

Moments for MySELF

Letter to the Teacher

Dear Teachers,

Despite the challenges that many students face, they must still attend school and learn to be successful. Too often, students are not taught the social and emotional skills needed to be able to cope with mental health, physical health, or environmental challenges that impact their success both in and out of school. MHE believes that educators can help teach the skills students need to handle themselves, their relationships, and their work, effectively and ethically.

Moments for MySELF offers a creative way for students to learn fundamental life skills such as establishing positive relationships, making responsible decisions, resolving conflicts effectively, calming strategies, and developing concern for others. It provides students with a way to practice these necessary social and emotional skills to improve their personal health, mental health, and academic achievement.

As students work through their Moments for MySELF portfolio, they will create a collection of SEL moments that capture their hearts and minds over the course of the program. This portfolio offers students the opportunity to reflect on who they are, their actions, and how they interact with others. It also provides a way for you to check-in with your students.

We encourage you to work with students as they collect and create memorable moments for themselves.

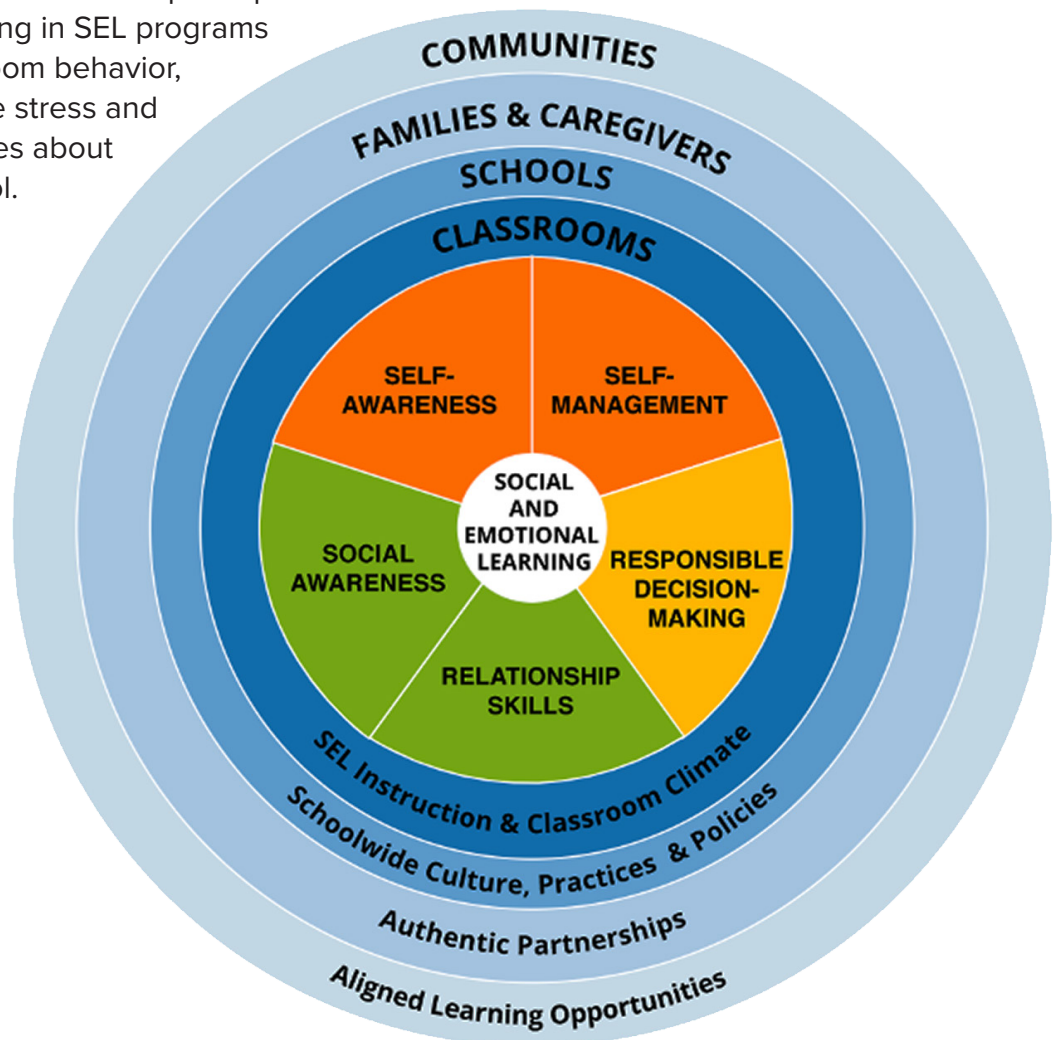
Collaborative for Academic, Social, and Emotional Learning Research

Moments for MySELf aims to improve social and emotional skills for students using evidence-based content. The main building blocks of Moments for MySELf are the five core Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

CASEL is a trusted source for research-backed information about social and emotional learning (SEL). CASEL's mission is to help make evidence-based SEL an integral part of education from preschool through high school.

According to CASEL, SEL interventions that address CASEL's five core competencies increased students' academic performance by 11 percent points, compared to students who did not participate in such programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

CASEL's framework promotes knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that progress students' learning and development.



<https://casel.org/wp-content/uploads/2020/06/SEL-Wheel-2020.jpg>

Five CASEL Core Competencies

- **Self-Awareness:** The ability to understand your own emotions, thoughts, values, and how they influence your behavior across situations.

- **Examples:**

- ◆ Identifying emotions
- ◆ Demonstrating honesty and integrity
- ◆ Linking feelings, values, and thoughts
- ◆ Experiencing self-efficacy
- ◆ Having a growth mindset
- ◆ Developing interests and a sense of purpose

- **Self-Management:** The ability to regulate your emotions, thoughts, and behaviors effectively in different situations; and to set and work toward goals and aspirations.

- **Examples:**

- ◆ Managing emotions
- ◆ Identifying and using stress management strategies
- ◆ Setting personal and collective goals
- ◆ Using planning and organizational skills
- ◆ Showing the courage to take initiative
- ◆ Demonstrating personal and collective agency

- **Social Awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds, cultures, and situations.

- **Examples:**

- ◆ Taking others' perspectives
- ◆ Recognizing strengths in others
- ◆ Demonstrating empathy and compassion
- ◆ Showing concern for the feelings of others
- ◆ Understanding and expressing gratitude
- ◆ Appreciating differences

- **Relationship Skills:** The ability to establish and maintain healthy and meaningful relationships with others.

- **Examples:**

- ◆ Communicating effectively
- ◆ Developing positive relationships
- ◆ Practicing teamwork and collaborative problem-solving
- ◆ Resolving conflicts constructively
- ◆ Resisting negative social pressure
- ◆ Showing leadership in groups

- **Responsible Decision-Making:** The ability to make positive choices and take responsibility for positive and negative outcomes across diverse situations.

