

SET UP: Provide the group the "wheel of emotions" activity *before* this activity in order to introduce students to the different feelings and associated colors. Print out and distribute, or display, the "Wheel of Emotions" (in color) so students have a visual. Be sure that the "Pom" colors match the colors on the Wheel of Emotions.

DESCRIPTION: Introduce the activity with a discussion. Say:

What is an emotion? (Answer: A strong feeling).
How do you know when someone is having an emotion or feeling? (Answer: You see it on their face through their facial expression; You feel it inside, like getting hot or feeling your heart beat strongly)
What emotions or feelings have you had lately?

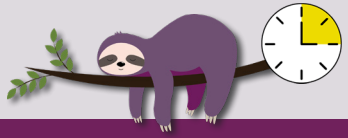
Explain that we have many emotions every day, some that feel good and some not so good. Say that it is normal to have different emotions, even in the same day. We will learn to keep track of our emotions throughout the day.

THE POM METER

Distribute a feeling jar to each student. Time permitting, encourage them to decorate their jars with sequins, paint, feathers, and other craft supplies. Display the "wheel of emotions" visually, and remind students of the colors of each type of emotion. After, hold up different colored poms. Explain that each colored pom represents a type of feeling or group of feelings that match the colors on the "Wheel of Emotions." For example, red poms represent anger, mad, or upset; purple poms represent afraid, nervous, or worried. At various points during the day, ask students to choose a pom that represents their current feeling(s) to deposit in the feeling jar. By the end of the day, students should have collected several poms. Ask students to count up the number of colored poms in their jars to assess which feelings they felt the most and least that day. Have students reflect on their day by drawing or writing a brief summary of their day.

EXTENSION: At the end of each day, have students pour the contents of their jars into a communal (clear) bin, called the "Community Feelings Jar." Find time at the end of each week to reflect on the contents. Ask questions like, "What kinds of feelings did our friends have the most this week? What can we do to keep our friends feeling (insert positive emotions)? What can we do to help our friends have a better week? Allow students to count, sort, or graph the Poms on multiple days and compare the results. For older students, create a writing assignment to interpret the results over time. If this activity is a regular occurrence, students may notice patterns in their feelings and may be able to change the outcome of subsequent days. TN Math: K-2.MD.D.10

THE DAYBOOK



SELF-AWARENESS

OBJECTIVE: To be aware of feelings and routinely journal about them constructively.

MATERIALS: "Daybook" journal (a dedicated journal that is decorated by students); colored pencils/crayons; pencil; Diary of a Fly (Doreen Cronin) is optional

DESCRIPTION: This journaling activity is best if there is regular time set aside. Introduce the activity by sharing a fictitious diary entry focusing on a character's feelings at a particular moment in time (For example, "Tomorrow is my first day of school. I'm so nervous." --Diary of a Fly). Students should take a few moments of quiet time to identify any past or present feelings they are experiencing. After a few moments of self-reflection, ask students to note how they are feeling in their "Daybook" either through words or pictures.

THE DAYBOOK

TIPS: The "Daybook" could be used for several activities in the ICARE card deck. Any time a journal is referenced, we suggest using the Daybook so that all journaling is kept confidentially in the same place.

EXTENSION: To extend the activity, assign a fictitious diary entry that focuses on a character's emotions. For example, choose a character from a book that has been read in class. Take an event from the book (or make one up) and ask students to write a diary entry or draw a picture based on the character's feelings. For example, Little Critter's pencil is borrowed by a classmate who did not ask to borrow it. Have students write about how Little Critter feels about the situation. TN ELA: K-2.W.TTP.1

CAUTION: Teachers should emphasize the Daybook is private and not meant to be shared with peers. If needed, collect the notebook at the end of each day to maintain privacy of each student. Talking about challenging emotions can bring up memories about intense experiences, either in the past or present. In severe instances, children may report instances of abuse, neglect, or mental health problems, including suicidality. Be aware of mandatory reporting laws, policies and protocols. More information is detailed in the instructional section of this toolkit.

SHRED IT!

SELF-AWARENESS

OBJECTIVE: To process emotions and decompress following stressful events.

MATERIALS: Access to a paper shredder; paper

DESCRIPTION: Students love to use the paper shredder! This activity helps students decompress when experiencing a negative or stressful event in the classroom, such as active shooter drills or a conflict between peers. Introduce the activity with a class discussion.

For younger students, ask: *Do you ever worry? What might make you feel worried? What would your face look like when you feel worried?*

Students should note, using words or pictures, what makes them feel worried on paper. When finished, allow them to place their paper in the shredder to symbolically shred their worry. Debrief with a discussion.

Shredding the worry helps change our focus. Does that mean the worry is gone? Does it mean that we can now focus on something else?

After using this a few times, you can cue students to refocus their attention to classroom activities.

SHRED IT!

TIPS: If you do not have access to a paper shredder, students may tear or cut their paper into shreds and throw in trash.

EXTENSION: For older students, ask students to write using the following questions as a guide: *How do you define stress? What is the difference between stress, like pressure on a physical object versus stress as in worry or anxiety? What kinds of things might make you feel stressed?* 2.W.TTP.1

CAUTION: Talking about challenging emotions can bring up memories about intense experiences, either in the past or present. In severe instances, children may report instances of abuse, neglect, or mental health problems, including suicidality. Be aware of mandatory reporting laws, policies and protocols. More information is detailed in the instructional section of this toolkit.

HOW DO YOU FEEL?

SELF-AWARENESS

OBJECTIVE: To process emotions and decompress following stressful events.

MATERIALS: Printed checklist for each student (available on eResources).

SET UP: Print checklist for each student.

DESCRIPTION: During a designated time near the end of the day, ask students to complete the following checklist. Instruct students to mark feelings they experienced during that school day. They may mark several different emotions. Instruct students they may write the circumstance next to the feeling if they choose. Additionally, they should respond to the question at the end of the checklist either by drawing a picture or writing a sentence and recording in a journal (ex: "The Daybook"). Time permitting, ask students if they would like to share their responses to the checklist. If students admit to feeling different, even opposite emotions, comment that it is normal to feel many different emotions throughout the day. Encourage students to try to think about ways to end their day on a positive note. This can be a routine activity to teach students that we all experience emotions throughout the day and that we can end the day in a positive emotional space.

How did you feel today? Checklist

____ happy	____ sad	____ mad
____ frustrated	____ content	____ bored
____ excited	____ busy	____ worried
____ sleepy	_____	(write one in)

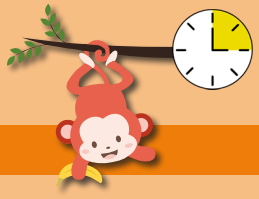
How did you end your day?

HOW DO YOU FEEL?

TIPS: Allow children to choose not to share their checklist or to remain anonymous. Use the "Pom Meter" to deposit the feelings they have identified on the checklist. Further, you may choose to include more advanced emotion words using the "Word Wall" activity as a resource.

EXTENSION: Use the same checklist after reading a story, either fictional or a real-life event to help students empathize and reflect on how other's may have felt. Additionally, students may review their own checklists at the end of the week counting and sorting their responses. Older students may create a bar or pictograph with four chosen feelings, graph their weekly experience. TN Math: K-2.MD.D

MY EMOJI



SELF-AWARENESS

OBJECTIVE: To assist students in identifying how they are feeling.

MATERIALS: Board or wall, "Dressings" or laminated pieces for dressing the emoji; Velcro, sticky putty, or other material for affixing emojis and dressings onto the board or wall; dry erase markers; scissors

SET UP: Download blank emojis and dressings from the eResource drive. Either cut them out for the students or have students cut as part of the activity. It is encouraged to print and laminate the materials and affix Velcro dots to easily attach the dressings to the emojis and emojis to a Velcro-backed board. If using a blank wall or white board, attach sticky putty to the materials for adhesion.

DESCRIPTION: Each student is given a blank emoji, a dry erase marker, and pieces to dress their emoji. Dressings include pieces to dress their emoji (clothing) or expressions that symbolize emotions (stars, sunshine, exclamation points, tears, dark rain cloud, etc.). Throughout the day, encourage them to use their emoji to reflect how they are feeling. The dry erase marker gives the emoji facial features while the dressings symbolize feelings, such as a scarf for cold, exclamation points for excitement, food for hungry, dark cloud for gloomy, etc.

