

# Moments for MySELF

Dear Teacher,

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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.

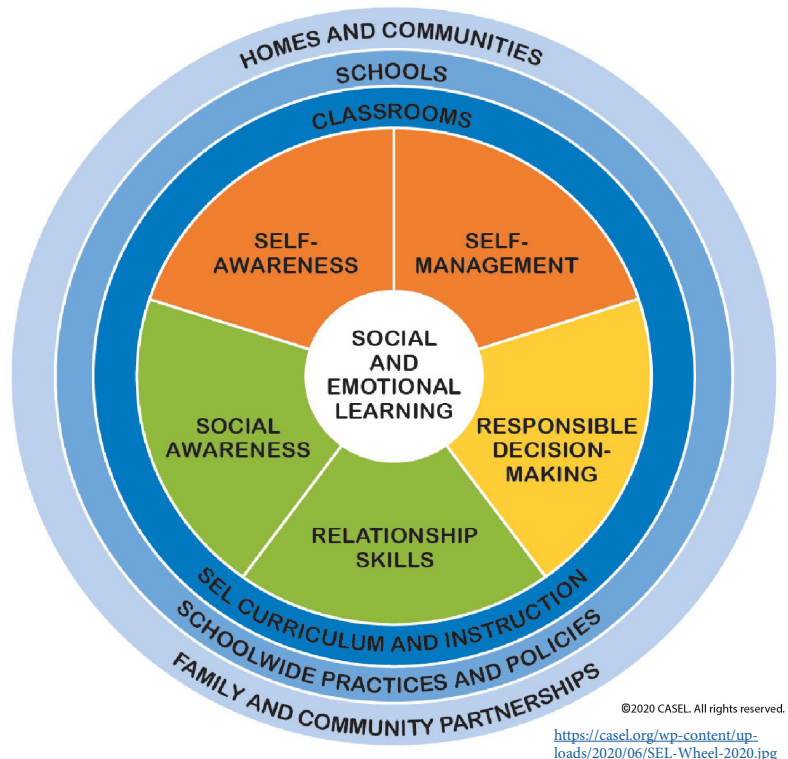
We encourage you to work with students as they collect and create memorable moments for themselves.

# RESEARCH

## CASEL

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.



Moments for MySELF utilizes Dinah Zike's Foldables, or 3-D graphic organizers. Foldables are an exclusive feature to McGraw Hill. Foldables are a valuable tool to help develop student's social and emotional competencies. They provide students with a sense of ownership in their work that helps them to invest in the SEL concept. Foldables are more engaging than traditional handouts. The information is organized in a way that makes it easier for students to understand the content. Students use higher-level thinking skills to construct the interactives. To learn more about Dinah Zike's foldables visit: <https://dinah.com/>.

# CORE CASEL 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, community, and institutional 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.mheonline.com/MomentsForMyself](http://www.mheonline.com/MomentsForMyself).

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# ACTIVITY LESSON PLANS

## Competency I: Self-Awareness

### Activity I: My IDentity

**Objective:** Students will be able to identify who they are, what they like and dislike, and recognize their strengths and weaknesses.

**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, abilities, hobbies, and interests. It is the combination of these things that make up your self-identity. It's important to have a strong sense of self-identity to be able to adapt to changes and overcome challenges. Having a strong sense of who you are can help anchor you during uncertain times and help you develop positive self-esteem.

When helping children discover their self-identity, it is important to encourage them to look at all the things that make them who they are and not to identify with just one part of themselves. When children tie themselves firmly to just one part of who they are, they can struggle to find their self-identity if they experience failure or are not successful in that one part. Knowing that they are so much more can help them develop a strong sense of self-identity.

This activity will allow students to think about who they are at this moment in time. They will document their values, beliefs, personality, culture, and the many other things that make them who they are.

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

- Emphasize healthy values
- Teach students to recognize unhealthy media messages
- Highlight students' strengths and passions
- Encourage students to get involved in healthy activities
- Ban harsh criticism
- Be a good role model
- Let students help



## Competency I: Self-Awareness

### Activity 2: Shades of Emotions

**Objective:** Students will be able to identify the range of emotions they have.

**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 be successful in life. Emotional awareness helps us know what we need and want (or don't want!) and helps to build better relationships. That's because 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.

Many children can express being happy, sad or mad, but often they miss the subtle gradations or shades in emotions. This is because they don't have the words to describe them. Naming emotions accurately helps students be clearer about what is happening inside, so they can manage themselves in positive ways and become better learners.

This activity will help students build their emotional vocabulary. First, they will choose one emotion and list its shades (e.g., happy, joyful, elated). Next, they will draw a face to show what that emotion looks like and describe what makes them feel that shade.

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

- Talk about your emotions and feelings; ask students about theirs
- Have students name their emotions and the behaviors or body language associated with them
- Model reactions and emotional behavior
- Use characters in books to illustrate different emotions, facial expressions, and behaviors
- Have students create a thesaurus of emotions to use when they need to find the right word to describe how they are feeling
- Have students create a mood meter to help them identify how they are feeling, this can be especially helpful to students who find it difficult to talk about their emotions

## **Competency I: Self-Awareness**

### **Activity 3: My Wins**

**Objective:** Students will be able to build self-esteem.

**Estimated Duration:** 20 minutes

**Description:** Self-esteem is a person's sense of worth. Students with high self-esteem feel confident and capable. They value themselves and their abilities. When students feel confident and secure, they are more likely to succeed in school and achieve personal goals. They are also more likely to motivate themselves to take on new challenges and cope with and learn from mistakes. They may stand up for themselves more and ask for help when they need it.

This activity will help students build self-esteem by having them draw or write about situations that they felt very proud of themselves. They can bookmark the page to come back to for a little boost of confidence throughout the year.

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

- Greet every child at the door with a smile and say his or her name.
- Touch base with every child.
- Encourage students to advocate for themselves.
- Give constructive criticism and include time for detailed feedback.
- Let students fix mistakes.
- Encourage students to find things they like about themselves.
- Teach students to learn from their mistakes.
- Celebrate student successes.