- **Examples:**

- ◆ Demonstrating curiosity and open-mindedness
- ◆ Identifying solutions for personal and social problems
- ◆ Anticipating and evaluating the consequences of one's actions
- ◆ Recognizing how critical thinking skills are useful both inside and outside of school
- ◆ Reflecting on one's role to promote personal, family, and community well-being
- ◆ Evaluating personal, interpersonal, and community impacts

Implementation Guide

Moments for MySELf includes four activities for each of the five competencies. The activities can be used in the order presented on the TOC, or they can be used in any order that best fits the needs of your class. Before each activity, review the directions to collect materials if needed. This includes crayons, markers, colored pencils, scissors, glue, old magazines, photos, etc. To help students with the activity, you may want to have a completed example to show. Begin each lesson with an introduction about the SEL skill. The information on the left side of each page can be used as your teachable moment to introduce the skill. Then, review the activity directions and make sure that students have the materials needed to get started. If students are comfortable and time allows, have them share their work.

At the end of each competency there are foldable activities to help students review and reflect about what they learned. Directions for each foldable activity are included in this teacher guide. Templates are needed to complete all foldable activities. They can be downloaded for free at www.momentsformyself.com.

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Activity Lesson Plans

Competency 1: Self-Awareness

Activity 1: There's More To Me Than Meets The Eye

Objective: Students will be able to identify the many factors that shape their identity.

Estimated Duration: 20 minutes

Description: Self-identity is how you identify and define yourself. It is made up of many parts including your values, beliefs, personality traits, physical attributes, and abilities. As you get older, it also formed by the labels or adjectives you attach to yourself as well as how you think others see you. There are parts of our self-identities we want to share with others and parts we keep concealed.

This activity will allow students to think about all the parts of their identity. They will design a mask that shows who they are and what they want others to know about them.

Teachable Moments: There are many ways you can help improve and build self-identity in your students:

- Embrace multiple social identities, remind all students that they have many different identities and each one is a part of who they are. Embracing multiple identities helps students to think flexibly about who they are as well as their view of others' identities.
- Put every student's work on the wall, whether or not it's perfect.
- Highlight students' strengths and passions.
- Include posters and displays that include other people who look like your students.
- Be a good role model by emphasizing healthy values like positivity and healthiness.
- Teach students to recognize unhealthy media messages that can cause harm to their self-esteem and image.
- Ban harsh criticism and create a classroom that is free from bullying.



Competency 1: Self-Awareness

Activity 2: My Emotion Map

Objective: Students will be able to identify their emotions.

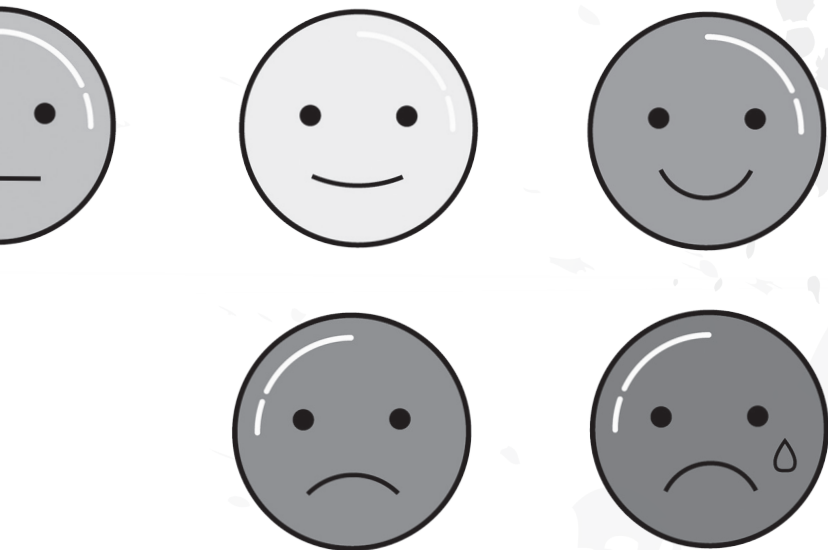
Estimated Duration: 20 minutes

Description: Emotional awareness is the ability to notice, accurately name, and interpret our emotions. It is an important skill students need to have in order to be successful in life. Emotional awareness helps us know what we need and want (or don't want!) and helps to build better relationships. Being aware of our emotions can help us talk about feelings more clearly, avoid and resolve conflicts appropriately, and move past difficult feelings more easily.

This activity will help students map out a solution or plan for an emotion they find difficult to control or express. They can use the plan to remind them how to handle that emotion the next time they feel it.

Teachable Moments: There are many ways you can help students identify their emotions:

- Talk about your emotions and feelings; ask students about theirs.
- Model appropriate reactions and behavior for different emotions.
- Remind students that emotions are not good or bad, it is how we react or express them that makes them good or causes harm.
- Role play classroom situations that bring about difficult emotions; ask students to talk about how they would feel if this happened to them; have them come up with ways to cope with different emotions.
- Have students get into the practice of rating their emotions. Knowing how strongly they are feeling about something can help them figure out how to work through it or what to do next.



Competency 1: Self-Awareness

Activity 3: Test Your Confidence

Objective: Students will develop a well-grounded sense of confidence.

Estimated Duration: 20 minutes

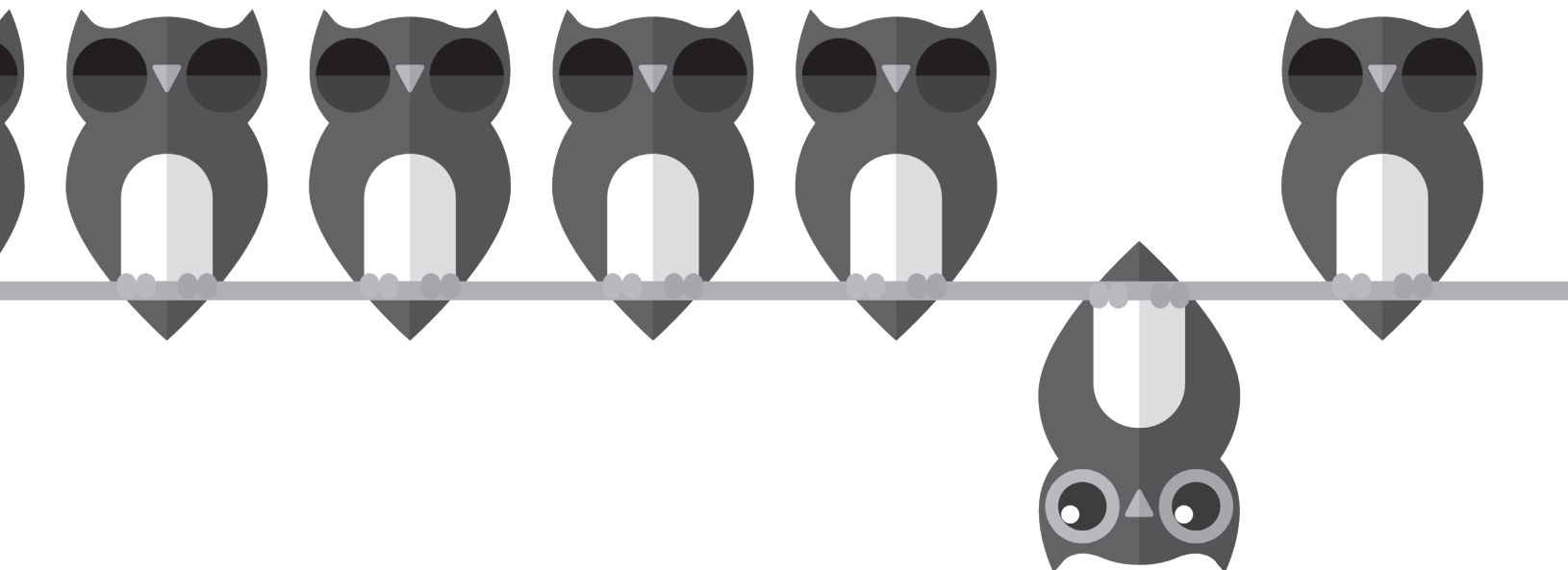
Description: Students who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they do. Self-confidence helps students cope with mistakes. It helps them try again, even when they fail at first. Confidence is vitally important to a child's future happiness, health, and success. Confident children are better equipped to deal with peer pressure, responsibilities, frustrations, challenges, and both positive and negative emotions.



