



Digital Lesson Bundle Outline | Kindergarten–Grade 2

Time to Play!

Objectives

Students will:

- Identify alternative solutions to common problems.
- Analyze the consequences of their choices.
- Take responsibility for the positive and negative outcomes of their choices and actions.
- Set a future goal for Responsible Decision-Making.

Overview

In this module, students in Kindergarten through Grade 2 will explore the concept of Responsible Decision-Making through an emphasis on play. Students will begin by investigating the idea of choices through a variety of interactive discussions and scenario-based games. Students will then learn about the *Yes Mess* strategy, which is composed of simple questions to help students make choices that are best for them. Through a relay race and a read-aloud, students will further investigate decision-making as they learn about the importance of taking ownership of their actions, and they will practice *Showing Their ID*—a personal responsibility strategy that encourages students to declare their positive and negative choices. Students will ultimately apply what they have learned in several rounds of Responsible Decision-Making freeze tag, and they will conclude with setting a goal for how to continue making positive choices 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 on a 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

3 sessions (50–60 minutes each)

Grade Level

Grades K–2



Essential Questions

- How can I distinguish between right and wrong choices?
- Why is it important to take personal responsibility for my actions?
- How can I take responsibility for the negative and positive outcomes of my choices?

Materials

All days:

- Device with the ability to project, one for the teacher

Day 1:

- *Handout 1: Right or Wrong* (cut in two), one set per every three students
- *Handout 2: Yes Mess!* (pre-glued onto pieces of cardboard or poster board), one per student
- Paperclips, one per student
- Paper fasteners, one per student
- Coloring materials, for students to share
- Scissors, one pair for the teacher
- Scissors, for the class to share (optional)
- Scrap paper, one piece per student

Day 2:

- Relay Race Materials:
- Masking tape or chalk
- Plastic or regular spoons, one per every four students
- Material for the students to balance on their spoons (e.g. ping pong balls, math manipulatives, marbles, etc.): must be the same material for every group of four students
- But It's Not My Fault book by Julia Cook or the read-aloud to project

Day 3:

- *Handout 3: ID Card*, one card per student
- Drawing and coloring materials, for the class to share
- *Handout 4: Positive Personal Responsibility Patch* (cut out), enough for each student
- *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. As explained in the Materials section, a few materials need advance preparation.
- Choose a location for Day 2's Relay Race. (See Day 2's Instructor Prep for more details.)
- Choose a location for Day 3's game of freeze tag. (See Day 3's Instructor Prep for more details.)

Background

Students need more than just academic knowledge to thrive: a foundation of emotional intelligence developed through social and emotional learning is crucial as well. Emotional intelligence refers to one's ability to perceive, control, and evaluate emotions. Social and emotional learning therefore teaches children how to better understand their emotions, manage their behavior, and navigate interactions with others. In addition, social and 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 and 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 and 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 and 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 pressure, resolving conflicts, and supporting one another.

Source: Wings for Kids. 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 and emotional learning curriculum that focuses on the third core competency: Responsible Decision-Making. 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 three 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 three days of lessons follow an inquiry-driven 5E instructional model: Engage, Explore, Explain, Elaborate, and Evaluate. Over the course of three class sessions, students will explore the competency of Responsible Decision-Making through the lens of its corresponding section in the Wings Words to Live By:

*I understand the choices I make
should be what's best for me to do,
and what happens is on me and not any of you.*

Students will begin the module by exploring the concept of choices and the idea that some decisions require a choice between right and wrong. Students will be introduced to a strategy called *Yes Mess*, which will help them learn how to make choices that are best for them. Students will create a game spinner that contains the *Yes Mess* strategy's key points, and they will use it to evaluate various choice-based scenarios.

Next, students will begin to investigate the concept of personal responsibility. They will consider the role that each student plays as they participate in a relay race and they will discuss a read-aloud that focuses on the implications of not taking ownership of our options. Students will then practice taking responsibility for past positive and negative actions, and they will visualize how this helps them grow.

