



Becoming My Best Me

Objectives

Students will:

- Explore and explain the value of a growth mindset and how it can support the development of their strengths and weaknesses
- Summarize, role-play, and apply strategies for understanding their own emotions, recognizing their impulses, and regulating their behavior
- Create a S.M.A.R.T. goal for managing their impulses
- Summarize what they have learned about Self-Awareness and Self-Management by composing a letter to their future selves

Overview

In this module, students in Grades 3–5 will continue to explore the concepts of Self-Awareness and Self-Management through the lens of a growth mindset—the belief that our skills and abilities can be developed through practice and hard work. Students will begin by investigating the meaning of “yet” and the power that the word holds when it comes to our strengths and weaknesses. Next, students will consider the value of growth mindset in tackling challenges and explore two strategies for controlling their impulses. The module will conclude with a focus on goal setting, as students create their own Self-Management goals and consider how they can apply what they have learned as they grow into the very best people they can be.

This digital lesson bundle serves as an extension to the Grades 3–5 *Read All About It* digital lesson bundle ([Educator Guide](#) and Lesson PowerPoint) by reinforcing learned concepts and strategies and introducing new ones. While this lesson is recommended as a follow up to *Read All About It*, it can also serve as a stand-alone module. Concepts that were introduced in the *Read All About It* digital lesson bundle are prefaced with “review and/or explain.”

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 interactive elements, including images, text boxes, and links which will open in your web browser, are set to occur with a simple click. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate them. There will be information on how to proceed in the notes section for each slide.

Content Areas

Health, Wellness, English Language Arts



Activity Duration

Three class periods (about 60 minutes each)

Timing Note: While this digital lesson bundle is presented as three one-hour periods, each period may also be divided into shorter segments to better fit the needs of your classroom.

Grade Level

3–5

Essential Questions

- How can we improve our weaknesses?
- What strategies can we use to control our impulses and act kindly and calmly?
- How can we set goals to help us grow and improve?

Materials

All days:

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

Day 1:

- **Handout 1: My Time Line**, one per student
- “Power of Yet” [music video](#), to project
- **Handout 2: My Journal**, one per student

Day 2:

- **The Dot** by Peter Reynolds or the [video read-aloud](#)
- **Handout 3: Spotlight On...**, four copies
- **Handout 4: Relax and Reset**, one per student
- Drawing/coloring materials, for the class to share

Day 3:

- Empty bulletin board (or poster boards), one for the class
- **Handout 5: I Can**, eight copies
- Scissors, for the class to share
- Tape or stapler (to attach paper to the bulletin board), for the class to share
- **Handout 6: My S.M.A.R.T. Goal**, one per student
- **Handout 7: Letter to Me**, 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.



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 40 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, two significant predictors of which students 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 uses 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 first two core competencies: Self-Awareness and Self-Management. This digital lesson bundle provides slide-by-slide instructions to ensure educators are prepared to explain, discuss, and facilitate the hands-on content in the presentation. While the content is designed to cover three class periods, these lessons can be flexible and presented in shorter intervals as well. Depending on your classroom's needs, each lesson



could be divided into four fifteen-minute increments, three twenty-minute increments, or even two thirty-minute sessions. Extension ideas are also 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 competencies of Self-Awareness and Self-Management through 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 creating a time line of their proudest achievements, which will lead to an exploration of the milestones that they have not yet achieved. After considering the strengths and weaknesses that played a role in both their accomplishments and their not-yet achievements, the class will listen to a song about the power of “yet.” They will discuss how not achieving something makes them feel, as well as the idea that everyone has areas in which they need practice and/or outside help before they can be successful. The session will conclude with a journal entry focused on how they can strengthen their weaknesses and work toward achieving one of their “yet” statements.

Next, students will be introduced to the concept of fixed mindsets and growth mindsets as they participate in a read-aloud activity, identify the main character’s personality traits, and consider the mindset that this character possesses. Next, the class will apply what they have learned about mindsets as they investigate the challenges of a famous person, consider how this person responded to the(se) challenge(s), and explain how this person moved forward and continued to grow. Students will then shift their focus to their own lives as they identify challenging situations in which they could use help controlling their emotions and impulses. They will be presented with two strategies for keeping their impulses in check, and they will practice these as they role-play several situations.

In the final session, students will continue to work on self-acceptance and their ability to possess a growth mindset despite surprises and setbacks. They will begin by contributing to a bulletin board that provides positive alternatives to saying, “I can’t.” After learning how to write an effective goal, they will then create a personal S.M.A.R.T. goal that focuses on having a growth mindset and controlling their impulses as well as a goal tracker to measure their progress. They will ultimately write a letter to their end-of-year selves that describes how they will apply what they have learned over these three sessions to become the best “me” that they can be.



DAY 1

Day 1 | Slide 1

- Instruct the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- 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.

- Ask the students to close their eyes and think about a time when it felt like they reached the sky and accomplished something that they were proud of.
- As students keep their eyes closed, explain that this achievement could be a skill they learned or something they accomplished in school or outside of school. Nothing is too big or too small, as long as they are proud of it!
- Click once to display a time line on the slide, then instruct students to open their eyes.
- Explain that this blank line will become a timeline of their personal achievements.
- Click once to illustrate an example: *I made new friends when I moved here!*
- Explain that this achievement was placed above the number eight because it was accomplished when the student was 8 years old.
- Then distribute one **Handout 1: My Time Line** to each student. Encourage students to fill in their own time lines and record at least four or five personal achievements that they are proud of.
- Once students have completed their time lines, ask them to review what they wrote and consider how their strengths helped them achieve these accomplishments.
 - Review and/or explain that a strength is something that they are good at or something that comes easily to them. Everyone has their own 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, determined, or kind.
 - Point to the *I made new friends when I moved here!* text on the time line and explain that being friendly is a personality strength that helped this person make new friends when he or she moved.
- Then invite several students to come to the board, demonstrate where one of their achievements falls on the time line, and proudly explain both their achievements and the strengths that helped them accomplish them.