This activity will help students build self-confidence by having students take a quiz to understand what things might affect their self-confidence. It will help them learn how to build and protect their confidence in the future.

Teachable Moments: There are many ways you can improve and build self-confidence in your students:

- Teach students not to be afraid of failure. Failing does not mean you are incapable or unintelligent; it simply means that you need to reevaluate and try again.
- Have students set realistic goals based on their strengths and talents.
- Praise and encourage your students. Replace general words such as “good job” or “great work” with specific words of affirmation.
- Challenge your students academically and let them think at a deeper level.
- Allow students to express their creativity in your classroom.
- Allow students to make choices and provide diverse options.



Competency 1: Self-Awareness

Activity 4: The Power of My Brain

Objective: Students will understand a growth and a fixed mindset.

Estimated Duration: 20 minutes

Description: Mindset is the way our brain perceives ourselves and the world. Our mindset helps us look at problems and mistakes in a positive way. A growth mindset occurs when you believe your intelligence and abilities can be improved with effort and the right strategies. A growth mindset is when you know, with practice, you will get better at something. This type of mindset is strongly linked to greater happiness and achievement in life.

A fixed mindset is when you believe your intelligence and abilities cannot be altered in a meaningful way. With a fixed mindset mistakes are often seen as failures instead of opportunities to learn. When a student is stuck in a fixed mindset they may fear new experiences, avoid risks, and feel the need to improve themselves. A fixed mindset means you think you can't get better at things, even if you practice.

This activity will help students understand a growth and a fixed mindset by having them follow a maze to a growth mindset example.

Teachable Moments: There are many ways you can help improve and build a growth mindset in your students:

- Praise the process, not just the result. Think of affirming action more than praising attributes.
- Create growth imagery throughout the classroom. Use visuals to represent pride and hard work.
- Take time to add reflection to assignments. This will allow the opportunity to embrace failures and what was learned from them.
- Discuss your own experiences and struggles with your class.
- Explain that failure is a part of the process of learning new things.
- Promote the value of hard tasks to the brain. Explain that brains are “muscles” that can be developed.
- Develop cooperative exercises. Working together to solve problems emphasizes the process and reinforces getting help and finding solutions.

Competency 1: Self-Awareness

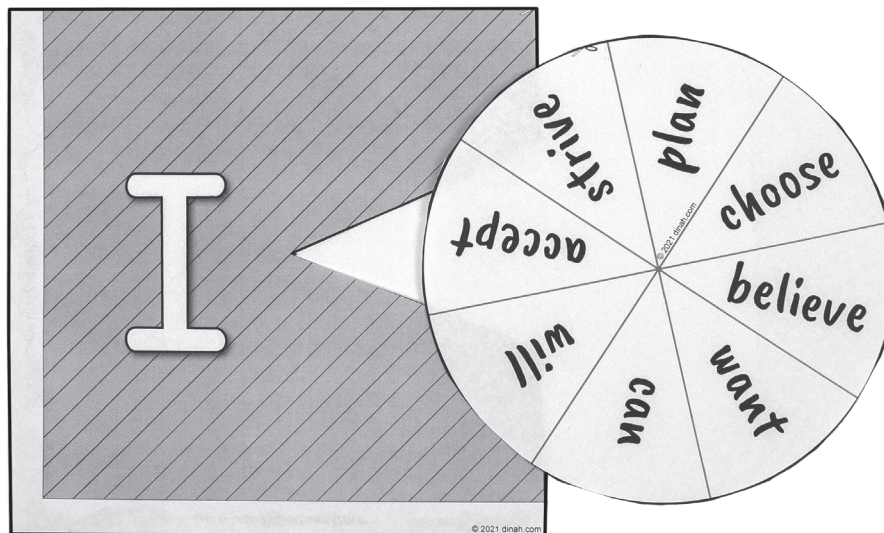
Foldable: Selfie Moments

Estimated Duration: 25-30 minutes

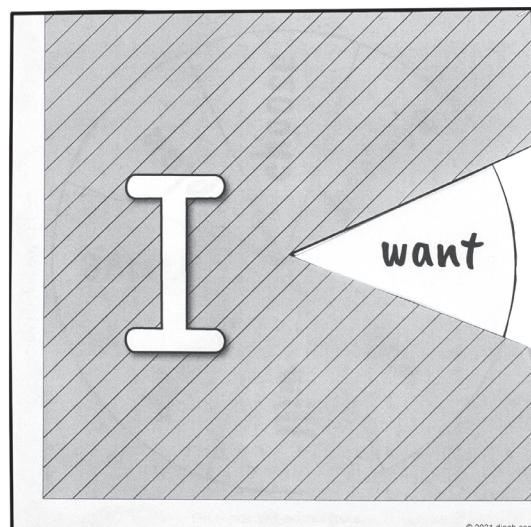
Pocket Wheel Foldable

1. Cut along the outside solid black lines of “I” pocket and the word wheel.
2. Glue the white edges of the “I” pocket onto the Selfie Moments page of the student book.
3. After the glue has dried, insert the word wheel and turn it to form different phrases.
4. Students mentally and/or orally complete the phrases to learn more about themselves.
5. Students could record some of their responses in a notebook or journal.
6. Some students might want to share their self-discovery and others will want this to be private.

Getting to Know Me, Myself, and I



Getting to Know Me, Myself, and I



One-Tab Foldable

1. Cut along the outside solid black lines of the One-Tab Foldable.
2. Fold along the dotted line at the top of the rectangle to form an anchor tab.
3. Glue the folded tab on top of the gray space in the student book that says: Glue anchor tab here: My Personal Vision.
4. Guide students to use the prompts on this page and things they discovered in the “I Wheel” to develop their own personal vision statement. Using fifty words or less, students summarize their priorities, determine what they enjoy, and identify their strengths and weaknesses.
5. Under the tab, students write about how they plan to make their vision become a reality. As a class, discuss that it takes time and effort to reach a personal vision, and visions can change over time as students change and learn more about themselves and the world around them.
6. Some students might want to share their personal visions and others will want to keep them private.

*Printables for the foldable templates are available online at:
mheonline.com/MomentsForMyself

Creating My...

PERSONAL VISION
In 50 words or less.

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My vision...
My skills...
My mindset...
My purpose...
My priorities...
My values...

How I plan to make my vision come true...