In the final session, students will apply their understanding of personal responsibility as they learn the strategy of *Showing Their ID*—which prompts them to acknowledge the choices they made and the actions they took, no matter the outcome. Classes will create their own ID cards and then practice this strategy as they share examples of positive personal responsibility with their peers. Students will ultimately reflect on why it is sometimes difficult to take ownership of their actions, and they will create a goal for Showing Their ID 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 understand the choices I make
should be what's best for me to do,
and what happens is on me and not any of you.*

- Repeat "I understand the choices I make should be what's best for me to do" and ask students to raise their hand if they have ever made a choice before.
- Then click once and ask: What is a choice?
- Call on a few volunteers to share their thoughts.
- Then click once more and ensure students understand that a choice involves picking between two or more possibilities.
- Tell students that they are going to play a game to learn a little more about choices!

Day 1, Slide 2

- Explain that students are going to play a game called "Would You Rather?"
- Lead students through the first round of the game by following these directions:
 - Click once to display the question "Would you rather live on Mars or the Moon?" and read it aloud.
 - Instruct students to think silently about their answer. They must choose one!
 - Then designate one area of the classroom for Mars and one area of the classroom for the Moon. Instruct students to silently get up and stand in the area that represents their choice.
*Note: If needed, discuss the importance of staying true to your own decision, even if many people made a different choice.
 - Ask at least one student on each side to share the reasoning behind their choice.
 - Then click twice to remove the question and replace it with the next question.
- Repeat the procedure above for the following questions:
 - Would you rather be three years older or three years younger than you are right now? (Provide ages for students so they do not have to add or subtract to understand the question.)
 - Then click twice to remove the question and replace it with the next question.
 - Would you rather be a kangaroo or a dolphin?
 - Then click twice to remove the question and replace it with the next question.
 - Would you rather live in a castle or on a spaceship?
 - Then click twice to remove the question and replace it with the next question.



- Would you rather be able to fly or become invisible?
 - Then click twice to remove the question and replace it with the next question.
- Finally, click twice more to reveal one last question: Did any of these choices have right or wrong answers? Designate one area of the classroom for “yes” and one area of the classroom for “no.”
- Before moving on to the next slide, make sure students understand that some decisions don’t have a right or a wrong option. Sometimes, decisions are based entirely on how we feel and think. It’s not “more” right or “more” wrong to rather be a kangaroo or a dolphin...It’s entirely up to our own feelings, likes, and dislikes!

Day 1, Slide 3

- Explain that other choices are different: Some choices do involve right and wrong!
- Help students form groups of three or four and pass out both parts of *Handout 1: Right or Wrong* to each group.
- Tell students that you are going to read a few different choices. Each group should talk together and decide which is the “right” choice and which is the “wrong” choice. Once they have decided, one group member should come up and put the “wrong” red light handout on the floor under the wrong choice and another group member should put the “right” green light handout on the floor under the right decision.
- Click once to display one of the scenarios:
 - Your mom asks you to stop watching TV and help her make dinner. Do you: Turn the TV off and help her or Keep watching TV because it’s your favorite show?
- Instruct students to discuss the choices with their group. Every group should then have two students come up and distribute their traffic lights.
- Once each group has made their decision, discuss: How did you know which choice was right and which choice was wrong?
- Redistribute the traffic lights to each group and then click twice to repeat the same procedure with the following two scenarios:
 - You see that your classmate looks lonely at recess. Do you: Ask him or her to join you or Keep playing with your friends and pretend you don’t notice?
 - Your friend is in the middle of telling you a funny story, but your teacher just asked you to be quiet. Do you: Keep listening to your friend so you can hear the story’s ending or Ask your friend to finish telling you later?

Day 1, Slide 4

- Introduce students to the idea of a *Yes Mess* by explaining that there are three easy questions that you can ask yourself to help you make choices that are right for you.
- Click three times to read and display each of the following questions:
 - Could anyone get hurt?
 - Take a moment to explain that this question refers to all kinds of hurt, including

our feelings!

- Could anyone get in trouble?
- Could anything bad happen?
- Pass out Handout 2: *Yes Mess* to each student and explain that they will be making a game spinner with these questions, which they can use to help them make decisions!
- Instruct students to use the coloring supplies to decorate their spinner with colors and pictures that will help them remember each of the questions. They can use the emojis on the slide as a starting point, but encourage them to come up with their own image too!