Day 1 | Slide 2

- Next, explain that we can't achieve *everything* easily because we all also have weaknesses.
- Review and/or explain that weaknesses are things that we are not as good at or areas where we have to work a little harder. Remind students that though weaknesses may be difficult to talk about, they are never something we should be embarrassed about. When we recognize our weaknesses, work to improve them, and ask for help, they won't get in the way of our accomplishments.



- Challenge students to think about a few accomplishments (big or small) that they hope to achieve, but have not achieved “yet”.
- Click once to project examples of *not-yet* achievements around the slide’s border and encourage students to speak with a partner about achievements that they would like to accomplish this year or next.
- Then instruct the students to write their own *not-yet* achievements around the border of their time lines, like the example on the slide.
- Once the students have added their *not-yet* achievements, click again and invite students to proudly share one of their not-yet achievements with the peers around them, using the sentence stem: “I haven’t _____ yet!”

Day 1 | Slide 3

- Click on “yet” in the title of the slide to play a [music video](#)* about the meaning behind it. As students watch, encourage them to consider: Why is yet an important word?
**If YouTube is blocked at your school, you may instead play the video on your personal device and instruct students to listen to the lyrics.*
- When the video is complete, ask students to think-pair-share* their answer to: Why is “yet” an important word? What is the power of “yet”?
**In a think-pair-share, students think about the question independently, discuss their answers with a partner, then share their thoughts with the larger class.*
- Click once and summarize what you have heard the students share. Be sure the class understands that yet is an important and powerful word because it implies that you WILL eventually be able to achieve something if you try and work hard...
- Click again and add: You just haven’t achieved it yet!

Day 1 | Slide 4

- Acknowledge that while it can be exciting to know that something has not happened yet, it can also be difficult to not achieve it right now.
- Bring students’ attention to the *Words to Live By* excerpt on the top of the slide and ask a volunteer to read it aloud:
*I love and accept who I am on the inside
and know my emotions are nothing to hide.*
- Click once to display the Emotion List. If this list is new to your students, read through some or all of the emotions together.
- Then designate one corner of the room *A-F Emotions*, one corner *G-K Emotions*, one corner *L-P Emotions*, and one corner *Q-Z Emotions*.
- Instruct students to review their time lines and think about how their achievements make them feel. Ask them to choose one of the strongest emotions that comes to mind and move to the corner of the room that matches the first letter of this feeling.



- Once everyone has moved to a corner of the room, encourage the students to share their emotions with the peers in this corner, as well as why their accomplishments make them feel this way.
- Next, instruct students to think about the yet statements that they placed around their time line and consider how these make them feel.
- Again, encourage students to move to the corner of the room that matches the first letter of this emotion.
- Once students have discussed this second emotion with the other students in their corners, invite a few students from around the room to share.
- Conclude the activity by reiterating that these emotions are nothing to hide and congratulate the class on honestly sharing how they feel.

Day 1 | Slide 5

- Click once to highlight the word “motivated” on the Emotion List.
- Explain that when you feel motivated, you feel like you have a reason to do something. For instance, in addition to feeling sad or frustrated if you don’t accomplish something, motivated is a positive emotion that you may feel.
- Remind the class that everyone has areas they need help in or areas they need to work on in order to be successful. Rather than letting this upset you, it can also make you feel motivated to ask for help, work harder, and/or improve.
- Click once to display the phrase: I am motivated to ____ so I can ____.
- Click once to display each of the following examples. Once a student volunteer has read the phrase aloud, click again to remove it.
 - I am motivated to **ask my teacher a question** so I can **understand fractions**.
 - I am motivated to **learn my spelling words** so I can **write more clearly**.
 - I am motivated to **listen when others speak** so I can **be a better friend**.
- Click a final time to remove the words in the blanks and ask students to think about how asking for help, working hard, or improving a certain skill could help them accomplish their own *yet* statements.
- Once students have thought about this independently for a moment, guide them in forming discussion groups of three and challenge them to use the sentence stem on the slide to share *I am motivated* phrases for each of their personal *yet* statements.

Day 1 | Slide 6

- Explain that the class session will conclude with time to journal independently.
- Ask a volunteer to read the *Words to Live By* on the slide.
- Then distribute one **Handout 2: My Journal** to each student and review the directions provided.
- Explain that continuing to think about how their yet statements make them feel and creating a plan to turn these yet statements into achievements is a great way to practice and exemplify the *Words to Live By* that they have explored today.



- Then encourage students to make themselves comfortable around the classroom and independently complete the journal response.
- Keep an eye on students as they work. If anyone seems stuck or uncertain, invite that student to join you for a quick conference to get back on track.

DAY 2

Day 2 | Slide 7

- Instruct the class to sit on the floor in a circle or semicircle and join the students by sitting at their level. Then begin this session with a read-aloud activity.
- Explain that you are about to read **The Dot** by Peter Reynolds. As students listen, ask them to consider how they would describe the main character’s personality.
- Read the first portion of the story aloud (or click the book icon on the slide to show the [video reading](#)) and pause after the page that reads: “Vashti thought for a moment. ‘Well, maybe I can’t draw, but I CAN sign my name.’”
- Challenge students to help you fill in the top half of the slide’s character trait chart with details about Vashti’s feelings, thoughts, actions, and dialogue so far. If needed, go back into the story and find evidence together.
- Then ask: Based on these details, how would you describe Vashti’s personality so far?
- As students share, record their thoughts in the *We can infer that Vashti is...* chart section.
- Once the list is complete, tell students that these descriptive words are her character traits. In other words, they describe her personality.
- Click once and introduce the term “*fixed mindset*”. Explain that your mindset is your attitude. When someone has a fixed mindset, they believe that their qualities—like whether they are good at art—are fixed and that there is nothing they can do to improve them. In the story, Vashti seems to have a fixed mindset about her drawing ability.
- Then continue reading and ask students to listen for more clues about Vashti’s character traits as the story develops.
- When the reading is finished, encourage students to help you fill in additional details about Vashti’s feelings, thoughts, actions, and dialogue from the second half of the story.
- Then ask: How would you describe Vashti’s personality now? Continue to fill in the bottom half of the chart.
- Once the chart is complete, ask students to raise their hands if they think Vashi still has a fixed mindset and encourage a couple of students to share their reasoning.
- Then click twice to project the term “*growth mindset*.” Ask students to predict what this term means based on their understanding of “*fixed mindset*.”
- Click again and explain that when people have a growth mindset, they have the attitude that their abilities can be improved through hard work and practice. During the second half of the story, Vashti had a growth mindset!



