

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.



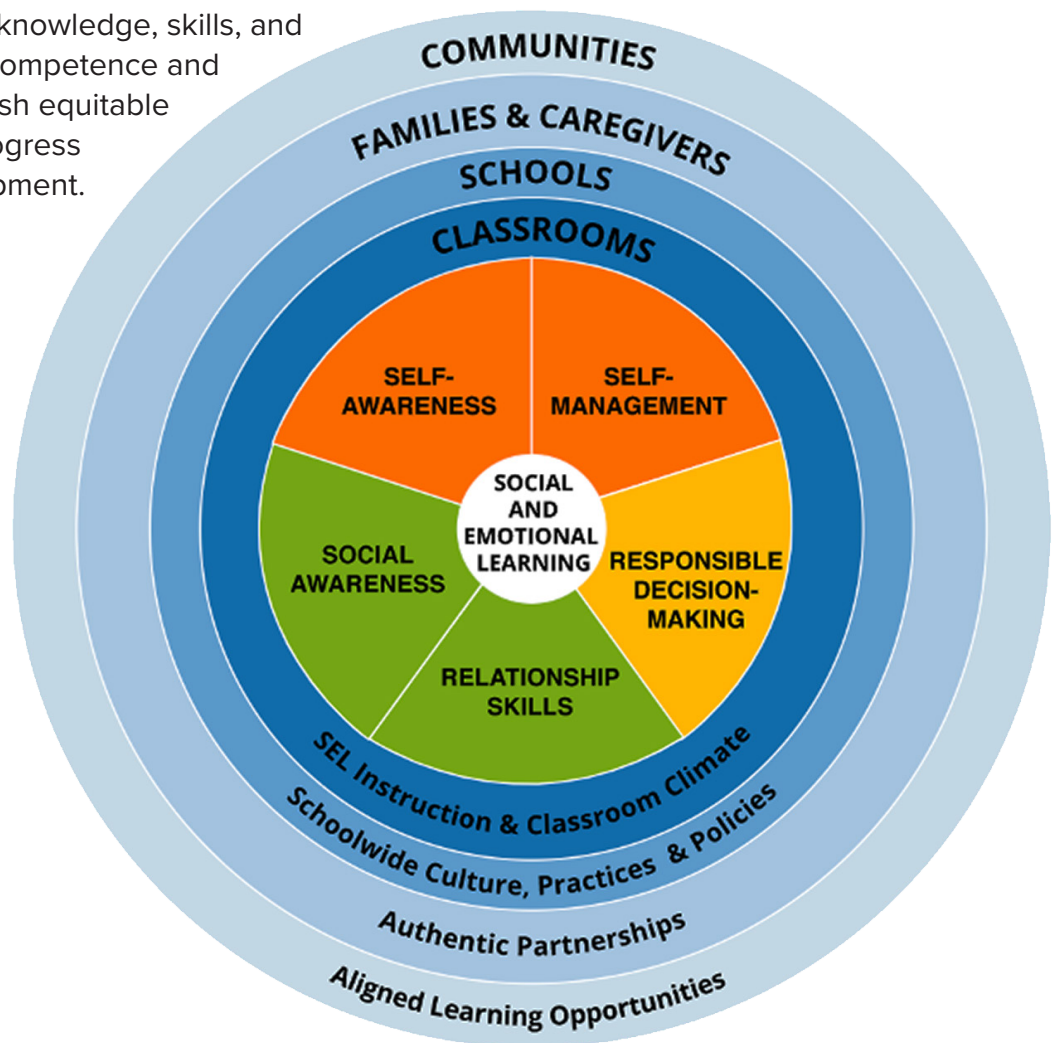
Collaborative for Academic, Social, and Emotional Learning Research

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.



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 mheonline.com/MomentsForMyself.com.

Dinah Zike's
FOLDABLES

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Activity Lesson Plans

Competency 1: Self-Awareness

Activity 1: This Is Me

Objective: Students will be able to identify what makes them who they are.

