



## Inner Strength

### Objectives

Students will:

- Consider and explain the concept of grit and how it can support Responsible Decision-Making.
- Summarize, roleplay, and apply strategies for making strong, positive choices.
- Analyze their own decisions and take responsibility for their actions.

### Overview

In this module, students in kindergarten through grade two will continue to explore the concept of Responsible Decision-Making through the lens of grit—or the disposition to pursue goals with perseverance and strength. Students will begin by investigating the connection between inner strength and making the right choice. They will review the concept of a *Yes Mess* and practice applying these questions to their decision-making. They will focus especially on how to avoid choices that hurt themselves and others, as well as how the *Yes Mess* questions can help them with situations involving peer pressure. The module will conclude with a focus on *Showing Your ID* and making amends as students practice taking ownership for their actions. Each student will ultimately recognize their own grit and inner strength as they create an award that celebrates a personal positive decision.

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

- How can grit and inner strength help us make good choices?
- What strategies can we apply as we try to make choices that are best for us?
- How can we take ownership for our actions and make amends?

## Materials:

### All days:

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

### Day 1:

- **Handout 1: Maze**, one per student
- Whistle for Willie by Ezra Jack Keats or a version of the [video read-aloud](#)
- **Handout 2: Inner Strength Bulletin Board**, one copy cut out in advance and placed on a blank bulletin board or large poster board
- **Handout 3: I Spy Grit**, one per student
- Tape or thumbtacks, for the class to share

### Day 2:

- **Handout 4: Yes Mess**, one half-sheet per student
- **Handout 5: Comic Choices** (3 pages), about 15 copies of each page
- **Handout 6: Classroom Signs**, one copy cut out in advance
- **Handout 7: Reminder**, one per student
- Tape, for the class to share

### Day 3:

- Guesstimate Container: Fill a jar or container with marbles, blocks, candy, or other small pieces. Count the pieces as you put them in and record the total in a secret spot so you remember!
- **Handout 8: Take a Guess Strips**, one strip per student
- **Handout 4: Yes Mess**, one half-sheet per student (may be reused from Day 2)



- **Handout 9: Making Amends**, two copies cut out in advance
- **Handout 10: Inner Strength Award**, 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 an 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](http://www.wingsforkids.org).



The goal of this guide is to give educators a collection of resources designed to strengthen students' emotional intelligence through a social and emotional learning curriculum that focuses on the third core competency: Responsible Decision-Making. 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 competency of Responsible Decision-Making through its corresponding section in the *Words to Live By*:

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

Students will begin the module with a maze challenge, which will be followed by a discussion about the emotions that students felt during the activity. The class will then read a picture book that will help introduce the idea of grit, and students will consider how this concept relates to the challenge they just completed. This will segue to a review of what it means to make a decision. Students will compare choices and consider if grit can be helpful when trying to make the right choice. The class will then work together to create a bulletin board that highlights real-life examples of grit.

The second session begins with a review of the *Yes Mess* strategy. Students will focus especially on the question *Could anyone (including me) get hurt if I do this?* and they will reflect on emotions that hurt. Students will then consider how having grit can help them avoid a *Yes Mess*. They will role-play situations in which grit is needed to make the right decisions, and they will draw a comic about someone who exhibits grit and makes positive choices. They will then connect the concept to themselves as they consider times during the day when their decisions could benefit from more grit, and they will create a reminder to have grit when making decisions in the future.

The final session focuses on peer pressure. After a discussion around what this concept means, the class will participate in an activity that helps them understand how their classmates can influence their decisions. Students will be reminded that an important part of thinking for themselves is admitting mistakes and *Showing Their ID*. They will role-play how they may feel when they make a mistake and they will consider how to take responsibility for their actions and *make amends*. The session will conclude as students *Show Their ID* for an action that they are proud of that required grit to achieve. They will create a small medal for this action, which they will display as motivation to have grit and make positive choices in the future.



## Day 1

### Slide 1

**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, place the bubble letters from **Handout 2: Inner Strength Bulletin Board**.

- Instruct the class to grab a pencil and sit on the floor in a circle or semicircle. Join the students by sitting at their level.
- Distribute **Handout 1: Maze** to each student and challenge students to independently find the path from Start to Finish.
- Instruct students who finish to give you a thumbs up, and then try to find another route that works.
- Once most of the class has finished, instruct all students to flip their sheets over and put their pencils down.
- Then ask students to demonstrate through a show of hands:
  - Who reached a dead end and turned around?
  - Who had to turn around more than once?

### Day 1 | Slide 2

- Bring the class' attention to the words on the slide, and read the following *Words to Live By* excerpt aloud:

*I soar with wings.*

*Let me tell you why.*

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

*...I understand the choices I make*

*should be what's best for me to do,*

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

- Click once and review and/or explain that a *choice* involves picking between two or more possibilities.
- Connect the definition of a choice to the maze activity by leading a class discussion around the following questions:
  - What choices did you have as you worked on your maze?
  - How did you feel when you reached a dead end in the maze?
  - What choices did you have when you reached a dead end?
  - For those who completed the maze: How did you feel when you reached the end?
  - For those who haven't finished yet: Do you want to keep trying? Why or why not?