Day 2, Slide 8

- Remind students again that *everyone* has strengths and weaknesses. However, the difference between someone with a fixed mindset and someone with a growth mindset is that someone with a growth mindset understands his or her strengths and tries to improve his or her weaknesses. A person with a fixed mindset, on the other hand, doesn't think that his or her weaknesses can ever get any better.
- Click once and explain that being aware of your strengths and weaknesses and working to become even better is important for *everyone*.
- Divide students into pairs and distribute one **Handout 3: Spotlight On...** to each pair. Try to distribute the five different spotlights equally throughout the classroom.
- Instruct the students to read about their famous person and complete the Spotlight card, which will encourage them to think about the challenge the person faced and how that person continued to grow and succeed.
- Once about 10 minutes have passed or student pairs have completed their cards, click once and encourage the pairs to share how their featured person succeeded even though he or she faced challenges and had weaknesses.
- Conclude the discussion by acknowledging that these people were able to succeed because they faced their weaknesses and challenges with a positive attitude and a growth mindset!

Day 2 | Slide 9

- Read the next section of the *Words to Live By* aloud:

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

- Explain that when situations are unexpected or annoying or frustrating, it's okay to get upset.
- Take a moment to connect this section of the *Words to Live By* to what the students just learned. For instance, Michael Jordan was surprised when he didn't make his school basketball team, and he felt upset. However, even though he was upset, he controlled his behavior and decided to keep working hard so that he could make the basketball team the following year.
- Go on to explain that when we're surprised or upset, it can be hard to control our impulses. Review and/or explain that an "impulse" is what your body wants to do before you have a chance to think about it.
- Click once and ask students to turn to a partner and take turns telling each other the colors that numbers 1-6 are written in (and *not* what the words say).
- Once student pairs have given this a try, ask: Was it easy or hard to say the right color? Why?
- Explain that our impulse is usually to read what the word says because that's what our brains are used to doing. To say the color that we saw, we had to fight against our impulse to read!



Day 2 | Slide 10

- Go on to review and/or explain that we also have impulses that affect our behavior or how we act. These are the impulses that our body wants to do or say before we stop to think.
- Click once to reveal three images on the slide and explain that we are likely to have impulses when:
 - Someone says something mean to us
 - A teacher tells us to stop doing something that we weren't actually doing
 - We drop or spill something
- Invite students to describe what their impulse may be in each situation. Their impulse may be positive or negative.
- Tell the class that while it is okay to have impulses, it is *not* okay to act on these impulses and lose control over our actions, bodies, or words.
- Explain that acting on our impulses tends to have two effects:
 - Our actions can hurt ourselves and others on the inside and outside.
 - We may face consequences, such as missing recess or having privileges taken away.
- Therefore, just as we tried to control ourselves and say the correct color, we need to recognize our impulses and control what we say and how we act.

Day 2 | Slide 11

- Explain that there are two strategies to help us react in a calm and kind way, managing our impulses and avoiding these negative consequences.
- The first strategy is one that students have already learned if they completed the 3–5 *Read All About It!* digital lesson bundle.
- Click once and ask students if they remember how to perform a Control Check. Review and/or explain that before we react, we can control our impulses by stopping, checking, and controlling what we:
 - Click once to display “Think.” Have we thought about how we feel before we say or do something?
 - Click a second time to display “Say.” Have we made sure the words we are about to say are gentle and kind?
 - Click a third time to display “Do.” Have we made 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 before we act. Taking a quick break helps us respond in kinder and calmer ways.

Day 2, Slide 12

- Click once and explain that another way to control our impulses when something surprises us, our emotions are all mixed up, or we're upset is to try some “R & R.”
- Click again to display “Reset.”
- Ask students: What happens when you reset a device?
- Explain that you usually reset a device when there is a problem. When you reset a device, it tries



to fix the problem by starting back at the beginning. It then may act or do things a little differently than it did the first time. This is why the symbol for reset is an arrow that is winding backward and beginning again.

- Go on to explain that, when you reset to control your impulses, you stop and try to figure out what is really bothering you. This will help you later go back to the problem with a better understanding of what to do so your emotions don't get the best of you.
- Click again to display "Relax" and admit that this word shouldn't need too much of an explanation.
- Ask students to share with the person next to them: What are some of the things you do (or could do) to relax?
- Encourage students to think of realistic ways they can relax in their everyday lives at school and at home—such as closing their eyes and picturing the beach or another favorite spot or taking a few deep breaths.

Day 2 | Slide 13

- Distribute one **Handout 4: Reset and Relax** to each student.
- Explain that students will be able to use this handout in the future to remind them how to take some R & R.
- Point out the reset symbol that you already discussed, and then bring students' attention to the circles surrounding it. Encourage the class to fill in these circles with a few of their favorite ways to relax and click once to display a couple of examples with either words or pictures.
- Then instruct students to begin. If some students have trouble filling in all the circles, encourage them to brainstorm with their peers.

