Digital Lesson Bundle Outline | Grades 3–5

Read All About it!

Objectives
Students will:

• Evaluate their strengths and weaknesses.
• Identify emotions they commonly feel and analyze how these emotions affect their behavior in a variety of situations.
• Apply strategies for recognizing their emotions, reacting to these emotions, and regulating their behavior.
• Create a clear and specific self-management goal.

Overview
In this module, students in Grades 3–5 explore the concepts of self-awareness and self-management through the lens of literacy—ultimately creating a short story narrative that stars themselves as the main character. Students will begin by investigating the concept of strengths and weaknesses through a series of interactive activities and they will perform a personal character analysis on themselves. Next, students will learn about different emotions, including what causes them to feel different ways and how these emotions affect their behavior. The module will then conclude with a focus on self-management as students consider how to control their impulses. Through each phase of the learning module, students will write and illustrate corresponding pages in their narrative and they will conclude by applying what they have learned to set a goal for the future!

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur with a simple click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. There will be information on how to proceed in the notes section for each slide.

Content Areas
Health, Wellness, English Language Arts

Activity Duration
4 class sessions (50–60 minutes each)

Grade Level
Grades 3–5
Essential Questions

- Why is it important to recognize our strengths and weaknesses?
- How do our emotions affect our behavior?
- How can we understand our emotions, control our behavior, and make positive choices?

Materials

All days

- Device with the ability to project, one for the teacher
- Writing and drawing materials

Day 1

- Handout 1: This is Me!, one per student
- Story, page __ handout, one per student
- Story, extra page __ handout, one per student

Day 2

- Handout 2: Quick Write/Draw, one per student
- Handout 3: Emotion Cards, one set for every three students
- Handout 4: Game Directions, one for every three students
- Story, page __ handout, three per student
- Story, extra page __ handout, one per student

Day 3

- Handout 5: Control Check, one copy cut out in advance
- Handout 6: Control Check Comic Strip, one copy for every two students
- Story, page __ handout, two per student
- Story, extra page __ handout, one per student

Day 4

- Cover Page, one per student
- Stapler, at least one for the teacher

Teacher Prep

- Read through the lesson instructions and the corresponding slide presentation in advance.
- Make sure the materials are ready to go prior to each day’s lesson.
- Prepare Day 3’s songs: See Slide 14 for more information.
Background

Students need more than just academic knowledge to thrive: A foundation of emotional intelligence developed through social emotional learning is crucial as well. Emotional intelligence refers to one’s ability to perceive, control, and evaluate emotions. Social emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social emotional learning guides children in learning how to set and achieve goals, overcome obstacles, and develop healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become positive and healthy members of society.

When children are equipped with a foundation of social emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over forty percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that effective social-emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, which are two significant predictors of who will not only stay in school, but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social emotional learning:

- **Self-Awareness** concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision Making** is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social-Awareness** focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your ability to relate well to others. Skills include communicating clearly, listening, cooperation, resisting negative peer pressure, resolving conflicts, and supporting one another.


The goal of this guide is to give educators a collection of resources designed to strengthen students’ emotional intelligence through a social emotional learning curriculum that focuses on the first two core competencies: self-awareness and self-management. It provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover four class sessions, but it can be flexible depending on the students’ needs and the time available. Additional extension ideas are included at the end of the manuscript.
The first three days of lessons follow an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate, followed by a wrap-up day that concludes with sharing. Over the course of four class sessions, students will explore the competencies of self-awareness and self-management through the lens of their corresponding sections in the Words to Live By:

I love and accept who I am on the inside
and know my emotions are nothing to hide.

Life’s full of surprises that make me feel different ways.
If I can control myself, I’ll have much better days.

Students will begin the module by analyzing the concepts of strengths and weaknesses as they consider the varied strengths and weaknesses that they and their peers possess. They will perform a personal character analysis as they consider how their strengths could be used to help others and how they may be able to improve upon their weaknesses. They will then begin to write a short story narrative that introduces themselves as the main character.

Next, students will investigate emotions. They will use an Emotional Alphabet as they explore the range of human emotions and how they may act in various situations when they feel different ways. They will also consider the emotions and reactions that surprises and unexpected events can elicit, and they will learn about and apply strategies that help them control their impulses.

Through each section of the module, students will use what they have learned as they continue to add to their own short story. Through their writing, students will articulate different emotions they have felt and how they have previously reacted to surprises. They will conclude their story by setting a goal that will help them positively manage their emotions and their behavior in the future.

DAY 1, Slide 1

- Click once and instruct the class to sit on the floor in a circle or semi-circle, and join the students by sitting at their level. Then begin the first session by reading the following excerpt aloud from Words to Live By:
  “I soar with wings.
  Let me tell you why. I learn lots of skills that help me reach the sky. I love and accept who I am on the inside...”

- Click once and ask students: What does “on the inside” mean? What are some of the qualities that make up who we are on the inside?

- Click again and add to (or underscore) students' responses by explaining that our likes, dislikes, strengths, and weaknesses are just some of the qualities that make us unique both on the inside and outside. In order to love and accept ourselves, it is important to love and accept all of these qualities!
Day 1, Slide 2

- Tell students that they are first going to think about their strengths.
- Explain that a strength is something they are good at or something that comes easily to them.
- Acknowledge that it can be uncomfortable to say something we are good at aloud, but part of loving ourselves is being proud of our strengths!
- Explain that there are many different kinds of strengths: For instance, someone may be really good at a particular subject in school or at a specific sport. Everyone also has their own personality strengths—such as being organized, brave, or kind. Share an example of one of your own personality strengths with the students.
- Once you share one of your strengths, ask: Who else has this strength too?
- Encourage any students who also have this strength to “pop up”. Demonstrate popping up by standing up, jumping in the air, and then sitting back down.
- Click once and explain that the class will now go around the circle and take turns sharing their strengths. Encourage students to think of unique strengths that make them special. After each student shares a strength, instruct them to ask: “Who has this strength too?” Any students who share a similar strength should pop up and then sit back down.
  *Tip: If needed, help students think of a strength by sharing an observation with them. For instance, you may say: “I notice that you are always very kind to others!” Or: “I notice that you run really quickly during recess.” Then encourage the student to translate this observation into a strength!
- Once everyone has shared, discuss the follow questions:
  1. Click and ask: What did you notice about our class’s strengths?
     o Lead the class to understanding that everyone has strengths, and everyone has different strengths.
  2. Click again and ask: How could we use our strengths to help others?
     o Lead the class to understanding that because everyone has different strengths, we can use our own strengths to help others who may not have the same strength.
- Next, click and read the following strength aloud: “I make friends easily.”
- Instruct students to think-pair-share how this strength could be used to help someone else.
  Encourage students to first think through the answer individually, then discuss their answer with a partner, and then share their thoughts with the class.
- Click once more to display “I am athletic” and complete a similar think-pair-share with this strength as well.

Day 1, Slide 3

- Click once and share that another part of loving yourself is accepting your weaknesses. Explain that a weakness is something that you are not very good at or that you have to work really hard at. It can be difficult to talk about our weaknesses!
• Explain that you will project a few examples of weaknesses. As you display each weakness, students should consider if they have this weakness. If they do, encourage them to give a thumbs up. Explain that you’re asking students to give a thumbs up because weaknesses are never something to be ashamed of!