Estimated Duration: 20 minutes

Description: In their early years, children are just beginning to develop an identity of their own, and to recognize that they are individuals separate from others. It is important for teachers to nurture this emerging sense of self-identity, so each child learns to recognize herself or himself as a unique and special individual.

Before beginning this activity, share what is special about you. Tell students about the things that make you unique. Then, ask them to share what makes them special.

This activity will allow students to think about all the wonderful things that make them who they are. They will cut out and glue pictures of things that describe them.

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

- Create a warm, welcoming, and nurturing environment.
- Take time to acknowledge children's accomplishments and progress.
- Ask students about their cultures. Show students how to embrace and respect each other's differences.
- Highlight the special abilities and qualities of each child by pointing out their talents and strengths to make him or her feel good about who they are.
- Be a good role model; talk about yourself using positive language.
- Let students help with classroom jobs to help them feel like valuable members of the group.
- Give children opportunities to express their opinions, ideas, and feelings.



Competency 1: Self-Awareness

Activity 2: I Have Feelings

Objective: Students will be able to identify their emotions.

Estimated Duration: 15 minutes

Description: It's important for children to be able to express verbally how they are feeling. Children who understand their emotions are less likely to act out by using temper tantrums, aggression, and defiance to express themselves. Teaching students to identify their feelings helps them to become better communicators. When they know how they feel, they can tell others what they need and want (or don't want!). It also helps to build better relationships with peers.

Before beginning this activity, have students act out different emotions. As they do, have them label the emotions so they can practice naming feelings.

This activity will help students identify their feelings. They will match actions to feelings.

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

- Talk about your different emotions and explain what makes you feel that way. Ask children to share the things that make them feel that same emotion (e.g., Today I am feeling excited because I am going to visit my friend. What makes you feel excited?).
- Help children learn to label their own emotions (e.g., it looks like you are feeling mad that we can't go outside; what can we do to help you feel better?).
- Have students name their emotions and the behaviors associated with them (e.g., happy = smile, sad = cry, angry = stomping feet).
- Use picture books to illustrate different emotions and facial expressions.
- Sing silly songs about feelings (e.g., If You're Happy and You Know It). Sing the song with facial expressions, voice, and actions that match the feelings.



Competency 1: Self-Awareness

Activity 3: I Love MySELFIE

Objective: Students will learn about and build self-love.

Estimated Duration: 15 minutes

Description: Many of today's children are faced with an overwhelming amount of negative energy. To help students overcome this, it is important to teach children how to see positivity in their lives. Having a more positive mindset can help them overcome adversity, deal with challenges, and meet their personal goals. Learning self-love is a huge part of having a positive mindset. Self-love is a deep overall acceptance and appreciation for who you are as a whole. It is loving your brain, your body, and your feelings.



Before beginning this activity, have students think about people who love them and discuss reasons these people might love them. This will get them prepared to think about what they love about themselves.

This activity will help students build self-love by having them draw a picture of what they love most about themselves.

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

- Have students practice positive self-talk. Model positive self-talk.
- Teach students to how to accept mistakes they make. Model how to overcome mistakes when you make one.
- Teach students how to practice self-care. Some ideas for self-care for kids include playing outside, eating a healthy snack, reading a book, playing with a pet, or drawing.
- Promote kindness throughout your classroom.



Competency 1: Self-Awareness

Activity 4: Brain Power

Objective: Students will build a growth mindset.

Estimated Duration: 15 minutes

Description: Sometimes we get down on ourselves and think that we can't do things. With practice and hard work great things can happen. Just because you can't do it now doesn't mean you can't ever do it. It just means you can't do it YET. Adding the word YET changes your brain to think with a growth mindset. Developing the right growth mindset early on is crucial for a successful and happy life. When kids learn to put forth the right effort and use the right strategies, they can get better at things, they feel empowered, and try harder. When they know their brains are capable of growing, they are more confident, resilient, and are not as afraid to fail.