Competency 2: Self-Management

Activity 1: My Survival Guide

Objective: Students will be able to manage stress during difficult situations.

Estimated Duration: 20 minutes

Description: A certain level of stress is normal. It can even be positive. Positive stress such as changing schools and meeting new friends can help students learn and grow. However, not all stress is good. When exposed to repeated stressful events without the tools to manage feelings, stress can become emotionally and physically harmful. Helping students develop a plan for dealing with stressful situations is one way to make sure that students are prepared to handle what comes their way.

This activity will help students develop a guide for surviving stressful situations. They will respond to prompts to help them recognize what they can control and how they can respond when feeling stress.

Teachable Moments: There are many ways you can help students manage stress:

- Work with teachers on your team to limit homework overload, so tests and projects are spread out.
- Incorporate stations to keep kids moving. This gives them the opportunity to take breaks from sitting too long, working with the same peers, or the same assignment.
- Schedule time to help students get organized. Have them clean out their desks, backpacks, and folders.
- Allow students to use standing desks, exercise balls, or work on the floor.
- Provide quiet areas that students can go to and complete work. Add comfortable seating and positive messages to help students refocus and limit nervous energy.



Competency 2: Self-Management

Activity 2: I Can See Success

Objective: Students will name and work toward achieving a personal goal.

Estimated Duration: 20-25 minutes

Description: Setting and achieving goals is a life skill necessary for success and happiness. Teaching students how to set goals will give them the opportunity for early wins and help them develop belief in themselves. By measuring and celebrating their achievements, students can see what they have done over a period of time. They can see what they can do if they put their minds to something. For many students, having a list of goals provides them anchors. Having a way to separate them and document progress is important.

This activity has students write goals for each of the following areas in their life, academics, social life, sports/exercise, family, hobbies/interests, and long-term plans. Help students set goals that are specific, measurable, attainable, relevant, and timely.

Teachable Moments: There are many ways you can help students set and achieve goals:

- Help students write clear and measurable goals.
- Help students create a specific action plan for each goal.
- Have students read their goals often and visualize themselves accomplishing them.
- Have students reflect on their progress to see if they are on target.
- Have students revise their action plans if needed.
- Celebrate their accomplishments.



Competency 2: Self-Management

Activity 3: Actions Speak Louder Than Words

Objective: Students will be able to identify how to take initiative to take action.

Estimated Duration: 20 minutes

Description: Taking initiative is the link between thinking about something and doing it. In other words, it's taking action. Learning to take initiative is important. It is a behavior that helps kids navigate their lives with courage and optimism. Initiative is also a quality of a good leader, and having it promotes teamwork and cooperation. It directs our attention toward a challenging goal and helps us overcome obstacles.

This activity will allow students to think about something they can do to take initiative in their community to help others. They will create a poster that will help them put their thoughts into action.

Teachable Moments: There are many ways you can encourage students to take initiative:

- Have students choose activities for themselves to experience internal rewards.
- Encourage students to get back on their feet after they fail. Show them that you believe in them and their abilities.
- Be a helpful guide. Help students identify challenges, reflect on their choices, make decisions, modify strategies, and plans next steps.
- Remind students that taking initiative, does not mean to just follow the rules and wait for someone to offer options. Instead, it's doing the work themselves.
- Be a role model. Say things like, "Looks like the trash is full. I'm going to take it out." Small things can make a huge impact.

Competency 2: Self-Management

Activity 4: Get Organized

Objective: Students will learn planning and organizational skills.

Estimated Duration: 20-25 minutes

Description: Being organized helps students be successful in school and their lives beyond school. Organizational and planning skills are essential to a student's ability to interpret and retain information. Students who have weak planning and organizational skills often have difficulty setting priorities, making plans, sticking to a task, and getting things done.

Being able to know when an assignment is due or a test is taking place is an important part of being organized. If work and studying are not planned in advance, it is easy to under estimate how much time a task requires. A weekly planner can help plan out time so that it is clear when assignments are due and plan out when work may be done.

This activity will help students learn how to create a weekly planner and keep track of their tasks for each week.

Teachable Moments: There are many ways you can help students learn planning and organizational skills:

- Have students use checklists. Get them in the habit of using “to-do” lists and jotting things down.
- Have students sort and organize their papers and documents
- Encourage students to use their planner every day.
- Have students set a designated study time and place.
- Have students keep an organized notebook.
- Schedule a cleaning time for students.
- Model organization in the classroom.



Competency 2: Self-Management

Foldable: Action Moments

Estimated Duration: 25-30 minutes

Circle Tri-Foldables

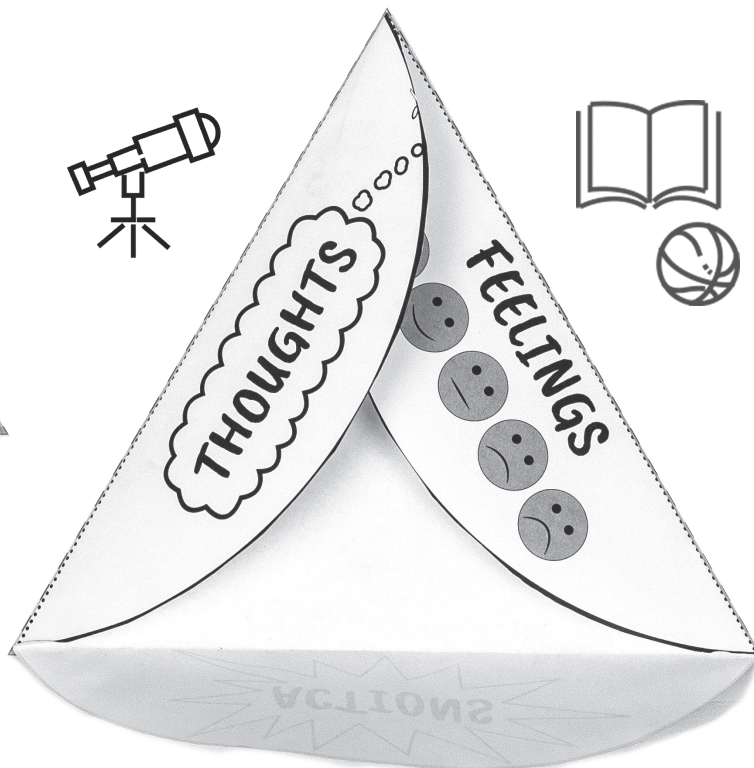
1. Cut along the outside solid black lines of the two circles.
2. Fold along the three dotted lines on each circle to form two equilateral triangles. The triangles each have three tabs labeled: thoughts, feelings, actions.
3. Glue the back of the triangles on top of the triangular gray spaces in the student book that says: Glue Foldable here.
4. Discuss what kinds of thoughts students have about their favorite class. What feelings do students experience because of these thoughts? How do they act upon these feelings and how do their actions lead back to their thoughts? Follow this same line of questioning to discuss thoughts students have outside their favorite class.
5. Under the semicircular-tabs, students record examples of their thoughts, feelings, and actions in their favorite class and outside of the class.

*Printables for the foldable templates are available online at:
mheonline.com/MomentsForMyself

In my favorite class...