• Then click once to project each of the following:
  1. It is hard for me to be neat and organized.
  2. Math is tricky for me.
  3. I can have trouble following directions.
  4. Reading is hard for me.

*Note: If there are other weakness(es) with which your students struggle, feel free to edit the presentation!

• Next, challenge students to come up with their own weakness. Ask students to think about something that they have to work really hard at...whether it’s in school, during an afterschool sport or activity, or at home. Help students brainstorm by sharing a few examples of your own weaknesses. Then instruct students to put one hand in the air once they have a personal weakness in mind.

• Once everyone has a hand in the air, tell the class to stand up and use that hand to high-five a student in another part of the circle.

• Click again and explain that once student pairs have high-fived, they should:
  1. Share their weakness.
  2. Discuss:
    • How could we get better at our weakness?
    • Who could we ask to help us with our weakness?
  3. Put their hand back in the air when their discussion is complete and wait quietly.

• When most students have their hands back in the air, direct the class to complete the same activity with a new partner and discuss a different weakness.

• After you have led the class through this process two or three times, instruct students to return to their seat in the circle.

• Before moving on to the next slide, ask: What did you notice about each other’s weaknesses?

• Lead the class in understanding that everyone has weaknesses, and everyone has different weaknesses.

Day 1, Slide 4

• Summarize that everyone (even adults!) has strengths and weaknesses.
  1. Click once and reiterate that when it comes to our strengths, it is important to remember the following statements. Ask different students to help you read each statement aloud:
    • State them and be proud.
Day 1, Slide 5

- Explain that in order to better understand themselves, students are going to be writing a narrative that features themselves as the main character. If needed, remind students that a narrative is a short story, not an essay. While narratives can be true or fictional, this narrative will be true because it is all about them.
- Tell the class that they will begin the story during this session, and they will then continue to add to the story over the next couple class sessions.
- Pass out a copy of Handout 1: This is Me! to each student, and explain that before they begin writing, they are going to perform a character analysis on themselves. This means that they are going to think about their own personal qualities – especially their strengths and weaknesses—so that they are ready to begin writing about their “character.”
- Bring students’ attention to the handout and explain that they should sketch a picture of themselves in the center of the handout. On the left side, they should describe three of their personal strengths, as well as how these strengths could be used to help others. On the right side of the page, they should describe three of their weaknesses as well as how they could try to improve these weaknesses.
- Reassure students that it is fine to begin with some of the strengths and weaknesses that they have already discussed, but encourage them to also add a few new ones.

Day 1, Slide 6

- Once students have completed or nearly completed Handout 1: This is Me!, announce that for the rest of the session, students will begin writing their narratives.
- Tell the class that even though their story will feature themselves as the main character, they should write about themselves in the third person. This means that they won’t use “I”. Instead, they will call themselves by their first name as they write. For instance: Maria* may write: “Maria is a fourth-grade student” or Andre* may write: “Andre loves to dance.” *Tip: Insert real students’ names instead!
- Click once to display the blank story page, and explain that they will begin writing on a page that looks like this. The narrative’s first couple paragraphs will help readers get to know the main character.
- Explain that the first paragraph will introduce the character.
● Ask students: What would you want to know about a person if it was your first time meeting them?

● Explain that the first paragraph should include characteristics like the character's name, age, likes, dislikes, where they live, etc. Remind students that they are the main character, so this information should be true!

● Click again and tell students that after introducing themselves in the first paragraph, their second paragraph should go on to describe at least two of their strengths and two of their weaknesses. Remind the class to use Handout 1: This is Me! to help them.

● Click once more and explain that the page's picture should illustrate at least some of the qualities they include in their writing. They may also include other characteristics that they would like the reader to know about themselves!

● Then pass out one copy of the Story, page ___ handout to each student, encourage them to find a position/area in the room where they can write comfortably, and let them get to work!

● When the session is over, collect all student work. It may be helpful to paperclip each student's work together or designate a separate folder for each student to help keep their work organized throughout this module.

Notes:

1. If students need more room to write, they can use a copy of the Story, Extra Page ___ handout, fill in page “2”, and then continue writing.

2. If students don’t finish writing during this session, it may be completed in stations or as an activity in upcoming sessions before you move on to Day 2.

Day 2, Slide 7

● Assemble students on the floor in a circle or semi-circle. Then begin the second session by reading the following Words to Live By excerpt aloud, accentuating the italicized portion: “I love and accept who I am on the inside and know my emotions are nothing to hide.”

● Click twice and remind the class that an emotion is a feeling that we feel on the inside.

● Pass out Handout 2: Quick Write/Draw to each student. Tell the class that you will give them about five minutes to jot a few sentences or draw a picture that explains an emotion they felt today or yesterday, as well as why they felt this way.

● Once about five minutes have passed, click and ask several students to share what they wrote or drew. Use the blank lines on the slide to keep a list of the different emotions that students share.

Day 2, Slide 8

● Explain that the more we learn about our emotions, the easier it is for us to understand what we’re feeling, talk about our emotions, and not hide them.

● Click twice to display the Emotional Alphabet, and tell students that this alphabet includes names that describe many of the emotions we can feel. Explain that you are sharing this alphabet to help students understand just how many different kinds of emotions we can feel! Give students
a moment to take in all of the different emotions.

Note: The objective of sharing the Emotional Alphabet with students is not to make sure they understand every emotion, but to help them begin to understand the range and complexity of the emotions we feel!

Day 2, Slide 9

- Click once to display a photograph. Instruct students to imagine that the photograph is showing an important game and they are the student who is just about to kick the ball.
- Ask: How would you feel in this situation? Why?
  *Tip: It may be helpful to click back to Slide 8 so students can read through the different emotions and choose one to describe their feelings.
- After one student has shared, ask students to demonstrate through a show of hands who would feel a similar way.
- Then ask: Who would feel differently? Ask a couple students who would feel differently to share how they would feel and why.
- Click and repeat the same process, this time having students imagine that they are the student who is reading.
- Before moving to the next slide, summarize that everyone’s emotions are unique. Sometimes people have different emotions even when they are in the same situation. Just like our strengths and weaknesses, our emotions are nothing to hide.

Day 2, Slide 10

- It’s Game Time! Divide students into groups of three or four, and tell students that they’re going to play a game that challenges them to explain their emotions.
- Explain that each group will receive a stack of cards. Each card contains one of the emotions from the Emotional Alphabet on the slide. If needed, quickly review the emotions displayed in the alphabet.
- Then distribute a copy of Handout 4: Game Directions to each group. Click once to reveal the sentence starters and read through the handout’s directions together.
- Explain that groups will compete against each other to see how many cards they can get correct in ten minutes!
- Once all questions have been answered, distribute a card set to each group, begin the timer, and let the game begin! Once the timer runs out, proceed to the next slide.