Before beginning this activity, share what you do when you make mistakes or can't do something you want to do. Tell students about the things that you tell yourself to help have a growth mindset. Then, ask them to brainstorm things they could tell themselves to help them when they are struggling.

This activity will help students learn about growth mindset by having them color the sentences that tell how to grow your brain. Students might need help reading the sentences.

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

- Speak positively when you encounter difficulty.
- Be mindful of feedback, emphasize effort and improvement over talent and intelligence.
- Praise the process, not just the result.
- Discuss your own mistakes and struggles.
- Explain that failure is a part of the process of learning new things.
- Teach the power of using the word yet.

Competency 1: Self-Awareness

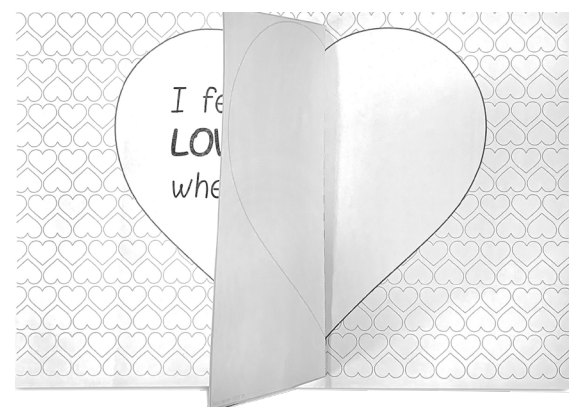
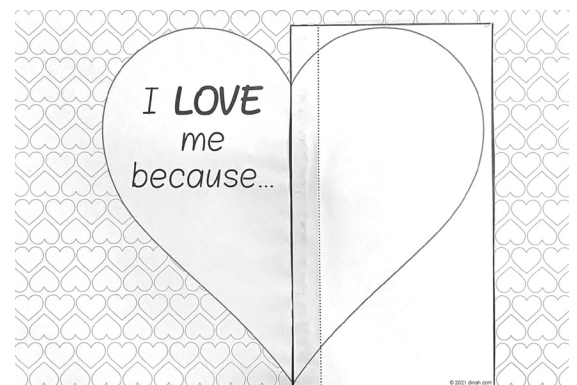
Foldable: Selfie Moments

Estimated Duration: 25-30 minutes

Heart Foldables

1. Cut along the outside solid black lines of the two half-heart foldables.
2. Fold along the dotted line on the left of each rectangle to form an anchor tab.
3. Glue the folded tab on top of the gray space in the student book where it says: Glue Anchor Tab Here.
4. On top of the first tab, students draw a picture to finish the phrase, "I LOVE me because..."
 - a. Under the tab, they can draw a second picture to illustrate something else they love about themselves.
5. On top of the second tab, students draw a picture to finish the phrase, "I feel love when..."
 - a. Under the tab, they can draw a second picture to illustrate a time when they feel love.

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



Competency 2: Self-Management

Activity 1: My Calm Down Kit

Objective: Students will be able to learn ways to manage their emotions.

Estimated Duration: 15 minutes

Description: Big feelings happen and when they do, it's important for children to learn how to control emotions and impulsive reactions. Teaching children how to keep their cool by using coping strategies will not only help them at school, but throughout life too.

Before students begin this activity, ask them how they act when they are mad or frustrated. Talk to them about what happens to their bodies when big feelings hit. Ask them to share ways to calm down. If time permits, practice some of the strategies from their portfolios.

This activity will help students pick strategies to use when they are feeling out of control. They will check off strategies they feel could help them when big feelings happen. Students can think of these strategies as a calm down kit.

Teachable Moments: There are many ways you can help students have self-control:

- Have frequent reminders of rules; especially before difficult tasks (e.g., raise your hand and wait to be called on before you answer the question).
- Play games that practice self-control.
- Be a role model for managing emotions. Tell children how you are feeling and how you will calm down (e.g., taking deep breaths, counting to ten, etc.).
- Validate children's emotions and give them a safe space to express them (e.g., peace corner, picture drawing, coloring sheets, etc.).