Day 2 | Slide 14

- To wrap up the session, explain that student pairs are going to practice taking some R & R.
- Begin by asking for two volunteer actors.
- Select one student to be Student A and one student to be Student B.
- Then click once and read the scenario aloud: Your sibling just interrupted you during the best part of your book.
- Click one more time to reveal "Take 1: Impulses."
- Ask the two students to act out what the scene might look like if Student B did *not* control his or her impulses. Remind the student volunteers that while they should act out what they look like when they don't control their impulses, they may not use bad words or actual violence.
- Then click twice to reveal "Take 2: Take Some R & R."
- Ask the class for a suggestion of what the scene might look like if Student B instead decided to take some R & R.
 - For instance: Could this student put down his or her book and walk to a quiet part of the room to think about why he or she is upset?
- Once it has been decided how Student B could take some R & R, ask the pair to act out Take 2.



- Finally, click two more times to reveal “Take 3: When this happens again....”
- Ask the class: Now that Student B has reset and relaxed, how could he or she react kindly and calmly the next time something like this happens?
- After the class has discussed how Student B could control his or her impulses and react calmly, ask the pair to act out Take 3.
- Then explain that everyone is going to give this a try.
- Divide the class into pairs and instruct each pair to select a Student A and a Student B.
- Click twice to reveal a new scenario: You’re playing soccer at recess, and you just passed the ball to your friend. Your friend missed it, and the other team scores.
- After reading it aloud, invite students to:
 - Act out Take 1.
 - Click twice: Act out Take 2.
 - Click twice: Act out Take 3.
- Then click twice more to display the final scenario: Your teacher gives you back your math assessment. Even though you studied, you didn’t do well.
- Read the scenario aloud, then once again invite pairs to:
 - Act out Take 1.
 - Click twice: Act out Take 2.
 - Click twice: Act out Take 3.
- Bring the class back together as you conclude the session.
- Ask students: What was the difference between Take 1 and Take 3? How can taking some R & R help us act kindly and calmly?
- Finally, instruct students to choose a safe spot to keep their completed **Handout 4: Reset & Relax** where it can serve as a daily reminder that it’s okay to take some R & R.

DAY 3

Day 3 | Slide 15

Instructor Prep: In advance of class, find space for a blank bulletin board in your classroom. If one is not available, create your own by attaching a couple pieces of poster board together to make a large rectangle. In the center of the board, write “We CAN!” in large letters.

- Instruct the class to sit on the floor in a circle or semicircle and join the students by sitting at their level. Then begin the third session by clicking once to display the two management strategies that students reviewed and/or learned last session: *Control Check and Taking Some R & R*.
- Invite students to discuss: In addition to helping us when we’re surprised, how could *Control Check and Taking Some R&R* also help us improve our weaknesses?
- Once students have shared their thoughts, be sure the class understands that when we’re



frustrated with our weaknesses, our impulses can get the best of us. For instance, if we believe we can't do something, it may be our impulse to get upset. But if we notice that we are getting frustrated and choose to do a *Control Check or Take Some R & R*, we can stay calm, have a growth mindset, and work at becoming the best people we can be.

Day 3 | Slide 16

- Point to the *We CAN!* bulletin board or poster board and explain that the class is about to fill this board with phrases that will motivate the students to have a growth mindset and improve their weaknesses.
- To prepare, challenge the students to picture something that is difficult for them.
- Click and explain this could be doing a cartwheel, talking about how they feel, keeping their rooms organized, or anything else that they may want to say they "can't" do.
- Click again and explain that students will work with a partner to turn one of their "I can't" thoughts into an "I can!" phrase.
- Distribute a speech or thought bubble from **Handout 5: I Can** to the students and explain that their "I can!" phrase will go in this bubble. The bubbles will then go on the bulletin board.
- Help students understand the instructions by giving a personal example:
 - For instance, you could explain that you have trouble running long distances.
 - Fill in the blanks on the slide and share: "Instead of saying, 'I can't run a 5K,' I could say, 'If I practice, I can improve!'"
 - Model how to write this "I can!" phrase (i.e., "If I practice, I can improve!") on a bubble from Handout 5 and attach it to the bulletin board.
- Allow student pairs a couple of minutes to discuss their challenge, fill in the blanks, write their "I can!" statements on their own speech bubbles, and cut out their bubbles.
- Then invite students to come up one at a time, share their statements, and attach them to the *We CAN!* bulletin board.

Day 3 | Slide 17

- Explain that goal setting is a positive way to turn "I can't" into (click once) "I can."
- Ask students to demonstrate through a show of hands who has set a goal before.
- Then pose the question in a different way. Say: Think of a time in the past when you really wanted something and you worked to achieve it. How did you make it happen? Encourage students to think-pair-share their responses with a partner.

Day 3 | Slide 18

- Read the two goals on the slide aloud:
 - I will always control my impulses.
 - When I feel myself getting frustrated, I will take a deep breath and think about what is making me upset. I will then start over when I feel calmer. For the next week, I will do this every time I feel myself getting frustrated.



- Then ask the class: Pretend you are someone wrote these two goals and wanted to choose one to work toward. Which one should they choose?
- Click and explain that goals are easier to achieve when they are S.M.A.R.T.
- Click again to reveal what the “S” in S.M.A.R.T. stands for.
- Read the definition together and ask: Which goal is more specific? Encourage students to point toward their answer.
- Compare the two goals and explain that, while the first goal doesn’t explain what impulses the speaker is talking about or how they will be controlled, the second goal outlines exactly what the person hopes to accomplish.
- Then instruct students to find a partner and click twice to reveal the remaining parts of a S.M.A.R.T. goal one at a time.
- Each time, 1) read the letter’s definition; 2) encourage pairs to discuss, decide, and point to which goal is more measurable, achievable, relevant*, and timely; and 3) discuss their answers with the larger class.

*When you discuss the idea of relevance, use this as an opportunity to explain that we can’t judge or decide whether other people’s goals are important. Goals only need to be important to the person who set them. For this reason, encourage the class to point to both goals.

- Conclude by determining that the S.M.A.R.T.-er goal is Goal No. 2!