Day 2, Slide 11

- When the timer gets to zero, bring the class back together. Find out how many cards each group accumulated, and announce the winning group!
- Tell students that you are going to discuss how they (or their group members) described a few of the cards’ emotions. If groups didn’t get to any of the cards mentioned, encourage them to instead think about what they would have said if they had they selected this card.
● Click once to display “Frustrated.”
● Ask several students to help you fill in the blanks:
  a. I feel this emotion when...
  b. When I feel this emotion, I... (act this way) ...
● Click once to display a new word: “Nervous.” Ask students to help you fill in the same blanks.
● Then click one final time to display and discuss the word “Confident.”
● Wrap up the slide by asking: We already know that people can feel many different emotions. Do people always act the same way when they feel an emotion?
● Summarize that, as everyone just shared, people can act in very different ways when they feel the same emotion! For this reason, it is important to explain the emotion we are feeling so others can understand how we feel!

Day 2, Slide 12

● Explain that for the time that remains in class, students will continue adding pages to their narratives. This time, they will be writing about emotions!
● Click once and explain that each student will choose two or three different emotions that they often feel. One page will be used to describe each emotion.
  For each emotion, students should:
  a. Click once: Describe what they feel.
  c. Click again: Explain what makes them feel this way.
  d. Click a third time: Describe how they act when they feel this way.
*Tip: If your students would benefit from using sentence stems, make a point of reading the sentence stems that are provided on the slide. If you don't think your students need the sentence stems, you can point them out and explain that they are there as a suggestion.
● Explain that, like last session, each page’s square should be used for an illustration. On these pages, each drawing should illustrate the emotion they are writing about.
● Then pass out two copies of the Story, page __ handout to each student, encourage them to find a position/area in the room where they can write comfortably, and let them get to work!
● If students find they have time to describe a third emotion, they may get a third story page from you.
● When the class session is complete, collect the students’ work and wrap up by summarizing: When we think about and share our emotions, we are able to better understand how we feel and why we act the way that we do. Always remember: I know my emotions are nothing to hide!

Notes:
1. If students need more room to write, they can use a copy of the Story, Extra Page __ handout, fill in the appropriate page number, and then continue writing.
2. Like last session, if students can't complete their work during this session, it may be completed in stations or as an activity in upcoming sessions before moving on to Day 3.

DAY 3, Slide 13
Once students are sitting in a large circle or semi-circle, read the following Wings Words to Live By excerpt aloud: *Life’s full of surprises that make me feel different ways.*

Explain that there are all kinds of surprises: good and bad. Anything that happens that we aren’t expecting is a surprise!

Ask the students to brainstorm and share a couple examples of good or positive surprises and a couple examples of bad or negative surprises. As these are shared, ask students to consider: How would you react to this surprise?

Then click once to add a second line to the Words to Live By header and read the full header aloud: *Life’s full of surprises that make me feel different ways. If I can control myself, I'll have much better days.*

Tell students that they are about to explore what this means!

**Day 3, Slide 14**

*Teacher Prep:* Select two songs and have them ready to play on your laptop or smart phone. The **first song** must have a quick tempo, be upbeat, and fun to dance to. Try to choose a song you know your students will like and/or recognize! If you don’t have a song in mind, Kidz Bop and GoNoodle are good places to start. The **second song** should be much slower and harder to dance to. Relaxing classical music like this would work well.

- Explain to students that while we never want to hide our emotions, it is also important to act in a kind and responsible way. When surprises happen, we must try to control our impulses.
- Tell the class that they are going to play a game similar to Freeze Dance* to learn what it means to “control our impulses.”
- Explain that like Freeze Dance, students must dance when they hear music and must freeze when the music stops. However, this game has two extra rules!
  1. When students hear the fast song, they must dance quickly. Play a sample of the fast song so students know what to expect.
  2. When students hear the slow song, they must dance slowly. Play a sample of the slow song so students know what to expect.

*Tip: Encourage students who may not want to dance to at least move their feet to the music. They could jump, march, etc., as long as it is to the appropriate pace.

- Then say: “3, 2, 1: Dance!”, begin one of the songs, and instruct students to get up and start dancing!
- Once you have played one song for several seconds, stop it (which is when students should freeze), and then begin playing music again. Don’t always flip back and forth between the two songs. Sometimes, play the same song in a row so students don’t know what to expect!
- Once the class seems to be used to the game’s rules, announce a rule change: Students must now dance **slowly** to the fast song and **quickly** to the slow song.
- Spend two or three minutes playing and alternating short segments of each song, reminding students of the new rules if need be.
- After the class seems a bit more used to this new set of rules, announce an additional rule
change: This time, students should freeze when they hear any kind of music...and dance when the music stops!

- Continue to alternate slow music, fast music and silence for a couple minutes. Then instruct students to return to sitting in a circle.
- Ask students to think-pair-share which version of the game was more difficult and why.
- Summarize the students’ thoughts by explaining that the second and third versions of the game required them to control their impulses. Explain that an impulse is your gut reaction: It is what your body wants to do before you have a chance to think about it. For instance, when students heard the fast dance music, their impulse was to dance quickly...not slowly. Go on to explain that the game proved that they can control their impulses. When they thought about it, they could dance slowly while listening to a fast song, dance quickly when listening to a slow song, and then later freeze when they heard any kind of music. It just required a little more thought and control!

Day 3, Slide 15

- Tell students that now that they understand what an impulse is, it’s also important to learn ways to control impulses. Click once and explain that when we are faced with surprises, we often want to react right away—but controlling ourselves takes more time. Explain that one way to help us stop, think, and control our impulses is with a strategy called “Control Check”!
- Tell students that before we react, we should stop, check, and try to control how we...
  1. Click once to display: “Think.”
     - Explain that we can ask ourselves if our minds are clear and focused.
     - Have we thought about how we feel before we say or do anything?
  2. Click a second time to display: “Say.”
     - Explain that we can make sure the words we are about to say are gentle and kind.
  3. Click a third time to display: “Do.”
     - Explain that before we act, we can make sure our actions are going to be calm and kind.
- Explain that Control Checks are good to use when we are surprised because they help us stop and think... and then act in kinder and calmer ways!

Day 3, Slide 16

- Divide students into groups of two or three and explain that each group is going to create a comic strip about a Control Check!
- Click and explain that you will pass out a scenario to each group that describes some kind of surprise.
- Each group will then develop a comic strip that:
  1. Click once: Illustrates and explains the surprise.
  2. Click a second time: Illustrates and explains how the surprise may make someone feel.
  3. Click a third time: Illustrates and explains how someone may react if they don’t stop
and think.

4. Click a fourth time: Illustrates and explains how someone could react if they do a Control Check!

- Explain that, like a real comic strip or graphic novel, each panel should tell a story through drawings and speech bubbles. Students can use the lines on the right side of the page to explain anything that may not be clear in the drawing.

- Go on to answer questions as needed, and then distribute one scenario (cut out from Handout 5: Control Check) and one Handout 6: Control Check Comic Strip to each group. Explain that the class will have about 10–15 minutes to make their comic strip...so it's okay for the drawings to be more like sketches!

- Once time is up, encourage groups to swap comics with each other a couple of different times so groups have a chance to consider how Control Checks can help a variety of situations.

**Day 3, Slide 17**

- Now that students have thought through how to use a Control Check, explain that each student will add the final section to their narrative.

- Click once and ask students to think about a time when a surprise led to frustration or disappointment and they did NOT do a Control Check. Elaborate by saying that this may mean that they acted less kind or less calm than they could have.

- Explain that each student will receive two more blank story pages. On their first page, students should describe this surprise, how they felt, and how they reacted—being sure to use their character's name and not “I”!