Competency 2: Self-Management

Activity 2: I Can Move Mountains

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

Estimated Duration: 20 minutes

Description: Setting and achieving goals can be enormously powerful for students. 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 it. Seeing their results gives them reassurance that they can achieve higher goals in the future.

Before students come up with a goal, have them think of some things they do well. Then, have students think of things they would like to do better. They could use these ideas as their goal for the activity. Make sure students are setting goals that are realistic. Setting small, achievable goals that can be done quickly will help them understand the process of setting and achieving goals. Once they grasp this concept, they can set even bigger goals.

This activity has students write down one goal and draw three ways to achieve the goal.

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

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



Competency 2: Self-Management

Activity 3: Cool Courage

Objective: Students will be able to understand what it means to have courage.

Estimated Duration: 15 minutes

Description: Courage is using your heart to help you do the right thing even when it is not easy. When talking to children about courage, it is important to teach them that courage is not something magical that happens to make us not scared any more. Instead, it is something that happens inside of us that helps us to push through and do the scary thing.

Before students begin this activity, ask them about courage. Give them examples of everyday situations that take courage (e.g., standing up to a bully, raising your hand, trying a new food, etc.).

This activity will allow students to express how to show courage. They will draw a picture of something scary and tell how courage can help them when they feel scared.

Teachable Moments: There are many ways you can encourage students to be courageous:

- Tell students it is ok to be scared. Help them overcome scary things by talking through solutions.
- Have students share things that are scary. Make a list and talk about ways to show courage.
- Read books that have characters who show courage in everyday situations.
- Ask students to try new things that might seem difficult. They could try new food, choose a new seat at lunch or in class, learn a new strategy, speak in front of the class, or stand up for a friend.
- Be the example. Communicate how you feel about trying something again even if you make a mistake.



Competency 2: Self-Management

Activity 4: I Am Ready to Learn

Objective: Students will learn planning and organizational skills.

Estimated Duration: 15 minutes

Description: Staying organized and knowing how to plan are important skills for students. These skills help students learn how to prioritize activities, set and achieve goals, and reduce stress. The ability to organize and plan can have a significant impact on a student's ability to succeed throughout their academic career. Therefore, it is important to help them learn these skills early in life.

Before students begin this activity, point out ways you have organized things in the classroom. Explain how each helps to make the classroom run smoothly throughout the day. Then, ask students to discuss ways they organize their things at their home.

This activity will help students learn how to use a checklist as they get ready to learn for the day.

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

- Get students in the habit of using “to-do” lists.
- Help students sort and organize their assignments.
- Have students set a designated time and place to practice reading and math.
- Help students keep an organized backpack.
- Schedule cleaning time for students.

Competency 2: Self-Management

Foldable: Action Moments

Estimated Duration: 25-30 minutes

Counter Foldables

1. Cut along the outside solid black line of the two Time to Calm Down circles.
2. Fold along the dotted line at the top of each circle to form a small anchor tab.
3. Glue the folded tab on top of the gray space in the student book that says: Glue Counter Anchor Tab Here.
4. Have students look at the numbers as they count to five.
5. Show students how to use their finger to trace in the direction of the arrows on the counter.
6. Now, have students trace around the arrows for 5 seconds and breathe in or breathe out at the same time.
7. Under the counter tabs, have students draw examples of two times they needed to calm down.
8. Encourage students to discuss what helps them calm down the most – counting, breathing, tracing, or combinations of these.

