



Digital Lesson Bundle Outline | Kindergarten–Grade 2

Becoming My Best Me

Objectives

Students will:

- Identify strengths they are proud of and weaknesses they hope to strengthen.
- Explore the value of mistakes, the concept of a growth mindset, and how both can support the development of their strengths and weaknesses.
- Learn about and role-play strategies for understanding their impulses and managing their behavior.
- Create a S.M.A.R.T. goal for controlling impulses.
- Apply their understanding of Self-Awareness and Self-Management by composing a letter to their future selves.

Overview

In this module, students in kindergarten through grade two will continue to explore the concepts of Self-Awareness and Self-Management through the lens of a growth mindset—or the belief that our skills and abilities can be developed through practice and hard work. Students will begin by exploring the meaning of “yet” and the power that the word can hold when it comes to our strengths and weaknesses. Next, students will consider the importance of a 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 goal related to Self-Management and consider how they can apply what they have learned to continue growing into the very best people that they can be.

This digital lesson bundle serves as an extension to the Grades K–2 *Act It Out* 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 *Act It Out*, it can also serve as a stand-alone module. Concepts that have been previously introduced in the *Act It Out* 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 of the 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

Kindergarten–Grade 2

Essential Questions

- Why is it important to be proud of our strengths and work on our weaknesses?
- Is it okay to make mistakes?
- How can we control our impulses and act in a calm and kind way?
- How can we set goals to help us grow?

Materials

All days:

- Device with the ability to project, one for the teacher
- Drawing/coloring materials, for the class to share

Day 1:

- **Handout 1: My Time Line**, one per student
- Power of Yet [video](#), to project
- **Handout 2: Emoji Emotions**, one copy for the teacher
- **Handout 3: My Journal**, one per student

Day 2:

- **The Girl Who Never Made Mistakes** by Gary Rubinstein and Mark Pett or the [video read-aloud](#)
- **Handout 4: Reset and Relax**, one per student
- Scissors, for the class to share
- Empty bulletin board (or poster boards), one for the class

Day 3:

- **Handout 5: I Can** (cut out in advance), two copies
- **Handout 6: Goal A**, enough for half the class
- **Handout 6: Goal B** enough for half the class
- **Handout 7: My S.M.A.R.T. Goal**



- **Handout 8: Letter to Me** (Version 1 and Version 2*), one per student

*There are two versions of this handout: Version 1 is for students who are able to write more independently; Version 2 is for students who need more guidance. You may choose one version based on your class as a whole or you may differentiate on a student-by-student basis.

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 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 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 play 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 skills and areas in which they need help before they can be successful. The session will conclude with a journal entry focused on how they can work toward achieving one of their *not-yet* achievements.

Next, students will explore the importance of making mistakes through a read-aloud activity and guided discussion. As students consider the value of learning from their mistakes, they will be introduced to the idea of fixed mindsets and growth mindsets. The class will consider how they feel and act when they make a mistake or are otherwise surprised. They will then be presented with two strategies for keeping their emotions and impulses in check and they will role-play various 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 exploring the criteria that make goals S.M.A.R.T., they will create their own S.M.A.R.T. goal for controlling their impulses in a specific situation. They will then ultimately write a letter to their end-of-year selves that describes the person they hope they will become based on what they have learned over the course of these three sessions.



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 when you are proud of yourself, you are pleased about something that you did or were able to accomplish. Nothing is too big or too small to be proud of!
 - If needed, give specific examples, such as I was proud to learn how to ride a bike, I was proud to try a new food, I was proud to read a book by myself, etc.
- Click once and then instruct students to open their eyes.
- Explain that the line on the board is a time line. A time line shows events in the order that they happened. This particular time line will show what happened in the last year of the students' lives.
- Click once to illustrate an example: *I made new friends when I moved here!* and explain that this proud event was placed at the beginning of the timeline because it happened about a year ago.
- Ask a couple students to come up to the board and explain one thing they have achieved (or done) in the past year that they are proud of. If needed, offer a few suggestions.
- Once they have shared, ask them to describe roughly *when* this achievement happened and then add these events to the appropriate spot on the slide's time line. If students are unsure, probe them to think about what season it happened in. The objective is not to have a perfectly spaced time line, but instead to show students how a time line can illustrate the order of events.
- Next, distribute one **Handout 1: My Time Line** to each student and explain that this handout will become a personal time line of each student's achievements.
- Encourage students to fill in their own time lines with at least four personal achievements from the past year that they are proud of. Based on the students' abilities, you may instruct them to write a short phrase and/or sketch a picture for each one.
- Once students have completed their time lines, invite them to return to the circle or semicircle with their time lines in hand.
- Encourage the students to hold their time lines in front of them and look around at what their peers have accomplished.
- Explain that everyone in the class was able to accomplish these achievements because of their *strengths*.
 - Review and/or explain that a strength is something that they are good at. Everyone has their own strengths. For instance, someone may be really good at spelling or at running quickly.