*Tip: As part of this step, older students may also use scissors to cut out their spinner. However, it's also fine to keep the spinner on the larger handout.
- As students are designing their spinners, walk around the classroom with a pair of scissors, paper clips, and paper fasteners. Work with small groups of students and help them construct their spinners by following these directions:
 - Use the scissors to create a small hole in the center of each spinner.
 - Help (and/or show students how to) place the paper fastener through the paper clip and then through the hole in the spinner, so it looks similar to [this](#).
 - Secure the paper fastener by folding its arms over on the back of the spinner. Make sure not to secure the arms all the way against the spinner: It will need to be a little loose in order for the paper clip to spin.

Day 1, Slide 5

- Once the spinners are complete, assemble students back around you on the floor with their spinners in hand.
- Distribute a piece of scrap paper to each student and instruct them to rip their paper into four pieces and then place the pieces on the floor in front of them.
- Explain that the spinners will help them make choices that are right for them. If they answer “yes” to any of their spinner questions, it means the choice will lead to a *Yes Mess*. And if a choice leads to a *Yes Mess*, it means it is *not* the best choice...and there is another better choice for them!
- Click once and display/read:
 - I choose to run around the cafeteria during lunch time.
- Ask for a student volunteer to spin their spinner and share the question that the spinner lands on. Encourage the class to think quietly about the answer for a couple seconds.
- Then tell students: If you would answer “yes” to this *Yes Mess* question, crumple up a piece of your scrap paper. Then when I say, “Would this create a *Yes Mess*?”, toss your crumpled paper toward the *Yes Mess* target on the board.
- Once you ask, “Would this create a *Yes Mess*?” and students toss their papers, acknowledge the mess that the choice created by saying, “What a Mess!”
- Then discuss:
 - Why did you answer “yes” to this question?



- This *Yes Mess* shows us that this is not the right choice. What would be a better choice for you?
 - Click twice to repeat the procedure above with the following two scenarios:
 - I choose to jump off the swings or playground at recess.
 - I choose to tell my cousin she or he cannot play with me.
- *Note: If students answer “no” to any of the *Yes Mess* questions for these scenarios, remind them that only one of the questions needs a “yes” in order for a *Yes Mess* to occur. Then encourage them to spin again until they have considered each of the questions.

Day 1, Slide 6

- Ask for a few volunteers to pick up and recycle the mess from the *Yes Mess* activity.
- Then click once to reveal one more choice:
 - I choose to think about my choices before I make a decision.
- Remind students of the *Yes Mess* questions by rereading them and pointing to them on the slide as you read.
- Then click twice to remove the questions and display the *Yes Mess* target.
- Instruct each student to spin their own spinner and think about this choice.
- If students would answer “yes” to their spinner question, instruct them to throw their last piece of scrap paper at the *Yes Mess* target.

*Note: Students should answer no to each of the questions, so probe any students who throw their papers to walk you through their thought process and help them understand why yes may not be the best response.
- Instruct students to spin two more times, think about the answer in regards to this choice and throw their piece of scrap paper at the target if they would answer yes.
- Conclude by saying, “It looks like this choice is not a *Yes Mess*...which you can see because there is no mess to clean up! Since we answered no to each of the *Yes Mess* questions, this is a good choice for you!”

Day 1, Slide 7

- Wrap up the session by inviting student to join you in reading the *Words to Live By* segment aloud, as it is displayed on the slide.
- Then conclude by saying, “When you make choices in the future, think about your *Yes Mess* spinner. And if you would answer “yes” to any of the questions, remember the mess you made here today, and try to think of a better choice for yourself!”



Day 2 | Slide 8

Instructor Prep: Before this session begins, select an area where the class can participate in a relay race. Ideally, you will find an area where the class can stand divided by at least 20–30 feet. (Students will be walking back and forth between these two spots.) Once you have found a space, use masking tape or chalk to mark the two sides.