MY EMOJI

EXTENSION: Develop a collection of emojis on poster board that tell a story and create a verbal or written story to share with the class. Remind students that they are not discussing their own emotions, but rather telling the story of the emoji. TN ELA: K-2.SL.PKI.6; K-2.W.PDW.4

CAUTION: This should be a fun activity. If a child is feeling sad and is expressing this through the emoji, be sure to provide extra support to that child throughout the day. Be aware the student may or may not feel like sharing and should not be required to share.

I'M NOT PERFECT!

SELF-AWARENESS

OBJECTIVE: To learn that our efforts don't have to be perfect.

MATERIALS: Ish (Peter H. Reynolds), paper, crayons or markers

DESCRIPTION: Read the picture book, Ish, as a class either round robin style or teacher-led. Then, lead a discussion using the following ideas as a guide.

Describe Ramon. What did he like to do?
What happened when Leon laughed at Ramon?
Why did he crumple his papers? Why do you think Ramon wanted his art to be perfect?
What feelings do you think he was experiencing?
What happened when he saw Marisol's wall? Did it change Leon's ability to draw?
What did change?

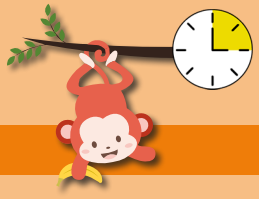
Continue the discussion by having students reflect on their own ideas about doing things perfectly.

What are you good at? Do you do it perfectly? Probably not! Do you expect others to do things perfectly? Probably not!

Ask the students to create an "ish" picture using one of the emotion vocabulary words from the word wall or from eResources (excited, silly, brave, lazy, upset, etc).

I'M NOT PERFECT!

NOODLE DOODLE



SELF-AWARENESS

OBJECTIVE: To appropriately identify and express emotions through drawing.

MATERIALS: Paper, crayons, Emotion Word Wall and/or Wheel of Emotion (see eResources)

DESCRIPTION: Explain that the activity gives the opportunity for students to express their different emotions through drawing. Students will select a color of their choosing. Once they start drawing, students will not lift their crayon and will only switch colors when they begin to feel differently. Explain that their drawing may look a bit like a noodle when they are finished.

Ask students to draw lines or doodles that represent how they feel through questions like, *If you are mad, how might you draw? Or, if you are scared, how might you draw? Could thick lines and thin lines mean different things?*

When everyone is finished, give students an opportunity to explain their noodle doodle to the class. Ask students to tell what the color means and how they were feeling as they drew. It is encouraged to refer to the posted Emotions Word Wall or Wheel of Emotions to strengthen the lesson.

NOODLE DOODLE

TIPS: Use this activity at the same time each day to check-in with students to identify their “in the moment” feelings to practice mindfulness.

EXTENSION: Ask students to explain how art can be used to reflect emotions. TN ELA: K-2.SL.PKI.4

EMOJI CHECK-IN

SELF-AWARENESS

OBJECTIVE: Students will identify and reflect on their emotions using emojis.

MATERIALS: Printed emojis (optional in eResources), drop box

SET UP: In the eResource drive, there are pre-printed emojis available that reflect a range of emotions. Create a "deposit box" that is big enough to slip the emoji into, such as a large, decorated shoe box with a slit cut into the top.

DESCRIPTION: Begin the activity with modeling an emoji check-in yourself before asking students to share. Select an emoji (ex. Zany Face) and say: *This emoji has a funny look on its face, with a big grin, tongue out, and one eye looking bigger than the other eye. I selected this emoji because I am in a silly mood! I am feeling silly because [insert reason].*

Next ask students to choose an emoji to represent their mood. If needed, probe with questions like:
Can you describe what the emoji is doing?
What kind of mood (or feelings) does the emoji have? or
What might make someone feel this way?

After they have described the emoji, ask them to reflect on why they chose the emoji to reflect their mood. Encourage students to use new emotion vocabulary words that you have practiced as a class. Wrap up by asking students to deposit their emojis in a box as a check-in. The activity can be done at the beginning or end of the day as a check-in.

EMOJI CHECK-IN

EXTENSION: If activity is done at the beginning of the day, it can be repeated at the end of the day. Students can enter changes in a journal and count and sort similar emojis into groups to observe how their emotions progress during the day. TN MATH: K.MD.C.4; 1.MD.C.5 TN ELA: K-1.W.TTP.1

CAUTION: Checking in on emotions can feel vulnerable and some may not want to share openly with the whole class. An alternative is to privately check-in with students one-on-one, pair them up, or (for older students) journal anonymously. As your class gains more trust as a group, and with more practice checking in on emotions, students will feel more open to sharing their feelings with the group.

4. SELF-MANAGEMENT

SELF-MANAGEMENT refers to the ability to appropriately respond to one's emotions, thoughts, and behaviors through effective strategies. Students learn effective emotion management tools, such as mindfulness, breathing, and more, for controlling impulses and handling complex emotions in healthy ways.

SKILLS

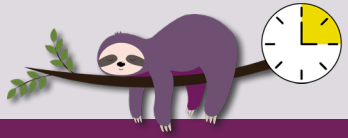
Identifies and communicates about stressors.
Understands the relation between emotions and thoughts/behaviors.
Uses words to talk about emotional interactions or situations.
Sets short-term goals and describes the steps needed to accomplish goal(s).
Recognizes supportive resources to meet needs or goals.

SELF-MANAGEMENT STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
Buddy Breathing 1	SM-1	TN MATH: K.CC.A.1; TN PE: MKA.1.0a-b	SM.2A
Buddy Breathing 2	SM-2	TN MATH: K.CC.A.1; TN PE: MKA.1.0a-b	SM.2A
Clockwork Calm	SM-3	TN MATH: 1.MD.B.3	2M.2A
S-t-r-e-t-c-h	SM-4	TN PE: MKA.1.0a-b; MS.7.0a; TN MATH K.CC.A.1	2M.2A
Soothing Survey	SM-5	TN HEALTH: K.EW.1 TN ELA: K-2.FL.VA.7b-c; K-2.RI.CS.4; K-2.SL.PKI.4; TN ELA: K-2.W.TTP.3	SM.2A; SA.1A
I'm Having Problems	SM-6	TN ELA: K-1.RL.KID.1; K-2.SL.CC.1; K-2.W.TTP.2; TN HEALTH K.EW.1	SM.2B; SA.1C; SO.3A
Teamwork Tool	SM-7	TN ELA: K.RI.CS.4; TN Health K.EW.2; 1.EW.1; 2.EW.2	SM.2A; SO.3B; RS.4A
Turn It Around	SM-8	TN ELA: K.SL.PKI.6; K.W.TTP.3; TN HEALTH: K.EW.2	SA.1B; SM.2A; SO.3A; RS.4A; RS.4C

NOTES

BUDDY BREATHING 1



SELF-MANAGEMENT

OBJECTIVE: To learn and practice a calming technique.

MATERIALS: Stuffed animals

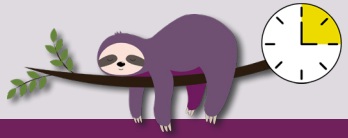
DESCRIPTION: Ask students to lie down facing the ceiling. Explain that students should take belly breaths, meaning as they breath they should feel their belly move in and out. Before beginning the exercise, ask students to practice breathing in through their nose and out through their mouth with a stuffed animal placed on their belly to visualize the diaphragm engaging (also known as a “belly breath”).

Begin the exercise by instructing the students to take a deep breath in through their nose. Explain that their “buddy” should rise up as you count to three. Then, release the breath slowly through the mouth as their buddy moves back to normal as you count to five. Point out that it is important to take a little longer to breathe out in order to experience the calming effect of the exercise. After some practice, allow the students to count for themselves. technique can be used anytime with students individually to help them self-regulate.

BUDDY BREATHING 1

CAUTION: Some students may feel uncomfortable with this exercise and develop anxiety. Be sure to be flexible and consider accommodations for anxiety or physical differences.

BUDDY BREATHING 2



SELF-MANAGEMENT

OBJECTIVE: To help students learn and practice breathing techniques.

MATERIALS: NONE

DESCRIPTION: This activity is similar to Buddy Breathing 1, except a student partner becomes the "breathing coach" to help practice deep breathing techniques. Ask students to partner up (or assign a designated "breathing buddy"). Choose who will go first and who will go second. After finding a space to lie down, instruct the first partner (P1) to lie down facing the ceiling, while the second partner (P2) sits with their legs-crossed next to P1's belly. Explain that students will take turns practicing "Belly Breaths," meaning as they breathe, they should feel their belly move up and down deeply to engage the diaphragm.