- Other strengths have to do with our personality—like being a hard worker or kind or brave.
- Point to the example on the time line that says: *I made new friends when I moved here.* Explain that one of this person’s personality strengths is that they are friendly. This is a strength that helped them make new friends when they moved.
- Go around the circle and encourage some or all students to share one of the personal achievements from their time line and the strength(s) that helped them accomplish it.

Day 1 | Slide 2

- Next, explain that some achievements take a little longer to accomplish because everyone also has weaknesses. Review and/or explain that weaknesses are things that we are not as good at.
- Remind students that we should never be embarrassed by our weaknesses because everyone has them. It just means that we have to work a little harder in this area in order to achieve what we want to.
- Ask the students to think about something that they want to achieve, but have not been able to achieve *yet*.
- Help the students with their brainstorming by clicking once to reveal and read the yet examples around the slide’s border.
- Then click and ask the students to share with a partner a few accomplishments (big or small) that they hope to achieve, but have not achieved yet.
- Note: Encourage students to think about this year or next and not project too far into the future.
- Instruct students to add these not-yet achievements around the border of their own time lines, as in the example on the slide. Again, you may ask them to write a short phrase and/or sketch a picture for each not-yet achievement.

Day 1 | Slide 3

- Project and play the “Power of Yet” [song](#).* As students watch, encourage them to think about: Why is yet an important word?
***Notes:**
 - If you would prefer to skip the characters at the beginning, you may instead start the song at :29.
 - 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?
***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 heard the students share. Be sure the class understands that the real power and importance of “yet” is that while you may not be able to do something right now, (click again) you will be able to do it one day if you try to improve and get better. You’re just not able to “yet!”

Day 1 | Slide 4



- Acknowledge that while it can be exciting to know that something will happen in the future, 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 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 emojis.
- Explain that these are just a few examples of the many different emotions we can feel. Review and/or explain that an emotion is a feeling: It is what we feel on the inside. Everyone has different emotions, 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.
- Ask for student input on the different emotions that each emoji could represent. Accept many ideas for each one, as long as it is generally connected to the facial expression.
- Then post the five emojis from *Handout 2: Emoji Emotions* in different areas of the classroom.
- Instruct students to look at their time lines, choose one achievement, and think about how this achievement makes them feel. Then ask students to move to the emoji that best matches this feeling.
- Once students are standing in small groups around the classroom, encourage them to share with their small group the emotion they feel and why their accomplishment makes them feel this way.
- Next, instruct students to think about one of the yet statements that they placed around their time line and consider how this makes them feel. Again, encourage students to move to the emoji that best describes this emotion.
- Once students have discussed this second emotion with the other students in their area, invite a few students from around the room to share.
- Conclude by restating that these emotions are nothing to hide.

Day 1 | Slide 5

- Explain that while it's okay to feel sad or disappointed or frustrated when it's hard to accomplish something, you can also feel determined.
- Click once and explain that when you are determined, you want to do something so much that you don't allow anything to stop you... including your weaknesses!
- Reiterate that everyone has areas they need help in or areas they need to work on in order to be successful. This may upset you, but it can also make you feel *determined* to ask for help, work harder, and improve.
- Click to display the phrase: I am determined to _____. I will try to do this by _____.
- Click twice to display the following examples. As you do, read each one aloud, followed by the accompanying question below.
 - I am determined **to be a better friend**. I will try to do this by **listening to my friends**.



- Ask: How could listening to your friends help you be a better friend?
- I am determined to **learn my spelling words**. I will try to do this by **asking my brother to quiz me**.
 - Ask: How could asking your brother to quiz you help you learn your spelling words?
- I am determined to **make a goal in soccer**. I will try to do this by **practicing at recess**.
 - Ask: How could practicing at recess help you make a goal in soccer?
- Then click twice more and encourage students to think about how they could work toward accomplishing their own yet statements. What could they practice or work on, or who could they ask for help?
- Encourage students to turn to a partner and use the sentence stem on the slide (I am determined to _____. I will try to do this by _____.") for at least a couple of their personal yet statements.

Day 1 | Slide 6

- Explain that the day's session will conclude with independent journaling time about the one yet statement that each student most hopes to achieve.
- Point to the *Words to Live By* on the slide and explain that figuring out how to achieve a yet statement is a great way to practice loving and accepting who you are because you have to figure out how to use your strengths and improve your weaknesses to be the best person you can be.
- Distribute one **Handout 3: My Journal** to each student. Review each of the handout's steps and explain that each step provides an opportunity for the students to write and sketch their response.
- Then encourage students to make themselves comfortable around the classroom and independently complete their journal responses.
- Keep an eye on students as they work. If some students seem stuck or uncertain, invite them to join you for a quick conference and review their time line and yet statements together.

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.
- Explain that you are about to read *The Girl Who Never Made Mistakes* by Gary Rubinstein and Mark Pett.
- Click once and encourage students to think about what Beatrice, the main character, is afraid of as they listen to the story.
- Then read the first portion of the story aloud (or begin to show a version of the [video read-aloud](#) if the book is not available).
- Pause after the page that reads: "On the way home from school, Beatrice watched Millie and Sarah



ice-skating in the park.”