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



Competency 3: Social Awareness

Activity 1: Making Hearts Happy

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

Estimated Duration: 20 minutes

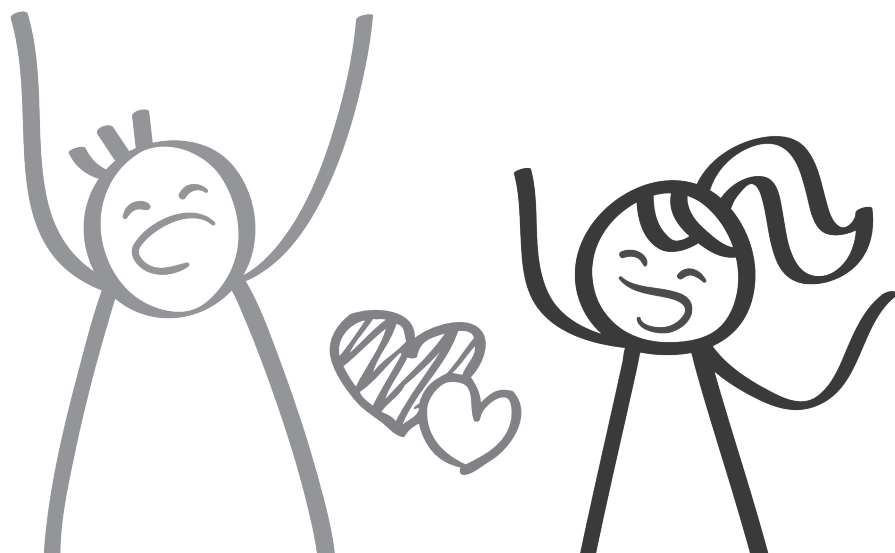
Description: Empathy is the ability to be aware of the feelings of others and imagine what it might be like to be in their position. Empathy is an integral part in positive friendships and relationships. It helps to reduce conflict and misunderstandings and leads to helping behavior, kindness, and greater success in life. 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 other children and teachers.

Before beginning this activity, ask students to describe how they are feeling. Understanding your own feelings is an important first step in understanding the feelings of others. As students describe how they are feeling, make sure that the other students are actively listening.

After students complete a dot-to-dot, they will identify ways they show kindness to others by having them draw a picture of how they can make someone's heart happy.

Teachable Moments: There are many ways you can help students build empathy and kindness 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.
- Talk to your students about their feelings, as understanding their own feelings is an important step in understanding the feelings of others.
- Have students help out around the classroom. Helping others develops kindness and caring.



Competency 3: Social Awareness

Activity 2: Thank You Tic-Tac-Toe

Objective: Students will understand and express gratitude.

Estimated Duration: 15 minutes

Description: Gratitude is an important skill for students to understand. Studies have shown that expressing gratitude is one of the easiest ways to increase your happiness. Teaching students an attitude of gratitude is helping them look at situations from a positive point of view instead of a negative one. Gratitude is when we express appreciation and thanks for the good things in our lives. We can be thankful for the things we receive, the people around us, and the fun things we experience and do. But gratitude goes much deeper than saying thank you, it is a mindset. 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.

Before beginning this activity, tell students some things you are thankful for in your life. Explain some ways you have expressed gratitude to others. Then, ask them to name some things they are thankful for in their life.

This activity will help students identify things that they are grateful for in their lives. Students will find 3 things they are thankful for on a tic-tac-toe board.

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

- Lead by example, show students how you express your gratitude to others with your actions and words.
- Encourage the use of manners (saying please and thank you) in the classroom.
- Practice mindful breathing together, ideally first thing in the morning. Have students take a moment to notice and give thanks.
- 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 or talk about what was good in their day.



Competency 3: Social Awareness

Activity 3: Measure Up

Objective: Students will be able to understand how to treat others with respect and kindness.

Estimated Duration: 15 minutes

Description: Teaching children to treat others how they want to be treated is essential. It is the first step in learning how to be respectful and is one of the most important virtues a child can have. Teaching your students how to respect others will ensure they develop positive relationships with their family, friends, and communities throughout their life. Helping students learn how to respect one another and show kindness will encourage them to take responsibility for their own mistakes and better tolerate the mistakes of others.