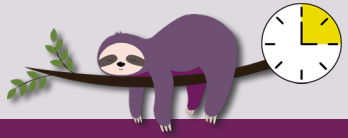
Begin the exercise by instructing P1 to take a deep breath in through their nose. At the same time, P2 places their hand on P1's belly (if they feel comfortable). As P1's belly rises, P2 counts to three while watching the belly rise. When P1's belly begins to go down, P2 counts to five. Repeat a few breaths as time permits, and then switch partners and repeat.

BUDDY BREATHING 2

TIPS: Before beginning the activity, remind students that the partner is there for encouragement, like a coach encourages members of a team to work together. Let students know that everyone breathes differently, and the focus is for each partner to mindfully breathe together.

CAUTION: Some students with sensory issues may find being touched by another partner to be uncomfortable. Instead, have them place their own hand on their belly while their partner counts with their breathing.

CLOCKWORK CALM



SELF-MANAGEMENT

OBJECTIVE: To learn and practice a calming breathing exercise.

MATERIALS: Paper (larger is best), soft lead pencil or art pencil, printable image of clock

DESCRIPTION: This is a calming activity. Distribute pencils and paper. Dim the lights, if possible. Say, *"You will be tracing clocks while practicing deep breathing. Your clocks do not need to look perfect. Once you begin tracing, the tip of the pencil should not leave the page. As you trace your clock, you will also take deep breaths in and out. Let's begin."*

Instruct students to place their pencil on the 6 o'clock. Allow students time and support if necessary to find 6 o'clock. Ask students to take a deep breath in as they move their pencil from 6 o'clock to 12 o'clock. Ask students to continue to trace back to 6 o'clock while exhaling. Encourage students to keep their pencils on the paper as you repeat the exercise as time allows. It is highly encouraged for the teacher to model on the board a few times before leading the students through the practice. Lead them through the practice for 1-3 minutes depending on their attention level. End the activity with a deep breath in, hold for 2 seconds, and release slowly.

CLOCKWORK CALM

TIPS: Children will vary in their ability to connect their breathing with drawing, so be patient. It will be important for teachers to observe the students' ability to draw at the pace of their breathing to encourage them in the moment. The point of the activity is to calm the mind, not how well the student is drawing.

EXTENSION: After practice as a class, this exercise may be guided by a student.

S-T-R-E-T-C-H

SELF-MANAGEMENT

OBJECTIVE: To practice a calming technique as a class.

MATERIALS: Optional soft music

DESCRIPTION: Use this activity when preparing for unstructured, quiet time (such as independent reading time). Dim the lights (if possible), add soft music, and lead students through stretching activities.

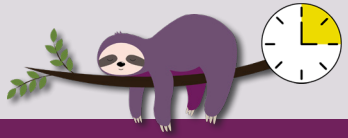
Direct students to stand beside their desks, being sure to identify and move only within their self-space while respecting the space of others. Then direct the stretch as below, being sure to model the actions. After practice, allow students to count with you.

- STRETCH - Reach up with both arms and stretch tall, reaching for the sky. Breathe in as you stretch towards the sky and hold for 1-2-3-4-5. Now slowly relax and breathe out for 1-2-3-4-5.
- EXTEND THE STRETCH - Reach up as before but extend your body by standing on tip toes, reach, reach, reach! Breathe in 1-2-3-4-5 –Now, slowly relax and breathe out 1-2-3-4-5.

S-T-R-E-T-C-H

EXTENSION: If time allows, this stretching exercise may be extended to include reaching for toes or reaching to each side. Student may shift their weight from one leg to another as the stretch if desired. Caution: do not encourage students to bend backward as this might hyperextend their back.

WHAT SOOTHES YOU?



SELF-MANAGEMENT

OBJECTIVE: Help students identify ways to self-regulate.

MATERIALS: Pre-printed survey (available on eResources)

DESCRIPTION: Begin with the question *What does the word soothe mean? What does it mean to soothe yourself?* Help students by suggesting meaning if necessary. Lead a discussion about emotions and ways we make ourselves feel better when we feel upset or sad. Ask students how they make themselves feel better when they are sad or mad. Collect some of the answers on the board. Pets, stories, siblings, toys may all be mentioned. After some discussion, ask students to reflect and think about the ways they soothe themselves and have them answer the following questions either in partner groups, individually (in writing), or collectively as a class.

Survey:

How do you soothe yourself when you feel...?

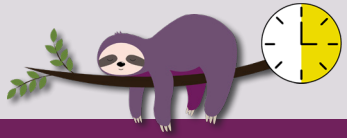
Mad?
Sad?
Scared/Anxious?
Frustrated?
Bored?
Tired?

WHAT SOOTHES YOU?

EXTENSION: Ask students to use their experience to write about or draw things that make them feel better when they are not feeling their best.TN ELA: K-2.W.TTP.3

CAUTION: This activity may bring out sensitive information or may produce anxiety in some children. Always allow a child to pass when dealing with issues around emotional health and be aware of mandatory reporting policies and protocols.

I'M HAVING PROBLEMS!



SELF-MANAGEMENT

OBJECTIVE: To encourage students to reflect about a fear or problem and plan appropriate responses.

MATERIALS: What Do you Do With A Problem? (Kobi Yamada)

DESCRIPTION: Before reading the book, lead a discussion defining the word "problem".
Read the book What Do you Do with a Problem?

Next, lead a discussion about fear and problems allowing students to share from their own experience.

What is a problem?
What kind of problems have you had recently?
What did you do about them?
Sometimes people hide from things that are uncomfortable. Have you ever done that? What did you do? (Teacher may need to model an example)
Sometimes people are grouchy and not nice when they are having a problem. What might help when that happens?
What could you do if it happened to you?

Finally, talk about the importance of slowing down and asking for help when there is a problem.

I'M HAVING PROBLEMS!

EXTENSION: For younger students, ask them to create a drawing illustrating a problem along with its solution. For older students, ask them to write a plan for how they would handle this problem in the future.

TEAMWORK TOOL

SELF-MANAGEMENT

OBJECTIVE: To help students reflect on how well they work with others.

MATERIALS: Pre-printed survey (available on eResources)

DESCRIPTION: Acquaint students with the use of a scale like the example below. Spend time discussing with the class what it means to be a good teammate. Be sure to define and model the meanings of cooperation, attentive listening, and helpfulness. You may choose to use an anchor chart to remind students of the qualities of a good teammate. Be sure to discuss the benefits of being a good teammate.
Immediately after group tasks, ask students to use an assessment like the example below to assess the quality of their interaction with the group as a teammate.

The self-evaluation will look differently for younger and older students. Younger students will use emojis to express how they think they did while older students will use numbers. eResources will provide both the younger and older evaluation tool.
Use this tool after group-work.

Self-evaluation:
I did my best to listen to others' ideas:

Younger students: frowny face (argued) neutral face (could try harder) smiley face (listened well)

Older students: 1(argued with others), 2, 3(could try harder), 4, 5(listened well)

TEAMWORK TOOL

I did my best to contribute ideas and be helpful:

Younger students: frowny face (didn't help) neutral face (could try harder) smiley face (listened well)

Older students: 1 (didn't contribute), 2 (could try harder), 3 (listened well)

I cooperated with others in performing the task:

Younger students: frowny face (didn't help) neutral face (could try harder) smiley face (listened well)

Older students: 1 (not very cooperative), 2 (OK), 3 (very cooperative)

EXTENSION: Involve students in discussion around good group behavior and ask students to engage in conversation about the importance of relationships as well as choices and consequences regarding behavior when interacting with others. 1.EW.1; 2.EW.2

TURN IT AROUND

SELF-MANAGEMENT

OBJECTIVE: To teach students how to effectively communicate difficult feelings by using I-statements.

MATERIALS: Prepared index card for younger students (eResources), blank Index cards for older students, pens, or pencils

DESCRIPTION: Depending on the skill level of the class, distribute the appropriate index cards (as listed in the materials section) or write the following I-statements on the board to teach this collectively.

"I feel _____ when _____ because _____.
Next time, please _____."

Then read the following scenario.

It was free reading time and Sammi was reading his most favorite book when he had to go to the restroom. When he returned to his desk, his book was gone! Someone had taken it without his permission! He searched the classroom looking to see who had his book. When he found Tara with his book, he was angry. He snatched the book away and said, "Don't touch my stuff!" "You are so mean." What Sammi didn't know was that when he left to go to the bathroom his book fell on the floor near the bookcase. Tara did not know it belonged to anyone. How could Sammi have expressed his feelings differently?