- Ask students:
 - What does it seem like Beatrice is afraid of?
 - What is a mistake?
 - A mistake is when you do or understand something incorrectly or when something happens that’s not the way you wanted it to.
 - Raise your hand if you have made a mistake before?
 - By making a thumbs up or a thumbs down, show me whether you think it is good or bad that Beatrice is afraid to make mistakes. Why?
- Then click twice and tell students that as you read the rest of the story, you would like them to listen for details that show us why it’s okay to make mistakes.
- Once you have finished the book, continue the discussion with the following questions:
 - Partner chat: What mistake does Beatrice make? Was it actually a big deal?
 - Full class discussion: Why was Beatrice happier once she realized that it’s okay make mistakes?
- Summarize the moral of the story by reminding students that no one is perfect. This is a big part of accepting who we are on the inside. In order to learn and grow, we have to be okay with trying new things and making mistakes. Our mistakes help us learn and figure out how to do things better next time. When our minds are okay with making mistakes and we are determined to become the best person we can be, we have a growth mindset!

Day 2 | Slide 8

- Tell students that there are two kinds of *mindsets* or—in other words—two ways our minds can think.
- Click once and explain that a person with a growth mindset believes that it’s okay to make mistakes. People with a growth mindset want to learn from their mistakes, grow, and become the best people they can be.
- Click again and explain that people with fixed mindsets don’t think it is important to learn from their mistakes because they don’t think they can become better. They think they were born a certain way, that what they are good and bad at is stuck in place, and that there’s nothing they can do about it!
- Tell the class that you are about to describe a few different people’s mindsets. Students should demonstrate if they think the person has a growth mindset by jumping up from their seated position like they are growing, or a fixed mindset by making a pose and freezing, as if they are locked and can’t move.
- Read through the following descriptions, one at a time. Once students have demonstrated their answer, ask them to reset (or stop what they are doing and take a seat again) before you move on to the next description. At this point, you may take a moment to explain the reasoning behind each answer if there is confusion.
 - If I make a mistake on my sight words, I feel disappointed—but I go home and practice them so I can learn them. (growth mindset)
 - If I fall when I’m skateboarding, I feel embarrassed. I won’t skateboard again for a long time



- because I know I'll just fall over and over again. (fixed mindset)
- If the teacher calls on me and I give the wrong answer, I feel like everyone thinks they're smarter than me. I won't raise my hand anymore that day. (fixed mindset)
- If my sister beats me in a computer game, I feel frustrated, but I want to keep playing with her so I can learn from her and become a better player. (growth mindset)
- If I accidentally hurt my friend's feelings at recess, I feel sad and confused. I ask my friend to explain why he or she feels upset so I can be more careful. (growth mindset)
- Conclude the activity by restating that everyone makes mistakes. The most important thing about mistakes is what we do after we've made one. When we have a growth mindset, we can choose to learn from our mistakes and try to improve our weaknesses.

Day 2 | Slide 9

- Read the next excerpt 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 there are many different kinds of surprises, and making a mistake is one of them.
- Ask students to turn to a partner and share: How do you feel when you make a little mistake? How about a big mistake?
- Explain that everyone has trouble controlling their emotions sometimes. When situations are unexpected or annoying or frustrating, it's okay to feel upset.
- Go on to explain that when we're 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.
- Continue to review and/or explain the idea of impulses by asking all students to stand up.
- Explain that the class is about to play a game. During this game, you will tell students where to place their hands and they should follow your instructions.
- Then say and do the following, being sure to say the words and complete the action at the same time. Once students have followed your directions, ask them to reset (or shake out their body and then put their arms back down at their sides) before you move on to the next direction.
 - Say: Put your hands on your head. [Do: Put your hands on your own head.]
 - Say: Put your hands on your hips. [Do: Put your hands on your hips.]
 - Say: Put your hands on your knees. [Do: Put your hands on your knees.]
 - Say: Put your hands on your feet. [Do: Put your hands on your **shoulders**.]
- Then look around and acknowledge how many students followed your motion and put their hands on their shoulders, even though you said *feet*.
- Explain that you will play one more round of the game, and this time students should try their best to control how they act. Remember to ask students to *reset* between each direction.
 - Say: Put your hands on your stomach. [Do: Put your hands on your own stomach.]



- Say: Put your hands on your head. [Do: Put your hands on your head.]
- Say: Put your hands on your feet. [Do: Put your hands on your feet.]
- Say: Put your hands on your shoulders. [Do: Put your hands on your **knees**.]
- After summarizing how many people were able to control their impulse during the second round, ask: Was it easy or hard to stop your impulse to copy me?
- Explain that because you had been modeling the correct movement, it was the class's impulse to copy you. To perform the right movement and *not* copy you, they had to fight against this impulse and think about their actions!