- Begin Day 2 by instructing the class to sit on the floor in a circle or semi-circle and join the students by sitting at their level.
- Explain that today will begin with a fun relay race where students will have to work both individually and as a team.
- Break the class into groups of four.
**Tip:* If the class is not easily divisible by four, it will be better to have a group of three than a group of five.
- Bring the class to the area you have prepared for the relay race, along with the rest of the relay race materials.
- Instruct each group to stand in a line behind one of the lines of tape or chalk.
- Hold up a spoon and the material that the class will have to balance on their spoon. Explain that when you say, "Go!" the first person in each group will balance this material on their spoon and move quickly to the opposite line. They must touch the line with both feet, and then turn around and return to their group. They will then pass their spoon to their next group member and sit down at the end of their group's line.
- This will continue until all four group members have gone and are sitting down. The first group to have all members sitting wins!

*Notes:

- It may be helpful to have a couple students help you model this before you begin!
- If the material comes off the spoon, students should place it back on, and then begin again at the location where it fell off.
- If any groups have only three members, the first person in line should go twice so there are still four participants.
- Then answer any student questions, distribute the materials, and count down to the race start with a "Ready, Set, Go!"
- When the race is complete, congratulate all teams for finishing rather than making a winners' announcement and then bring students back to the classroom.

Day 2, Slide 9

- Reassemble the class on the floor in a circle or semi-circle and again join the students by sitting at their level.
- Click once to display the first question below and then click twice to display each of the following questions. Discuss each one as a whole class before moving to the next one:



- What job did every person have in the relay race?
- What choices did YOU have to make?
- Could you control the actions or choices of others?
- Why were YOUR actions important?

Day 2, Slide 10

- It's read-aloud time! Explain that the class is about to read a book that will help them think even more about their own actions and choices.
- As you read, ask students to listen for examples of the choices that the main character Noodle makes and think about what we can learn from his actions.
- Then either read [But It's Not My Fault](#) by Julia Cook aloud or project the video-aloud.
- When the read-aloud is complete, discuss:
 - Noodle used to blame others all the time. Was this a good choice? Why or why not?
 - Is it better to say, "It's not my fault" or is it better to own up to our choices? Why?
**Tip:* If needed, explain that when you "own up to your choices," you admit the choice that you made!

Day 2, Slide 11

- Explain that students will now practice not blaming others with a game of Hand Up, Pair Up, Own Up.
- Lead students, step by step, through the first round of this activity:
 - Say, "Hand up," and instruct students to put one hand up in the air, stand up, and walk silently around the room.
 - Say, "Pair up," and instruct students to gently fist bump the person closest to them and sit down next to them.
 - Then click once and share a scenario aloud: You left a drawing you made on the kitchen counter and your grandma accidentally threw it away.
 - Click again and instruct the student pairs to "Own up!" by thinking about this situation and filling in the blanks: I could blame _____ but I will own up! This is my fault because _____.
 - After a minute has passed, ask a student or two to share how they filled in the blanks and owned up.
- Then say, "Hand up," and continue the procedure two more times, clicking twice to reveal new pictures as you read each of the following scenarios:
 - You goofed around with your friend so much during snack-time that you didn't have a chance to eat.
 - You didn't put the top on your water bottle, and your dog spilled your water all over your library book.
- Then bring the students back to their circle or semi-circle and congratulate them for taking ownership of their actions. They admitted their pretend choices and didn't blame anyone else for their decisions!



Day 2, Slide 12

- Tell students that they are going to wrap up today by owning up to some of their own decisions.
 - Divide students into pairs and explain the activity:
 - Students will sit on the floor and listen as you call out a category.
 - Each student should own up to a choice they have made related to that category and share it with their partner.
 - Explain that the choice they share could be good or bad: The important thing is that they own up and don't blame others.
 - Once they have owned up to a decision related to that category, they may "inch up."
 - Model how to "inch up": Sit on the floor. State the category of "Being Helpful" and give an example of a time when you chose to be (or chose not to be) helpful. If you have a hard time thinking of an example, you could say, "When I was your age, I used to sometimes pretend that I didn't hear my aunt when she asked for my help with something."
 - Once you have shared your example, "inch up" by getting off the floor and crouching just above the ground.
 - Then encourage student pairs to also own up to a positive or negative decision related to "Being Helpful" and inch up.
 - Once students have inched up a little bit, click twice to reveal each of the following new categories. As you read each one, instruct students to *own up and inch up*:
 - Doing schoolwork
 - Moving throughout the school building
 - Following directions
 - Playing with friends or family members
- *Tips:
- Remind students to own up to both positive and negative choices.
 - If students are inching up too quickly, remind them that there are still categories to come so they shouldn't yet be at their full height.
- Finally, share that there is one category left. Click twice to reveal and read: Being kind.
 - After students own up to this category, they may inch up to their full height and jump into the air.
 - Conclude by inviting students to high-five each other for owning up to their actions. It's not always easy to take responsibility for our choices, and they proved today that they could do it!