Before beginning this activity, ask students to define respect. Have them give examples of what it means to show respect to others. Ask them to share how they like to be treated by others.

This activity will help students identify the ways they treat others with kindness and respect. They will color all the things they do to follow the golden rule.

Teachable Moments: There are many ways you can help students show respect and kindness to others:

- Combine the word respect with other words to give it a positive meaning. Say things like, “Helping your friend at recess was thoughtful. What a kind and respectful thing you did. Thank you.”
- Be a role model. Let your students hear you saying kind and respectful things to other students and adults.
- Teach students how to give compliments and respond to classmates using respectful language (even when they don’t agree or have a different opinion). Display prompts like, “I agree with you...; It’s nice to know that you...; I have a thought about that too...” to help students find the words they need to show respect. Doing so can help them express their thoughts to others more clearly and in a positive manner.

Competency 3: Social Awareness

Activity 4: Taking Care

Objective: Students will be able to understand rules for taking care of themselves, others, and their world.

Estimated Duration: 15 minutes

Description: It is important to help students understand rules for taking care of themselves, others, and their world. Following rules in these situations 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.



Before beginning this activity, ask students to share rules they follow to help them stay safe and be healthy. Ask them how they take care of themselves, others, and their world.

This activity will help students understand rules that help and ones that do not. Students will draw a happy face on ways that help and a sad face on ones that do not.

Teachable Moments: There are many ways you can help students follow rules in different situations:

- Play games that help teach children listening and following directions. Set rules for the games that are easy to follow, but have clear consequences (e.g., Simon Says).
- Read books that have lessons about characters who follow the rules and characters who do not. Talk about the consequences of not following rules.
- Role play situations where children need to follow rules to stay safe or be healthy. Have students pretend to cross the street, carry scissors, etc. and act out what to do and not to do. Talk about why those rules are important.
- Keep rules simple and use language that is familiar to them. Say, “Please put the blocks back in the bucket,” instead of “Pease help clean.”

Competency 3: Social Awareness

Foldable: Shared Moments

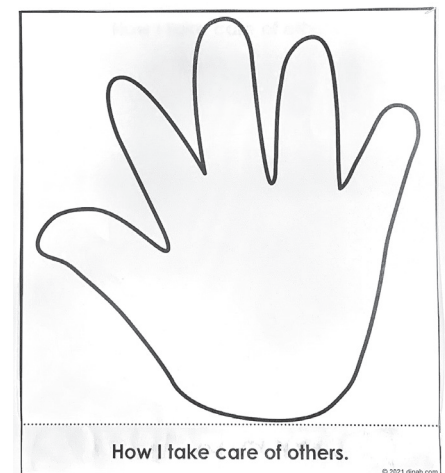
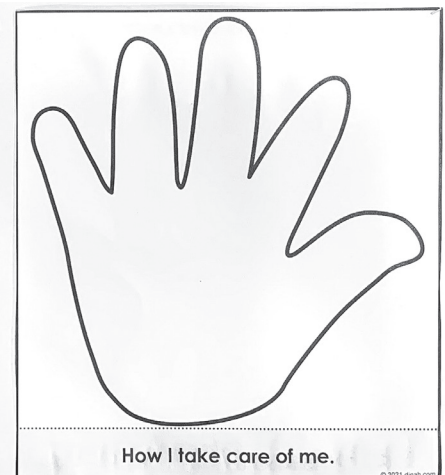
Estimated Duration: 25-30 minutes

One-Tab Hand Foldables

1. Cut along the outside solid black line of the two One-Tab Foldables.
2. Fold along the dotted line at the bottom of each rectangle to form an anchor tab.
3. Glue the folded tab on top of the gray spaces in the student book labeled “How I take care of me” and “How I take care of others.”
4. Show students how to help each other trace their small hands inside the large hands on the front of the tabs. Some students might need a fellow student to trace round their hand while they hold their hand in place.
5. Under the tabs labeled “How I take care of me” and “How I take care of others,” students draw examples of ways they are helpers taking care of themselves and others.