Day 2 | Slide 10

- Explain and/or review that we all have impulses that affect our behavior and how we act. These are impulses that our body wants to do or say before we stop to think about what is best to do.
- Click once to reveal three images on the slide. Briefly explain what each portrays:
 - Surprise: A younger child pulls your hair!
 - Surprise: You accidentally spill something all over!
 - Surprise: Your friend is sick and can't come over to play.
- Invite the students to silently act out what their impulse might be in each situation. Their impulse may be positive or negative!
- Explain that while it is OK to have impulses, it is *not* OK to act on these impulses and lose control over our actions, bodies, or words. When this happens, we can hurt ourselves and others.

Day 2 | Slide 11:

- Explain that there are two strategies help us to manage our impulses and react to surprises in a calm and kind way.
- The first strategy, *Control Check*, was introduced during the K-2 *Act It Out!* digital lesson bundle.
 - If you have already completed this lesson bundle, click four times. Then ask students to remind you how to perform a *Control Check* and invite them to describe to a partner a situation in which they performed a *Control Check* recently.
 - If you have not completed this lesson bundle, click once and explain that a *Control Check* helps us can control our impulses before we react by stopping, checking, and controlling what we:
 - Click once to display: "Think." Have we thought about how we feel before we say or do anything?
 - 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?



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 take some R & R.
- Click again to display *Reset*.
- Ask students: When we reset ourselves during the last few activities, what did we do?
- Guide the students in understanding that when they reset, they started back at the beginning and then began again. This is why the symbol for reset is an arrow that is winding backward.
- Go on to explain that when you reset to control your impulses, you stop and try to figure out why you're upset instead of acting right away. You can then begin again when you feel ready.
- 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 life.

Day 2 | Slide 13

- Distribute one **Handout 4: Reset & Relax** to each student.
- Point out the reset symbol and encourage students to fill in the four sections of the reset symbol with pictures that show their favorite ways to relax.
- Urge students to draw ways that they can relax both at school and at home.
- Click once to show the examples of picturing the beach and taking a few deep breaths.
- If some students have trouble filling in all four quarters, encourage them to brainstorm with their peers.

Day 2 | Slide 14

- To wrap up the session, explain that students are going to use their **Reset and Relax** handout to help them act out how to take some R & R.
- Begin by asking one volunteer to help you model the directions. Then:
 - Click to display the first scenario and read it aloud: Your teacher just ended recess early because a few students were not following directions.
 - Click one more time to reveal "Take 1: Impulses."
 - Ask your student volunteer to be the teacher in this scenario, then work together to act out what could happen in this situation if you didn't control your impulses.
 - Click twice to reveal "Take 2: Take Some R & R" and ask the class for a suggestion for how you could instead try to control your impulses by taking some R & R.
 - For instance: Could you take a few deep breaths?
 - Once you have decided what to do, act out the scene again.
 - Finally, click two more times to reveal "Take 3: When this happens again...".
 - Ask: How could I react kindly and calmly the next time something like this happens?
 - Challenge the class to help you figure out a calm and kind reaction, and then act it out with your student volunteer.



- Then tell the students that they will act out a couple more scenes with their own partners. In order to lead the class through this:
 - Divide the class into pairs.
 - Click three times and read the new scenario aloud: Your little brother or sister joins your basketball team, but he or she keeps missing at shooting a basket.
 - Instruct one partner to be the older sibling and one student to be the younger sibling. Then invite the pairs to:
 - Act out Take 1.
 - Click twice: Act out Take 2.
 - Click twice: Act out Take 3.
 - Then click three times more and continue with one final situation: Your teacher tells you to stop talking, but you weren't saying anything! It was another student.
 - Instruct one partner to be the teacher and one partner to be the student. Then 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 wrap up 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 and Relax* where it can serve as a daily reminder that it's okay to take some R & R.

DAY 3 | Slide 15

Instructor Prep: In advance of class, find space for a blank bulletin board in your classroom. Or, 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 bulletin or poster 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.
- Point to the We CAN! bulletin board or poster board and explain that the students are about to fill this board with phrases that show they have a growth mindset and believe that they *can* 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 room organized, or anything else that they may want to say they "can't" do.
- Go on to say that while it's easy to just say "I can't," chances are high that if they have a growth mindset, practice, and work hard to get better, they actually CAN do it!
- Click again, and distribute one speech or thought bubble from **Handout 5: I Can** to each pair of students. As you distribute each one, read it aloud.



- Then explain that students will work with their partners to turn their “I can’t” statement into an “I CAN” statement. In other words, they will use their growth mindset to turn their negative phrase into something positive!
- Before students begin working, click once to display: “I’m afraid to make mistakes.”
- Then click again to make an X through the statement.
- Ask students: If we wanted to turn this “I can’t” statement into an “I CAN” statement, what is something positive that could we say instead?
 - Ideas include: *It’s okay to make mistakes!* or *Mistakes help us learn!*
- Write one or two of the class’s ideas in the bottom portion of the slide’s speech bubble.
- Next, give students a couple minutes to brainstorm with their partners and write their I CAN statement on their speech bubble. You may help with the writing as needed.
- Then invite student pairs to share their statements with the class and attach them to the We CAN! bulletin board.