Outside of class...



Competency 3: Social Awareness

Activity 1: Empathy Challenge

Objective: Students will be able to demonstrate empathy, compassion, and concern for others' feelings.

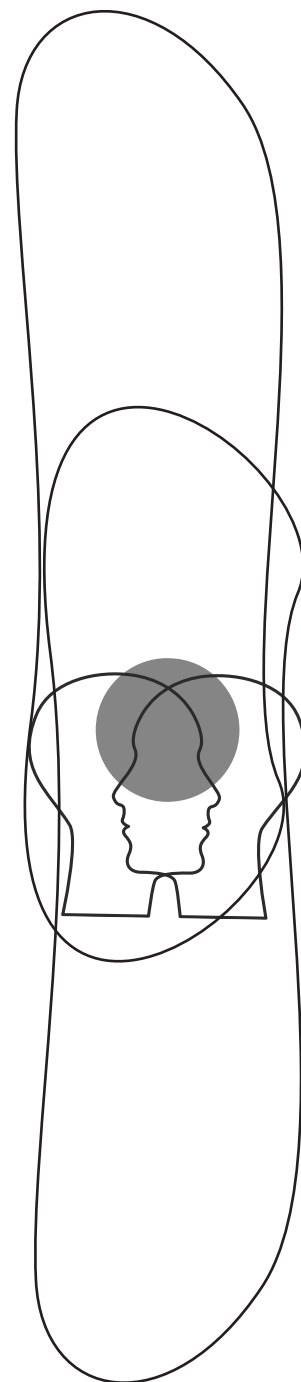
Estimated Duration: 20-25 minutes

Description: Empathy is the ability to understand and share the feelings of another person. Empathy can transform individual lives for the better while helping to bring about positive social change in schools and communities. When we put ourselves in another person's shoes, we are more sensitive to what that person is experiencing. By teaching students to be more conscious of other people's feelings, you can create a more accepting and respectful school community. Having empathy can also help students build a sense of security and stronger relationships with other children and teachers.

This activity will help students show empathy over an extended period. They are asked to take a challenge to show empathy to someone 5 days in row and document how they showed it.

Teachable Moments: There are many ways you can help students build empathy, compassion, and concern for other's feelings:

- Model kindness and empathy to your students.
- Let your students know they are not alone and listen closely to them.
- Explain that people have different points of view. It is important to understand that sometimes people can disagree with us simply because they have a different point of view.
- Encourage empathy in your students and don't force apologies.
- Help your students name their feelings, as understanding their own feelings is an important step in understanding the feelings of others.
- Encourage students to listen actively to others. Explain that it is important to listen to one another in a conversation.



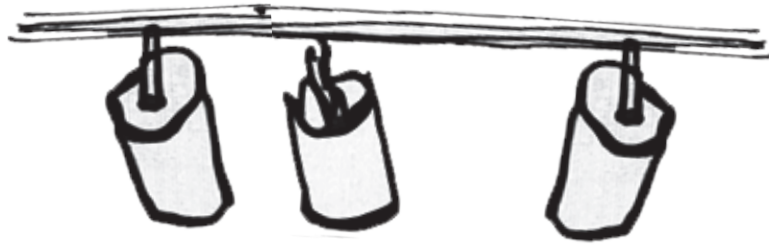
Competency 3: Social Awareness

Activity 2: Gratitude in Threes

Objective: Students will understand and express gratitude.

Estimated Duration: 20-25 minutes

Description: Gratitude is an important skill for students to understand and practice. Gratitude is recognizing the good things in life and the source of this goodness. When most people think of gratitude, they tend to think about behaviors, like saying thank you. But gratitude is more like being able to notice good deeds, the things around you, and to feel thankful. Focusing on the positive things in your life can help you build a stronger sense of self. Students who are grateful tend to be happier, more optimistic, and have better social supports. They also tend to give more social support to others as well.



This activity will help students identify and express the things that they are grateful for in their lives. Students will identify 3 things they are thankful for in a number of different categories.

Teachable Moments: There are many ways you can help students to understand and express gratitude:

- Lead by example, illustrate gratitude through your own actions. Thank students and coworkers and initiate conversations of gratitude. Share what you are grateful for.
- Choose a time to express gratefulness together as a class. You might have the class write letters of thanks to another class or visitor have had.
- Encourage students to expand their ideas of gratitude. They will usually start with the obvious, like “I am grateful for food.” But, encourage them to dig deeper and turn that thought into “I am grateful to those who work in the fields to grow and harvest the food I eat.”
- Share stories of people who have been transformed by gratitude.
- Allow time for random acts of kindness throughout the classroom and school.

Competency 3: Social Awareness

Activity 3: No Place For Hate

Objective: Students will be able to understand the importance of including others from diverse backgrounds, cultures, and contexts.

Estimated Duration: 20 minutes

Description: Being inclusive means to include all. In an inclusive school, EVERYONE belongs. Differences are acknowledged and embraced. Students must understand that differences are what makes us who we are and the world wonderful. Teaching children to value differences helps them to practice empathy and oppose unjust views.

This activity will allow students to express their views of what an inclusive school looks like. They will design a mural that represents their ideas of inclusion.

Teachable Moments: There are many ways you can help students to celebrate and accept differences:

- Celebrate similarities and differences with artwork and charts. Display the charts and artwork on bulletin boards and around the classroom. Emphasize how proud you are to have so many unique students in your class.

- Challenge the idea of “normal.” It’s helpful to challenge the idea of “normal” to see past differences. Remind students that all of us are born unique with different likes, abilities, looks, personalities, preferences, etc., so there is no one way to be “normal.”
- Review the materials you use to teach. Do they include diverse individuals? Do they challenge harmful stereotypes?
- Consider students’ cultures and language skills when developing learning objectives and instructional activities.
- Create a classroom that encourages discussion, openness, and acceptance. Encourage students to talk about their backgrounds and culture and show enthusiasm and interest in their contributions.

Competency 3: Social Awareness

Activity 4: How To Get Along

Objective: Students will be able to understand social norms for school, home, and their community.

Estimated Duration: 20 minutes

Description: Social norms are the unwritten rules or behaviors that are considered acceptable in a particular social group or culture. For example, holding a door open for the person behind you or putting your trash in the garbage instead of throwing it on the ground. Social norms give us an expectation for how to behave in certain situations.

It is important to help students understand that rules for behaving in their community, at home, and in school will help them to stay safe and be healthy. It also shows others they know how to be respectful to people and property. When people respect one another, it shows they care.

This activity will allow students to collect social norms they think are most important. They will write and illustrate a social norms rule book.

Teachable Moments: There are many ways you can help students to learn how to behave in different situations:

- Have students help create classroom rules and consequences. Post them as a visual reminder.
- Be sure that you are following the rules too! If a rule only applies to students, state that clearly.
- Be flexible. Following the rules should be consistent, but there will be times in your classroom that you will need to make exceptions. Acknowledging that and discussing it with students allows them to see the importance of flexibility when it comes to rules.