### Day 1 | Slide 3

- Explain that you are about to read a book called Whistle for Willie by Ezra Jack Keats.
- Click once and ask students to think about the choice that the main character Peter makes as you read.
- Then read the story or show a version of the [video read-aloud](#) if the book is not available.



- When the story is complete, ask students to discuss with a partner: How was what happened to Peter similar to what happened to you as you worked on your maze?

If needed, you can scaffold the partner discussion by asking:

- What did Peter have trouble with?
  - What did he do when he had trouble whistling? What decision did he make?
  - How is this similar to what you did when you worked on the maze?
- Be sure students understand that they all made a decision to be determined, keep going, and *not* give up!

#### Day 1 | Slide 4

- Tell the class that both them and Peter showed they were *strong* when they didn't give up.
- Ask students to join you in flexing their arm muscles.
- Explain that being strong on the outside is one kind of *strong*. Then tap your heart and explain that another kind of strong is being strong on the inside.
- Ask students to demonstrate through flexing their muscles or tapping their heart: When you and Peter chose not to give up, were you being strong on the inside or strong on the outside?
- Click twice and tell the class that both them and Peter showed they were strong on the inside when they didn't give up.
- Click again and introduce students to the word *Grit*.
- Explain that when you are strong on the inside, you have grit! You are determined to succeed. You do the right thing even if it is hard, and you don't give up!
- Explain that they and Peter showed grit when they decided not to give up and kept on trying.

#### Day 1 | Slide 5

- Tell the class that when you have to make a choice, one choice may seem easier than the other.
- Ask: If you had homework that you really didn't want to do, would it be easier to copy what your friend did or do it yourself?
- Explain: Even though it may be easier to copy your friend's work, it is not the right choice for you or for those around you! If you have grit and are determined to do the right thing, you will persevere and do your own work even if it's not fun.
- Next, divide the class into pairs.
- Once every student has a partner, split the class in half. (Be sure to keep all pairs in the same group.) Instruct half of the class to stand on one side of the classroom and the other half to stand on the other side of the classroom.
- Tell students:
  - They are about to hear about a few imaginary situations that each have different choices.
  - Partners on one side of the classroom (point to the right half of the class) will be in charge of discussing which choice would be the right choice for them to make.



- Partners on the other side of the classroom (point to the left side of the class) will be in charge of discussing which choice may be the hardest choice and need the most inner strength to actually do.
- Click twice to read the first situation and the two choices:  
You want to swim across the entire pool, but you can only make it halfway without stopping. Do you...
  - stop trying and tell yourself that halfway is good enough?
  - stay determined and work on it every week until you can do it?
- Encourage pairs to discuss which choice is right *or* which choice is harder and requires more inner strength.
- Then explain that you are going to read the choices a second time. As you do:
  - The pair in charge of choosing the right choice should hop sideways to the middle of the classroom when you read this choice.
  - The pair in charge of choosing the choice that requires the most inner strength should also hop sideways to the middle of the classroom when you read this choice.
- Encourage students to look around and observe their peers' responses.
- Ask at least one pair on each side to describe:
  - How did you know this was the right choice?
  - Why would this require the most grit and inner strength?
- Then ask students to return to their side of the classroom, click twice to reveal a new scenario, and repeat the activity for a total of three times.

### Day 1 | Slide 6

- Ask students to reflect on the activity they just completed and think-pair-share:\* Are the right choices always the easiest choices?  
*\*In a think-pair-share, students think about the question independently, discuss their answers with a partner, and then share their thoughts with the larger class.*
- Be sure students understand that the choice that is right for us may not always be the easiest. However, when we have grit and are determined to be the best person we can be, we use our inner strength to help us do the right thing!

### Day 1 | Slide 7

- Wrap up the day's session by bringing students' attention to the Inner Strength Bulletin Board.
- Tell the class that this board will be used to celebrate when the students use their grit to make good choices.
- Encourage students to brainstorm some of the different ways that they show or have shown they have grit and inner strength.
  - It may be helpful to share a personal example. For instance:



- ♦ I want to learn how to speak Spanish. I show I have grit when I choose to study Spanish instead of watching TV!
- ♦ Or: I want to be a good friend. I show I have grit when I choose to stand up to people who are teasing others.
- Then pass out **Handout 3: I Spy Grit** to each student.
- Explain that this handout is a magnifying glass because the strength we have inside of ourselves can be hard to see. Since they know best about their own inner strength, each student will describe a time when they used their grit and inner strength to make a good decision.
- Review **Handout 3: I Spy Grit**, and show the class where they will write their names, the lines where they can describe a decision that needed grit, and the empty space in the magnifying glass where they can sketch a picture of this choice.
- Rotate around the classroom as students work and guide anyone who needs help brainstorming.
- As students finish, they should cut out their magnifying glasses and fasten them to the bulletin board.
- Conclude the session by showing students where you will keep an extra stack of the **I Spy Grit** handouts. Encourage the class to continue adding magnifying glasses to the board when they use their grit to make a positive choice or see someone else make a good decision.