- While they can use their own name, instruct students to avoid using specific names of other people in their stories, and instead replace the name with descriptors like “friend”, “sister” or “brother.” This will allow everyone to tell their story without hurting the feelings of others!

- Then click and explain that on their second page, each student should set a goal for how their character will use a Control Check in the future to respond in a calmer and kinder manner next time they feel this emotion.

- Explain that the illustrations on each page should show the differences between the two reactions.

- Answer any questions that the students have and then give the class a moment to brainstorm a surprise. Instruct students to raise their hand when they have a surprise in mind. Once they have raised their hand, you will give them two story pages so they can get to work.

- Tell students that they should get as far as they can today, but they will have a little more time next session to wrap up. As always, they can grab an extra story page from you if they need more room to write!

- Collect the students' work when the session is complete.

**DAY 4, Slide 18**

- As usual, begin this session in a circle or semi-circle and explain that the first part of today's session will be a Writer's Workshop work day: Students will be responsible for completing their narrative!
Click once to display and explain each of the steps below so students understand what they must accomplish:

1. Finish writing: If students haven't yet completed their two Control Check pages from last session, they need to do this first. If needed, go back a slide to review these instructions.

2. Assemble the pages and proofread your work: Students should put their pages in order and number them accordingly. They should then read through everything they have written and correct any mistakes, paying attention to punctuation, capital letters, and spelling!

3. Create a Cover Page: Show students where they can pick up the Cover Page handout when they are ready. Explain that this will be used as the front page of their narrative. Show students that the Cover Page handout already has part of the Words to Live By written on it. Students will need to write their name, and then draw a picture that illustrates this section of the Words to Live By.

- Click again to display the timer. Subtract 15 minutes from the time you have remaining in the session, and set the timer for this amount of time. Tell students they have ____ minutes to finish steps 1, 2, and 3!

- Then pass back each student's work from the last three sessions and instruct them to get started.

- When students have completed all three steps, help them staple their pages together into a book!

Day 4, Slide 19

- When time is up and there are about 15 minutes left in the session, it's time to share!

- Instruct students to find a place to display their completed narratives around the classroom. Explain that by sharing our emotions, reactions, and goals with each other, we'll be able to better understand ourselves and others.

*Tip: If anyone doesn't feel comfortable sharing what they have written, a couple students may complete the next portion of the activity in pairs.

- Once their narratives are displayed, tell the class that they will now participate in a Library Walk. Explain the rules of a Library Walk:

  1. Students should quietly walk around the classroom like they are in a library. As they do so, they should observe the cover illustrations on their peers' narratives and may even carefully flip through some of the pages.

  2. When you say "read", students should carefully select one of the narratives closest to them, find a comfortable spot in the classroom, and read what their peer has written.

- Depending on the time remaining, you may choose to lead students through Steps 1 and 2 just once, or a few different times.

- Before the session ends, bring the students back together, and congratulate them on working so hard to understand the first section of the Words to Live By. By investigating their strengths and weaknesses, exploring their emotions and reactions, and setting a goal to help them control their
impulses, they have (as the Words to Live By begins) learned lots of skills that will help them reach the sky!

- Conclude by reading the first portion of the Words to Live By, as displayed on the slide, together as a class.

**Extension Ideas**

- Students can create a tracker for the progress they make toward their goal, revisit their progress regularly, modify their goal if necessary, and celebrate their successes.

- Students can publish a final copy of their stories, using a computer if possible.

- Students can host a “publishing party” in which they share their completed narratives with their families.

**National Curriculum Standards:**

**National Health Standards**

- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.

- 6.5.1 Set a personal health goal and track progress toward its achievement.

- 8.5.2 Encourage others to make positive health choices

**Common Core English Language Arts Standards**

**Writing:**

- CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Speaking and Listening:**

- CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
This is Me!

My Strengths

**Strength:**
How could I use this strength to help others?

---

**Strength:**
How could I use this strength to help others?

---

**Strength:**
How could I use this strength to help others?

---

**Name:**

My Weaknesses

**Weakness:**
How could I improve this weakness? (What could I do or who could I ask for help?)

---

**Weakness:**
How could I improve this weakness? (What could I do or who could I ask for help?)

---

**Weakness:**
How could I improve this weakness? (What could I do or who could I ask for help?)
This is Me!

Story, extra page _____

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________
Quick Write/Draw

Today or yesterday, I felt ______________ because:

__________________________________________________________________________________________________________________________________________________

Today or yesterday, I felt ______________ because:
### Emotion Cards

<table>
<thead>
<tr>
<th>Annoyed</th>
<th>Lonely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
<td>Mad</td>
</tr>
<tr>
<td>Disappointed</td>
<td>Relaxed</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>Proud</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Surprised</td>
</tr>
<tr>
<td>Guilty</td>
<td>Upset</td>
</tr>
<tr>
<td>Happy</td>
<td>Excited</td>
</tr>
<tr>
<td>Jealous</td>
<td>Free Choice! (From the alphabet)</td>
</tr>
</tbody>
</table>
Game Directions

Follow these directions to play the Emotion Card Game!

1. Place all cards face down in a pile.

2. Choose who will go first. This person will pick up one card and secretly read the emotion on it. He or she will then help your group guess the emotion on the card by using these sentence starters:
   “I feel this emotion when....”
   “When I feel this way, I ... act this way...”

   The person describing the emotion may not say the emotion or share the letter of the alphabet that it starts with!

3. If your group guesses the correct emotion, it is another person's turn to select a card.

4. If your group doesn't guess the emotion, the student should try to describe the emotion in a different way. He or she should think about another time they may feel this way or how other people may act when they feel this way. If your group still can't guess the word, raise your hand for help.

5. Continue to take turns picking cards and guessing emotions until time runs out!
Control Check

Teacher Directions: Cut out the scenarios below and pass one out to each group.

Scenario: Your teacher calls on you, but you are daydreaming and don't know what he or she said.

Scenario: You were supposed to go to the movies, but you can't because your mom has to work late.

Scenario: You get a bad grade on a quiz that you studied really hard for.

Scenario: Something important is missing from your backpack and you think someone took it.

Scenario: Your best friend decided to play a game with some other kids at recess, and you don't have anyone to play with.

Scenario: Your younger sibling ripped the cover of your favorite book.

Scenario: It's raining and you can't play outside for recess.

Scenario: You were supposed to go to your friend's house, but your friend had to cancel.

Scenario: You want to be partners in class with your friend, but your teacher assigned you someone else.
Control Check Comic Strip

#1

What surprised me?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

#2

How did I feel?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

#3

If I don’t stop and think, I may react this way...

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

#4

If I do a Control Check, I could respond this way...

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
I love and accept who I am on the inside and know my emotions are nothing to hide.

Life’s full of surprises that make me feel different ways. If I can control myself, I’ll have much better days.
Act it Out

Objectives
Students will:

- Understand the value of their strengths and acknowledge their weaknesses.
- Define the concept of an emotion, identify emotions they commonly feel, and consider how these emotions affect their behavior.
- Apply strategies for regulating and controlling their behavior.
- Set a future goal for self-management.