Competency 3: Social Awareness

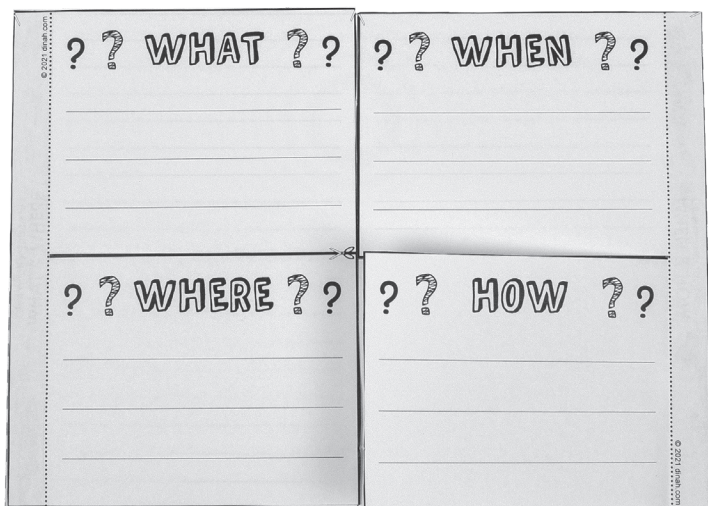
Foldable: Shared Moments

Estimated Duration: 25-30 minutes

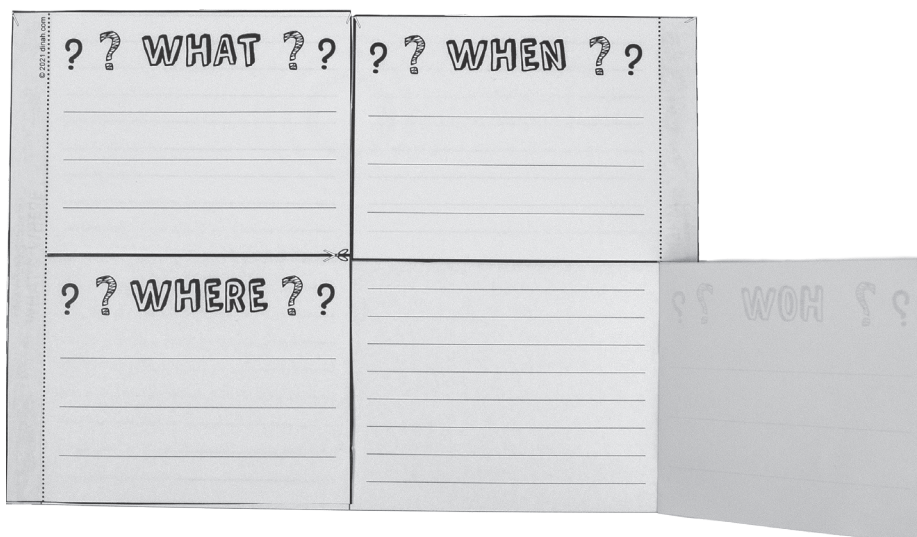
Four-Tab Shutter-Foldable

1. Help students find current events related to social justice that they would like to investigate. Students write the title of the current event in their book.
2. Cut along the outside solid black line of the two Two-Tab Foldables. Do NOT cut the middle lines at this time.
3. Fold along the dotted lines on each rectangle to form anchor tabs.
4. Glue the folded tabs on top of the gray spaces in the student book labeled: Glue anchor tab here. Notice that one anchor tab is to the left and one is to the right.
5. When the glue is set, cut along the solid black line in the middle of each rectangular to form four tabs with the questions: What, When, Where, and How.
6. Students answer the question with a simple phrase on the front of each tab and then write one or more related details under the tabs.

Current Event: _____



Current Event: _____



Accordion Book Foldable and Pocket

1. Discuss the meaning of culture and use this activity to help students celebrate their own culture.
2. Cut along the outside solid black lines of the Celebrate Your Culture Pocket. Glue three of the outer edges into the student book to form a pocket.
3. Cut along the outside solid black lines of the three strips with three titles on each.
4. Glue the ends of the UNFOLDED strips together to form a very long strip.
5. Allow the glue to dry for a minute or two before folding along every fold line so the dots show on top of the fold. This is the easiest way to fold along dots.
6. Now, refold the long strip to form an accordion booklet. Store the booklet in the pocket.
7. Students research their culture and record information on the tabs. They can use reference materials from the internet, library, and they can interview relatives, and use other primary sources.
8. This activity can be visited and revisited over time; it will not be finished in one class.

*Printables for the foldable templates are available online at:
mheonline.com/MomentsForMyself



Competency 4: Relationship Skills

Activity 1: Clear Communication

Objective: Students will be able to understand how to communicate clearly.

Estimated Duration: 20 minutes

Description: Having effective communication skills are important for establishing and maintaining healthy relationships. This is because communication not only conveys information, but it also means being able to listen, understand, and take action on what other people say. Without clear communication, messages can become distorted, and confusion can result.

This activity will help students think of communication as a combination of what they say, how they say it, and how they respond to others. They will create a word cloud that explains how they communicate clearly.

Teachable Moments: There are many ways you can help students communicate clearly:

- Teach students about the power of pausing. Tell students to pause, think, and ask questions. This will help them to see another's viewpoint and slow them down to listen more effectively.
- Explicitly teach how to have good conversations. Model what clear communication looks like and sounds like (including what it doesn't look like and sound like).
- Establish listening and speaking procedures in your class including non-verbal behavior.
- Encourage turn taking. Teach students that effective communication is not one-sided. It is speaking clearly and listening too.



Competency 4: Relationship Skills

Activity 2: Music To My Ears

Objective: Students will be able to work on developing positive relationships with peers.

Estimated Duration: 20 minutes

Description: Friendships have an enormous impact on students' mental health and happiness. Because of this, it's important that students understand that positive relationships are healthy and supportive. They lift you up and make you feel safe and confident. Helping students understand what positive relationships look like and feel like can help them to resist negative social pressure and navigate or avoid harmful relationships.

This activity will help students recognize what friendship qualities are important to them. They will create a playlist that expresses what being in a healthy and supportive relationship means. They will include songs that have positive messages about how they want to be treated in a relationship.



Teachable Moments: There are many ways you can help students to develop positive relationships with their peers:

- Help students feel confident and have positive self-esteem. Highlight their best attributes regularly (e.g., honesty, compassion, thoughtfulness, etc.) to set them up to be a good friend to others.
- Model good friendship behavior with others at school.
- Help students feel comfortable with one another. Allow structured time for students to get to know one another. Conduct two-minute talks where students are paired with peers. They talk to each other for two minutes about the topics they have chosen.
- Create classroom activities that promote collaboration and teamwork.

Competency 4: Relationship Skills

Activity 3: Create Your Own Ending

Objective: Students will be able to identify ways to resist negative social pressure.

Estimated Duration: 20-25 minutes

Description: Peer pressure is when someone tries to convince you to do something you may not really want to do. It is important for students to recognize when people are pretending to be their friend in order to get them to do things that they know are wrong. These kids will act nice sometimes, but other times they might threaten or make fun of people if they don't do as they say. Peer pressure can take a number of different forms, both spoken and unspoken, and can lead to risky or personally unwanted behavior. It is important that students learn strategies to handle peer pressure in a positive way.