Day 3 | Slide 16

- Explain that goal setting is a positive way to turn “I can’t” into (click once) “I can.”
- Ask students to demonstrate by a show of hands who has had 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 worked to achieve it. How did you make it happen? Encourage students to think-pair-share their responses with a partner.

Day 3 | Slide 17

- Divide the class into pairs.
- Distribute a **Handout 6: Goal A** to one student in each pair and a **Handout 6: Goal B** to the other student in each pair.
- Instruct students to sit next to their partners and hold their handouts at chest level.
- Then read Goal A and Goal B aloud. Tell the class to pretend that someone wrote these two goals and wants to choose *one* to work toward.
- Go on to explain that, while all goals are important, if we create them in a way that is S.M.A.R.T., we’ll have more luck achieving them.
- Click and explain that each letter in S.M.A.R.T. stands for something.
- Click once to reveal what the “S” in S.M.A.R.T. stands for.
- Read the definition on the slide aloud, then ask: Which goal (A or B) is clearer and more detailed? Which goal would you have fewer questions about?
- Ask the student pairs to discuss this. Then the students holding the goal that is clearer and more detailed should raise their goal handouts a few inches higher.
- If there seems to be any confusion about which goal is more detailed or clear, take a moment to review.



- Then click twice to reveal what the “M” in S.M.A.R.T. stands for.
 - Read the definition on the slide aloud and ask: Which goal could you look at every day and easily say, “Yes, I did that” or “No, I didn’t do that”?
 - Ask the student pairs to discuss this. The students holding the goal that is easier to measure should then raise their goal papers a few inches higher.
 - If there seems to be any confusion, take a moment to review.
- Continue this process by clicking twice, reading the definition, and asking the following questions for each letter:
 - A: Which goal are you more likely to achieve?
 - R: Is one goal more important than another?
 - Use this as an opportunity to explain that we can’t judge whether other people’s goals are important. Goals only need to be important to the person who sets them.
 - Instruct both students to raise their goal statements a few inches.
 - T: Which goal has a deadline or time limit?
- Then ask students to look around and see which goal is being held higher by pairs around the room.
- Conclude by determining that the S.M.A.R.T.-er goal is Goal No.2!

Day 3 | Slide 18

- Explain that the students are about to create their very own S.M.A.R.T. goals.
- Encourage them to brainstorm a specific time when they have trouble controlling their impulses and ask them to share a few of these instances.
- You may kick off the brainstorming with an idea like, “When my sister teases me...”
- Then explain that the students are going apply what they have learned about controlling their impulses and create S.M.A.R.T. goals for improving how they act in these situations.
- Distribute one **Handout 7: My S.M.A.R.T.** Goal to each student and click once to display Handout 7 on the slide.
- Read through the handout with your class and discuss what students should put in each blank. Depending on the needs of your class, you may want to complete the handout together step-by-step or explain the entire handout and let students work independently. No matter what, guide students in understanding the following sections:
 - **When this happens:** In this box, sketch a picture of a situation where you have trouble controlling your impulses.
 - **And I feel:** Think about how this situation makes you feel and record the emotion in words and a drawing.
 - **I will:** Choose and circle whether you will try to control your impulses with a Control Check or some R & R.
 - **This means that I will:** Illustrate the steps you will take to do a Control Check or take some R & R in as many boxes as are needed.
 - **I will do this for:** Decide how long you will work on this goal.



- When the S.M.A.R.T. goals are complete, invite a few willing students to share their goals.
- Finally, lead the students in brainstorming a spot to keep the goal sheets so they can be easily reminded of the goals they are working toward.
- Encourage students to place/paste/tape their handouts in this location so they can begin working toward their goals!

Day 3 | Slide 19

- Conclude the final session 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 8: Letter to Me** (Version 1 or Version 2) to each student.
- Explain that, for the rest of the session, students will work on a private letter to themselves that they will read again at the end of the school year.
- If you distribute **Handout 8: Letter to Me** (Version 1) to your students, click once and share the following:
 - Students will fill in the blanks to write a letter that describes who they hope they will be at the end of the year.
 - Read through the blanks together and ensure that students understand each one.
- If you distribute **Handout 8: Letter to Me** (Version 2) to your students, click three times to share the following:
 - Students will fill in the boxes with drawings that illustrate the text on the page.
 - The drawings should show specific, personal examples.
 - Read through the lines of text together and ensure that students understand each one.
- Click twice to again display the *Words to Live By*.
- Then summarize the activity by sharing that this personal letter should explain how the students will use what they have learned to become the very best “me” that they can be.
- Encourage students to find a quiet and comfortable section of the classroom to complete their letters.
- 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 regularly revisit their S.M.A.R.T. goals and discuss their progress. Once one goal has been achieved, they can identify other focus areas based on the first section of the *Words to Live By*.
- Students can share the R & R strategy with their families and try to incorporate it into their lives at home.
- Once students read the letters they have written to themselves at the end of the year, they can write new letters detailing how they will continue to exemplify the *Words to Live By* during the upcoming school year. If possible, these letters can be distributed to students partway through the following year.