**Competency I: Self-Awareness****Activity 4: Grow My Brain**

**Objective:** Students will be able to build a growth mindset.

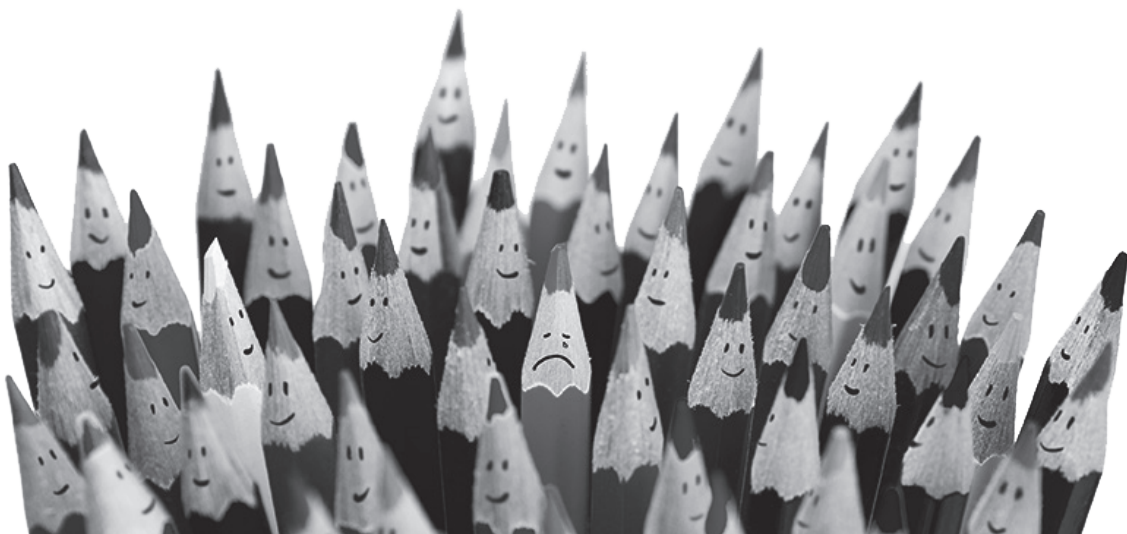
**Estimated Duration:** 20 minutes

**Description:** A growth mindset is when you believe your intelligence and abilities can be improved with practice and the power of growing your brain. It is important for students to learn to adopt a growth mindset because it can help them overcome obstacles when they learn something new or develop a new skill. When students use a growth mindset, they understand the importance of persistence and determination. They see roadblocks and constructive feedback as methods to gather information to help themselves learn and progress. Instead of giving up in the face of challenges, students with a growth mindset keep going because they believe they can achieve the goal.

This activity will help students build a growth mindset by writing a collection of daily affirmations that they can use to help overcome self-sabotaging and negative thoughts.

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

- Be mindful of feedback, emphasize improvement over talent and intelligence.
- Praise the process, not just the end result.
- Include reflection as a part of assignments.
- Discuss your own experiences and struggles.
- Explain that failure is a part of the process of learning new things.
- Use diverse teaching strategies.
- Provide attainable challenges.
- Give opportunities to face obstacles.



## Competency I: Self-Awareness

### Dinah Zike's **FOLDABLES : Selfie Moments**

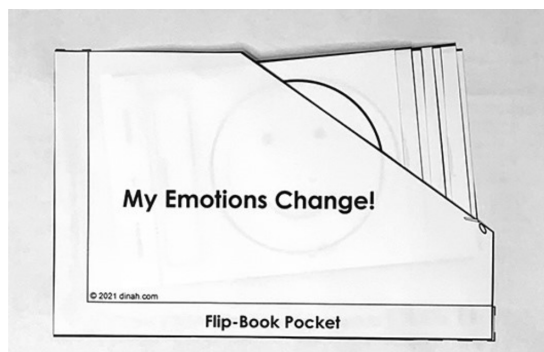
**Estimated Duration:** 25-30 minutes

#### **Flip-Book Pocket**

1. Cut along the solid black lines of the Flip-Book Pocket.
2. Glue the left and bottom edges onto the gray strips in the student book.
3. Make the Flip-Book while the glue on the Pocket is drying.

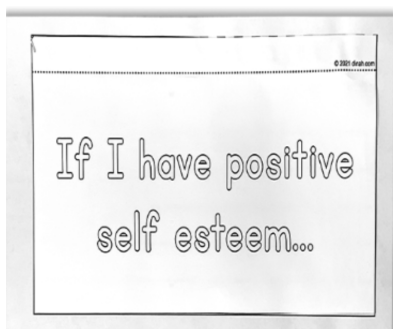
#### **Flip-Book Foldable**

1. Cut along the sold black lines of the page. This will form seven cards with faces. Cut away the gray sections on each card. Each card will be a different length.
2. Stack the cards so the numbered edges line up. When finished #1 (the shortest card) will be on top and #7 (the longest card) will be on the bottom.
3. When the left edges are aligned and stacked together, staple through all thicknesses to form an Emotions Flip-Book.
4. Hold the stapled edge in your left hand and flip the edges of the cards with your right hand. Practice flipping rapidly to make the face change from happy to sad.
5. Ask students to fill in the emotion box on each card to reflect which of their emotions they think each face represents. Don't use the same emotion twice. When they are done, have them use the lines under the Flip-Book pocket to write about their favorite Selfie Moment.



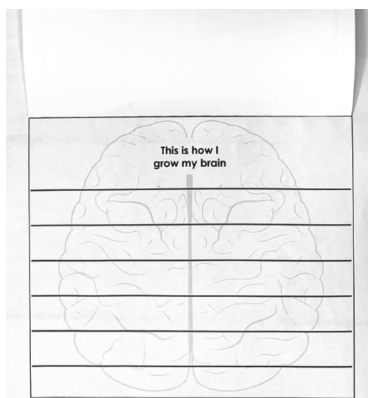
## I-Tab Foldable

1. Cut along the outside solid black lines of the If I have positive self-esteem... Foldable.
2. Fold along the dotted line at the top of the rectangle to form an anchor tab. Glue the folded tab on top of the gray If I have positive self-esteem... anchor tab space in the student book.
3. Discuss how If...Then sentences are written. Relate them to cause and effect. Students complete the sentence under the tab.