## Day 2

### Slide 8

- Begin the session by asking the class to sit on the floor in a circle or semicircle and join the students by sitting at their level.
- Read the following *Words to Live By* excerpt aloud:

*I soar with wings.  
Let me tell you why.  
I learn lots of skills that help me reach the sky.  
...I understand the choices I make  
should be what's best for me to do,  
and what happens is on me and not any of you.*
- Summarize that last session the students learned making the right decision is not always easy. Sometimes we need to be strong on the inside and have grit in order to make the choice that is right for us.
- Click twice, and go on to review and/or explain the idea of a *Yes Mess*. This strategy was introduced during the K-2 *Time to Play* digital lesson bundle.
  - If you have already completed this lesson bundle, click three times.
    - ♦ Read the *Yes Mess* questions aloud and invite students to describe to a partner how they can use these questions to make good choices.
  - If you have not completed this lesson bundle, explain that the *Yes Mess questions* are three questions that they can always ask to help them make the choice that is right for them.





- ◆ Click three times to display each of the following questions:
  - Could anyone get hurt?
  - Could anyone get in trouble?
  - Could anything bad happen?
- ◆ Explain that if they can answer yes to any of these questions while thinking about their choice, they are in a *Yes Mess*—which means that it is *not* the best choice for them!

## Day 2 | Slide 9

- Elaborate on the *Yes Mess* question: Can anyone get hurt?
- First, explain that “anyone” means ourselves and others.
- Then ask: What are some different ways that we can get hurt?
- Be sure students understand that like we have inner strength and outer strength, we can also get hurt on the inside and outside.
  - For instance:
    - ◆ When we get hurt on the outside, we may get a bruise, a scrape, or a cut.
    - ◆ When we get hurt on the inside, our feelings are hurt.
- Ask students to quietly reflect: When you are hurt on the inside, what emotions may you feel?
- Explain that when you are hurt on the inside, you may feel many different kinds of emotions. Tell students that they are about to think about some of them now!
- Then go through the following instructions:
  - Ask students to stand.
  - Tell them that you are about to share one emotion at a time. As you share each one, students should shrink down to a squat if they have ever felt this way when their feelings were hurt.
  - As they are squatting, they should consider what they look like when they feel this emotion and show you with their facial expressions.
  - When you say “Reset,” they should pop back up to a standing position.
- Then click twice to reveal each emotion below. As you do, ask: When your feelings are hurt, who has ever felt...? How may you look when you feel this way?
  - Sad
  - Frustrated
  - Annoyed
  - Embarrassed
  - Angry
  - Disappointed
- Once you have read through the list, ask everyone to sit cross-legged again.



- Tell the class that when we are hurt, we can feel down in all kinds of ways.
- This is one important reason to avoid a *Yes Mess*...We want to make sure that no one ever feels down because we hurt them with our choices!

### Day 2 | Slide 10

- Divide the class into pairs and distribute two “*Yes*” Callouts (from **Handout 4: Yes Mess**) to each pair.
- Click once and explain that they are going to practice using the *Yes Mess* questions to decide whether different choices are right for them.
- Remind students:
  - When there is a *Yes Mess*, it means the choice is likely not the best one for them.
  - If there is no mess, then it may be a good choice for them...even if it seems hard!
- Click once to display the following scenario: Your classmate chose the read-aloud book and you think the story is boring. You want to ignore the story and play around on the floor?
  - Then ask each of the *Yes Mess* questions on the slide, and tell students to shake their heads “No” or toss their “Yes” callout on the floor to indicate their response to each question.
  - Once you have asked the three questions, conclude that ignoring the story and playing would create a *Yes Mess* because you could get in trouble and your classmate’s feelings may get hurt!
  - Ask: What would be a better choice, even if it is harder and will need more grit?
  - Give pairs a moment to discuss a better way to act, and encourage a couple pairs to share.
- Then click two more times to reveal the next scenario: You want to play tag at recess but someone tells you that you can’t play because the game already started. You want to tell the other kids that you really want to play and ask if you can join for the next round?
  - Ask each of the *Yes Mess* questions again, reminding students to respond by shaking their heads or tossing their “Yes” on the floor.
  - Conclude that this seems like a good decision, because it would not create a *Yes Mess*.
  - Ask: Why may you need grit and inner strength to explain that you really want to play when you’re told you can’t? Why may this be hard?
- Then click twice more to reveal the final scenario: Your friend just said something that hurt your feelings, and it’s not the first time she did this. You want to pretend it didn’t hurt your feelings and act like everything is okay.
  - Ask each of the *Yes Mess* questions, telling students to shake their heads or toss their “Yes” on the floor.
  - Conclude that pretending that everything is okay may seem like a good option because it’s easier, but it won’t help the situation. In fact, it could cause you to get hurt... which means it will create a *Yes Mess*!
  - Ask: What may be a better choice, even if it seems harder and may need more grit?
  - Give pairs a moment to discuss a better choice and call on a couple students to share their ideas with the class.