Day 3 | Slide 19

- Distribute one **Handout 6: My S.M.A.R.T.** Goal to each student and explain that everyone is about to create his or her very own goal.
- Challenge students to think about what they have learned about controlling their impulses and brainstorm times in their life when this is difficult.
- You may kick off the brainstorming with an idea like: “When my sister teases me....”
- Then encourage students to share a few of their ideas.
- Explain that everyone is now going to practice having a growth mindset and create a S.M.A.R.T. goal to improve how they control their impulses in this situation.
- Click once to display the top half of Handout 6 and read through the text and the blanks. Be sure students know how to fill in the blanks, answer any questions they may have, and give the students a few minutes to create their S.M.A.R.T. goals.
- Then click once to display the bottom half of the handout.
- Explain that this will become a goal tracker that students will use to keep track of—or measure—whether they are meeting their goals. Go on to explain that their goal tracker:
 - Has two main parts: It tells when they should check on their goal, and it has space to mark if they are being successful.
 - Is important because it will help them understand how they are doing. If they are being successful and achieving their goal, they can keep doing what they are doing. If they are having trouble, they may need to do something differently in order to achieve their goal.



- Point out where students will record when they will check in on their goal.
 - Be sure to explain that each student may decide how often to check in. If, for instance, the goal is about a sibling's teasing and this happens every day, then the student should check in every day. But if the situation occurs less often, the student may want to check in every other day. If students need more room for dates, they can move down to the second tracker.
 - Allow students a couple minutes to fill out the "when" row of their goal tracker.
- Point to the bottom "Did I Meet My Goal?" row.
 - Explain that this is where students will mark if they have achieved their goal each time that they check in.
 - Instruct the students to come up with an easy way to mark this. For instance, they could choose to draw a smiley face and a frown face, a thumbs up and a thumbs down, a sun and a rain cloud, etc.
 - Students should always draw both symbols in each square so they can color or circle one of them during each check-in.
 - Again, allow students a couple of minutes to fill out the bottom portion of their goal tracker and encourage them to help each other brainstorm symbols as needed.
- Finally, lead the class in brainstorming *where* they should keep this handout so the students can easily look at their goal and track their personal progress. Then encourage students to place/paste/tape this handout in that location so they are ready to begin working toward their goal!

Day 3 | Slide 20

- Conclude the module by reassembling the class in a circle or semicircle and joining them at their level. Point to the *Words to Live By* on the screen and ask the class to join you in reading it aloud.
- Then distribute one **Handout 7: Letter to Me** to each student.
- Explain that for the rest of the session, students will write a private letter to themselves that they will read again at the end of the school year.
- Click once and explain that, in the letter, students should describe the person they hope to have become.
- They should try to include the skills and strategies that they have learned over the course of the last three sessions, including:
 - What strengths will you be proud of?
 - What weakness will you have worked on?
 - How will you try to control your impulses?
 - What goal(s) will you have achieved?
 - What new goal(s) will you be working on?
- Encourage students to find a quiet and comfortable section of the classroom to write these letters to their future selves. Once they are complete, collect them and store them in a safe place—and promise to return them at the end of the school year so students can see if they have become the people they are envisioning!



Extension Ideas

- Students can extend their “I Can” statements into a collage of personal affirmation statements. Encourage students to place their completed collage in a special spot at school or at home where they will see it frequently.
- Students can share the R & R strategy with their families and try to incorporate it into their lives at home when their impulses get the best of them.
- Students can continue to revisit their S.M.A.R.T. goal and use their goal tracker until their goal has been achieved. They can identify other focus areas related to the first section of the *Words to Live By* and create a new goal.

3-5 Standards

National Health Standards

- 4.5.3: Demonstrate nonviolent strategies to manage or resolve conflict.
- 6.5.1: Set a personal health goal and track progress toward its achievement.
- 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Common Core English Language Arts Standards

Writing

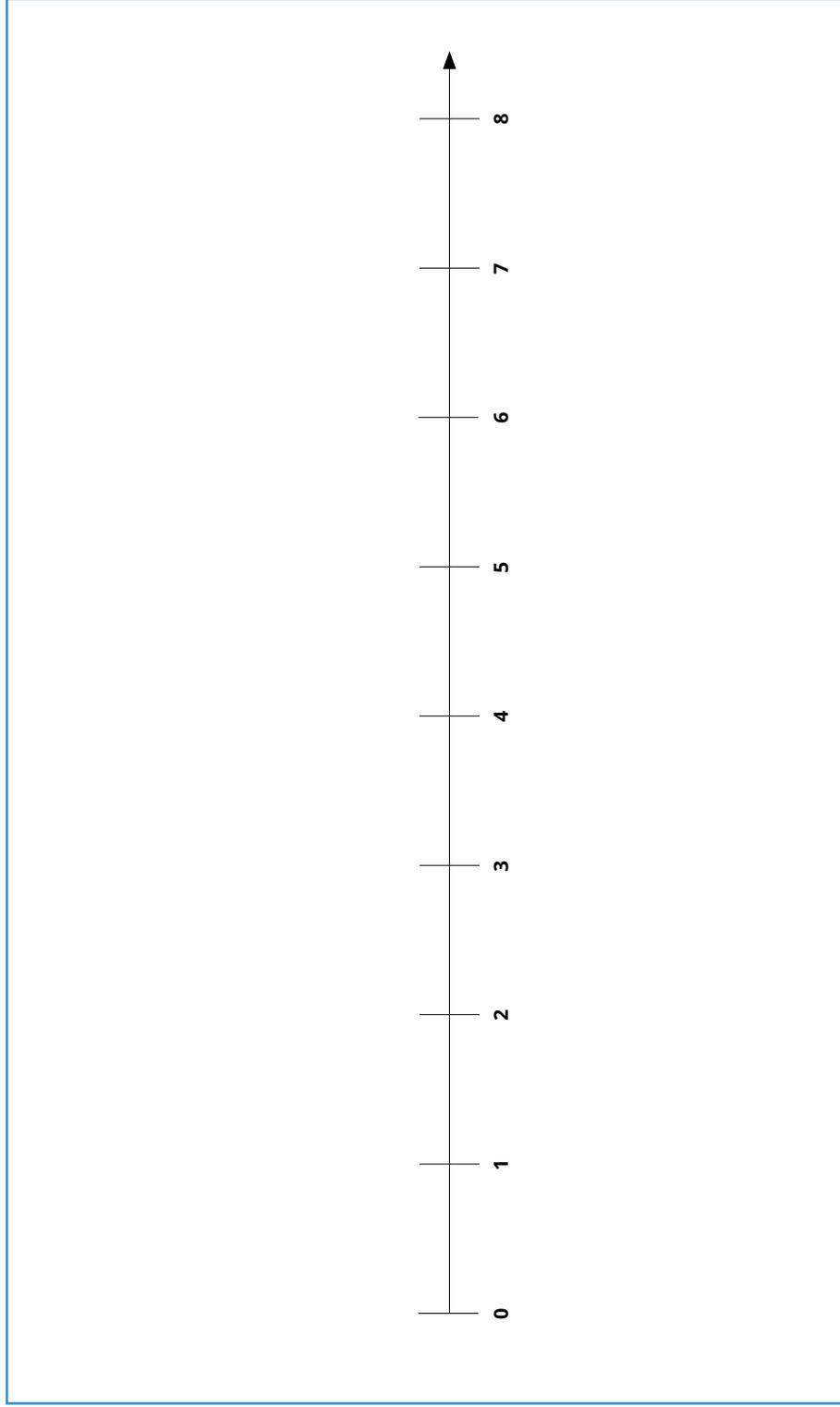
- W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