## I-Tab Foldable

1. Cut along the outside solid black lines of the Me Trying Something Difficult Foldable. Have students draw a picture of themselves attempting something new or practicing something they are learning.
2. Fold along the dotted line at the top of the Foldable to form an anchor tab. Glue the folded tab on top of the gray Me Trying Something Difficult... anchor tab space in the student book.
3. Under the tab, observe the outline of a brain and discuss the title – This is how I grow my brain. Students record present and future ways they plan to grow their brains. This is a private writing area covered by a tab.



\*Printables for the foldable templates are available online at: [www.mheonline.com/MomentsForMyself](http://www.mheonline.com/MomentsForMyself)

## Competency 2: Self-Management

### Activity 1: I Got This

**Objective:** Students will be able to make a plan for managing stress.

**Estimated Duration:** 20 minutes

**Description:** Stress is the body's reaction to a challenge. A little bit of stress is ok. Especially if that stress is positive stress. Positive stress responses from events such as changing schools and meeting new friends can help students learn and grow. But when students are exposed to repeated stressful events without the tools to manage what they are feeling, stress can become emotionally and physically difficult. Just like adults, when students' stress goes unmanaged it can cause anxiety, depression, and have harmful physical effects.

This activity will help students create a stress management plan. They will list their stressors, name a person who they can talk to, choose positive self-talk to help them stay calm, and pick activities to make them feel better.

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

- Host morning meetings to stay connected with students and help them to begin their day with a positive experience.
- Talk about and model positive ways to manage stress like getting enough sleep, doing yoga or breathing exercises, reading a book, or going for a walk.
- Schedule time to organize. Students' desks and backpacks can get quickly messy and unorganized. Taking time out to throw away old papers and sharpen pencils can help students feel more in control.
- Remind students that one of the best ways to avoid stress is to have a balanced life. When they make good decisions about how to spend their day, they can naturally feel less stressed. Share with students that the idea is if they take time to get enough sleep, eat healthy, exercise, and have fun then they will most likely feel less stressed out.



## Competency 2: Self-Management

### Activity 2: Make It Happen

**Objective:** Students will be able to set and work toward achieving a personal goal.

**Estimated Duration:** 20-25 minutes

**Description:** Setting goals helps students become more confident in themselves, helps them make better decisions in their life, and gives them motivation. Setting and achieving goals can really be enormously powerful for students. By measuring and celebrating their achievements students can see what they have done over a period and what they can do. Seeing their results gives them assurance that they can achieve even higher goals in the future.

It is important that you discuss with students the importance of setting goals that are realistic. Setting small, achievable goals that can be achieved quickly will help them understand the process of setting and achieving goals. Once they grasp this concept, they can set even bigger goals. Make sure the goals are measurable, achievable, as well as specific.

This activity has students set a goal and create a vision board for their goal. They will decorate their vision board with words and pictures from old magazines or other media. They could also use stickers or cards. Students can also draw and doodle on their vision board. Remind them they should include anything that inspires them. Suggest students come back to this page to remind them of their goal.

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

- Help students set clear and measurable goals.
- Help 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.
- Help students revise their action plans if needed.

## Competency 2: Self-Management

### Activity 3: I Will Do It

**Objective:** Students will be able to understand the importance of taking initiative.

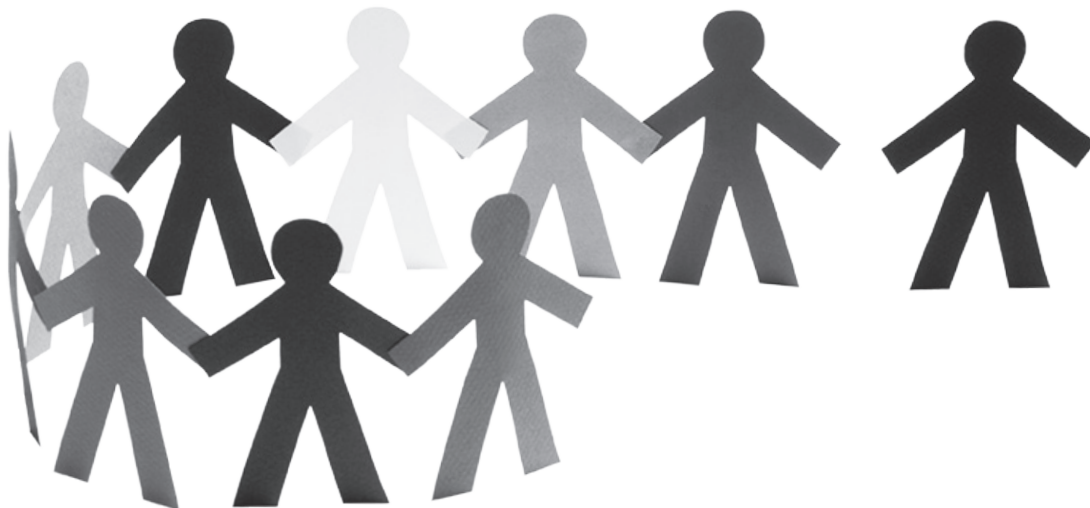
**Estimated Duration:** 20 minutes

**Description:** When you take initiative, you do things without being told. It means finding out what needs to be done and doing it. It is the link between thinking about something and actually doing it. It is important to teach students to take initiative. Initiative is a quality of a good leader, and having it promotes teamwork and cooperation. Let students know that sometimes taking initiative is not always easy. Sometimes it even takes courage, especially if it involves speaking up for themselves or another. That's because taking initiative sometimes means you have to be willing to take a risk even though your efforts may fail.

This activity will help students brainstorm ways they can take initiative at home, at school, and in their community. They will write about what they can do and what will happen if they do/do not take initiative.

**Teachable Moments:** There are many ways you can help students take initiative:

- Let students help; even if you know they will struggle. The reward when success happens can teach them that taking the first step feels good.
- Encourage them to get back on their feet after a fall (because you believe in them).
- Be a role model; show students how to have courage to do something you are unsure about.
- Let students choose activities, it gives them internal rewards.
- Help students solve their own problems and navigate obstacles.





## Competency 2: Self-Management

### Activity 4: Daily Good Deeds

**Objective:** Using planning and organizational skills

**Estimated Duration:** 20 minutes

**Description:** Being organized and knowing how to plan are important skills for students since they help them learn how to prioritize activities, set and achieve goals, and reduce stress. Teaching students the importance of organizational and planning skills can have a significant impact on a student's ability to succeed throughout their academic career.