Overview
In this module, students in Kindergarten through Grade 2 explore the concepts of self-awareness and self-management through an emphasis on role playing—ultimately creating a puppet show that stars themselves as the main character. Students will begin by investigating the idea of strengths and weaknesses through a series of discussions and role play scenarios and they will create a puppet version of themselves that demonstrates these personal qualities. Students will then learn about emotions, including when people feel different ways and how these emotions affect behavior. Students will use their puppets as they navigate emotions in a variety of life-like situations. The module will then conclude with a focus on self-management as students consider how to control their impulses. They will create a puppet show that shares a situation in which self-management is needed and they will set a goal for how to approach similar situations in the future!

The accompanying presentation was created with PowerPoint so that it can be used in a variety of classrooms. If you are using a laptop with an LCD projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur with a simple click. This includes images, text boxes, and links which will appear in your web browser. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. There will be information on how to proceed in the notes section for each slide.

Content Areas
Health, Wellness, English Language Arts

Activity Duration
4 sessions (50–60 minutes each)

Grade Level
Grades K–2
Essential Questions

- What are our strengths and weaknesses?
- What are emotions and how can they affect our behavior?
- How can we control our behavior and make positive choices?

Materials

All days

- Device with the ability to project, one for the teacher
- Coloring materials (markers or crayons), enough for students to share

Day 1

- Handout 1: Puppet Outline, one per student
- Handout 2: Props, one per student
- Children's scissors, enough for students to share
- Large craft sticks or paint sticks, one per student
- Small craft sticks, two or three per student
- Glue sticks, enough for students to share
- Paper bags, gallon-size plastic bags or folders (labeled with students’ names), one per student

Day 2

- Students’ completed puppet materials from Day 1
- Handout 3: Charades Slips, one copy cut out in advance and placed in a bowl or container

Day 3 only

- Fast song and slow song, prepared in advance (see page 11–12 for more information)
- Device to play songs

Days 3 and 4

- Students’ completed puppet materials from Day 1
- Handout 4: Storyboard, one per student
- Handout 1: at least one additional copy per student
- Handout 2: one additional copy per student
- Large pieces of blank paper (for students to use as a show backdrop) or a couple pieces of paper taped together, one per student
- Large craft sticks or paint sticks, one per student
- Small craft sticks, two or three per student
- Glue sticks, enough for students to share

Day 4 only

- Handout 5: My Goal, one per student
**Teacher Prep**
- Read through the lesson instructions and the corresponding slide presentation in advance.
- Make sure the materials are ready to go prior to each day's lesson.
- Prepare Day 3's songs: See page 11–12 for more information.

**Background**

Students need more than just academic knowledge to thrive: A foundation of emotional intelligence developed through social emotional learning is crucial as well. Emotional intelligence refers to one’s ability to perceive, control, and evaluate emotions. Social emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social emotional learning guides children in learning how to set and achieve goals, overcome obstacles, and develop healthy relationships. These are skills needed to succeed in school, be prepared for the workforce, and become positive and healthy members of society.

When children are equipped with a foundation of social emotional knowledge and skills, they are more likely to have academic success. Nearly half of children who have suffered three or more adverse childhood experiences have low levels of engagement in school, and over forty percent of these children demonstrate negative behaviors such as arguing too much, bullying, or being cruel to others. However, research shows that effective social emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, which are two significant predictors of who will not only stay in school, but succeed in school.

The Collaborative for Academic, Social, and Emotional Learning is the leading organization advancing the promotion of integrated academic, social, and emotional learning for children in Pre-K through Grade 12. This organization has developed the following five interrelated core competencies for effective social emotional learning:

- **Self-Awareness** concentrates on understanding your emotions and thoughts and how they influence your behavior. Skills include self-perception, self-confidence, and self-efficacy.
- **Self-Management** emphasizes your ability to regulate your emotions and behaviors in different situations, as well as how to set and work toward goals. Skills include impulse control, executive function, stress-management, and self-discipline.
- **Responsible Decision Making** is the ability to make positive choices and take responsibility for positive and negative outcomes. Skills include identifying problems, analyzing situations, solving problems, and reflection.
- **Social-Awareness** focuses on your ability to empathize with others. Skills include empathy, appreciating differences, and respect.
- **Relationship Skills** revolve around your ability to relate well to others. Skills include impulse control, executive function, stress-management, resisting negative peer pressure, and reflection.

**Source:** Wings for Kids. [www.wingsforkids.org](http://www.wingsforkids.org).

The goal of this guide is to give educators a collection of resources designed to strengthen students’
emotional intelligence through a social-emotional learning curriculum that focuses on the first two core competencies: self-awareness and self-management. It provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. The presentation is designed to cover four class sessions, but it can be flexible depending on the students’ needs and the time available. Additional extension ideas are included at the end of the manuscript.

The first three days of lessons follow an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate, followed by a wrap-up day that concludes with sharing. Over the course of four class sessions, students will explore the competencies of self-awareness and self-management through the lens of their corresponding sections in the Words to Live By:

\[
\text{I love and accept who I am on the inside}
\]
\[
\text{and know my emotions are nothing to hide.}
\]
\[
\text{Life’s full of surprises that make me feel different ways.}
\]
\[
\text{If I can control myself, I’ll have much better days.}
\]

Students will begin the module by analyzing the concepts of strengths and weaknesses. They will consider the idea of “inside” qualities, and they will role play various scenarios in which one person’s strength could be used to help another person’s weakness. They will then create a personal puppet that can be used to explain their own strengths and weaknesses.

Next, students will investigate emotions. They will sing a song to explore how they act when they feel various ways, and they will use their puppets to consider the emotions they feel in different situations. They will also explore the emotions and reactions that surprises can elicit, and they will learn about and apply a strategy that will help them control their impulses.

Students will then ultimately apply what they have learned to create a storyboard and puppet show that portrays a surprise, the emotions they felt as a result of the surprise, and how they controlled their behavior to react to the surprise in a calm and kind manner. After performing their puppet shows for their peers, students will conclude by setting a goal that will help them continue to positively manage their behavior in the future.

**DAY 1, Slide 1**

- Instruct the class to sit on the floor in a circle or semi-circle, and join the students by sitting at their level. Then begin the first session by reading the following Words to Live By excerpt aloud:

  “I soar with wings. Let me tell you why. I learn lots of skills that help me reach the sky. I love and accept who I am on the inside...”

- Repeat the last line: “I love and accept who I am on the inside...”

- Click once and ask students: What does “on the inside” mean? Ensure students understand that “on the inside” refers to the way you think, feel, and act...not what you look like!
Click again to display a few different traits/qualities. Read them one at a time and have the class help you decide whether these words describe a person on the outside or inside. As students answer, click to reveal the answer next to each word.

- Tall [click to reveal “outside”]
- Loves to read [click to reveal “inside”]
- Doesn’t like sports [click to reveal “inside”]
- Curly hair [click to reveal “outside”]
- Friendly [click to reveal “inside”]

Day 1, Slide 2

Click once and encourage students to think about one “inside” quality that they like about themselves, and challenge them to come up with a silent hand signal, gesture, or movement that demonstrates this quality.

- Explain, for instance, that if someone enjoys drawing, they could pretend one hand is a piece of paper and then use the other hand to pretend to draw on it.
- Give students a moment to think of a gesture or movement. Then instruct students to stand up, and silently begin making their gesture. As students make these movements, encourage them to look around and observe what their peers are doing.