## Day 2 | Slide 11

- Bring students' attention to the comic strip on the screen and explain that they will now apply what they have learned to create a comic about someone who has grit and makes the right decision for them.
- Explain that the first square in the comic has already been completed. This square will begin to explain the character's decision.
- Students will then complete the final three squares:
  - The second and third squares should show two of the choices the character *could* make.
  - The final square will show the choice that the character decides to make. This should be a choice that is right for them.
- Explain that there are three different comic starters that students may choose from, and ask students to think about which comic they would like to work on as you read them aloud.
- Begin by reviewing the comic on the slide.
- Click twice to read the second one, and click another two times to read the third one.
- Ask students to indicate their choice through a show of hands, and pass out the corresponding **Handout 5: Comic Choices** to each student.
- Take a moment to briefly review the instructions one more time. Based on the students' ability level, they may write and draw in each square or simply illustrate.
- Once most students have finished their work, click once and encourage them to share their comics with a peer and explain why their selected choice was right for their character.

## Day 2 | Slide 12

- Now that students have thought through other people's decisions, tell them it's time for each student to think for themselves!
- Remind the class that we can only control our own choices. We cannot control the choices of others.
- Click once and then post the *Before School*, *During School*, and *After School* signs (from **Handout 6: Classroom Signs**) in three different parts of the classroom.
- Explain that you will assign a starting point to each student. Students should then go to this area and brainstorm decisions they make during this time of day.
- Kick off the brainstorming by asking the class to indicate through a show of hands:
  - *Before School*: Who chooses whether or not to get out of bed when they are woken up in the morning?
  - *During School*: Who chooses whether or not to run in the hallway?
  - *After School*: Who chooses whether or not to be helpful to their family members?
- Then give each student a starting point, and instruct them to go to that part of the classroom, find a partner or two, and share some of the decisions they make at that time of day.
- Once students have shared, instruct them to rotate clockwise to the next section, and continue until students have considered decisions they make before, during, and after school.



## Day 2 | Slide 13

- Wrap up the session by distributing one **Handout 7: Reminder** to each student.
- Encourage students to think about the decisions they just discussed. Acknowledge that it can sometimes be difficult to make the right choice, which is why it's important to have grit and inner strength.
- Then tell the class they will create a private reminder on the handout's sticky note to help them with these tricky choices.
- Ask students to quietly think: If you were about to make a hard decision, what may help remind you to have grit and choose the choice that is best for you?
- Explain that what they put on the sticky note is up to them: It could be a symbol, a picture, a word, or a sentence—as long as it reminds them to make the *best* decision and not the easiest decision.
- Invite students to discuss their ideas with a partner as they begin.
- At the end of the class session, guide students in cutting out their reminders and placing each one in a personal location where they will see it often.

## Day 3

### Slide 14

- Begin by asking the class to sit on the floor in a circle or semicircle with a pencil in hand. Join the students by sitting at their level.
- Display the Guesstimate Container and challenge students to silently think about how many items are inside the container.
- Then distribute a Take a Guess Strip (from **Handout 8: Take a Guess Strips**) to each student and lead students through their guesses:
  - Guess #1:
    - Ask students to record their guess in the Guess #1 thought bubble without talking to their classmates.
  - Guess #2:
    - Divide students into groups of three or four.
    - Click once and instruct groups to share their initial guesses with their group members and then work together to develop a new group guess. All members of each group must record the same number in their Guess #2 bubbles.
    - Then ask students to show you with their thumbs up, down, or sideways: Are you happy with Guess #2?
    - Click again to display the term *Peer Pressure*.
    - Explain that peer pressure is when your classmates, friends, siblings, or other kids try to convince you to act or think a certain way. Sometimes peer pressure is good when it persuades you to act in a positive way. Other times, peer pressure is bad when it convinces you to act in a negative way.



- Stress that no matter what, it is important to always think and act for yourself.
- Ask students to demonstrate through a show of hands: When you were deciding on your group guess, who had peers who tried to convince you that their guess was best?
- Follow up by asking a few students to explain: How did this make you feel?
- Guess #3:
  - Click twice and give students a moment to think for themselves and come up with their final guess: Guess #3. They should record this in the third thought bubble.
  - By a show of fingers (1, 2, or 3), ask students to demonstrate which guess they feel best about.
  - Then call on a few students to explain why.
  - Help students understand that they may feel best about Guess #3, because they had the chance to speak with their peers and make a decision on their own.
  - Explain that this is the best way to deal with peer pressure! It's okay—and even good—to learn what your peers think. However, you still need to make the choice that is best for you.
- Wrap up by encouraging students to share their best guesses, and then reveal the actual answer.