K-2 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

- 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

- SL.1.1: Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6: Produce complete sentences when appropriate to task and situation.

Reading

- RL.1.1: Ask and answer questions about key details in a text.
- RL.1.3: Describe characters, settings, and major events in a story, using key details.

A timeline diagram consisting of a horizontal arrow pointing to the right. The arrow is divided into four equal segments by three vertical tick marks. Above the arrow, there are two large gray rectangular boxes, one centered over the first two segments and another centered over the last two segments. Below the arrow, there are also two large gray rectangular boxes, one centered under the first two segments and another centered under the last two segments. The entire diagram is enclosed in a blue rectangular border.

Educator Instructions: Cut out these emojis before the class session begins.



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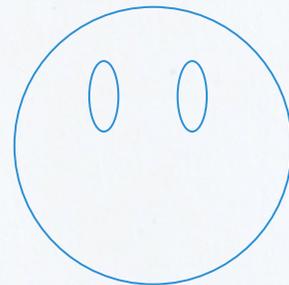
Educator Instructions: Cut out these emojis before the class session begins.



Dear Journal,

I haven't _____
_____ *YET.*

This makes me feel _____.



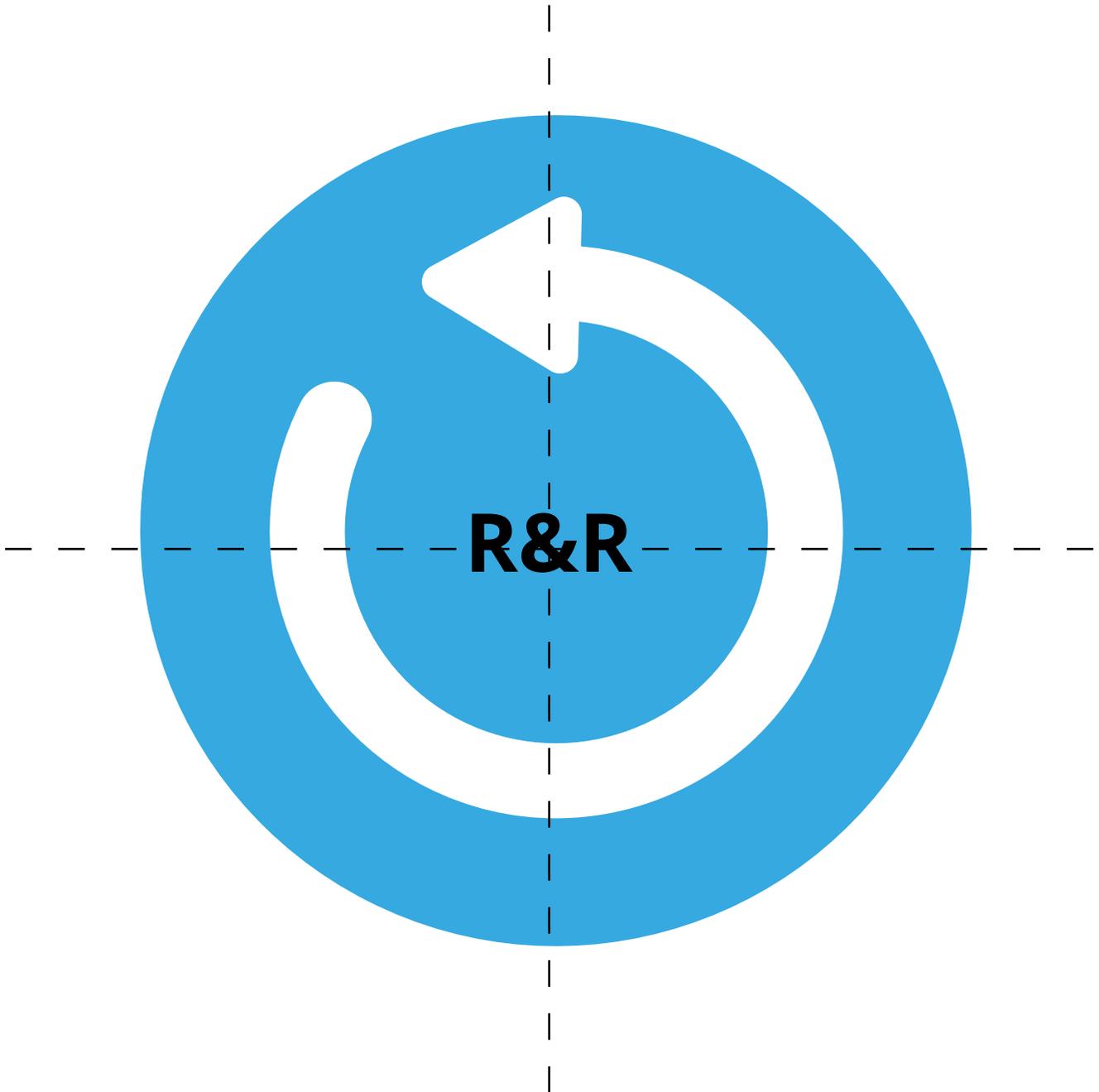
I am determined! I will try to achieve this by:

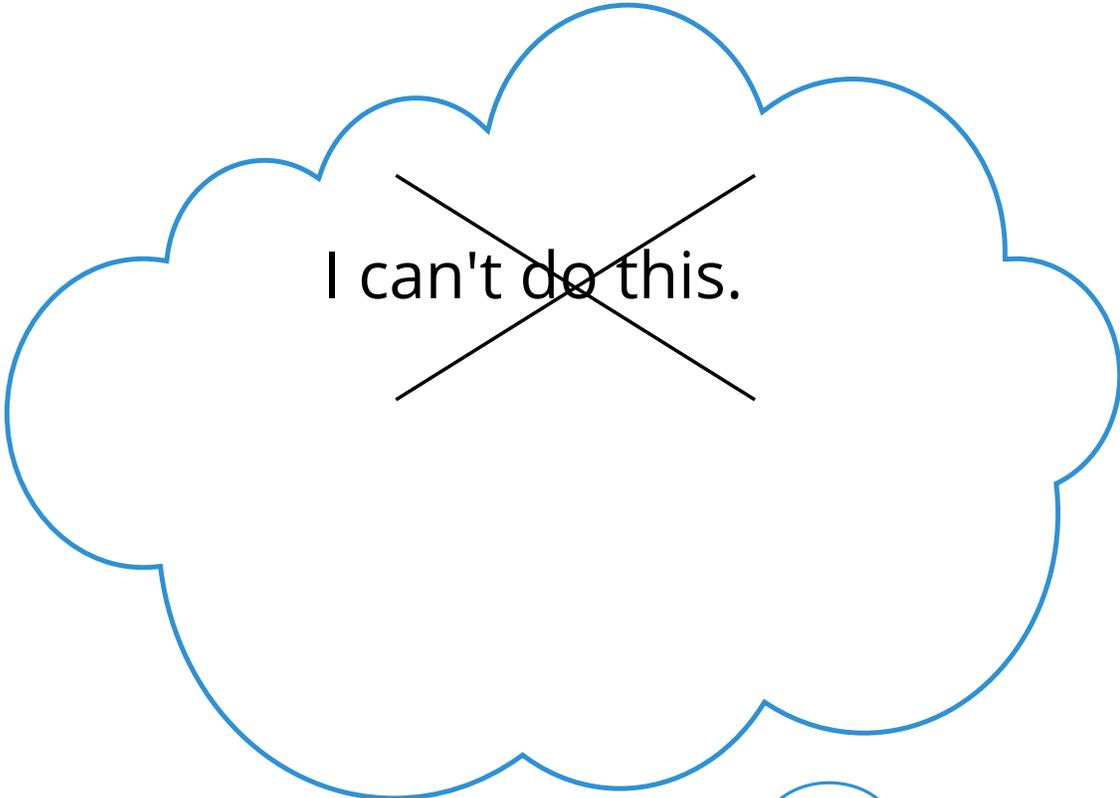
1. _____

2. _____

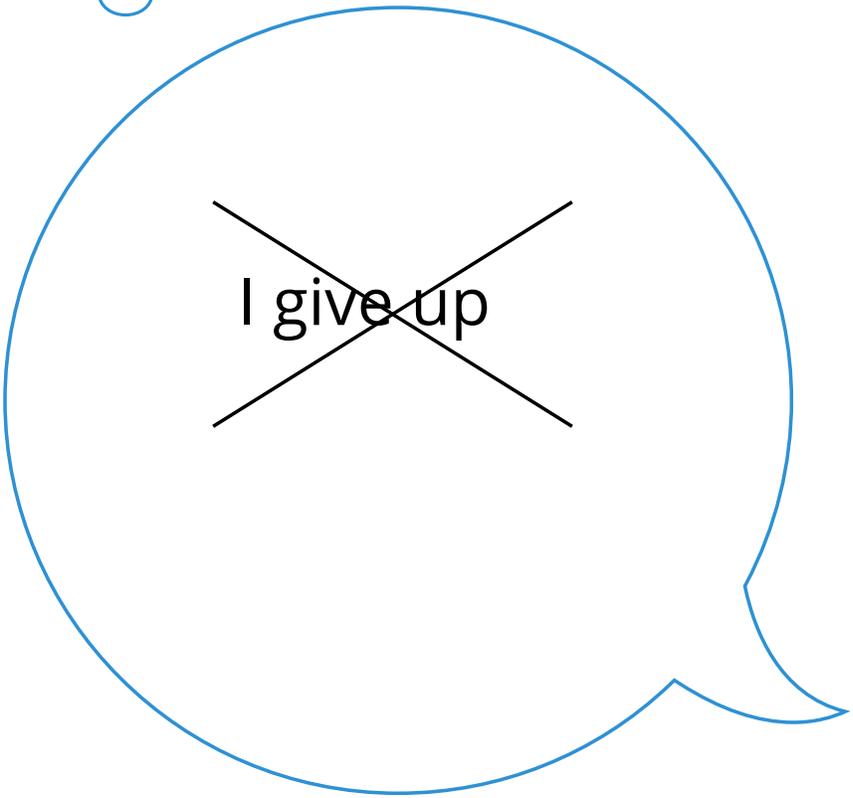
From, _____

Take some...