Direct the students to use the index cards to create an I-statement that would have helped Sammi express his feelings more appropriately.

TURN IT AROUND

EXTENSION: Use additional scenarios to create more I-statements as in the example below. You may wish to allow older students to work collaboratively.

Misha is quiet and likes to pay attention in class. Lee sits right behind her and is always trying to talk to her. Because she does not answer him, he has started poking her and pulling her hair to get her attention. How is she feeling? What could she say to him? Using an I-statement, make a suggestion about what she might say to him.

5. SOCIAL AWARENESS

SOCIAL AWARENESS is the ability to recognize emotions in others, value diversity, and exhibit ethical behavior and civic responsibility in life. Students gain an awareness and respect for others' perspectives, which is a key skillset for understanding, collaborating, and appreciating diverse backgrounds and cultures.

SKILLS

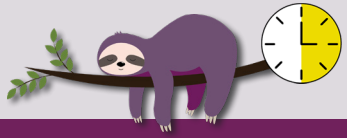
Identify emotions in others.
Develop empathy.
Gain ethical and pro-social ("helping") skills.
Demonstrate an understanding of differences between groups.
Name qualities of diverse groups or cultures.

SOCIAL AWARENESS STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
Another View	SO-1	TN ELA: K-2.W.RBPK.8	SO.3A; SO.3C
Angry Art	SO-2	TN ELA; K.SL.PKI.6; K.EW.1; TN ART: K-1.VA.R1.B	SO.3A; SA.1A; SA.1B; SM.2A
The Dot	SO-3	TN ELA: K-2.RL.KID.1; K.SL.PKI.6; TN HEALTH: K.EW.1; TN ART: K-1.VA.R1.B	SO.3A; SA.1A; SA.1B; SM.2A
Rolling Ricky	SO-4	TN ELA: K-2.RL.KID.1; K-2.SL.CC.1	SO.3A; SA.1E; RS.4A
Guide Me	SO-5	TN ELA: K.SL.PKI.4; K-2. SL.CC.1; K-2.W.TTP.1	SO.3A; SO.3C; RS.4A
Face Time	SO-6	TN ELA: K.FL.F.5; K-2.FL.VA.7b-cTN HEALTH K.EW.1	SO.3A; SA.1A; RS.4C
Good News Report	SO-7	TN ELA: K-2.SL.PKI.4; K-2.SL.PKI.6; TN ELA: K-2.W.PDW.6; K-2.W.PDW.4	SO.3B; SO.3C; RS.4B
I Feel	SO-8	TN ELA: K-2.RI.CS.4; K-2.SL.CC.1; TN HEALTH K.EW.1; TN THEATER: K-1.T.P3.A; TN ELA: K-2FL.VA.7c; TN THEATER:1.T.Cr1.C; K-2.T.R3.A	SO.3A; SA.1A; RS.4C

NOTES

ANOTHER VIEW



SOCIAL AWARENESS

OBJECTIVE: To allow students to understand other perspectives exist and are valid.

MATERIALS: Paper, pencil or crayons

SET UP: Divide students into pairs and ask that they remember their partner. Distribute students around the room. Make sure that they are away from their partners on the opposite side of the room. Students should be at arm's length from one another.

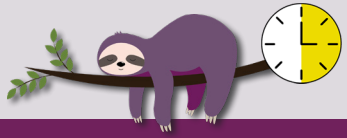
DESCRIPTION: Explain that students will be looking straight ahead and focusing only on what they can see directly in front of them. Using any combination of drawing and writing as appropriate to the skill level of the class, ask students to record as much detail of what they can see in front of them as possible within a given amount of time (2-3 minutes is suggested). Once the time is up, ask students to visually locate their partner and switch places with them on your direction (younger students may need group numbers to remember their partner). After switching places, ask students to repeat the drawing/writing exercise looking straight ahead while in their partner's original place. Give students an additional 2-3 minutes. After drawing and writing is complete, ask partners to share their observations with one another. Then, debrief the activity with a discussion about perspectives:

> *What is a perspective?* (Answer: Perspective is how we see and understand things.)
> *Sometimes we see things differently than our friends see them. Did you see what your partner saw? What was the same? What was different? Why might there be differences? Why might these differences be important?*
>
> Close the lesson by pointing out that even when we have different perspectives (or see things differently), all views are important. Listening to different perspectives help us learn from others.

ANOTHER VIEW

EXTENSION: In addition to partners, ask neighbors to describe their perspectives and compare. *Did they see different things even though they were closer together? Did they think the same things were important to draw or describe?*

ANGRY ART



SOCIAL AWARENESS

OBJECTIVE: To help students reflect on others' perspectives through art.

MATERIALS: Plain paper; colored pencils

DESCRIPTION: In the lesson, students will create "Angry Art" to understand how others feel in unpleasant situations and what they did to feel better. Pass out art materials. Provide the prompt: *Think of a time when you were really angry. Draw a picture of what happened to make you angry.* Leave some time for students to complete their drawing. Then, have students flip the paper over. Say, *Now draw what you did to help you move from feeling angry to feeling calm*. Allow students to finish drawing, then pair them up. Ask students to share their drawing with their partner. Explain what made them angry and what they did to feel calm. Allow time for both partners to share their drawings with one another.

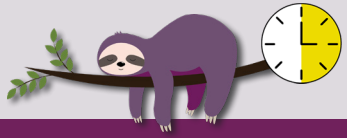
Select a few volunteers to share with the class. You will prompt students to only share what their partners drew (not their own drawing). Remind them to talk about how their partner was feeling and what he or she did to feel better. Involve the class in a discussion after each volunteer shares: *How do you think [student] felt about [insert event]. Has anyone else felt like that? What other things could [student] have done to help them move from feeling angry to feeling calm?*

ANGRY ART

TIPS: The drawing portion of this lesson can be repeated over the course of the year. It will help students process events, learn new ways to calm themselves, and helps them build perspective of others' feelings in different situations. It is encouraged to repeat the lesson over time until all students have had a chance to share with the group.

CAUTION: Talking about angry events can be triggering. Be sure to check in with students while they are drawing to notice any signs – verbal or non-verbal – that they are becoming dysregulated. It is encouraged to temporarily pause the activity, if needed, to engage in a collective breathing activity.

THE DOT



SOCIAL AWARENESS

OBJECTIVE: To help students reflect on others' perspectives through reading and art.

MATERIALS: The Dot by Peter H. Reynolds; plain paper; colored pencils or markers (any media can be used)

DESCRIPTION: Read the book The Dot, either aloud or read "round robin" style. After, allow students to pause for a quiet moment. Then encourage all students to participate in a discussion:

When Vashti made her first dot, how was she feeling? (angry, frustrated) Why?
What happened when she saw her dot framed? (proud, happy)
Did her feelings change? If so, how?
Have you ever tried to help someone who was trying very hard at something?
How did it feel to help another person?

The goal with this activity is for students to practice perspective-taking. Try to help them see that it was helpful for Vashti to see the teacher's perspective about her art. It was very different from what Vashti felt. It was also good for Vashti to "pass it on" and help another student. Vashti was able to feel better AND help someone else feel better.

Ask students to work in pairs and collaborate to create a piece of art that reflects both students' interests.

THE DOT

ROLLING RICKY

SOCIAL AWARENESS

OBJECTIVE: To help students learn to take others' perspectives and respect differences.

MATERIALS: Ricky, the Rock that Couldn't Roll by (Jay Miletsky)

DESCRIPTION: Read the book Ricky, the Rock that Couldn't Roll either aloud to the group (younger students) or using a round robin strategy (older students). Then facilitate a discussion using the questions below as a guide:

Why did Ricky want to roll?
What did his friends do?
Have you ever felt like you couldn't do something?
How did Ricky's friends know he was discouraged?
How did Ricky's friends help him?
Have you ever had a friend that wanted to join in but cannot do what you are doing?
How can you help your friends when they feel discouraged?

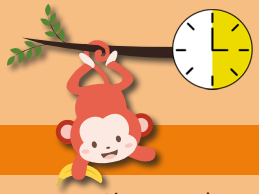
Close this activity by presenting students with a scenario that will allow them to brainstorm about ways to help a friend or classmate who is struggling with something. For example, you might say:

> *Imagine you are playing outside during recess. A friend or classmate is playing alone. What reasons could the friend be playing alone? What could you say to encourage them to play with you? What could you do to encourage them to play?*

ROLLING RICKY

The goal is to have students think about and identify other students' emotions and social cues. The ability to recognize these things in others is a great way to help students become more aware and respectful of differences.