### Day 3 | Slide 15

- Explain that the *Yes Mess* questions can help with peer pressure choices too!
- Redistribute a *Yes!* Callout from **Handout 4: Yes Mess** to each student, and tell the class that they are going to practice the *Yes Mess* questions one more time.
- Click twice to reveal the following scenario: Your friend wants you to sneak your toy into the classroom even though it isn't allowed. If you do this, would you be in a *Yes Mess*?
  - Review the *Yes Mess* questions on the slide, and again encourage students to shake their heads "No" or toss their "Yes" callout on the floor to indicate their response to each question.
  - Then ask: If you were determined to do the right thing, what might be a better choice? Accept any answers that would not result in a *Yes Mess*.
- Click twice more to reveal the next scenario: Your classmate thinks you should allow everyone to play the recess game and not leave anyone out. If you do this, would you have a *Yes Mess*?
  - Review the *Yes Mess* questions and ask students to answer "yes" or "no" to each one.
  - Acknowledge that in this situation, the classmate is right. This is an example of positive peer pressure. While it may be hard to include everyone, it is a good choice to make!
- Click twice to display the final scenario: Your friend wants to copy your math answers. If you let him do this, would you have a *Yes Mess*?
  - Review the *Yes Mess* questions and ask students to answer "yes" or "no" to each one.
  - Then ask: If you were determined to do the right thing, what might be a better choice? Accept any answers that would not result in a *Yes Mess*.
- Then click twice and wrap up by asking students to silently reflect on the following questions and indicate their responses with a head nod or a head shake:
  - Have you ever made a choice that was different from a choice that a friend made?



- Have you ever made the same choice as a friend and then didn't feel good about it afterwards?
- Can you promise to think more carefully about these *Yes Mess* questions the next time you have to make a hard decision that involves your peers?

### Day 3 | Slide 16

- Explain that because we are all responsible for making our own decisions, *what happens is on me and not any of you*.
- In other words, we must own up to our choices and not blame anyone else for our decisions, even if we make mistakes.
- Click once and review and/or explain that *Showing Your ID* is one way to do this:
  - When you *Show Your ID*, you say what you did and you own up to your actions.
  - We should *Show Our ID* for everything we do, including actions we are proud of and actions we are not so proud of.

### Day 3 | Slide 17

- Tell the class that they are about to think about instances when they may *Show Their ID*.
- Designate one side of the classroom as "easy" and one side of the classroom as "hard." Tell students that the middle area represents something "so-so" that isn't too easy or too hard.
- Explain that as you describe different examples of when students could own up to their actions, they should consider if each one would be hard, easy, or so-so to admit to other people. They should then silently move toward that part of the classroom to demonstrate their answer.
- Remind students that they may not all have the same opinion, and that's okay!
- Click once to reveal the first scenario, and then click twice to reveal each proceeding scenario:
  - I... pretended I didn't have homework when I actually had some.
  - I... acted in a mean way to my friend.
  - I... accidentally knocked over someone's block tower.
  - I... asked my classmate to play because she looked lonely.
  - I... stayed up past my bedtime.
  - I... helped my younger sibling or cousin.
- Instruct the class to sit back down and ask: What kind of behaviors were harder to admit? Why?
- Acknowledge that it can be hard to *Show Your ID* if you are embarrassed, made a mistake, or don't want to feel like you are bragging. However, it is important to *Show Your ID* for all of your choices because it means you take ownership for everything you do. This will help others trust and believe you!

### Day 3 | Slide 18

- Ask students to raise their hand if...
  - They have ever made a mistake.
  - They have ever hurt others when they made a mistake.



- Explain that everyone should have raised their hand, because everyone makes mistakes! The important thing to remember when we make mistakes and hurt others is to *Show Our ID* and make amends.
- Tell the class that when you make amends, you say you're sorry for what you did *and* you do something to help the hurt person feel better.
- Click twice to display "I... I feel... I can say...I can do..." Tell the class that when you hurt someone with your choices, you can use these sentence starters to *Show Your ID* and make amends.
- Provide the following example and review it as a class:
  - If, for instance, you called someone a name when you were angry...
    - ◆ How would you *Show Your ID*?
      - Possible Answer: I called you a name when I was mad.
    - ◆ How may you feel?
      - Possible Answer: I feel embarrassed.
    - ◆ What might you say to apologize?
      - Possible Answer: I'm sorry I was unkind to you.
    - ◆ What could you do to help the person feel better?
      - Possible Answers: Offer to help them with something, invite them to play with you, etc....
        - Stress that when you think about what you could do to help someone feel better, there is no wrong answer as long as you think about the person you hurt and how you can make it up to them.
- Then divide the class into groups of two or three, and give each group one scenario square from **Handout 9: Making Amends**. Read the scenario to each group as you distribute it, and be sure two different groups are given the same scenario before you distribute the next one.
- Once every group has a square, instruct them to come up with a short skit that:
  - 1. Acts out their scene, and
  - 2. Shows how the person could make amends for their mistake by using the *I..., I feel, I can say, and I can do* sentence stems.