Day 3 | Slide 13

Instructor Prep: Before this session begins, select an area where the class can participate in the game of freeze tag that is included on Slide 16. If needed, this can take place in the classroom, but it will be easier if there is a bigger space available!

- Begin this session with students sitting in a large circle or semi-circle. Join them at their level and review what you discussed last session by reading the underlined portion of the Words to Live By aloud: *What happens is on me and not any of you.* As you read this portion, point your thumbs inward toward yourself when you read “me” and point to the class when you read “you.”
- Then review what students learned last session with a silent gesture game.
- Click once and tell students to pretend: I ate so many sweets at my friend’s birthday party that I got a stomachache!
- Then ask students to decide who needs to own up and take responsibility for getting a stomachache. They should show their decision by quietly pointing to those around them (to indicate it was someone else’s fault) or pointing their thumbs inward toward themselves.
- Once students have participated, continue with the following two scenarios, each time clicking twice to display a corresponding picture:
 - I decided to go to bed before my bedtime and woke up with lots of energy!
 - I ran in the hallway, and a teacher made me miss part of recess.
- For each example, reiterate the concept of personal responsibility by explaining that whatever happens as a result of your choice is on YOU and no one else! For this reason, all scenarios should have students’ thumbs pointing inward.

Day 3, Slide 14

- Tell students that their choices and actions make up a big part of who they are.
- Click once and ask students if they know what an ID card is. Encourage them to look at the pictures on the slide to get an idea!
- Help students arrive at the answer that an ID card is a document that uses pictures and words to show your identification...In other words, it shows who you are!
- Pass out one ID card (from *Handout 3*) to each student and explain that they will be making their own ID cards.
- Click twice to display the student ID card and read through the words on the card.
- Instruct students to first fill in their name and age. They should then use the coloring materials to create a self-portrait of themselves in the rectangle.
- Instruct students to leave the speech bubble blank!

Day 3, Slide 15

- As students are wrapping up, instruct them to put their coloring materials down for a moment.
- Click once and explain that they will also be using the letters “ID” to stand for “I did...” which will help everyone own up to their choices and actions.



- Explain that when you *Show Your ID*, you say what YOU did, and you don't blame anyone else!
- Guide students in copying "I did..." into the speech bubble on their ID cards, like the model on the slide.

Day 3, Slide 16

- Tell students that they are about to practice *Showing Their ID*.
- Distribute a Positive Personal Responsibility Patch (*from Handout 4*) to each student.
- Instruct students to think about a way they took personal responsibility for themselves. For example, choosing their own outfit for the day, cleaning their room without being asked, getting their own snack, helping a younger sibling, and so on.
- Have students draw or write about their example on the back of their patch. Give students about 15 minutes to work on their patches.
- Once students are ready, they should get up with their patches. Explain that when you say, "Go!" students will walk around the classroom. When you say, "Partner!" students find a partner close to them and *Show Their IDs* to each other. Each student *Shows Their ID* and describes how they demonstrated personal responsibility.
 - If necessary, model the activity with a student volunteer.
- Instruct the class to begin walking around the room and repeat these directions for three or four rounds.