Staying organized requires a deliberate way of thinking through things that doesn't come naturally to some students. When a student receives directions for an assignment, they first must think about what is being asked of them, and then they need to come up with a plan for how to complete it. A student who has solid organizational skills may be able to go through this process without even realizing they are doing it. But a student who struggles with organization may require help to train their brain to think this way.

This activity will help students train their brain to stay organized and create a plan for accomplishing their tasks. Students are asked to make a list of the good deeds they do throughout the day for themselves, their home, their school, and for others. They can come back to these checklists throughout the year, so they don't forget them.

**Teachable Moments:** There are many ways you can help students plan and use organizational skills:

- Have students use checklists. Get them in the habit of using "to-do" lists.
- Help students sort and organize their homework assignments.
- Have students set a designated study time and place.
- Have students keep an organized notebook.
- Have students use a planner.
- Check-in weekly with students to make sure they are using their planner effectively.
- Schedule a cleaning time for students.

## Competency 2: Self-Management

Dinah Zike's  
**FOLDABLES** : Action Moments

Estimated Duration: 25-30 minutes

### 4-Tab Foldable

1. Cut along the outside solid black lines of the large Self-Management Foldable. DO NOT cut the middle black cut-lines at this time.
2. Fold along the long dotted line on the right of the rectangle to form an anchor tab. Glue the folded tab on top of the gray Self-Management anchor tab space in the student book. Allow the glue to dry briefly while discussing the four titles on the page.
3. NOW cut along the middle three solid black lines to form four tabs. On the front of the tabs, have students respond to each of the prompts by drawing a picture.
4. Under the tabs, students answer the related questions.



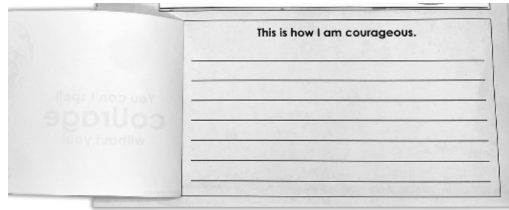
### I-Tab Foldable

1. Cut along the outside solid black lines of the This is a really big problem... Foldable. On the front of the tab, have students outline or summarize a big problem they recently dealt with or one they need to deal with now.
2. Fold along the dotted line at the top of the Foldable to form an anchor tab. Glue the folded tab on top of the gray This is a really big problem... anchor tab space in the student book.
3. Discuss the graphic under the tab – the word BIG has been broken into parts. Discuss how this represents a problem-solving technique, and have students break their big problem down into three smaller parts. Students record their steps in the private writing area covered by the tab.



## I-Tab Foldable

1. Cut along the outside solid black lines of the I am courageous Foldable. On the front of the tab, have students observe the graphic of the lion and discuss the meaning of the sentence: You can't spell coUrage without you!
2. Fold along the dotted line at the left edge of the Foldable to form an anchor tab. Glue the folded tab on top of the gray anchor tab space in the student book.
3. Under the tab, have students record one or more ways in which they are courageous. This is a private writing area covered by a tab.



\*Printables for the foldable templates are available online at: [www.mheonline.com/MomentsForMyself](http://www.mheonline.com/MomentsForMyself)



## Competency 3: Social Awareness

### Activity I: How I Show Empathy

**Objective:** Students will be able to demonstrate empathy and compassion for others.

**Estimated Duration:** 20 minutes

**Description:** Empathy is the ability to put yourself in the shoes of someone else and understand what they are feeling or experiencing. Building an understanding of what others are feeling, how their own actions can have an impact on others, and why someone might be experiencing feelings at a particular time is an important life skill for students to develop. It is important for students to learn empathy because it helps them to understand how others feel so they can respond appropriately to a situation. It also helps them build a sense of security and stronger relationships with others. Empathy encourages tolerance and acceptance of others which will help build a more harmonious class and school environment.

This activity has students place themselves in someone else's shoes. They are asked to brainstorm ways they would show kindness, take another's perspective, show acceptance, and listen when a friend or relative is going through a difficult time. It might be helpful to offer some examples of difficult times for students such as, when someone has a disagreement with a friend, or gets left out of an activity, or when someone loses something that is special to them.

**Teachable Moments:** There are many ways you can help students build empathy and compassion for others:

- Model kindness and empathy to your students.
- Let your students know they are not alone and listen closely to them.
- Encourage empathy in your students and don't force apologies, let them come at their own accord.
- Help your students name their feelings, as understanding their own feelings is an important step in understanding the feelings of others.
- Talk to your students about how other people may be feeling and why. This will help them build an emotional language and think about other people's perspectives.
- Encourage students to care for animals and plants. This helps them understand the role they play in helping another living thing.

**Competency 3: Social Awareness****Activity 2: My Gratitude Journal**

**Objective:** Students will understand and express gratitude.

**Estimated Duration:** 20-25 minutes

**Description:** Gratitude is an essential skill for students to understand. Gratitude is focusing on what is good in your life and being thankful for the things that you have. This positive thinking builds a stronger sense of self inside of students. This makes them want to try harder to be successful in the classroom. Students who are grateful tend to be happier, more optimistic, and have a better social network. They also tend to give more social support to others as well. Being grateful can translate to increased resilience over time. Resilience helps students to have a sense of purpose as well as enjoyable and connected lives.

This activity will help students identify the things or people that they are grateful for in their lives. Students will write a journal entry about something or someone they are grateful for and tell why they feel thankful.

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

- Lead by example, show students how you express your gratitude to others with your actions and words.
- Practice mindful breathing together, ideally first thing in the morning. Have students take a moment to notice and give thanks their life-sustaining breath.
- Discuss the origin of the food that we eat every day or other things that we use in our everyday lives. For example, a desk, a crayon, or scissors. Ask them to think what things or people they think were involved in bringing that food or object into their hands. Reflecting on ways we are all supported and sustained by other things and people can cultivate an appreciation for their things and the people around them.
- Choose a time to express gratefulness together as a class. You might have the class write letters of thanks to another class or visitor you might have had.



## Competency 3: Social Awareness

### Activity 3: Everyone is Welcome!

**Objective:** Students will be able to understand the importance of helping others and themselves feel a sense of belonging.