Day 1, Slide 3

Click once. Once students have a chance to look around and observe their peers, instruct them to sit back down.

- Then ask: What did you notice as you looked around?
- Lead the class in making the observation that most (if not all) students were making different movements. This shows that we are all unique and all have different qualities that we like about ourselves!
- Click once and explain that these qualities are called our strengths. Strengths are things that we are good at and proud of about ourselves.
- Click again and explain: Because we are all different, we all have different strengths.
- Ask a few students to verbally share the strength that they just acted out. You may choose to kick off the discussion by sharing your own.
- Once a few students have shared, stress again that everyone has their own strengths. While we may share some of the same strengths, we also have different strengths.

Day 1, Slide 4

Move on to introduce the concept of a weakness. Explain that a weakness is something that you may not be very good at or something that you have to work really hard at. We should never be embarrassed about our weaknesses, because everyone has them! It just means that we have to work a little harder in this area.
• Click once to display the weakness: It is hard for me to be neat and organized.

• Ask the class to:
  1. Consider if they have this weakness. If they do, encourage them to give a thumbs up. Remind students that weaknesses are never something to be ashamed of.
  2. Discuss:
     ○ How could someone get better at this weakness?
     ○ Who could we ask to help us with this weakness?

• Click once to remove this weakness and display the next one. Continue to follow the directions above for the following three weaknesses*:
  ○ Math is hard for me.
  ○ I can have trouble listening.
  ○ Reading is hard for me.

*Note: If there are other weakness(es) with which your class struggles, feel free to edit the presentation!

• Click once more to remove the final weakness and again display the original picture. Before moving to the next side, reiterate that every person in the world has weaknesses, and no one should ever be embarrassed about them! Instead, we should try to work on our weaknesses so they get better, and ask for help when we need it.

Day 1, Slide 5

• Ask students if they’ve ever been able to use one of their strengths to help someone else with one of their weaknesses. Or, in simpler words: Have you ever used what you’re good at to help someone else? Invite a couple students to share.

• Ask for two student volunteers who would like to be actors. Tell one volunteer that s/he is now Student #1, and tell the other student that s/he is now Student #2.

• Click once to display two stick figures with the following descriptors:
  ○ Student #1: Is shy
  ○ Student #2: Makes friends easily

• Read the descriptors to the class and then ask: How could one of these students use his/her strength to help the other student?

• Invite a couple students to share their ideas. Then ask the volunteer actors to act out how Student #2 could help Student #1. If the students are unsure, you may suggest that Student #2 ask Student #1 if s/he would like to play a game together.

• Next, divide the class into pairs, and assign one student in each pair to be Student #1 and the other student to be Student #2.
• Explain that each pair is going to act out a few new scenarios.

• Click once to display each of the following scenarios. Each time, instruct the student pairs to act out how one student could use their strength to help the other student with their weakness.
  ○ Scenario 2:
    • Student #1: Has trouble with letter sounds
    • Student #2: Loves to read aloud
  ○ Scenario 3:
    • Student #1: Always follows directions
    • Student #2: Forgets the teacher's directions
  ○ Scenario 4:
    • Student #1: Thinks math facts are hard
    • Student #2: Loves solving math problems

Day 1, Slide 6

• Bring the class back together, and prompt students to consider what they learned. Say: Everyone (including adults!) has strengths and weaknesses.

• Ask: What is important to remember about our strengths?
  ○ Allow students to share their ideas.
  ○ Then click and read the following bulleted summary, perform the accompanying action as you read each line, and instruct the class to repeat after you:
    • State them and be proud. [Action: Put both hands in the air.]
    • Show them to others and not be shy. [Action: Put both hands out in front of you with your palms up, like you are offering something to someone.]
    • Use them to help others in a kind way. [Action: Gently fist-bump a peer.]

• Ask: What is important to remember about our weaknesses?
  ○ Allow students to share their ideas.
  ○ Click again and read the following bulleted summary, perform the accompanying action as you read each one, and instruct the class to repeat after you:
    • Admit them and don't be embarrassed. [Action: Shoulder shrug with arms out to the side.]
    • Work on them so you can get better. [Action: Muscle arms!]
    • Ask for help when you need it! [Action: Raise your hand.]

• Click once and tell students that when they think about and share their strengths and weaknesses, they are showing: I love and accept who I am on the inside!
Day 1, Slide 7

- Tell students that over the next few sessions, they will work on creating a puppet show that features them as the main character! Their puppet character will have the same strengths and weaknesses as their actual self.
- Explain that for the time that remains in this session, students will be creating two items for their puppet show:
  1. Click once to display a copy of Handout 1: Puppet Outline and explain that students will decorate this outline to create a puppet that looks like them!
  2. Click again to display Handout 2: Props and explain that students will draw props on this paper that could help others understand at least one of their strengths and one of their weaknesses.

*Tip: You may challenge older classes or advanced students by increasing this number.
- Click once to show a completed example of both handouts. Explain that in this example, one of this student’s strengths is that he is good at playing music, which is shown by the guitar on his shirt and the drum set on the Props Handout. One of his weaknesses is that he is a little disorganized, which is shown by the messy backpack on the Props Handout!
- Answer any questions that students may have and then distribute Handout 1: Puppet Outline and Handout 2: Props to each student, as well as coloring materials.
- Instruct students to raise their hand when they are done so you can review their work and provide any suggestions.

Day 1, Slide 8

- Pass out scissors, one paint stirrer (for the puppet handle), craft sticks (for the prop handles), and a glue stick to each student.
- Click once and instruct the class to first cut out their puppet and props.
- Click again and explain that once their puppet and props are cut out, they will glue their puppets and props onto the sticks, so they become puppets! Be sure to show students that the big craft stick is for the big puppet and the smaller sticks are for their props.
- Once students have finished the assembly, have them place their completed materials into bags or folders labeled with their names.

Note: If the puppet and props can’t be entirely completed this session, they may be finished in stations or as an activity in upcoming sessions before you move on to Day 2.

DAY 2, Slide 9

- Assemble students on the floor in a circle or semi-circle. Then begin the second session by reading the following Words to Live By excerpt aloud, accentuating the italicized portion: “I love and accept who I am on the inside and know my emotions are nothing to hide.”
- Click once and ask students to think about what the word “emotion” means, and tell them you are going to play a game together before you discuss the answer.
● Ask students to give you a thumbs up if they have heard of a game called charades.

● Explain that in this game, one person silently acts something out while the other players have to guess what is happening.

● Click again and explain that in today’s game, one student will secretly select a scene to act out. While they act out this scene, the rest of the class will have to guess:
  1. What is happening?
  2. What is this person feeling?

● Click once to display the following scene: Roller Coaster Ride.

● Explain that if you were the actor and you secretly selected “roller coaster ride,” you would act out what it looks like to be on a roller coaster ride and how you would be feeling.

● Model what this would look like by sitting on a chair, putting your hands in the air, and pretending to move up and down. Explain that you would feel terrified, and then show students your scared face!

● Click once to remove the scenario and display a new image.

● Call on a student volunteer to select one charade slip from your bowl of cut-out Handout 3: Charades Slips and then act it out for the class. You may need to give the students suggestions on how to act out the scene, and that’s okay…but try to encourage each student to come up with how they would feel on their own!