GUIDE ME



SOCIAL AWARENESS

OBJECTIVE: To encourage constructive communication through awareness of other's perspectives and social cues, both verbal and non-verbal.

MATERIALS: NONE

DESCRIPTION: This lesson is split into two parts. For part 1, students will work in pairs or teams. One teammate is blindfolded and must be guided by the rest of the team (using only words) to complete a task, such as writing a sentence on the board, or maneuvering to a particular place in the room. All teammates must participate in giving instruction until the blindfolded teammate is able to complete the task. Close with a discussion about communication asking students to answer the following questions either orally or in writing.

Was that activity difficult?
What made it difficult?
Which directions helped you the most? Why?

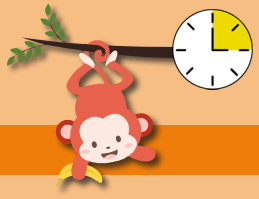
Pair Part 1 with a second guided activity that requires teammates to communicate non-verbally. In Part 2, the teammate being guided is not blindfolded. Student may use appropriate methods to guide such as modeling; thumbs up, thumbs down; nodding; non-verbal hints. Students should avoid touching. Follow the extension with questions that can be answered orally or in writing.

How were these two activities different?
Which one was easier? Why?

GUIDE ME

CAUTION: Some children may have difficulty being blindfolded. Students should be allowed to pass.

FACE TIME



SOCIAL AWARENESS

OBJECTIVE: To help students develop social awareness of emotions based on what they see in others.

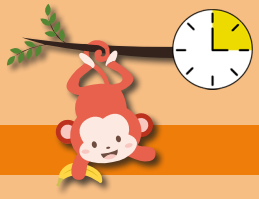
MATERIALS: Laminated facial expressions (eResources) that can attach to a display, bulletin board (or other display), tape or other material for attaching to display, "Wheel of Emotions"

DESCRIPTION: Refer to the posted image of the "Wheel of Emotions" and/or "Emotions Word Wall" (see EL-1 or EL-2). The aim of this activity is to reinforce emotion vocabulary with expressions of different emotions. Distribute laminated images. Ask students to match the image with a word on the wheel and be able to explain why they think it fits. If possible, have them tape or pin the image next to the word. After, ask the class if they agree with where it was placed. For the most part, students will agree. However, if disagreement arises, engage in a discussion about how different facial expressions are viewed differently by people and may mean something different to them. Sometimes we may think someone is feeling a certain way and may make a mistake about how they are actually feeling. A key takeaway is the importance of communication; asking someone how they are feeling and what they can do to help them feel better.

FACE TIME

EXTENSION: In addition to using laminated expressions of familiar characters, take photos of students making different expressions to print out and post. Students will enjoy seeing their peers expressing different emotions. Students can also dig deeper into what kind of emotion they were trying to express versus what other students may perceive if differences arise.

GOOD NEWS REPORT



SOCIAL AWARENESS

OBJECTIVE: To observe and celebrate positive aspects of the day.

MATERIALS: NONE

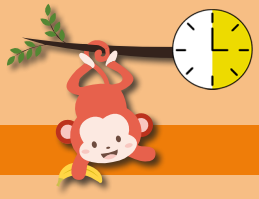
DESCRIPTION: Assign a student the job of "Good News Reporter." The Good News Reporter is to keep track of good things that happen during the day. Rotate this job periodically. Share the Good News Report either daily (younger students) or weekly (older students). Good news events may be things the reporter observes themselves or through input from their classmates. The reporter makes note of those events and reports out during circle or other community time. Some examples may include:

Assisting a peer when they need help.
Doing a favor for the teacher.
Staying focused during reading time.
Saying something kind to someone.
Lining up quickly.
Walking through the hall quietly.
Cleaning up without being asked.

GOOD NEWS REPORT

EXTENSION: For older students, this can become a “news story” as a creative writing assignment or part of morning announcement. It can be presented in written, digital, or oral form. Each student reporter would write up their report for the week as a short weekly news story that could be presented during meeting time.
TN ELA: K-2.W.PDW.6; K-2.W.PDW.4

I FEEL...



SOCIAL AWARENESS

OBJECTIVE: To gain awareness of emotions and the perspectives of others.

MATERIALS: Board or flip chart, pre-printed vocabulary cards (available on eResources)

DESCRIPTION: This activity is like charades. It uses the emotion vocabulary words practiced in several ICARE activities, like "Wheel of Emotions" and "Word Wall." In this version of charades, students will be grouped in pairs. Each pair will receive a feeling word on a card and is tasked with communicating that emotion to the rest of the class through acting out, drawing, or role play. No words can be used in communicating the emotion. Student pairs take turns presenting their word to the class. The class is allowed a specific amount of time (2 minutes is suggested) to guess the word before the next pair takes their turn.

I FEEL...

EXTENSION: This activity may be extended to include acting out situations or phrases. For example, taking something without permission. In this scenario, one student would portray the action and the other would act out the feelings. A third student may act out the solution if students are grouped in sets of three. After practice, older students may wish to create their own scenarios to act out. TN ELA: K-2FL.VA.7c; TN THEATER:1.T.Cr1.C; K-2.T.R3.A; TN SPC RS.4C

RELATIONSHIP SKILLS are the ability to develop and maintain healthy relationships and appropriately manage disagreements with diverse groups or cultures. Students practice appropriate communication and listening skills, gain teamwork and collaborative abilities, and learn ways to constructively prevent or settle disagreements.

SKILLS

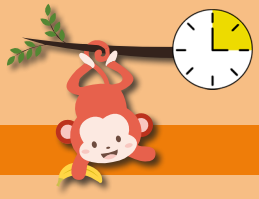
Makes and sustains positive relationships.
Recognizes traits of good relationships.
Observes and practices healthy communication about emotions, both verbally (e.g., tone of voice) and non-verbally (e.g., body language).
Demonstrates active listening skills.
Uses constructive problem-solving strategies to manage conflict with others.

RELATIONSHIP SKILLS STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
Celebration Board	RS-1	TN ELA: K-2.W.RW.10; TN ELA: K-2.W.TTP.1	RS.4A; RS.4B; SO.3A
Fill Me Up	RS-2	K-2.FL.PWR.3	RS.4A; RS.4B; SO.3B
Report It!	RS-3	TN ELA: K-2.FL.WC.4; K-2.SL.PKI.6; TN ELA: K-2.W.RW.10; K.MD.C.4;1.MD.C5; 2.MD.D.10	RS.4A; RS.4B; SO.3A
Shout Out	RS-4	TN ELA: K-2.SL.PKI.6; TN ELA: K-2.W.RW.10	RS.4A; RS.4B; SO.3A; SA.1D
It's Puzzling	RS-5	TN ELA: K-2.SL.PKI.6; TN HEALTH: K.EW.2	RS.4A; RS.4B; RS.4C
Super Sleuth	RS-6	TN HEALTH: 2.EW.2	RS.4A; RS.4C; SO.3A
Apple Turnover	RS-7	TN ELA: K-2.SL.CC.1	RS.4A; RS.4C; SM.2B; DM.5A
Break It Down	RS-8	TN ELA: K-2.SL.CC.1; TN ELA: K-2.W.TTP.3	RS.4A; RS.4C; SM.2B; SO.3A

NOTES

CELEBRATION BOARD



RELATIONSHIP SKILLS

OBJECTIVE: The goal of this activity is to teach students to use and accept positive affirmations.

MATERIALS: Dry erase board or poster board and markers; craft supplies

SET UP: This activity can be done over the course of the day or as a dedicated project. Ask students to create a celebration board using craft supplies. The celebration board can either be a shared board on the classroom's dry erase board or a poster of their own. If using the shared board, this activity can happen over the course of the day or at a designated time each week.

DESCRIPTION: Ask students to write a positive statement on the board during unstructured, independent, or semi-structured time (i.e., lunch, recess, independent reading, etc.). Set expectations about the activity, including that the rule do not allow sharing of grades or personal information. After setting up the expectations, explain and introduce students to possible affirmation such as, *"The science lesson was awesome.", "Suzy rocks!", "Josh was being so kind.", "I finally finished my book."* Anything that is worthy of celebration can be written. If students journal, they may add a summary of the celebration board to their daily writings.