Day 3, Slide 17

- Reassemble students into a large circle or semi-circle and collect the Positive Personal Responsibility Patches.
- Explain that while it's important to be able to talk about the positive choices we make, it's also important to *Show Our ID* for our bad or negative choices. When we *Show Our ID* for a negative choice, it's our chance to admit that what we did was wrong and that the choice was on "me" and no one else. It is also a chance for us to think about how we would act differently the next time.
- Explain that students are now going to do a similar activity, but will talk about some negative choices they have made instead. They will then work with their partners to identify positive alternatives for their negative choices.
- Explain the procedure:
 - At the beginning of each round, I will share a *Show Your ID* category, such as, "*Show Your ID* for a bad choice you made at home," or "*Show Your ID* for a choice that you're proud of!"
 - Once I share the category, you will have a minute to think about a choice you made. You'll need to share this choice with a partner.
 - When I say, "Go!" start to move around.
 - When I say, "Partner!" find a partner near you and *Show Your ID*.
 - Once both of you have shared your negative choices, help each other figure out a positive choice for next time. For example, if your bad choice was to make a mess in the kitchen, your positive choice for next time could be to clean up your mess before leaving the kitchen.



- After about 30 seconds, I will give you the signal to move again and find a new partner. Your new partner will give you their positive choice suggestion.
 - If necessary, model the activity using a student volunteer.
- Begin playing. Click once to reveal the first round's *Show Your ID* Category: *Show Your ID* for a negative choice you made at home.
- Give students a moment to think about this choice, then say, "Go!" Students will move to find partners, share their negative choices, and suggest positive alternatives.
- Click twice for the following categories:
 - *Show Your ID* for a positive choice you made that you are proud of.
 - *Show Your ID* for a negative choice you made during school.
 - *Show Your ID* for a negative or positive choice that you made this week!

Day 3, Slide 18

- Bring the students back to a semi-circle or circle and debrief on the activity. Ask:
 - When is it easy to *Show Your ID*?
 - Acknowledge that many people find it easy to show their ID if they are proud of their actions, but some people find it embarrassing to bring attention to themselves (even for positive things).
 - When can it be hard to *Show Your ID*?
 - Acknowledge that other times it can be hard to *Show Your ID* if you are embarrassed, made a mistake, or don't want to feel like you're bragging.
 - Is it important to *Show Your ID*? Why or why not?
 - It is important to *Show Your ID* for all of your choices because it means you take ownership for everything you do. This will help others trust and believe you!

Day 3 Slide 19

- Conclude this session by passing out a copy of *Handout 5: My Goal* to each student.
- Read through the *Words to Live By* segment on the top half of the handout together as a class.
- Then read the fill-in-the-blanks portion and explain that every student will set a goal to help them with a time in the future when it might be hard for them to *Show Their ID*. They will then illustrate their goal in the space provided.
- Provide the example:
 - It is hard for me to *Show My ID* when I feel embarrassed. So, I may write: "Even though it can be hard to *Show My ID* when I am embarrassed about the choice I made, I will always try to own up to my choices!" Then I could draw a picture of me apologizing to my sister for making the choice to be unkind.



- Answer any questions and 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 what steps could be taken to help them achieve it.
- Students can turn their ID card into a personal tracker and use it as motivation to *Show Their ID* as much as possible.
- The class can create an ID bulletin board or poster that highlights positive and kind actions that students perform on a weekly basis.

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
- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core English Language Arts Standards:

Writing:

- CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

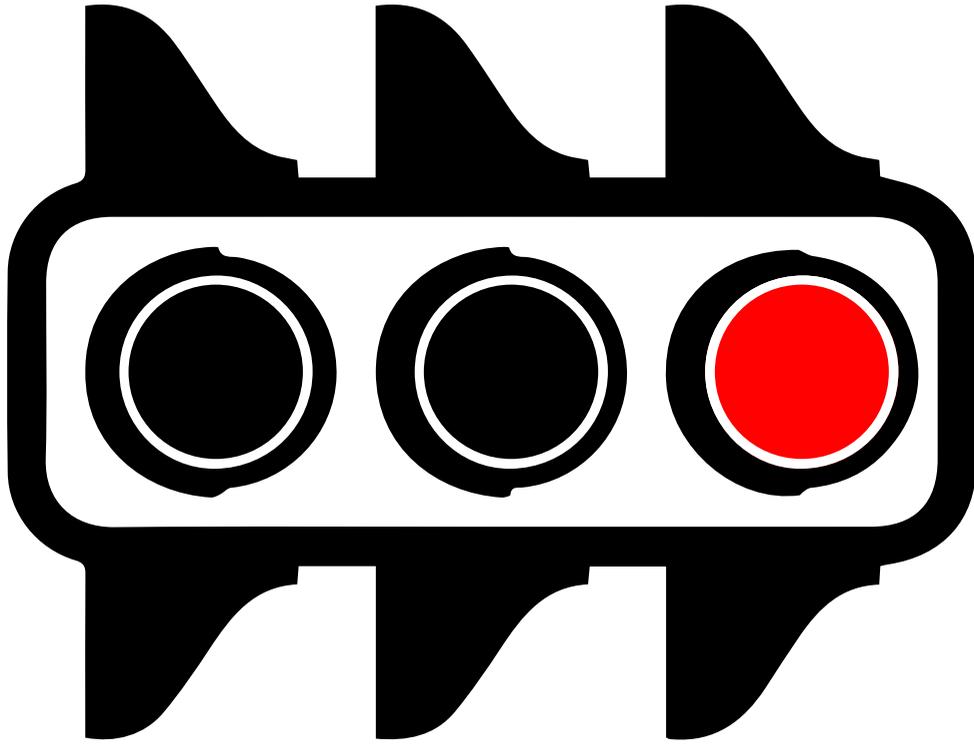
Speaking and Listening:

- CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

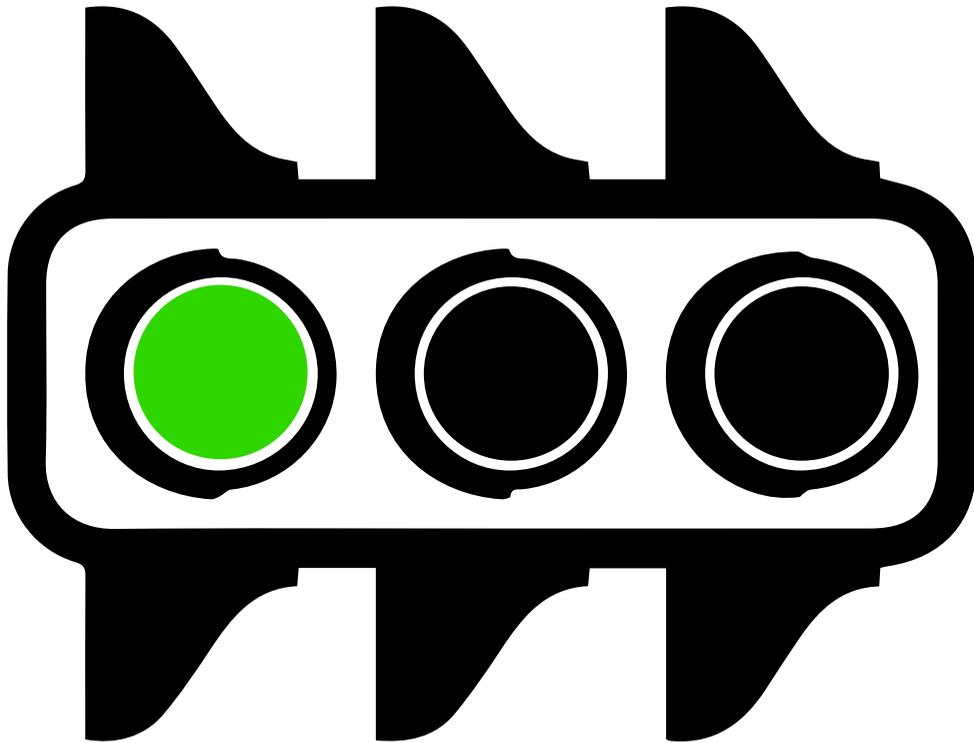
Reading:

- CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WRONG



RIGHT







My ID Card

Name:

Age: _____



My ID Card

Name:

Age: _____



My Goal

I soar with wings.

Let me tell you why.

I learn lots of skills that help me reach the sky...

I understand the choices I make

should be what's best for me to do,

and what happens is on me and not any of you.

My goal: _____

Even though it can be hard to Show my ID when

I will always try to own up to my choices!