**Estimated Duration:** 20 minutes

**Description:** Because students come from a variety of backgrounds and experiences, it is important that each child feels a sense of belonging. Students who experience a positive sense of belonging are more likely to experience positive engagement and wellbeing. Teaching practices should include lessons that focus on the belief that while we are all different, we are also equal and deserving of inclusion and respect. All students need and deserve a safe and supportive space that enables learning. Providing students that space sends a powerful message: we all belong.

This activity will allow students to reflect on how they help others feel like they belong. They will rate themselves and share what they can do to make others feel welcome.

**Teachable Moments:** There are many ways you can help students feel a sense of belonging:

- Make introductions on the first day of school. Help students get to know each other and you.
- Schedule one-on-one meetings with students to get to know more about them and they can get to know more about you.
- Shine a light on each student. It is important to model that every child has something special about him or her that we can celebrate. Help your students see each other through your eyes, so they can see each other's greatness.
- Make sure that each child feels chosen. Pay attention to children who are not always chosen by others. Give that student a task, like passing out papers or walking something to the office and ask that child to pick a friend to help him or her.
- Brainstorm ground rules with your students to foster a sense of community in the classroom and establish respect and fair treatment.
- Solicit input from all students. Not every student comes ready to share.
- Practice an attitude of acceptance. Recognize that others have diverse ways, which do not have to change you, but be open to others' ideas.



## Competency 3: Social Awareness

### Activity 4: Say This, Not That!

**Objective:** Students will be able to understand how to use a social filter in different situations.

**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.

One way to help students become socially aware is to teach them the norm of using a social filter. Using a social filter refers to our ability to assess which thoughts we should say aloud and which ones we should keep to ourselves based on the situation we are in and the people we are with. It involves thinking before speaking to ensure we are not saying something inappropriate or hurtful to ourselves and others. Using a social filter can help students build their conversation skills as well as develop and maintain positive relationships with others.

This activity will allow students to practice using a social filter. They will write about a situation when a social filter is needed and then record what they may think versus what they should say.

**Teachable Moments:** There are many ways you can help students to use a social filter:

- Be a good role model. Explain to students what you are saying and why. Take the time to explain situations where you use your social filter (e.g., at the grocery store, at home with children, in school with co-workers, etc.).
- Get students into the habit of pausing before responding to someone... especially if they are experiencing big emotions. Ask students if what they are about to say will hurt someone or themselves.
- Develop a list of social rules with your students. Ask them to think of times when using a social filter is helpful. Display the rules in your class so students can use it when needed.
- Use a real strainer or funnel to show how a social filter might work. Write down the “thought” and put it in the funnel. Ask students to analyze the thought and decide if it should remain a “thought” or go through the funnel and be words that are heard by others. If it goes through and should be heard, ask students to share how they would “filter the thought.”

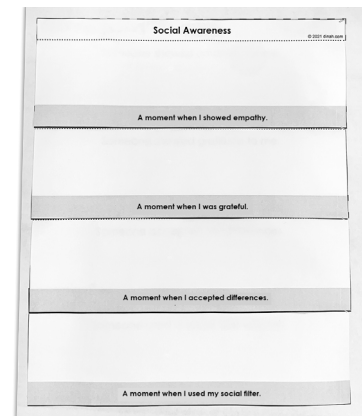
## Competency 3: Social Awareness

Dinah Zike's  
**FOLDABLES: Shared Moments**

Estimated Duration: 25-30 minutes

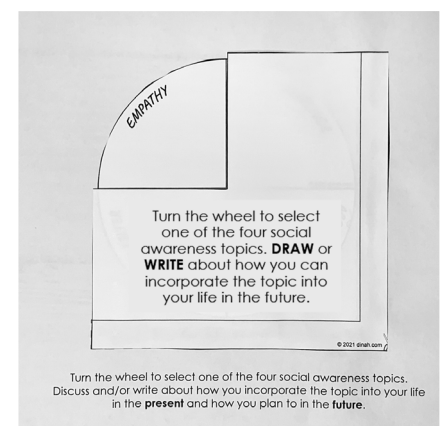
### Layered Foldable

1. Cut along the solid black lines to make four rectangular sections.
2. Make anchor tabs by folding along the dotted line on each section.
3. Glue the four anchor tabs onto the gray strips in the student book. When glued, four layered tabs are formed.
4. On the front of the tabs, have students draw or write about moments when they showed empathy, were grateful, accepted differences, and used a social filter.
5. Under the tabs, have students record moments when others showed the same moments to them.



### Wheel and Pocket

1. Cut out the I am socially aware: Pocket and Wheel by cutting along the solid black lines.
2. Glue the bottom and right edge of the pocket onto the labeled, gray strips in the student booklet. (Note that unlike anchor tabs, pockets have NO folds.)
3. Allow glue to dry a minute before placing the Wheel in the pocket. Read the information on the front of the pocket while the glue dries.
4. Ask students to rotate the wheel to focus on one of the four social awareness topics. Help students analyze how they can incorporate the selected topic into their life in the future. Discuss the importance of social awareness collectively – with all its parts functioning all the time. Ask students: Do you think this takes practice? Do you think it will always take practice and attention to be your best at social awareness? Why or why not?



\*Printables for the foldable templates are available online at: [www.mheonline.com/MomentsForMyself](http://www.mheonline.com/MomentsForMyself)