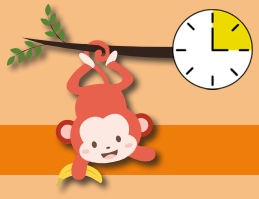
At the end of the day or week, everyone will read the board and celebrate. The class can determine the kind of celebration they would like such as a dance, a clap session, a mantra, or a popcorn party (etc.).

CELEBRATION BOARD

TIPS: Using the celebration board, ask students to write an opinion about the day from an outside perspective (the fly on the wall, the class pet, or the alien from another planet, etc.) TN ELA: K-2.W.TTP.1

EXTENSION: Using the celebration board, ask students to write an opinion about the day from an outside perspective (the fly on the wall, the class pet, or the alien from another planet, etc.) TN ELA: K-2.W.TTP.1

FILL ME UP!



RELATIONSHIP SKILLS

OBJECTIVE: To boost understanding of other perspectives promoting empathy and relationship skills.

MATERIALS: Jar, bucket or box, printed affirmations (available on eResources)

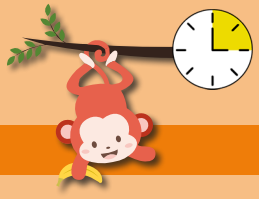
SET UP: Each student should have a bucket, jar, or other receptacle which they may decorate at the beginning of the year. The jars should be in classroom space rather than desks or cubbies if possible and if space allows. In order to prevent unacceptable words, sentences, or sentiments, it is best to pre-print affirmations, available on eResources.

DESCRIPTION: The activity will provide students a chance to offer their peers affirmations to celebrate their accomplishments, traits, or to give words of encouragement. Affirmations are meant to be somewhat anonymous. At random times through the grading period, ask students to choose affirmations for their classmates' jars. This can either be done as a whole class, pairing students together, or by secret pal. Secret pals can be rotated throughout the year. If a student wants to write something special, it can be approved and then deposited in the jar. The teacher may wish to participate if using the whole class approach to ensure students are getting a reasonably even distribution of affirmations.

FILL ME UP!

TIPS: This activity may also be conducted using stars, smileys, or other symbols or pictures.

REPORT IT



RELATIONSHIP SKILLS

OBJECTIVE: To practice providing support and encouragement to others.

MATERIALS: Randomizer (spinner, dice, or digital device)

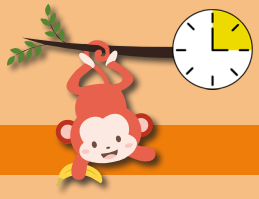
SET UP: Prepare categories to report and define those categories for students prior to the activity. Categories might include: a nice gesture, a smart thing someone did, a happy event, a good habit or deed, etc. Create as many categories as you like, being sure you have a way to randomly choose one category at a time.

DESCRIPTION: Ask students to reflect on each category and determine things they have witnessed or experienced during the day or week of the activity. Students will take turns rolling a die or spinning a spinner. Allow students to volunteer to contribute reports to the chosen category either orally or through writing. Continue in this way until students have run out of categories or ideas. Students have the right to pass.

REPORT IT

EXTENSION: After the activity, students can summarize the results in a journal. Ask students to count and sort responses or create a bar graph to show the number of events in each category over time. TN ELA: K-2.W.RW.10; K.MD.C.4;1.MD.C5; 2.MD.D.10

SHOUT IT!



RELATIONSHIP SKILLS

OBJECTIVE: To help students learn ways to encourage others.

MATERIALS: NONE

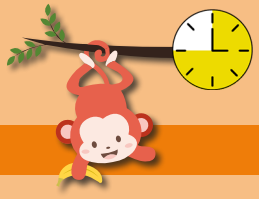
DESCRIPTION: This activity can be done anytime during the day or at several points during the day. The first time, explain that a "shout out" is something positive that students would like to acknowledge about themselves or notice in others. It may be a feature of the environment or an event. Examples might include: receiving a good grade, being a team player, getting a new class pet, or making a new friend.

Periodically, ask students if they have a "shout out" and allow time for a few students to report out before returning to the regular classroom activity. Shout outs are meant to be brief allowing students to identify and acknowledge positive feelings throughout the day.

SHOUT IT!

EXTENSION: Shout outs may be logged in a journal and highlighted at the end of the week in a written summary of the events of the week. TN ELA: K-2.W.RW.10

IT'S PUZZLING



RELATIONSHIP SKILLS

OBJECTIVE: To practice positive communication skills and prevent or manage interpersonal conflicts.

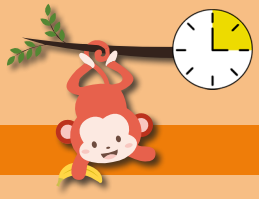
MATERIALS: Several complete puzzle sets (see eResources for printable puzzles)

SET UP: Distribute puzzle sets. The amount of puzzle pieces should be the same. Younger students should be divided into groups of 2-3 and should be given puzzles no larger than 16 pieces. Remove one piece from each puzzle. Older students may be divided into groups of 3-4 and should be given puzzles no larger than 25 pieces. Remove four pieces from each puzzle. Redistribute removed pieces making sure groups get pieces from a different puzzle. Do not tell the groups you have done this. (Do not tell students you removed puzzle pieces).

DESCRIPTION: This activity is set up differently for younger and older groups (see set up). Distribute puzzles. Tell students that some of the pieces will not fit their puzzle. Mention that they will have to find the correct pieces from other groups. Tell groups that their task is to complete their puzzle by putting their puzzle together and finding the missing piece(s). Once they have determined that they have someone else's pieces, they can strategize how to make trades to get their own pieces. Younger students may politely ask (using "please" and "thank you") for their piece from the other group and make the trade. Older students may choose to send a scout to determine which pieces belong to other groups, or an ambassador to make trades. This activity is all about communication.

IT'S PUZZLING

SUPER SLEUTH



RELATIONSHIP SKILLS

OBJECTIVE: To improve communication skills and increase positive interactions with others.

MATERIALS: A variety of small items that can be concealed in the hand (buttons, pennies, dice, etc.)

DESCRIPTION: Students will sit in a circle with their hands behinds their backs and palms up. The instructor will choose an object the students have not seen. One student will receive the object, but the instructor will continue around the circle, quickly pretending to place their hand in each student's cupped hand, making it difficult to guess who might have the object. The students will then get up and walk around while pretending to hold the object in their hands. Younger students will ask each person they meet if they have the object. The holder of the object does not have to admit they have the item. They can say no or they can pass. Any student can pass when asked if they have the object. Older students may ask questions that can include anything except "Do you have the object?" They may ask *Is it round? Is it heavy?* Based on the answers received from others, they need to determine if they are telling the truth. Once the questioning period is over, everyone comes back together and makes a guess as to who has the item and older students may additionally guess the item.

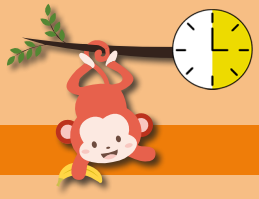
This activity is debriefed through a series of questions including: *What did it feel like to try to hide the truth? What did it feel like to know people were not telling you the truth? Did it make it hard for you to figure out where the item was? Did you know when someone wasn't telling you the truth? How did you know?*

SUPER SLEUTH

EXTENSION: After students have participated in the activity at least once, ask them to compile a list of questions that are helpful in determining who has the object.

CAUTION: Discussions involving truthfulness can bring out information that is sensitive. Be aware of mandatory reporting policies and protocols.

APPLE TURN OVER



RELATIONSHIP SKILLS

OBJECTIVE: To enhance students' ability and willingness to communicate and work together.

MATERIALS: Large round tarp, classroom parachute (may use a large plastic/nylon mat or tarp), ball

DESCRIPTION: This activity is differentiated for younger and older students. Younger students will work with a tarp that has a small playground ball underneath (6") which will be the apple "filling." Older students will work with only the tarp.

For younger students, prepare by placing the ball in the center of the underside of the tarp. Ask the students to form a circle while holding hands and standing on top of the tarp. Their task will be to move the ball from its position under the tarp to the outside of the tarp. They must work together and may not let go of their classmates' hands.

For older students, there is no ball; however, they are also required to hold hands and stand on top of the tarp. The task for older students is to work collectively to turn the tarp to the other side. Students may not step off the tarp during their attempt to turn the entire tarp over to the other side.