This activity will help students identify ways to handle peer pressure in a positive way. They will read a scenario about peer pressure and create their own ending to handle the situation in a positive way.

Teachable Moments: There are many ways you can help students to identify ways to resist negative social pressure:

- Encourage students to talk about the pressures they feel and discuss practical ways to manage this pressure.
- Remind students that it is okay to say “no.” Teach them to be confident in themselves. By doing so, their strength will help them stand firm with their beliefs and help them do what they feel is right.
- Provide opportunities for students to practice their communication skills to manage negative peer pressure situations. Role playing and using real-life scenarios are effective approaches to use.
- Involve parents in discussions around peer pressure. They have an important role to play in talking to their child about peer pressure.



Competency 4: Relationship Skills

Activity 4: What If

Objective: Students will be able to recognize and communicate leadership skills in themselves and others.

Estimated Duration: 20-25 minutes

Description: It is important for students to learn and build on their leadership skills to open new possibilities and help make better decisions. Leadership is a multi-faceted skill that helps students learn to communicate, empathize with others, solve problems, and work in teams. Good and effective leadership is a skill that can be learned, practiced, and improved on. Leaders of the 21st century will need to face complex challenges in an always changing world. Leaders of the 21st century will have to embrace new forms of communication and new technologies. This activity will help students to think about what makes them a good leader. They are asked to write about being put in charge of the classroom for the day.

They will need to explain how they would support their classmates and how they would show the characteristics that make a great leader.

Teachable Moments: To help students build their leadership skills:

- Involve students in leadership opportunities in the classroom. It is best to make these opportunities become a part of the classroom routine every day.
- Encourage students to volunteer for leadership roles inside the classroom and outside the classroom.
- Share good examples of leadership in your community and in the world around you. Discuss the leadership your principal must show. Look for other examples of leadership in coaches, parents, sports players, etc.
- Provide opportunities for group projects where students can rise to the occasion and lead within a group setting.
- Hold interactive discussions in the classroom, asking open-ended questions and allowing time for multiple answers. People often realize their leadership potentials when they feel free to share their ideas and thoughts. Once they start feeling comfortable while sharing their perspectives in front of the class, they gain the confidence to lead.



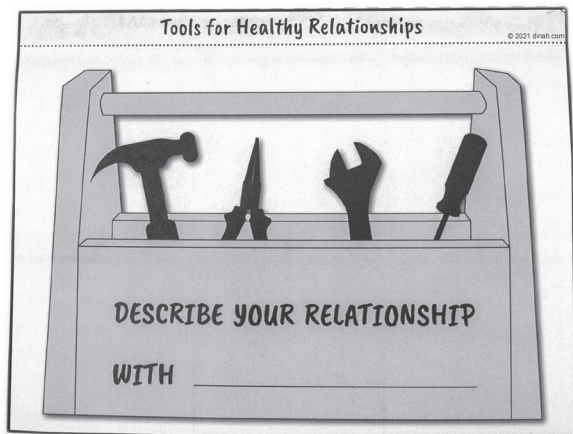
Competency 4: Relationship Skills

Foldable: When Moments

Estimated Duration: 25-30 minutes

One-Tab Foldable

1. Cut along the outside solid black lines of the Tools for Healthy Relationships Foldable.
2. Fold along the dotted line at the top of the rectangle to form an anchor tab.
3. Glue the folded tab on top of the gray space in the student book that says: Glue anchor tab here: Tools for Healthy Relationships.
4. Look at the Tool Box and discuss what relationship tools might be and why they are important for building healthy relationships.
5. Under the tab, they read the titles of the three columns to discover three important relationship tools: communication tools, problem solving tools, and working together tools. Students record tools they have and tools they need in the spaces provided.
6. Don't forget to have students relate the relationship tools they have and the relationship tools they need to the person or group of people they listed on the front tab. Why do relationship tools vary depending on a person or a group? For example, think about your communication skills with your best friend, your family, and your teacher. How do they differ?

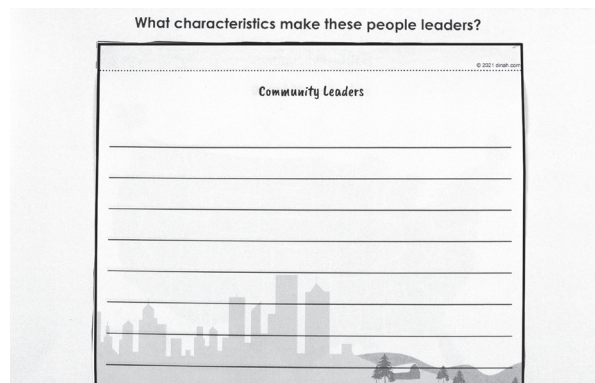


The photograph shows the foldable placed on a gray surface. The top part of the foldable is folded over, showing the tool box illustration and the text 'DESCRIBE YOUR RELATIONSHIP WITH'. Below this, the foldable is open, revealing three columns. The first column is titled 'Communication tools I have.' and has a downward arrow pointing to 'Communication tools I need.'. The second column is titled 'Working together tools I have.' and has a downward arrow pointing to 'Working together tools I need.'. The third column is titled 'Problem-solving tools I have.' and has a downward arrow pointing to 'Problem-solving tools I need.'. Each of these bottom sections is a large empty box for writing.

One-Tab Stacked Foldable

1. Cut along the outside solid black lines of the two one-tab Foldables: Community Leaders and United States Leaders.
2. Fold along the dotted lines at the top of each rectangle to form anchor tabs.
3. First, glue the folded tab of the United States Foldable on top of the gray space in the student book that says: Glue anchor tab here: United States Leaders.
4. Next, glue the Community Leader Foldable on top of the anchor tab of the United States Foldable. This forms a Stacked Foldable with more than one layer.
5. Discuss how leaders can be found in families, schools, and in neighborhoods. The actions of community, national, and world leaders affect the lives of many people. Guide students as they research and select examples of leaders they read about or hear about in the news. Are there any relationship characteristics or qualities that all of these people have in common? Do any of their relationship characteristics make them memorable, successful, and/or driven to achieve?

*Printables for the foldable templates are available online at:
mheonline.com/MomentsForMyself



Competency 5: Responsible Decision-Making

Activity 1: Create From a Mistake

Objective: Students will demonstrate creativity and think outside the box.