### Day 3 | Slide 19

- Bring the class back together and encourage each group to share their skit.
- Invite groups who received the same scenario to present one after another.
- Take a break between each different scenario and ask the class to consider how both groups *Showed Their IDs* and made amends similarly and differently.
- At the end of the presentations, remind students that there are many different ways to make amends. The most important thing is that you apologize for what you did and then do something to help the person feel better.



### Day 3 | Slide 20

- Reiterate that *Showing Your ID* is not just for times when you need to say you are sorry. It is also important to *Show Your ID* for actions you are proud of!
- Explain that some people may find it easy to *Show Your ID* for these positive actions, while others may find it embarrassing. However, it is always important to be proud of yourself when you accomplish something that requires inner strength and grit!
- Help students understand that what may require inner strength for one person to achieve may be different from someone else. For instance:
  - Climbing a tree might look easy to some of you...but imagine how hard it may be if you were afraid of heights!
  - Or, being patient with your brother may seem like no big deal, but think about how difficult it might be if he usually bothers you!
- Ask students to turn to the person next to them and brainstorm positive actions that people may *Show Their ID* for at school.
- Record ideas on the board as students share.
- Then ask students to shift their thinking and brainstorm positive actions that people may *Show Their ID* for at home, and continue to add their ideas to the board.

### Day 3 | Slide 21

- Distribute one **Handout 10: Inner Strength Award** to each student and explain that the session will end by recognizing the grit and inner strength that each student has!
- Ask students to quietly reflect: What is a hard choice you have made that you are proud of?
- Point to the award example on the screen and explain that students will be creating a ribbon like this to celebrate their inner strength.
- Explain that they should draw a picture in the center circle that illustrates the positive decision that they are *Showing Their ID* for. They should then use their words to explain their choice on the lines provided.
- It may be helpful to give an example of an award you would give to yourself.
  - For instance, you could explain that you are proud of the choice you made when you chose to work hard to become a teacher.
    - ◆ Explain that in the center circle, you could draw a picture of yourself studying for a big test.
    - ◆ Then explain that you could write on the lines: "It took grit to choose to study hard for all of my teacher classes!"
- Once students understand how to create the ribbon, encourage them to begin their own!
- Rotate as students work and help anyone who may need help brainstorming a ribbon-worthy choice.
- As students finish, encourage them to cut out their ribbon.
- Then collect the students' awards for the following slide. Review each ribbon as you collect it, so you are sure you understand what each student has written.





### Day 3 | Slide 22\*

\***Note:** This Awards Ceremony can also be completed in a preceding class session.

- Conclude with an Inner Strength Award Ceremony.
- Begin by reading the following *Words to Live By* excerpt together as a class:

*I soar with wings.*

*Let me tell you why.*

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

*...I understand the choices I make*

*should be what's best for me to do,*

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

- Tell the class that you are proud of what they have learned about choices and you know that each of them has the grit they need to make the best possible decisions.
- Explain that you are going to wrap up with an award ceremony in which you recognize each student's inner strength!
- Call up each student one by one, and present their ribbon as you say:
  - I present \_\_\_\_\_ with this award of inner strength. \_\_\_\_\_ showed us s/he had grit when s/he \_\_\_\_\_.
- Once each award has been distributed, encourage students to tape their ribbon to their desk or another location where they will see it often.
- Explain that whenever students see these awards, they should be inspired to continue making strong and positive choices in the future!

## Extension Ideas

- Students can create a goal related to responsible decision-making and brainstorm how they will exhibit grit and work toward this goal.
- Students can share the concept of grit and inner strength with their families in order to learn about how their family members have overcome challenges, shown grit, and made choices that are best for them.
- Students can help expand their classroom Inner Strength Bulletin Board into a school-wide board in a central location. They can take ownership for explaining the concept to their peers and encouraging them to participate.