- 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.

Reading

- 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).





SPOTLIGHT ON: J. K. Rowling



In order to turn your writing into a book, a book company (called a publisher) must like your writing and buy it. J. K. Rowling, who is famous for having written the Harry Potter books, did not always find this so easy.



When she was writing her first Harry Potter book, she didn't have another job...which meant she also didn't have very much money. To make money, she kept trying to get publishers to buy her book, but they kept saying no!



However, she didn't stop trying. As she said, "I had nothing to lose, and sometimes that makes you brave enough to try." Thankfully, one publisher finally said yes. They published her first Harry Potter book... and then the rest of them! Today, the series has sold more than 500 million copies around the world.



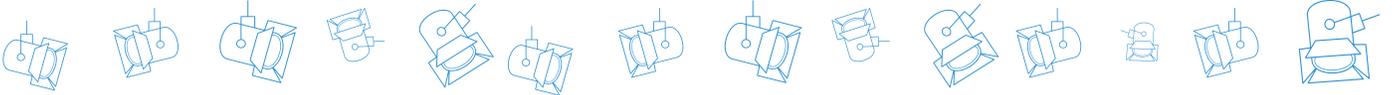
After J. K. Rowling finished the Harry Potter series, she decided to try writing another series of books. Because the books were different from Harry Potter, she wanted to write them under a new name. So she called herself "Robert Galbraith" when she sent her new book idea to publishers.



Again, the publishers said no to her book idea many times. One publisher even said that she should take a writing class! He didn't know that she was actually a famous author.



However, as J. K. Rowling had done with Harry Potter, she kept submitting her ideas to publishers until one said yes!

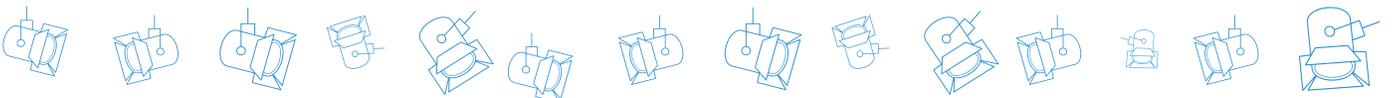


Spotlight On: _____

What was one challenge that this person faced? How do you think this challenge made her feel?



How did this person overcome this challenge?





SPOTLIGHT ON: Greta Thunberg

When Greta was in school, other students were mean to her and bullied her for being different. She once wrote, "I had no energy, no friends, and I didn't speak to anyone. I just sat alone at home...."

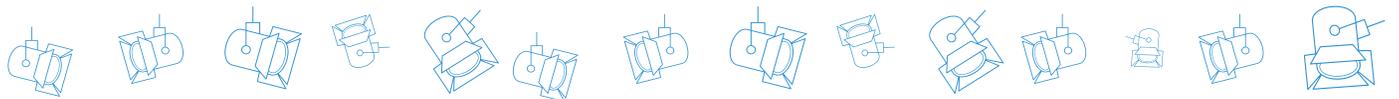
When Greta was a little older, she found out she had Asperger's syndrome. Asperger's affects how people interact (or talk and play) with others. Though people with Asperger's syndrome want to fit in and have friends, they don't always know how to do it. It can be hard for them to get along well with their peers.

Instead of trying so hard to make friends, Greta decided to focus her energy on something else that she cared about: helping the environment. In 2018, Greta won an essay contest about climate change. Then she started asking other students to skip school with her on Fridays. She hoped this protest would get the government's attention and convince it to do more to help climate change.

In March 2019, Greta led more than one million students around the world in a Friday school protest. Then, in September 2019, Greta used the Internet to spread the word about an even bigger protest. Four million people around the world made signs and marched in their own countries. It was the biggest climate strike in history!

Though it can be hard to have Asperger's, Greta now thinks being different is a good thing. "I have Asperger's, and that means I'm sometimes a bit different from the norm. And...being different is a superpower," Greta once said.

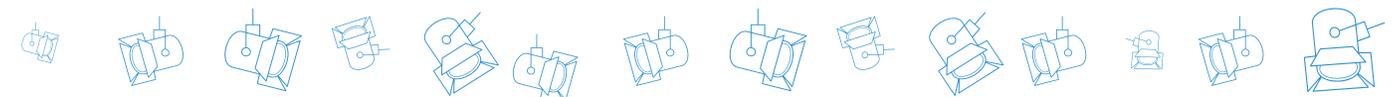
Today, Greta continues to make important speeches, organize protests, and fight for change that will help the environment.