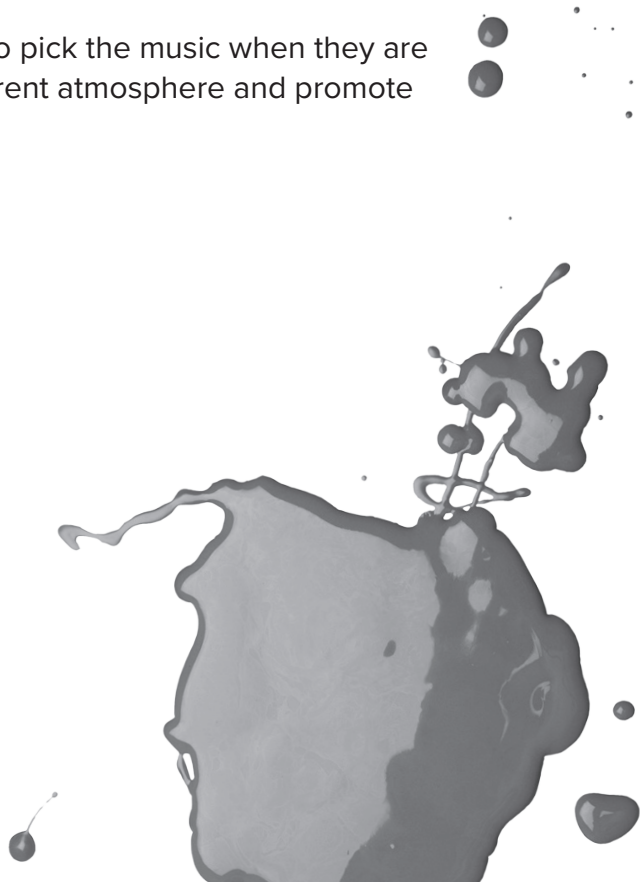
Estimated Duration: 20-25 minutes

Description: Creative thinking is the process of nurturing your imagination and allowing yourself to think outside of the box. Being able to train your mind to think creatively helps you invent, problem-solve, create, and communicate in fresh new ways. It is important to develop creativity in the classroom because it will keep students engaged and it's something they will need later in school and when they enter the workforce. Creative thinkers are in high demand in the job market. Thinking creatively gives students the ability to embrace different points of view and listen to and consider other perspectives before making a decision.

This activity will get students to think outside the box by asking them to create something out of ink stains on their page. Their creation can be anything they imagine it to be! If there is time, students can compare their creations to see how many different versions people produced.

Teachable Moments: To help students have creativity and think outside the box:

- Share ways that you have been adaptable as a teacher or even outside of the classroom. Students will learn that having the ability to adapt is normal and then they will begin to emulate this.
- Provide ample time for students to solve problems or complete projects creatively. It takes time to think differently and outside of the box.
- Reverse the question/answer model in the classroom. Instead of asking questions to which there is a correct answer, ask students to create the problem.
- Play music in the classroom. Allow students to pick the music when they are working on projects. Music can create a different atmosphere and promote creative thinking all on its own.



Competency 5: Responsible Decision-Making

Activity 2: The Biggest Problem in the World

Objective: Students will recognize the importance of critical thinking skills.

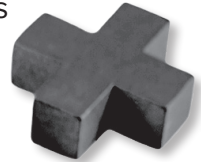
Estimated Duration: 20-25 minutes

Description: Critical thinking is about knowing how to think, not what to think. Critical thinking skills are important for students to help them think clearly, rationally, and independently. We use critical thinking skills every day. They help us make good decisions, understand the consequences of our actions, and solve problems. Critical thinking helps with formulating your own opinions and drawing your own conclusions regardless of outside influences. It's about using the process of analysis and seeing connections between ideas.

This activity will have students use their critical thinking skills by asking them what they think is the biggest problem in our world today. Then, they are asked how they would solve it if they had everything they needed, and anything was possible.

Teachable Moments: There are many ways to help students recognize the importance of critical thinking skills:

- Ask a lot of open-ended questions. This will give students a chance to apply what they have learned and build on prior knowledge.
- Encourage decision-making as much as possible. This will allow students to apply what they've learned to different situations, come up with a variety of solutions, and then decide which ideas work best.
- Provide opportunities for group projects where students can expand their thinking.
- Allow opportunities in class to connect different ideas and to brainstorm.



Competency 5: Responsible Decision-Making

Activity 3: Solution Tree

Objective: Students will be able to understand the importance of making positive choices for personal behavior and social interactions.

Estimated Duration: 20 minutes

Description: Learning how to be a decision-maker is a lifelong skill, so it is important that students understand how to make good decisions. Good decisions are kind, safe, healthy, and make yourself and others proud. Students need to understand that some choices they make will be more challenging than others because they have a big impact on their life. Meaning it could affect them for a length of time after the choice is made. It's important to help students learn to think carefully before they make a difficult choice. To stop and ask themselves if the choice they are making is the right thing to do.

WHO?

WHY?

WHEN?

WHAT?

This activity will help students understand how to work out real-life problems using a solution tree.

Teachable Moments: To help students make good choices:

- Model and role play real-life scenarios with students. Let them see how you make good choices for yourself based on the consequences.
- Provide students with choices for completing an assignment (e.g., draw a picture instead of writing about it, allow students to use technology, etc.)
- Play games like “What If...” to help students talk about how to make good choices during challenging moments.
- Ask students to write reflections about choices they have made that they want to go back to and change. What would they say or do differently? Why?

Competency 5: Responsible Decision-Making

Activity 4: Fight For Your Rights...and Responsibilities!

Objective: Students will understand the difference between having rights and being responsible.

Estimated Duration: 20 minutes

Description: As a member of the community, we all have rights and responsibilities. A right is something you are entitled to and deserve like the right to be healthy, safe, heard, and yourself! A responsibility is something you are expected to do or take care of to protect that right. Teaching students the difference between their rights and responsibilities will help them to become better members of their communities.

This activity will help students think about their role in their community. They will write a list of rights they have and a corresponding responsibility for that right.

Teachable Moments: To help students be responsible:

- Create a classroom Bill of Rights. Discuss the responsibilities each student has to uphold and protect their rights. Then, draft a set of rules or class laws that protect students’ rights.
- Model responsibility and talk about it. Talk about what rights are important to you and how you take initiative to protect them.
- Organize a common good day. Divide students into groups to manage different events and activities. Remind students that as community members they are responsible for maintaining their community and working for the common good.



Competency 5: Responsible Decision-Making

Foldable: If...Then Moments

Estimated Duration: 25-30 minutes

Two-column Foldable Table

1. Cut along the outside solid black lines of the Next time I will... One-Tab Foldable.
2. Fold along the dotted line on the right edge of the rectangle to form an anchor tab.
3. Glue the folded tab on top of the gray area in the student book that says: Glue anchor tab here: Next time I will... This added tab will cover half of the table printed in the student book.
4. Over a period of time, students record three situations or problems that they experience and they note how they dealt with each in the My Decision box in the table.
5. Over time, students analyze the consequences of their decisions. They respond on top of the Next time I will... Foldable column. This is where students can confirm that they made the right decision and would not change anything in the future, or they can report what they would do differently to achieve a more positive outcome the next time they experienced the same or a similar situation.

Situation/Problem	My Decision
①	
②	
③	

Situation/Problem	Next time I will...
①	
②	
③	

Winged Two-Tab Foldable

1. Ask students to think about why it is important to think about ourselves AND others.
2. Fold along the two dotted lines in the middle of the rectangle. Fold so the dots are visible along the top of each fold. Refold along the same two-fold lines so the tab moves up and down easily.
3. Glue the folded center anchor tab on top of the gray area in the student book that says: Glue anchor tab here.
4. Under the tabs, students record things that they can do to contribute to the well-being of themselves and the well-being of others. Some students might draw pictures on the back of the tabs to illustrate their thoughts. For example, a student might draw a picture of them riding a bike, participating in sports, listening to music, or reading a book.

*Printables for the foldable templates are available online at:
mheonline.com/MomentsForMyself