## K-2 Standards

### National Health Standards

- 4.2.1 Demonstrate healthy ways to express needs, wants and feelings.
- 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:

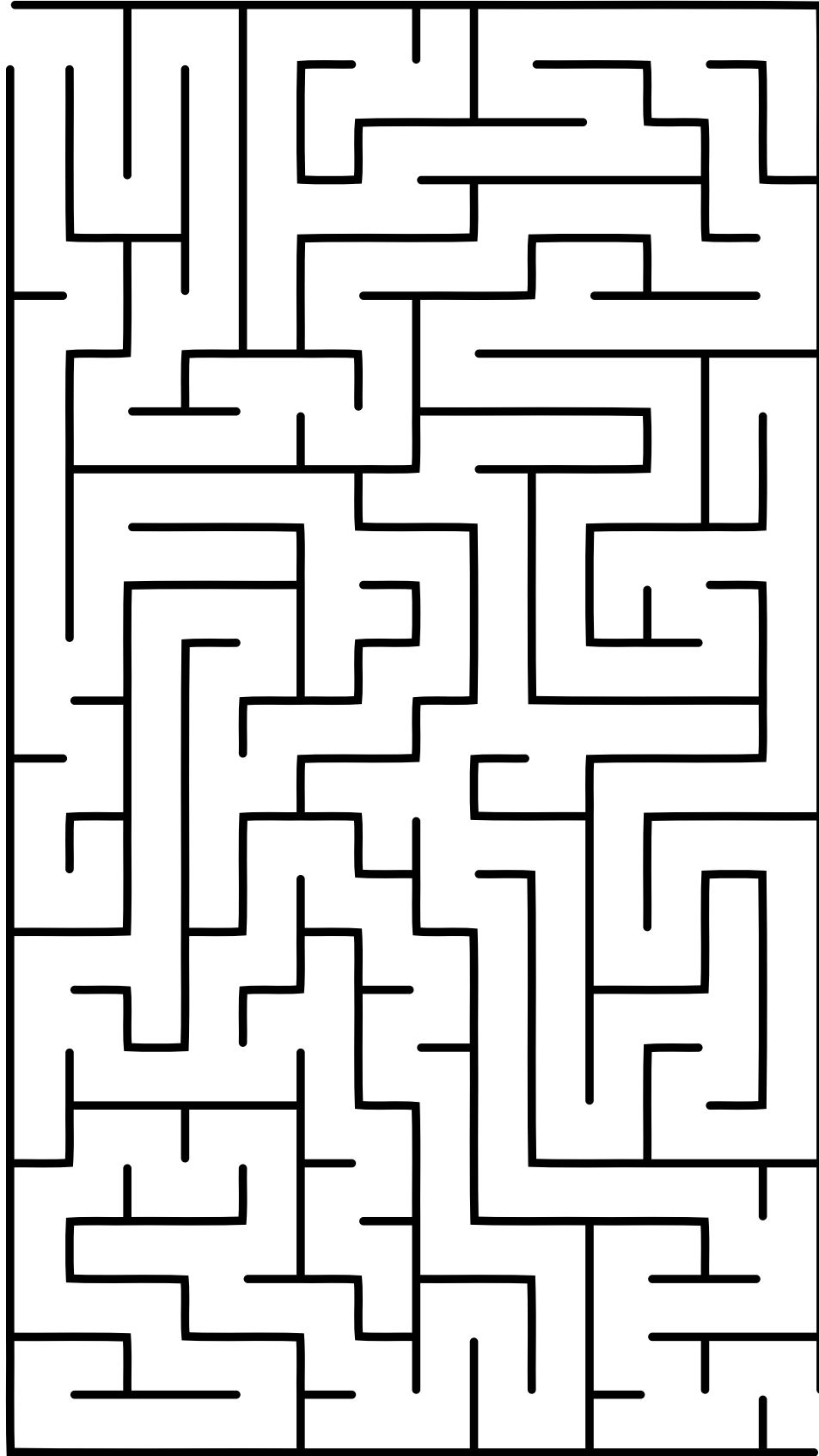
- RL.1.1: Ask and answer questions about key details in a text.
- RL.1.3: Describe characters, settings, and major events in a story, using key details.