Spotlight On: _____

What was one challenge that this person faced? How do you think this challenge made her feel?

How did this person overcome this challenge?





SPOTLIGHT ON: Ellen Ochoa



When Ellen was growing up, she was teased for liking science because she was a girl. But she didn't let this stop her from learning! In college, she decided to study physics, which is the science of how things move.



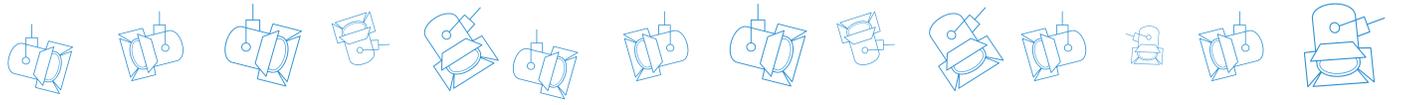
"It was harder when I was young. In college and graduate school and early on in my career, I was often the only woman in a class or one of two. And...I felt like I stood out. It made me a little bit reluctant [or nervous] to raise my hand and ask a question," Ellen said.



When Ellen finished her doctoral degree from Stanford University, she applied to NASA's astronaut training program...but was rejected! However, she was determined to get in. So instead of giving up, she worked to get her pilot's license. She thought this would help her stand out from others. She also continued to do important research at Stanford University.



And this hard work paid off! When Ellen applied to NASA's training program a second time, she was accepted. She eventually became the first Hispanic woman to travel to space. She wound up spending close to one thousand hours in space before she retired.



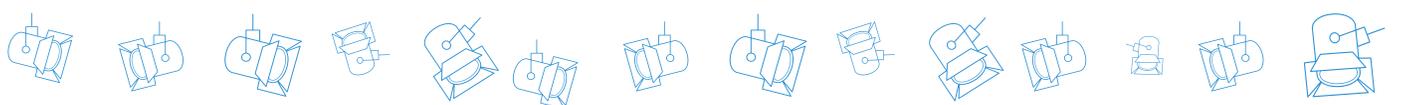
Spotlight On: _____



What was one challenge that this person faced? How do you think this challenge made her feel?



How did this person overcome this challenge?



SPOTLIGHT ON: Walt Disney

When Walt Disney was in high school, he loved drawing and taking photographs for his school newspaper. He also studied how to be a cartoonist, and he hoped to have a job drawing cartoons for real newspapers. Unfortunately, he had to put this dream on hold when World War I began. For a little while during the war, he became an ambulance driver in Europe.



When Walt returned to the United States, his life wasn't easy. Though he did get a job at a newspaper, he was fired for not being creative enough! He then tried to start a small company that created animations and cartoons, but it didn't make enough money and had to close.

However, Walt didn't give up on his cartoon dreams. He and his brother started the Disney Brothers Cartoon Studio. This studio created a new cartoon mouse named Mickey. Mickey Mouse is now one of the most (if not the most) famous cartoon characters of all time.

After that, the cartoon studio made its first movie. And the rest is history! The Disney Brothers Cartoon Studio changed its name to Walt Disney Company. Today, the Walt Disney Company has made many famous movies, opened theme parks, started TV stations, and more.

Walt Disney is famous for saying, "All our dreams can come true if we have the courage to pursue [or go after] them."

Spotlight On: _____

What was one challenge that this person faced? How do you think this challenge made her feel?

How did this person overcome this challenge?





SPOTLIGHT ON: Michael Jordan



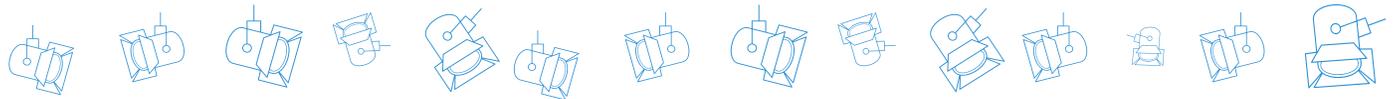
When Michael Jordan was 15 years old, he tried out for his school's basketball team. Though his close friend made the team, he didn't! (In fact, he couldn't dunk a basket yet.) Afterward, he said, he went home, locked himself in his room, and cried...but then he used the failure as motivation.

"Whenever I was working out and got tired and figured I ought to stop, I'd close my eyes and see that list in the locker room without my name on it," Michael once explained. "That usually got me going again."

Michael made the school team the next year, kept working hard, and became the team's best player. After continuing to play basketball in college, he eventually played 15 seasons with the NBA and led the Chicago Bulls to six championships. He is known for being one of the best basketball players of all time.

No matter how good he was, his NBA teammates and coaches always talked about how hard Michael worked. They said he was always the first to get to practice and the last one to leave.

Michael Jordan has said, "I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions, I have been entrusted to take the game's winning shot and I missed. I have failed over and over and over again in my life. And that is why I succeed."

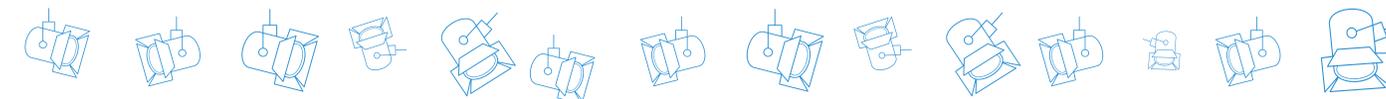


Spotlight On: _____



What was one challenge that this person faced? How do you think this challenge made her feel?

How did this person overcome this challenge?