## Competency 4: Relationship Skills

### Activity I: Good Vibes

**Objective:** Students will be able to use their body language to communicate more effectively.

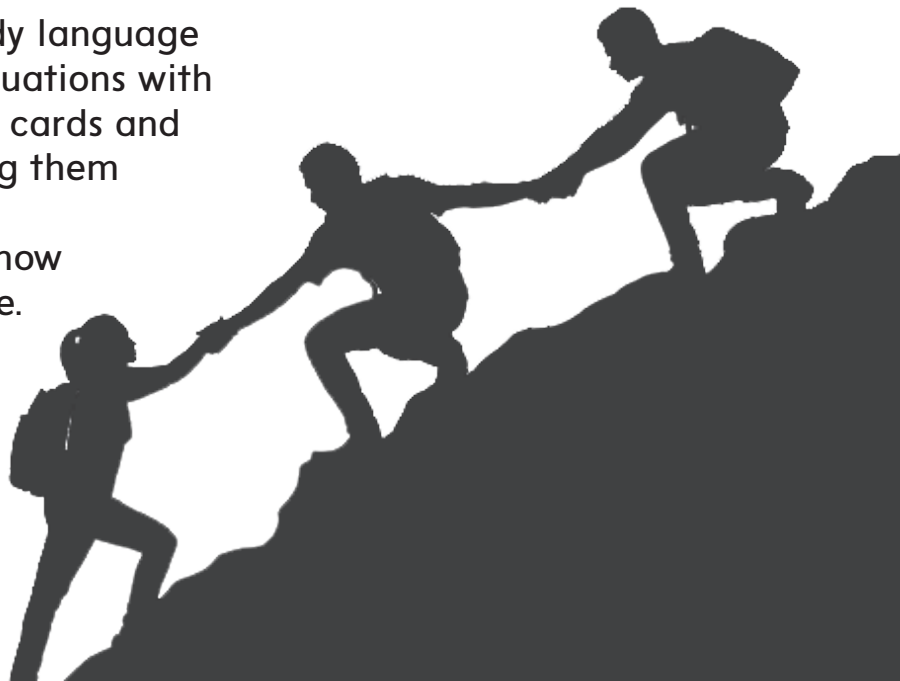
**Estimated Duration:** 20 minutes

**Description:** Body language is a way that people communicate with each other without using words. Your body language sends messages to others about how you are feeling or what you are thinking. Sometimes your body language sends positive vibes to people and other times it sends negative vibes. Your facial expressions and the way you move your hands, shoulders, and arms gives clues to how you are feeling. Teaching students to be aware of their own body language as well as how to read others' can help them communicate more effectively.

This activity will help students think about their own body language and the messages it sends to others. They will record examples of positive and negative body language and reflect on the effect it can have on others' feelings.

**Teachable Moments:** There are many ways you can help students to understand the messages their body language sends.

- Teach children how to take perspective. When a difficult situation arises, help them understand why someone reacted the way they did. What did their body language tell someone else? Did they ignore someone's body language?
- Help students understand sarcasm and figurative language because sometimes what people are saying does not match what their body is telling us.
- Role play situations where body language plays a key role. Brainstorm situations with students. Write them on index cards and have students take turns acting them out.
- Watch short video clips that show several types of body language. Ask students to explain what the person is feeling and how they know (e.g., clenched fists, fidgeting in seat, arms crossed, etc.)



## Competency 4: Relationship Skills

### Activity 2: Friendships and Feelings

**Objective:** Students will be able to understand how to develop healthy relationships.

**Estimated Duration:** 20 minutes

**Description:** Friendships have an enormous impact on students' mental health and happiness. The need for belonging is sometimes so strong that negative relationships may result. Too often, students form relationships that are unhealthy, and issues associated with unhealthy relationships can be the cause of any number of problems in the classroom and the school. Teaching students to trust their feelings when it comes to friends will help them develop positive relationships with their peers.

This activity asks students to build a best friend. They will include what qualities they look for in a best friend and how a true friend makes them feel.

**Teachable Moments:** There are many ways you can help students to develop healthy relationships:

- Help students distinguish between friendly and friend. Students can be friendly to everyone without being friends with everyone.
- Teach students that friendships take time to develop and maintain. Remind them that a true friend is willing to spend time getting to know the other person's character, likes and dislikes, values, and goals.
- Talk to students about friendship boundaries (togetherness vs. exclusion, fun vs. mean joking, sharing ideas vs. being bossing, etc.). Provide them with examples of behaviors that are ok and not ok. Ask them to share their feelings about each of the examples.
- Play the Top 10 game. Group students who do not typically work together or are already friends. Have them make a Top 10 list of things they have in common.

## Competency 4: Relationship Skills

### Activity 3: Talk It Out

**Objective:** Students will be able to identify ways to resolve conflicts constructively.

**Estimated Duration:** 20 minutes

**Description:** Conflicts can cause stress, anger, feelings of resentments, and can make it difficult to focus. Learning skills to help deal with conflict resolution is crucial. It's important to teach students how to appropriately manage conflicts to make the situation better and deescalate moments of high emotions.

Conflicts can be difficult to navigate because they bring out big and intense emotions that can be hard for students to process. One of the best ways to deal with conflict is to talk it out and take turns with the others involved, sharing how each person feels. Students can do this by using I-Statements. For example, saying I felt sad when you did something, or I felt angry when you did this, and I need you to help me do something in the future, or I need you to speak to me differently in the future.

This activity will have students list the strategies they have used or would like to use to deal with conflict. This will help them when they deal with conflict in the future. Next, students will practice using I-Statements so they will be prepared when during their next conflict.

**Teachable Moments:** There are many ways you can help students to resolve conflicts constructively:

- Schedule time for role play. Acting out scenarios involving conflicts will allow students time to practice conflict resolution skills while they are calm and can think clearly.
- Develop students' listening skills. Sometimes conflicts arise from miscommunication and can be solved simply by listening. Have students focus on making eye contact, paraphrasing back for understanding, and asking questions rather than interrupting.
- Remind students to calm down when their emotions start to rise. They can take deep breaths, go to a designated "chill spot," listen to music, read books, or do yoga stretches.
- Read stories containing characters that work out conflicts.
- Use conflicts that happen in the classroom as teachable moments.

## **Competency 4: Relationship Skills**

### **Activity 4: My Inner Lion**

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

**Estimated Duration:** 20 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 to work in teams. Leadership skills help you understand yourself, your motivations, and your emotions. As you lead, you learn your values, you create your meaning, and you connect with others.

Good and effective leadership is a skill that can be learned, practiced, and improved on. Most think of the loud and confident personalities as the obvious leaders, but anyone even the quiet, shy kid in class can be a leader. In fact, it is likely that at some point in their life, everyone will be called upon to lead in some way or another. For this reason, it is crucial that we help students learn how to prepare for these leadership roles.

This activity helps students think about how they lead and speak assertively, or with confidence. They are asked to write or cut out words that they can use to speak assertively, to bring out their inner lion!