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Little
hands can be
BIG
helpers!



Competency 4: Relationship Skills

Activity 1: I'm All Ears

Objective: Students will be able to use their whole body to listen actively.

Estimated Duration: 15 minutes

Description: When we ask students to listen or pay attention, what we're asking them is to stop what they are doing and show us they are listening. We want them to use their whole body.

Before beginning this activity, ask students to share what parts of their body they can use to listen. Talk to them about using their eyes to look, ears to listen, a quiet mouth, legs folded and still, hands to self, brain to think, and a heart to care.

This activity will help students identify the parts of the body they can use to listen. They will find and color all the body parts that help them listen with their whole body.

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

- Have students participate in Show and Tell. Ask the class to practice listening with their whole body to be respectful to the speaker.
- Use visual clues. Display a poster that reminds students how to listen with their whole body.
- Sing songs and read books about listening.



Competency 4: Relationship Skills

Activity 2: Friendship High Five

Objective: Students will be able to understand what it means to be a good friend.

Estimated Duration: 15 minutes

Description: Friendships have an enormous impact on students' mental health and happiness. Teaching children what it means to be a good friend will help them to develop positive relationships with their peers. It's important to help students realize that to have good friends, they must be a good friend.

Before beginning this activity, talk to students about what it means to be a good friend. Ask them to share the qualities they think are important for friends to have (e.g., good listening, sharing, taking turns, including others, etc.).

This activity will help students recognize how they are a friend to others. Students will choose a peer and write 5 ways they are a good friend to that person.

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

- Teach students the golden rule.
- Talk about what a not-so-good friend is and does. Compare that to what a good friend is and does.
- Read books about friendship and talk about what the characters do to make them good friends.
- Give students tasks to complete together like a puzzle or scavenger hunt.
- Teach students how to reach out to ask to play or join in the group.

Competency 4: Relationship Skills

Activity 3: Peace Maker, Peace Breaker

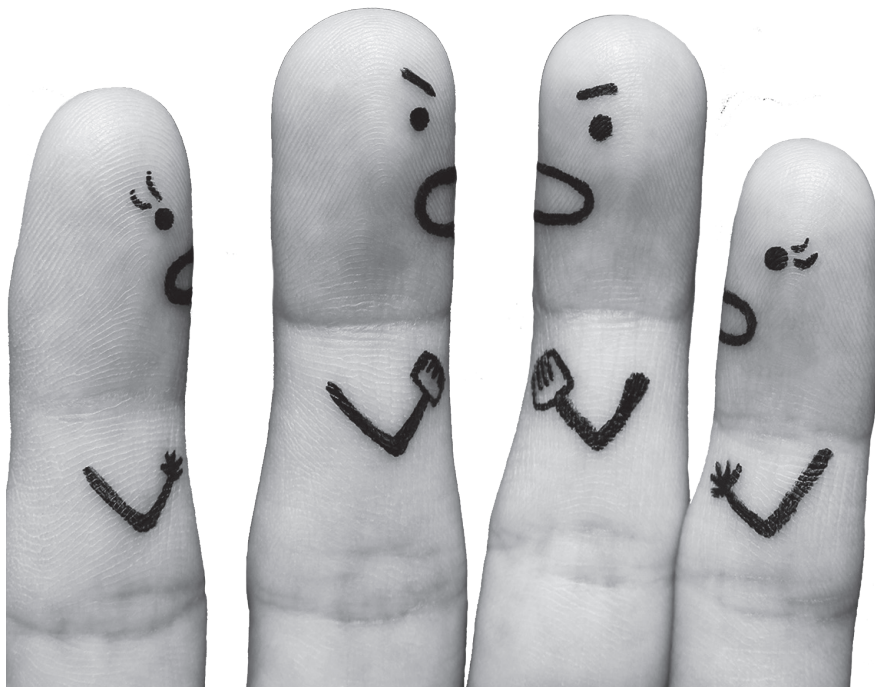
Objective: Students will be able to identify ways to resolve conflicts constructively.