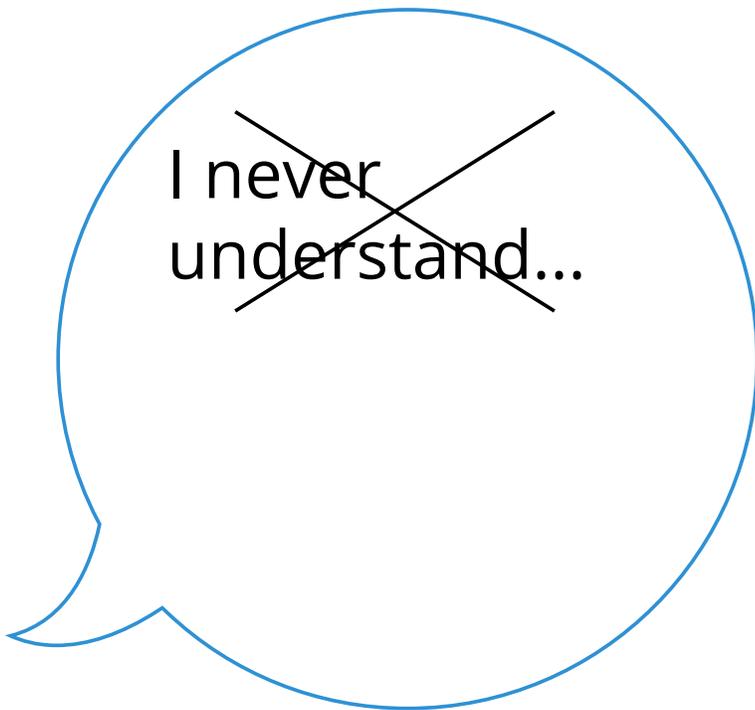


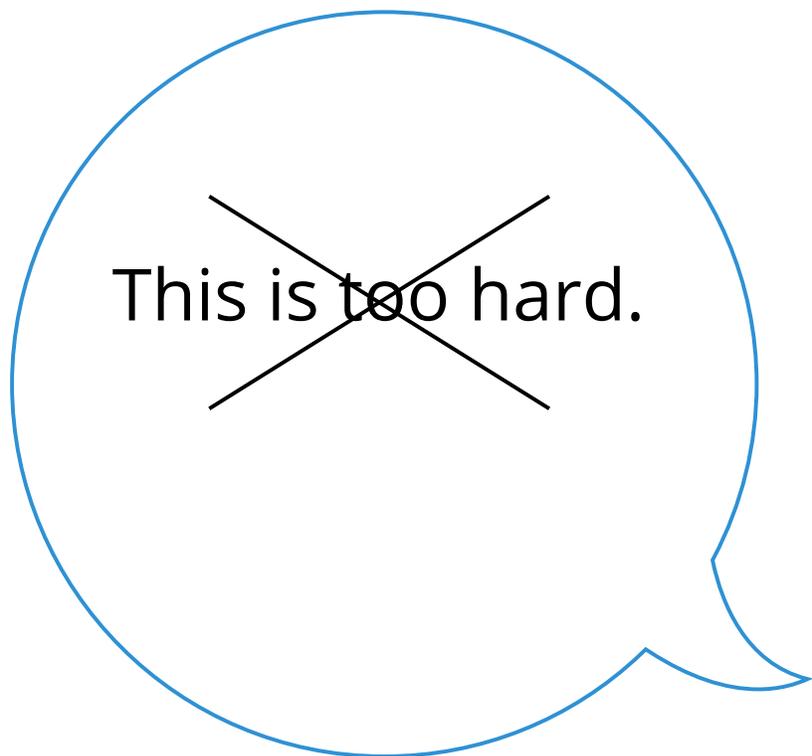


~~I can't do this.~~



~~I give up~~





Every time I feel upset, I will take some R & R.

I will take a deep breath and think about what made me upset. When I am calmer, I will go back to what I was doing.

I will do this for two weeks.

When this happens:

and I feel



_____ ,

I will take some R & R or do a Control Check.

This means that I will:

#1

#2

#3

#4

I will do this for _____.

_____ Date

Dear _____,

Congratulations on finishing ____th grade!

I am proud of: _____

I am working on: _____

I control myself by _____

I have not _____

YET.

Next year, I will try to _____

_____.

From,



Dear Me,

Look at the person you have become!

You worked on your **weaknesses** and have new **strengths**.

You **control your impulses**.

You are **working on new goals**.

I am proud of you!

From,