After completing the activity, ask both groups to share their feelings about the activity and how teamwork helped them. Debrief using questions like:

What was your goal for this activity? Did you achieve it? How?
Was it helpful to talk to your classmates during the activity? Why?
Did you need to ask for help? Was it difficult to ask for help? Why?
What could you do next time to achieve your goal faster?

APPLE TURN OVER

CAUTION: Some children may become excessively frustrated. If so, validate their feelings, demonstrate empathy, and allow them to take a break from this activity. For example, “I can tell you feel frustrated; this is a difficult task. It is normal feel upset or frustrated when you are trying to get it right on the first try. Let’s take a break and come back to it.”

BREAK IT DOWN

RELATIONSHIP SKILLS

OBJECTIVE: To use listening skills and positive communication to interact with others.

MATERIALS: Paper, pencil, pre-printed cards (available on eResources)

DESCRIPTION: Introduce this activity after a discussion about teamwork expectations. This activity is differentiated for younger and older students. Younger students should work collectively as the teacher facilitates. The teacher announces a task (see examples below) and asks students to create a list of steps necessary to complete the task. These steps should be noted on the board. After the list is complete, students will act out the steps. Ask, *"Did you complete the task? Are you missing any steps?"*

Divide older students into groups of no more than four. Each group will take a different task and create a list of steps independently. Once the list is complete, groups will take turns presenting their list of steps to the class. As the class acts out each step exactly, note if there are any missing steps. Ask, "Are there any steps missing?" Missed steps offer an opportunity for fun and discussion about the necessity of good communication.

Lead a discussion about relationship skills, careful communication, and listening skills.
Is it important to communicate clearly with others?
Is how you explain something to someone important?
Can you think of more than one way to explain something to another person?
Is it important to listen carefully when others are talking? Why?

BREAK IT DOWN

Examples of tasks to use in this activity:

Walk the dog
Make the bed
Wash your hands
Make a sandwich

EXTENSION: Using words or pictures, ask students to describe a real or imagined event when something went wrong because of a missed step or poor communication. TN ELA: K-2.W.TTP.3

7. RESPONSIBLE DECISION-MAKING

RESPONSIBLE DECISION-MAKING is the ability to make healthy, personal choices in congruence with ethical behavior, social norms, and with respect to the health and safety of self and others. Students learn to name and evaluate the pros and cons of decision-making situations, and responsibly choose the most effective strategy in varied situations.

SKILLS

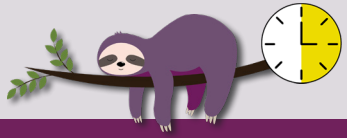
Identify and evaluate possible choices.
Discern safe and unsafe choices and their consequences.
Understand what is appropriate in school, home, and other social contexts.
Revise problem-solving strategies as needed to fit different situations.

RESPONSIBLE DECISION-MAKING STANDARDS CROSSWALK

Activity	Card #	TN Academic Standards Alignment[5]	TN Social & Personal Competency Standards Alignment[6]
Swimmy's Problem	DM-1	TN ELA: K-2.RL.KID.1; K.SL.PKI.6; TN ART: K-1.VA.R1.B	DM.5A
Inner Voice	DM-2	TN ELA: K-2.RL.KID.1; K-2.SL.CC.1	DM.5A; SA.1B; SM.2B
Storytime	DM-3	TN ELA: K-2.SL.PKI.4; K-2.SL.PKI.6; K-2.SL.CC.1	DM.5A; SM.2A
Lava Stream	DM-4	TN ELA: K-2.FL.PWR.3; K-2.RI.CS.4	DM.5A; DM.5B
Decisions, Decisions	DM-5	TN ELA: K-2.RL.KID.2	DM.5A; DM.5B; SM.2B
Pause & Pivot	DM-6	TN ELA: K-2. RL.KID.1-2; K-2.SL.PKI.6	DM.5A; DM.5B
Yes, Maybe, No Way!	DM-7	TN ELA: K-2.SL.CC.1; TN ELA: K-2.FL.F.5	DM.5A; DM.5B; SM.2B
Stop, Think, Decide	DM-8	TN ELA: K-2.RL.KID.1; TN HEALTH: K-1.EW.1	DM.5A; DM.5B; SM.2A; SM.2B

NOTES

SWIMMY'S PROBLEM



RESPONSIBLE DECISION-MAKING

OBJECTIVE: To practice identifying problems and analyzing situations.

MATERIALS: Swimmy, (Leo Lionni), paper, pencil, markers or crayons

DESCRIPTION: Read or have students read the book Swimmy.
Lead a discussion about problems. Use the following questions as a guide:
What is Swimmy's problem? (Answer: his friends were eaten)
When Swimmy found more red fish, what were they doing? (Answer: hiding)
What was their problem? (Answer: they were afraid of being eaten)
Were they solving their problem?
When Swimmy was thinking, what was he really doing? (Answer: problem-solving)
How did they solve their problem together?

Ask students to reflect and think of a time when they had a problem. If time allows, ask them to share if they are comfortable. Then ask, *Were you able to solve your problem? Did you have help solving your problem?* Allow time for responses.

Close the activity by asking students to tell a story orally, in writing, or by using drawings about a problem and how others could work together to solve the problem. These stories may be original or based off stories they already know.

SWIMMY'S PROBLEM

INNER VOICE

RESPONSIBLE DECISION-MAKING

OBJECTIVE: To define and practice listening to one's inner voice to promote better decision-making.

MATERIALS: Printed page with thought bubble *(see eResources)*

DESCRIPTION: Begin the activity with a discussion about listening:
Why is it important to be a good listener?
Do you find it easier to listen to some people than others?
What does it mean to listen to yourself?

Make students aware that listening to yourself is called "listening to your inner voice." Mention how it is very important when making decisions. Reinforce how the "inner voice" refers to something thought but not spoken. Next read the following scenario:

You have finished lunch and are waiting to return to your classroom. On the floor, you find money that does not belong to you. You pick it up but are not sure what to do with it. Do you buy ice cream, put it in your pocket, tell a teacher, or take it to the office? Allow time for students to respond as a group.

Give each student a thought bubble handout (see eResources). Let them know that the bubbles above the girl's head represent her inner voice (what she is thinking, but not saying). Remind them that the girl may listen to her inner voice to make a decision. Then allow students to work in pairs to address the following scenario below (or create your own).

INNER VOICE

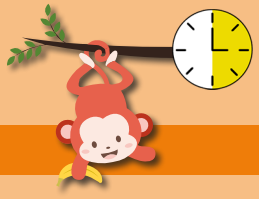
You forgot your take-home folder and you are afraid you might get into trouble. What do you say to your teacher?

You are in circle time and should be listening to your teacher, but your best friend is showing you silly faces and then taps you on the back. What should you do?

In pairs, have students discuss what their inner voice might say be saying in this situation. Then have them write or draw this in the thought bubble. The goal is for students to practice recognizing their inner voice.

EXTENSION: For older students, you may continue the activity by asking students if there are other voices besides their inner voice that may impact their decision making. For example, as peer relationships develop, students may tend to listen more to those voices.

STORYTIME



RESPONSIBLE DECISION-MAKING

OBJECTIVE: Encourage groups to work together and practice problem solving.

MATERIALS: Drama or Prop kit with random everyday items

SET UP: Prepare by assembling a group of everyday items for students to use as props in their stories. Examples include books, pens, pencils, classroom manipulatives, rocks, pinecones, etc. Items can be anything you can easily collect. These items can be part of a classroom drama box or prop kit to use specifically with this activity. Younger students will work in pairs or collectively as a class and may need additional facilitation while older students should be divided into groups of 3-5.

DESCRIPTION: Instruct students to choose a problem (see examples) and choose items from the prop kit to create a story. Each story must have one character that has a problem. Students are tasked with solving the problem for their character while using as many of the props in their kit as possible. This story may be presented orally, dramatically (acted out), or in writing.

Examples of problems are listed, and additional problems can be created from classroom experiences.

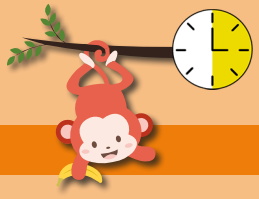
A friend made a mistake and took something without asking permission.
Your friend from another school is being bullied and is afraid to go to the school.
A friend just lost a tooth but wound up losing it between the lunchroom and the classroom.
The teacher puts everyone into groups, but your friend is new and is shy and doesn't want to participate.