**Teachable Moments:** To help students build their leadership skills:

- Be sure to involve students in leadership opportunities in the classroom. Some ideas include handing out papers or leading the line. It is best to make these opportunities become a part of the classroom routine every day.
- Demonstrate how you exhibit leadership skills. Explain what your leadership responsibilities are each day.
- 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 stars, movies, etc.
- Provide opportunities for group projects where students can rise to the occasion and lead within a group setting.
- Be sure to involve students in leadership opportunities in the classroom. Some ideas include handing out papers or heading the discussion of a lesson.
- Have students improve the culture at school. Have volunteers step up to lead campaigns to end bullying or raise environmental awareness.



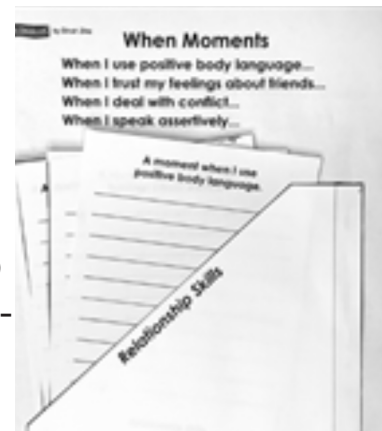
## Competency 4: Relationship Skills

### Dinah Zike's FOLDABLES : When Moments

**Estimated Duration:** 25-30 minutes

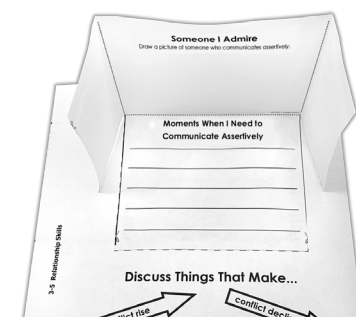
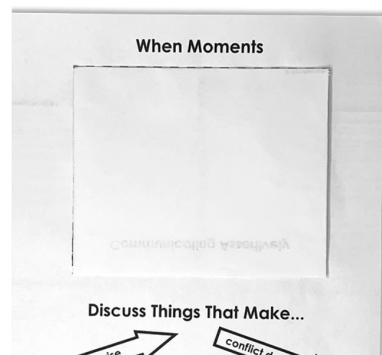
### Pocket and Cards

1. Cut out the Relationship Skills Pocket and the four Quarter-sheet Cards by cutting along the solid black lines.
2. Glue the bottom edge and right edge of the pocket onto the labeled, gray strips in the student booklet.
3. Allow glue to dry a minute before placing the Quarter-sheet Cards in the pocket.
4. Students write in response to the prompts on each card and store them in the pocket.



### Standing Display Foldable

1. Cut along the solid black lines of the large Display Foldable entitled Someone I Admire.
2. Fold along the three dotted lines of the Foldable. Always fold so the dots are visible along the fold line. On this Foldable, REFOLD each fold again forward and backward so the tabs move both directions. Students might remind each other to refold.
3. Under the title, have students draw a picture of someone they admire who communicates assertively. Then, have them write about moments when they (themselves) need to communicate assertively.
4. When students are finished drawing and writing on the display, fold in the side tabs and fold the whole display flat into a rectangle. Glue the back of the display onto the large gray rectangle in the student book. NOTE: After it is glued into the student book, the display should fold inward and fold flat so the book can be closed. When the book is open to this page, the display can be opened and folded into a standing diorama.
5. When their display is finished, have students talk and write about strategies that make conflict decline.



\*Printables for the foldable templates are available online at: [www.mheonline.com/MomentsForMyself](http://www.mheonline.com/MomentsForMyself)

## **Competency 5: Responsible Decision-Making**

### **Activity I: Thinking Outside the Box**

**Objective:** Students will demonstrate open-mindedness and think outside the box.

**Estimated Duration:** 20-25 minutes

**Description:** Having an open mind or thinking flexibly is an important skill students need in order to manage their thoughts, feelings, and actions. Flexible thinking allows students to switch gears and look at things differently and allows them to unlearn old ways of doing things. Being open minded and thinking outside the box gives students the ability to embrace different points of view and listen to and consider other perspectives before making a decision. It also allows them to broaden their mind and challenge their thinking. Thinking outside the box helps during failures and can lead to deeper understandings and new beginnings.

This activity will get students to really think outside the box. They are asked to complete the beginning of drawing. The drawing could be anything they imagine it to be! If there is time, students can compare drawings to see how many different versions they came up with.

**Teachable Moments:** To help students have an open-mind and think flexibly:

- Change your daily routine in the classroom. Make a small tweak here and there occasionally to show students that it is okay to do things differently sometimes.
- Read a joke book with your class. Rigid thinkers tend to have a hard time understanding jokes. They also have a hard time making up their own jokes. Joke books are a good way to talk about the different meanings of words and to think about changing the meaning of a word to make it funny.
- 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 solve problems or complete projects creatively. It takes time to think differently and outside of the box.
- Ask open-ended questions such as, what would you do next? What can you do differently? How can you fix this?

## Competency 5: Responsible Decision-Making

### Activity 2: The Path to a Solution

**Objective:** Students will identify solutions for problems.

**Estimated Duration:** 20 minutes

**Description:** Whether it is in school, on the playground, or at home, students of all ages will face problems daily. Most of the time the problems are complex, not well defined, and lack a clear solution or approach. Therefore, it is important for students to identify and apply strategies to solve these problems. This way students can become confident and independent in their problem-solving abilities. Students with problem-solving skills manage their emotions and persist until they find a solution instead of giving up or getting frustrated when they encounter a challenge.

This activity will have students think of a problem they currently have or have had in the past. They are asked to follow a path of steps to a solution. They will be able to use these steps when future problems arise to find a solution.

**Teachable Moments:** To help students with problem solving:

- Look for chances to share problems and highlight ways that students worked through the problems to a solution.
- Ask open-ended questions such as, what would you do next? What can you do differently? How can you fix this?
- Provide time during class so students can practice using their problem-solving skills and strategies.
- Help students accept challenge and failure as a chance to grow and do better.
- Don't solve the problems that arise in the classroom; be there to support and facilitate the path to a solution.