● As the student actors are acting out each scene, ask the class to guess:
  1. What is happening?
  2. What is the person feeling?

● After a scene and emotion is guessed correctly (or the correct answer is eventually given), ask students to raise one hand if they would feel the same way as the actor or two hands if they would feel differently. Invite a couple students who put two hands in the air to share how else they may feel in the same situation.

● Once different student volunteers have acted out each of the scenarios or after about 10 minutes have passed, tell students that you are impressed with all of the emotions that they were able to act out and guess.

● Ask: Do we now have a better idea of emotions?

● Lead students in understanding that an emotion is a feeling: It is what we feel on the inside. Everyone’s emotions are unique, and sometimes people have different emotions even when they are in the same situation. Just like our strengths and weaknesses, our emotions are nothing to hide.

Day 2, Slide 10

● Next, explain that not only do people feel many different emotions, but they may behave in different ways when they feel these emotions.

● Tell students that when people feel happy, for instance, some people may clap their hands!

● Click once and invite students to join you in singing the first verse of “If You’re Happy and You Know It.” Be sure to also clap your hands!
● Click again, and ask students to consider what else they do when they’re happy. Insert one of the student’s suggestions into the song, and then sing the song together as a class with these new words and this new action.
  ○ For instance: If you’re happy and you know it, jump up and down!
● Then click once to reveal a new emotion: anger.
● Call on a student volunteer to explain one way they act when they feel angry. Lead the class in singing the song with this new emotion and new action.
● Next, repeat that everyone responds to emotions in different ways. Ask students to think about how they act when they feel angry and give you a thumbs up when they have an idea.
● Tell students that you are going to sing the “angry” version of the song together again, but this time every student should call out what they do when they’re angry and act it out...So everyone will say and do something a little different!
  *Tip: Be prepared for this to be a little chaotic, but it will show students that different people act in different ways when they feel the same emotion!
● Once the class has demonstrated how they act when they are angry, continue the steps above to lead the class through “excited,” “nervous,” “frustrated,” and “embarrassed.” Once you clicked to reveal one of the new emotions, remember to:
  ○ Read the emotion.
  ○ Select a volunteer to fill in the song blanks with how they act when they feel this way.
  ○ Sing the song once as a class with this student’s action inserted.
  ○ Ask every student to think about what they do when they feel this emotion.
  ○ Sing the song with this emotion a second time, but this time have each student call out and act out what they do when they feel this way.
● Before you move on, ask students: When we all showed how we act when we feel an emotion, what did you notice?

Day 2, Slide 11

● Divide students into pairs, distribute the students’ puppets, and tell the class that they are now going to use their puppets (including their strength/weakness props) to create a few mini puppet shows about different emotions.
● Then click once and say: Come up with a time when you or your partner may feel disappointed. Use your puppets to act out what makes you feel disappointed, and show how you act when you’re disappointed!
  ○ Once a couple minutes have passed, say: Now trade and act out a time when the other partner feels disappointed. Remember to also show how you act when you feel this way.
● After a couple minutes, click and say: Next, come up with a time when you or your partner may feel proud. Act out what makes you feel proud, and show how you act when you’re proud.
  ○ Say: Now swap and act out a time when the other partner feels proud. Remember to show how you act when you’re proud!
After a couple more minutes have passed, click once again and say: Lastly, come up with another emotion that you feel sometimes. Act out a time when you feel this way, and show how you act when you feel this way.
  - Then say: Now swap and act out a time when the other partner feels this emotion. Remember to show how you act when you feel this way!

If time allows, invite a couple pairs to share one of their puppet shows with the class.

Then wrap up by saying: By thinking about how we feel and sharing what we feel, we are able to better understand our emotions and why we may act certain ways. Always remember: I know my emotions are nothing to hide!

Note: Like last session, if students can't complete their puppet shows during this session/period, they may be completed in stations or as an activity in upcoming sessions before you move on to Day 3.

**DAY 3, Slide 12**

- Begin this session with students sitting in a large circle or semi-circle, and read the header *(Life's full of surprises that make me feel different ways)* aloud.
- Explain that there are all kinds of surprises: good and bad. Anything that happens that we aren't expecting is a surprise!
- Ask students to give you a thumbs up if they have ever been surprised before.
- Click again and read the following surprise scenario: Your little brother or sister breaks your new toy.
- Call on a couple students to reflect:
  - How would this surprise make you feel?
  - How would you want to react?
- Then click to reveal a new scenario: Your mom was supposed to take you to the movies, but she has to work.
- Ask student pairs to answer the same two reflection questions using a think-pair-share strategy. In a think-pair-share, students are encouraged to first think through the answer individually, then discuss their answer with a partner, and then share their thoughts with the class.
- Once a few students have shared their thoughts, click and repeat the same process with a third scenario: Your friend brought your favorite snack for you to eat during snack time!

**Day 3, Slide 13**

*Teacher Prep:* Select two songs and have them ready to play on your laptop or smart phone. The **first song** must have a quick tempo, be upbeat, and fun to dance to. Try to choose a song you know your students will like and/or recognize! If you don't have a song in mind, [Kidz Bop](https://www.kidzbop.com) and [GoNoodle](https://www.gonoodle.com) are good places to start. The **second song** should be much slower and harder to dance to. Relaxing classical music like [this](https://www.youtube.com/watch?v=5kHzcF4JCMo) would work well.

- Explain to students that while we never want to hide our emotions, it is also important to act in a kind and responsible way. When surprises happen, we must try to control our impulses.
Tell the class that they are going to play a game similar to Freeze Dance to learn what it means to “control our impulses.”

Explain that like Freeze Dance, students must dance when they hear music and must freeze when the music stops. However, this game has two extra rules!

○ When students hear the fast song, they must dance quickly. Play a sample of the fast song so students know what to expect.

○ When students hear the slow song, they must dance slowly. Play a sample of the slow song so students know what to expect.

Then say: “3, 2, 1: Dance!”, begin one of the songs, and instruct students to get up and start dancing!

Once you have played one song for several seconds, stop it (which is when students should freeze), and then begin playing music again. Don’t always flip back and forth between the two songs. Sometimes, play the same song in a row so students don’t know what to expect!

Once the class seems to be used to the game’s rules, announce a rule change: Students must now dance slowly to the fast song and quickly to the slow song.

Spend two or three minutes playing and alternating short segments of each song, reminding students of the new rules if need be.

After a few minutes have passed, stop the music and instruct students to return to sitting in a circle.

Ask students to think-pair-share which version of the game was more difficult and why.

Summarize the students’ thoughts by explaining that the second game required them to control their impulses. Explain that an impulse is your gut reaction: It is what your body wants to do before you have a chance to think about it. For instance, when students heard the fast dance music, their impulse was to dance quickly…not slowly. Go on to explain that the game proved that they can control their impulses. When they thought about it, they could dance slowly while listening to a fast song and dance quickly when listening to a slow song. It just required a little more thought and control!

Day 3, Slide 14

Tell students that now that they understand what an impulse is, it’s also important to understand how to control them. Click once and explain that one way to help us stop, think and control our impulses is with a Control Check!

Tell students that before we act, we should stop and try to control how we...

○ Click once to display: “Think.”
  - Explain that we can ask ourselves if our minds are clear and focused. Have we thought about how we feel before we say or do anything?