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Ellen Ochoa

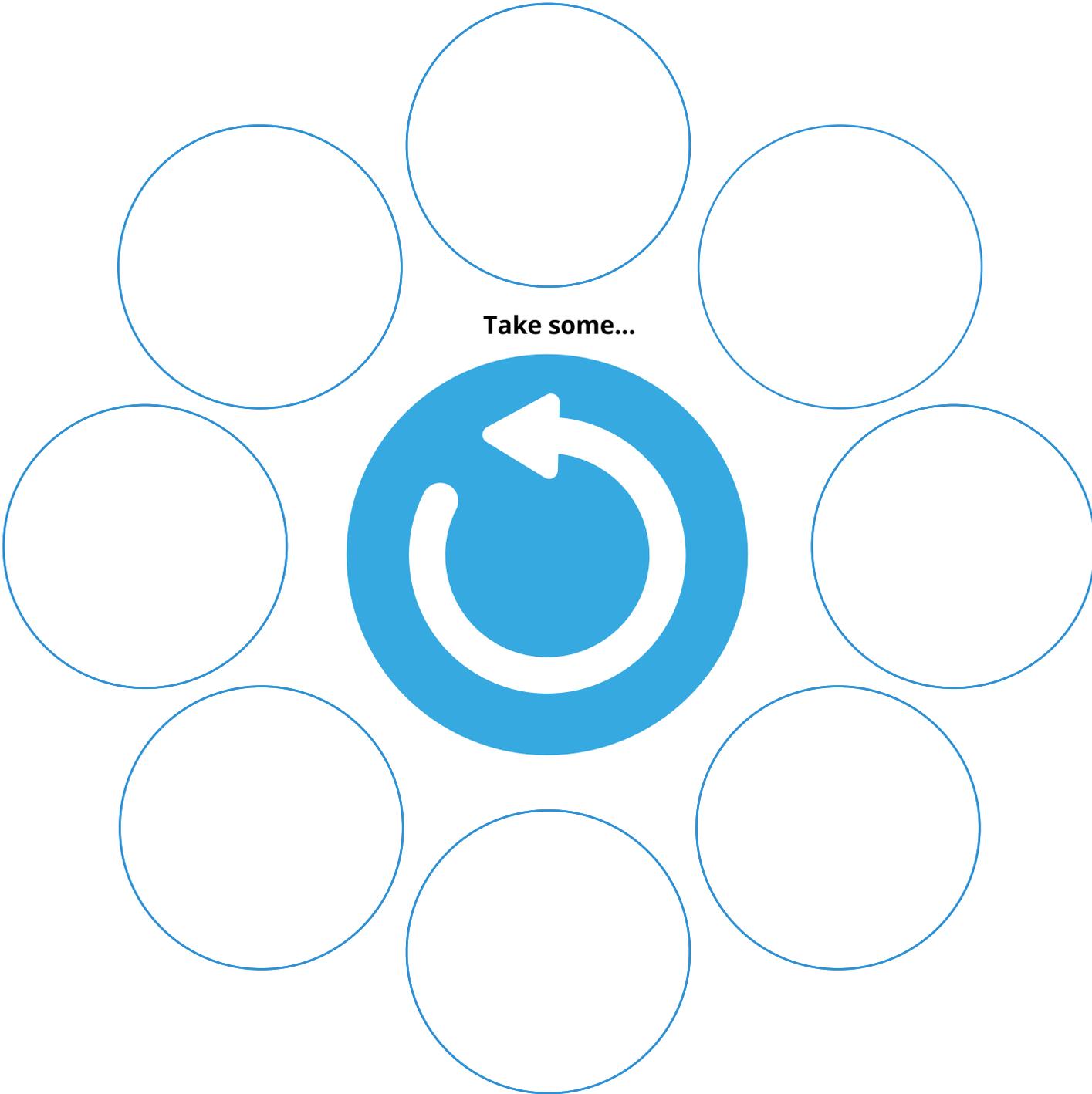
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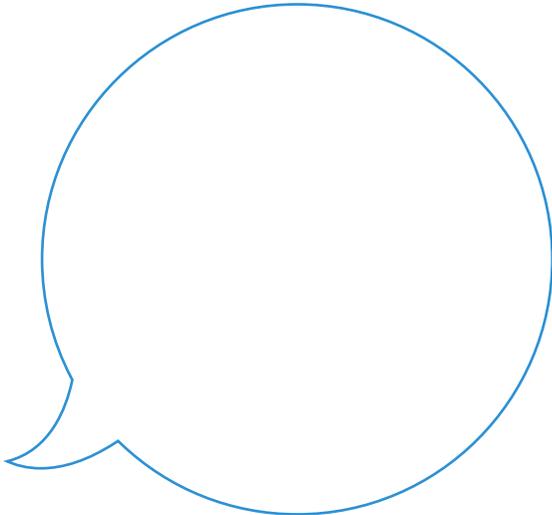
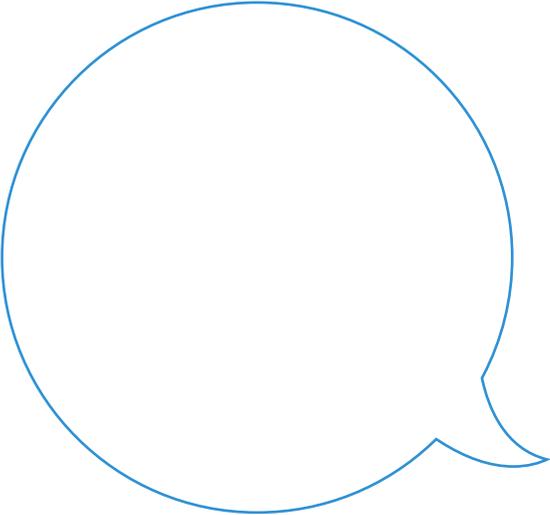
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When _____ and I feel _____,
what happens? emotion

I will _____.
Take some R & R or do a Control Check

This means that I will... (describe exactly what you will do)

Doing this will help me _____.
Why will you do this?

I will try my best to do this for _____.
For how long? Start small: two weeks at most!

My Goal Tracker

When will I check on my goal? ➔							
How did I do? ➔							

When will I check on my goal? ➔							
How did I do? ➔							