## Competency 5: Responsible Decision-Making

### Activity 3: Weighing My Options

**Objective:** Students will be able to understand how to make responsible decisions.

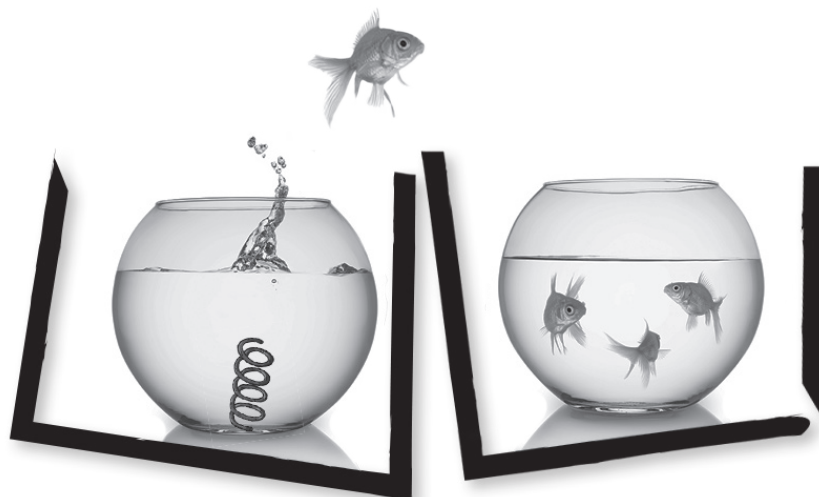
**Estimated Duration:** 20 minutes

**Description:** Decision-making is not always easy, especially when tough choices need to be made. One way to help students make choices that are good for themselves as well as good for others, is to have them weigh their options. Asking students to take the time to evaluate and think critically about their options can help them to make responsible decisions they can feel good about.

This activity will have students think of a tough choice they have to make. They will complete a pro and con list to help them make a final decision.

**Teachable Moments:** There are many ways you can help students make good decisions:

- Introduce social and ethical dilemmas to students in a game of “Would you rather?” Have students share their choice and why they made it. Allow students to change their decisions, switch sides, and provide their rationale.
- Use decision trees (graphic organizer) to have teams of students work through real-life challenging scenarios.
- Try to avoid rescuing students. Let them make mistakes. Help them work through new choices and lessons learned.
- Encourage open-mindedness. Give students time to ask questions and talk to others about their opinions. Making fully educated decisions means being open to hearing and exploring all sides before making a final determination.
- Promote mindfulness by reminding students to slow down and take time to think. Filtering out the noise and reflecting on the situation is sometimes helpful when trying to make a decision.



## Competency 5: Responsible Decision-Making

### Activity 4: Being a Good Citizen

**Objective:** Students will be able to demonstrate ways to be a good citizen at home, at school, and in their community.

**Estimated Duration:** 20 minutes

**Description:** Being a citizen means being a member of and supporting one's community. For students at this age, it means working together, helping, and speaking up at home, at school, and in their community. Citizenship is important for developing a strong moral code in individuals, but it is also important for creating a safe, supportive society.

Being a citizen does not automatically make you a good citizen, which is why teaching citizenship to students is so important. By teaching children about citizenship, you can help them learn how to positively contribute at home, at school, and in their community.

This activity will allow students to play a game where they record good acts of citizenship. They will move spaces on a board and complete tasks to become a good citizen.

**Teachable Moments:** There are many ways you can help students to be a good citizen:

- Read books about good citizenship that promote conversations about honesty, making change, and doing one's part.
- Give students responsibilities.
- Encourage students to join the student council or participate in classroom meetings.
- Create classroom rules together. Discuss the importance of each one and have students define consequences if they are broken.
- Remind students about the importance of being respectful, honest, compassionate, and responsible.
- Organize volunteer activities at school and in the community.

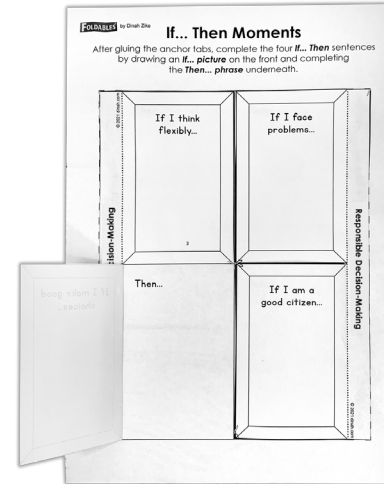
## Competency 5: Responsible Decision-Making

### Dinah Zike's FOLDABLES : If...Then Moments

Estimated Duration: 25-30 minutes

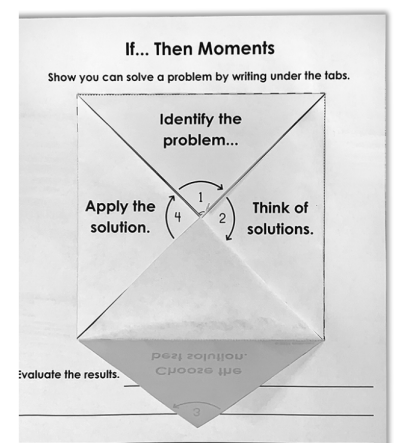
#### Four-Door Foldable

1. Cut along the dark outside black lines to make one large rectangle.
2. Cut along the center black line to make two long, thin rectangular sections.
3. Fold along the dotted line on each section to form anchor tabs – one to the left and one to the right.
4. Glue the anchor tabs onto the gray sections of the student book. Allow the glue to dry for a minute and then cut the middle black line on each side. This will make four tabs with picture frames and titles on the front of each.
5. Review how each of these relates to responsible decision making -- being flexible, making good choices, facing problems, and being a good citizen.
6. Have students draw or write under the tabs to complete If...then sentences.



#### Envelope Foldable

1. Cut along the outside solid black lines of the square Responsible Decision-Making Foldable.
2. Fold along the four dotted lines in the middle of the Foldable. Always fold so the dots are visible along the fold line. Students might help each other fold. Folding will form a square with four triangular tabs.
3. Glue the back of the Envelope Foldable onto the large gray square in the student book. Look at the gray section to see how to glue the square. Section #1 should be at the top of the page.
4. Students will demonstrate how they use the Problem-Solving process under the tabs. Tabs make student writing private. They will identify a problem and work through the process. This may take course over varying periods of time. When they have finished the process, have students evaluate their results. Would they change anything? Remind students that improving decision making skills is a life-long process.



\*Printables for the foldable templates are available online at: [www.mheonline.com/MomentsForMyself](http://www.mheonline.com/MomentsForMyself)