Alternately, for the youngest students, teachers may wish to present the problem to the class and ask the class collectively to volunteer solutions and ask the question: *"Show me what that would look like?"*

STORYTIME

CAUTION: Some topics may bring out sensitive feelings and information. Be aware of mandatory reporting laws, policies, and protocols. More information is detailed in the instructional section of this toolkit.

LAVA STREAM



RESPONSIBLE DECISION-MAKING

OBJECTIVE: To consider safe and constructive decisions by evaluating the environment.

MATERIALS: Mats and laminates with printed images of safe and unsafe interactions (eResources)

SET UP: Before beginning the activity, determine the size of the lava stream you would like to create. The lava stream may be placed throughout the room as space allows and may be as large as the number of mats allow. Mats will be "rocks" inside the lava stream to allow students to cross. Be sure to determine the distance of a child's stride making sure mats are not too far apart. Students will be using the mats to cross the "lava stream". Make sure there are multiple ways to cross and provide alternate rocks to use (it is suggested to have at least three pathways). Print out the images associated with this activity. (See eResources for sample images). Images depicting inappropriate behaviors are considered "unsafe" while images depicting desired behaviors are "safe." Place the cards under the mats. Some mats could be left without an image to provide a free space.

DESCRIPTION: The task in this activity is for all the students to cross the lava stream without stepping in the lava. Explain to students that there are often difficult tasks in life and sometimes we have to be careful. Detail what the images represent. Examples are:

Safe: Helping a friend, encouraging a classmate, offering a hug, cooperating with your team.
Unsafe: Borrowing something without asking, touching without permission, yelling at someone.

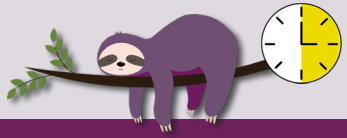
LAVA STREAM

Mention that students will not be able to walk anywhere except on the “rocks” (mats) because they might fall in the lava (floor). Students will make their choices and move across the lava stream independently, checking each mat before they cross to see if the rock is “safe” or “unsafe.” If a student finds a rock that is unsafe, they must move to the back of the line. The activity will continue in this way until everyone is able to cross the lava stream.

TIPS: If mats are impractical the laminated images can be used if turned upside down.

EXTENSION: Words or phrases may be used instead of pictures.

DECISIONS, DECISIONS



RESPONSIBLE DECISION-MAKING

OBJECTIVE: To practice evaluating good decisions verses poor decisions.

MATERIALS: Curious George Rides a Bike (H.A. Rey)

DESCRIPTION: Begin the activity with a discussion about decision-making. You may say: *What is a poor decision? What happens when you make a poor decision? How do you make good decisions? Does everyone sometimes make poor decisions? Let's read about Curious George.*

Read aloud Curious George Rides a Bike. Next, lead a discussion with the following questions:

Did Curious George make good decisions? What could you do if someone wanted you to help them, but you may get into trouble? What can you do if you are not sure about a decision?

Ask students to tell or write a story about a time when they made a poor decision and have them describe what they might do differently.

DECISIONS, DECISIONS

PAUSE AND PIVOT

RESPONSIBLE DECISION-MAKING

OBJECTIVE: To practice evaluating good decisions verses poor decisions.

MATERIALS: Curious George at the Fire Station and Curious George Rides a Bike (Margaret and H.A. Rey)

DESCRIPTION: Begin activity by asking the question, *What does it mean to pause?* Explain that to pause means to stop for a moment. Then ask, *What does it mean to pivot?* Define pivot as "changing direction" or in this case, making a different decision. Model the motions, pause and pivot by standing in one direction, waiting a moment as if thinking (pause), and then lifting only your heels to move and face in another direction (pivot). Ask students to practice pause and pivot with you. Then lead a discussion about decision-making and the steps involved with solving a problem:

1. What is the problem?
2. Stop and think! (Pause)
3. What do I do next? (changing direction)
4. Did it work?

Ask the students what they should do when they think they might make a poor decision. Examples can be taken from experience or familiar stories. One example might refer to the book used in "Decisions, Decisions" lesson, Curious George Rides a Bike, where Curious George makes a poor decision. Prompt the discussion using questions like,

What was George's problem? (He wanted to make boats instead of delivering newspapers).

When George decides to make paper boats, what happens? (List the consequences on the board).

PAUSE AND PIVOT

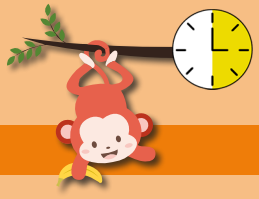
If George had paused and thought before he decided to make the boats, what might he have done instead? (List suggestions on the board)
Should he have pivoted/changed directions? What could he have done next? Would that have solved his problem?

Make sure the discussion helps students see that for Curious George, a good decision would have been to **pause** to think about what might happen if he were to make the paper boats and then change direction, and then **pivot**, or change direction, to continue delivering his papers.

Close this activity by reading or having students read Curious George at the Fire Station. Ask the students to decide when George should pause and pivot and identify other choices he could make.

EXTENSION: Continue this lesson by asking students to recall personal experiences or draw from other stories to show situations in which pause and pivot can be a decision-making strategy. These may be presented orally, digitally, or in writing.

YES, MAYBE, NO WAY!



RESPONSIBLE DECISION-MAKING

OBJECTIVE: To practice making appropriate decisions.

MATERIALS: Scenarios, printable decision-making signs

DESCRIPTION: Younger students may participate in this activity collectively (responding verbally, without signs), individually, or in pairs. Older students may be divided into collaborative groups of 3-4.

Distribute "Yes!", "Maybe!", and "No Way!" signs to each student, pair, or group. Ask students to listen to or read a scenario that presents a choice or a problem. Students are then given possible actions that they can take in response to the problem. Students must collaborate (if working with others) and decide which actions would be most appropriate using the signs (Yes, Maybe, and No Way) to indicate their choices.

After collaboration, the scenario is read again, and the choices are given one at a time allowing time for the group to hold up their sign. Younger students would participate collectively with prompting and support from the teacher and would answer as the teacher moves through the choices verbally.

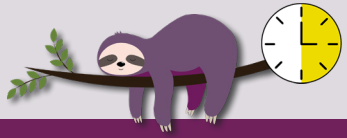
For example, the scenario might read:
You see a friend being mean to another student on the playground. You notice that that the other student is crying. Your choices are: You can go to the teacher, you can be mean to the other student because your friend is more important to you, or you can go hug the other student.

Discuss with the group which choice would be "yes," which would be "maybe," and which would be "no way."

YES, MAYBE, NO WAY!

EXTENSION: This activity may also be written, and student groups will record their choices on paper. TN ELA: K-2.FL.F.5

STOP, THINK, DECIDE



RESPONSIBLE DECISION-MAKING

OBJECTIVE: To teach pausing before making decisions and aid students in behavioral management.

MATERIALS: NONE

SET UP: Teach the students three hand gestures: **"Stop"** putting their hand up with fingers together towards the ceiling (like a crossing guard or police officer); **"Think"** putting their index finger to the side of their head as if they are thinking; **"Decide"** putting both hands out with palms up.

DESCRIPTION: Explain to the class that when we feel badly about something, sometimes we start to act poorly. However, we can teach ourselves to make the right decisions in order to avoid acting out. Use the scenario below to illustrate when someone might want to stop, think, and decide.

Sally loves school but she especially loves art. Her class has a short free time that she can use to draw. Sometimes it takes her a long time to decide what to draw. Sally had gotten the crayons and paper and was getting ready to draw the best picture ever when her teacher announces free time is over. Sally is frustrated and angry and thinks she might cry. She doesn't want to put her crayons away and has a thought about throwing them. What could she do next?

Direct the class to use the stop gesture and lead a short discussion about why Sally might want to "Stop" for a minute. *Why might Sally want to stop? What might happen if she doesn't stop?* Lead the discussion to the next gesture "Think" and have the class demonstrate the gesture. Follow up with questions like: *What could Sally be thinking about. How might she be feeling right now that might make it hard for her to think about the consequences of behaving badly? What are her best choices?* After some discussion use the last gesture "Decide" and ask the class what Sally might decide to do that will make her feel better and will keep her behavior appropriate.

STOP, THINK, DECIDE

EXTENSION: Use this procedure to address issues from stories and books or in day-to-day classroom experience.

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SOOTHING **SAM**

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Relationship Skills
Responsible Decision-Making

MOTIVATING **MEL**

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