○ Click a second time to display: “Say.”
  - Explain that we can make sure the words we are about to say are gentle and kind.

○ Click a third time to display: “Do.”
  - Explain that, before we act, we should make sure our actions are going to be calm and kind.
Tell students that Control Checks are good to use when we are surprised because they help us stop and think... and then act in kinder and calmer ways!

**Day 3, Slide 15**

- Tell students that you are going to go back to a couple of the surprises that you discussed at the beginning of this session.
- Click to re-display a picture of the first surprise, and say: Surprise! Your little brother or sister breaks your new toy.
- As a class, discuss: If you stopped and did a Control Check, how could you react to this surprise in a calm and kind way?
- Click once to re-display one more surprise picture, and say: Surprise! Your mom was supposed to take you to the movies, but she has to work.
- Instruct partners to discuss the same Control Check question: If you stopped and did a Control Check, how could you react to this surprise in a calm and kind way?

**Day 3, Slide 16**

- Announce that for the rest of this session, student will create a puppet show that features a surprise and a Control Check.
- Click once and explain that students will first plan for their puppet show by completing a storyboard. Point to the storyboard displayed on the presentation and explain that people who make puppet shows, plays, television shows and movies first create a storyboard to plan out the action. It's similar to a comic strip or graphic novel! Explain that a storyboard doesn't have to be a complicated picture...It is just a simple sketch that shows the most important details! They will then use this plan to help them put on their puppet show.
- Explain that in their Control Check Storyboard, students will sketch three pictures that show:
  1. What surprised me?
  2. How do I feel?
  3. How will I respond after I do a Control Check?
- Once you answer any questions, encourage students to think quietly about a surprise that has happened to them or a surprise that could happen to them. Once they have a surprise in mind, they should raise their hand and you will give them a copy of Handout 4: Storyboard so they can get started.
- If any students can't think of a surprise, encourage them to use one of the surprises that you discussed at the beginning of the session.
  *Tip: If you think students would benefit from the extra guidance, create a sample Control Check Storyboard together before they begin their own.

**Day 3, Slide 17**

- Once about ten minutes have passed and/or students are beginning to finish up their storyboards, tell the class that they must share their storyboard with you before they move on.
Once you approve their storyboard, students can begin getting ready for their puppet show! Click once and explain that students will need to prepare:

- Puppets: If any new puppets are needed to tell the story on their storyboard, students can use additional copies of *Handout 1: Puppet Outline* and craft sticks to create them.
- Props: Students can use *Handout 2: Props* and craft sticks to make any new props that are needed.
- Backdrop: Students should consider: Where does my story take place? Students may use a large piece of paper (or a couple pieces of paper taped together) to draw a backdrop.

Display all of the materials in an easily-accessible location and make sure students know where to find everything they need. It will be easiest to have everything in one place! Because students have already created puppets and props, they should be able to work independently on this phase and decide what they need for their own show.

As the session is wrapping up, have students put their materials back into their labeled bags or folders, and tell them that next session they will finish their puppet show and perform!

**DAY 4, Slide 18**

- Distribute each student's puppet show materials and begin the session by reminding students of the steps they must complete to prepare for their puppet show:
  - Puppets: Students can use *Handout 1: Puppet Outline* and craft sticks to create any new puppets that are needed.
  - Props: Students can use *Handout 2: Props* and craft sticks to make any new props that are needed.
  - Backdrop: Students should consider: Where does my story take place? Students may use a large piece of paper (or a couple pieces of paper taped together) to draw a backdrop.

- Tell students that once they finish these steps, they should begin to practice! They should use their storyboard as a reminder of the story they planned.
- Deduct 20 minutes from the end of the session and set the timer on the presentation. Tell students how much time they have left until showtime and then instruct students to get to work. Occasionally remind them of the time that remains!

**Day 4, Slide 19**

- Once the timer goes off, it’s presentation time! Arrange students in groups of two or three and assign the groups to specific areas around the classroom. Try to choose locations where the students can tape or prop their backdrop against a wall or table.
- Explain that students should take turns performing their shows for each other. As they watch each other’s shows, they should think about the emotion that their partner’s puppet felt and how they controlled their actions! At the end of each show, the student(s) in the audience should think about the show and say:
  - Click once: I think you felt __________!
  - Click again: I could tell you did a Control Check because__________.
Day 4, Slide 20

- Bring the class back together and conclude by passing out a copy of *Handout 5: My Goal* to each student. Read through it together and explain that every student will set a goal for the next time they feel the emotion that they acted out in their puppet show.

- Give the example: If my puppet show was about a time when I felt embarrassed, I might say: The next time I feel **embarrassed**, I will **take a deep breath and remember that everyone makes mistakes!** I could then draw a picture of myself closing my eyes and taking a deep breath.

- Encourage each student to think about what they could try to do in the future to control their impulses and make positive choices.

- Before students get to work, read aloud the following portion of the Wings Words to Live By and encourage students to join you as you say:
  
  I soar with wings.
  Let me tell you why.
  I learn lots of skills that help me reach the sky.
  I love and accept who I am on the inside
  and know my emotions are nothing to hide.
  Life’s full of surprises that make me feel different ways.
  If I can control myself, I’ll have much better days.

- Explain that by setting a goal, students are using all of the skills they have learned to soar, reach the sky and have much better days!

- Then encourage students to begin their goal-setting. If you think it will be helpful for students to discuss their goal with a peer before working individually, encourage them to do so.

- Once students’ work is complete, collect their goal sheets and display them in the classroom. Or, if this is not possible, try to incorporate time for goal-sharing into the next several sessions.

**Extension Ideas**

- Students can regularly revisit their goal statement, consider if it has been achieved, and brainstorm any additional steps that could be taken to help them achieve it.

- Students can create a flier advertising their puppet show that shows what the audience will learn from watching their show.

- The instructor can host a performance day in which the students share their puppet shows with their families or the instructor can film the students’ skits using a smartphone and share the clips with their families.
K-2 National Curriculum Standards:

National Health Standards

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 8.2.2 Encourage peers to make positive health choices.

Common Core English Language Arts

Speaking and Listening:

- CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation.

Language:

- CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
## Charades Slips

**Teacher Directions:** Cut out the following rectangles, fold them, and place them in a container before the class session begins.

<table>
<thead>
<tr>
<th>Scene: Saying goodbye to someone you won't see for a long time</th>
<th>Image: People hugging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene: Playing with a puppy</td>
<td>Image: Puppy</td>
</tr>
<tr>
<td>Scene: Watching a scary movie</td>
<td>Image: TV</td>
</tr>
<tr>
<td>Scene: Making a basket during your basketball game</td>
<td>Image: Basketball</td>
</tr>
<tr>
<td>Scene: Reading a funny book</td>
<td>Image: Book</td>
</tr>
<tr>
<td>Scene: Eating your least favorite kind of food</td>
<td>Image: Plate and silverware</td>
</tr>
</tbody>
</table>
My Goal

I soar with wings.

Let me tell you why.
I learn lots of skills that help me reach the sky.

I love and accept who I am on the inside
and know my emotions are nothing to hide.

Life’s full of surprises that make me feel different ways.
If I can control myself, I’ll have much better days.

My goal:

Next time I feel ____________, I will:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

SoarwithWings.com