### National Core Arts Anchor Standards

#### Creating:

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

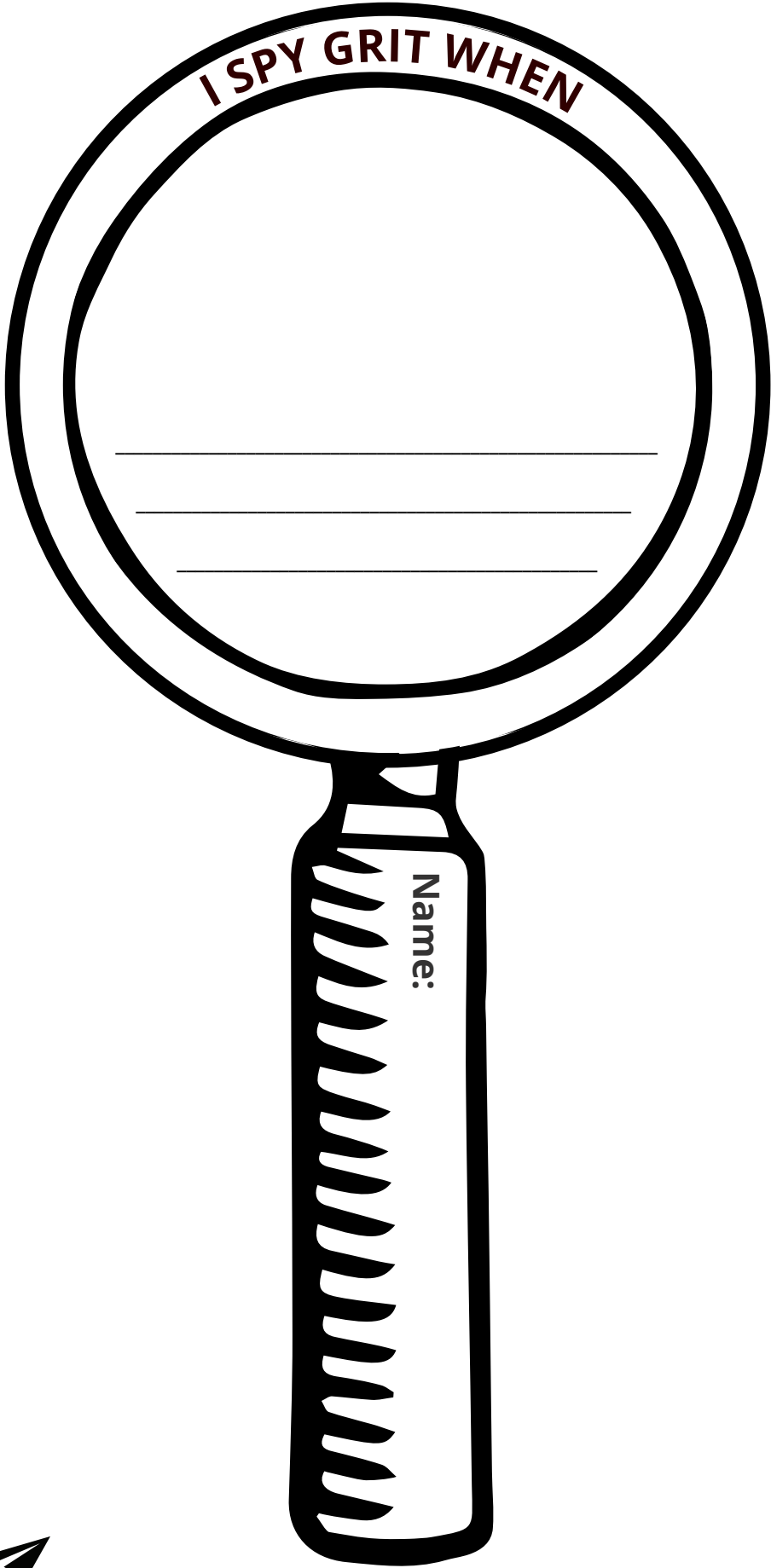
START



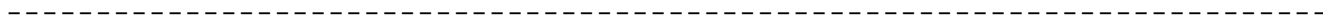
FINISH

**Instructor note:** Cut out the bubble letters below and place them in the middle of your new Inner Strength Bulletin Board before the first class session.

**P  
R  
O  
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D  
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B  
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S  
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G  
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H  
E  
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N  
S  
I  
D  
E**



**Educator Instructions:** Cut this handout in half, and distribute two YES! callouts to each student.



<p>It's David's bedtime and his mom is on the phone...</p>	<p>Does he....</p>	<p>Or....</p>	<p>He decides to...</p>
--	--------------------	---------------	-------------------------

<p>Isabella saw some money fall out of her friend's pocket...</p>	<p>Does she....</p>	<p>Or....</p>	<p>She decides to...</p>
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<p>Jordan's friend keeps whispering to her during the lesson...</p>	<p>Does she....</p>	<p>Or....</p>	<p>She decides to...</p>
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**Before School**

**During School**

**After School**



# Remember!



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**My Guess #1:**  
\_\_\_\_\_

**My Guess #2:**  
\_\_\_\_\_

**My Guess #3:**  
\_\_\_\_\_

---

**My Guess #1:**  
\_\_\_\_\_

**My Guess #2:**  
\_\_\_\_\_

**My Guess #3:**  
\_\_\_\_\_

---

**My Guess #1:**  
\_\_\_\_\_


**My Guess #2:**  
\_\_\_\_\_


**My Guess #3:**  
\_\_\_\_\_

You spilled water on someone's drawing.

ID I...

 I feel...

 I can say...


 I can do...

You borrowed a book from someone and lost it.

ID I...


 I feel...

 I can say...


 I can do...

You and your friend told a classmate he couldn't play with you.

ID I...


 I feel...

 I can say...


 I can do...

You didn't listen when your parent told you to clean your room.

ID I...

 I feel...


 I can say...


 I can do...

Your friend was teasing someone about their new haircut and you joined in.

ID I...


 I feel...

 I can say...


 I can do...

You rushed through your homework so you could play.

ID I...

 I feel...

 I can say...

 I can do...