Estimated Duration: 15 minutes

Description: Conflict is a disagreement or problem that happens between two or more people. When there's a problem, it's important to address the problem in a peaceful way, understanding both sides of the situation. Conflict resolution is an important skill to have, both in the classroom and in life. By helping your students practice healthy ways of solving social problems, you help them succeed in other areas of their education and life as well.

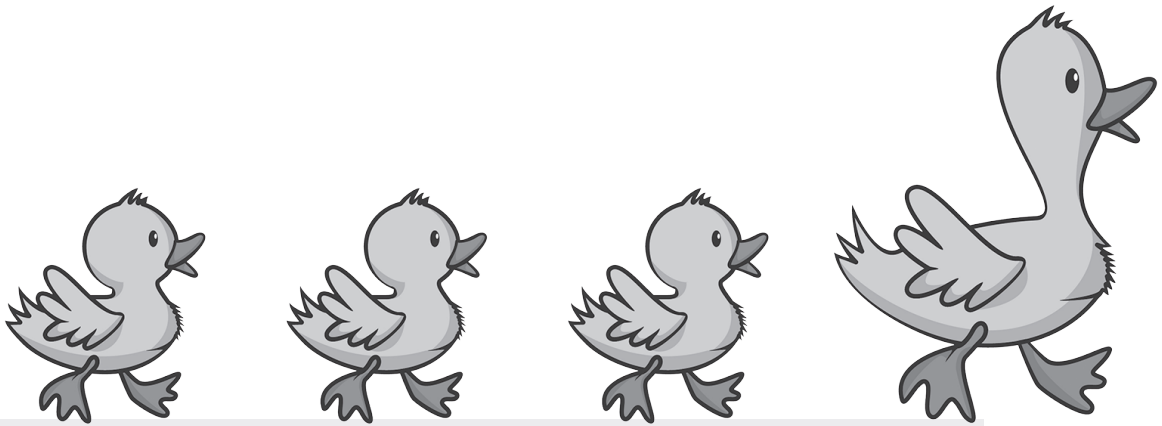
Before beginning this activity, ask students to think about a time they have had a disagreement or a problem with another person. Then, discuss the different ways they resolved the disagreement or problem. Point out when a peaceful problem-solving method was used. Ask students what they think a peace breaker is and does. Compare those actions to a peace maker.

This activity will help students identify ways to resolve conflicts constructively by having them match peace makers and peace breakers actions.



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

- Remind students that conflict affects more than one person. So, to resolve a problem, it is important to empathize with the other person's feelings.
- Explain to students that they need to know how to take responsibility for their part in a conflict. Whether they caused the problem or intensified the situation, they need to be willing to do their part to make amends.
- Teach students how to talk about an issue when it arises. In order to resolve a conflict, students will need to use their words. Communication is vital to conflict resolution.
- Discuss different strategies students can use to solve a conflict independently.
- Read stories about conflict resolution with your class.
- Praise students when they resolve conflicts on their own.



Competency 4: Relationship Skills

Activity 4: Follow the Leader

Objective: Students will be able to recognize leadership skills.

Estimated Duration: 15 minutes

Description: Leadership is a 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. It is likely that at some point in their life, everyone will be called upon to lead in some way or another.

Before beginning this activity, ask students to remember a group they have been a part of, such as a soccer team or a club. Explain that usually, there is someone whom the others in the group will listen to and follow. That person is a leader. Have students name some traits that person displayed.

This activity helps students to think about what makes a good leader. It asks them to color in all the words that describe a leader.

Teachable Moments: To help students build their leadership skills:

- 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 players, etc.
- Encourage team or group activities throughout your classroom. Assign students different leadership roles (e.g., talker, illustrator, recorder, etc.)

Competency 4: Relationship Skills

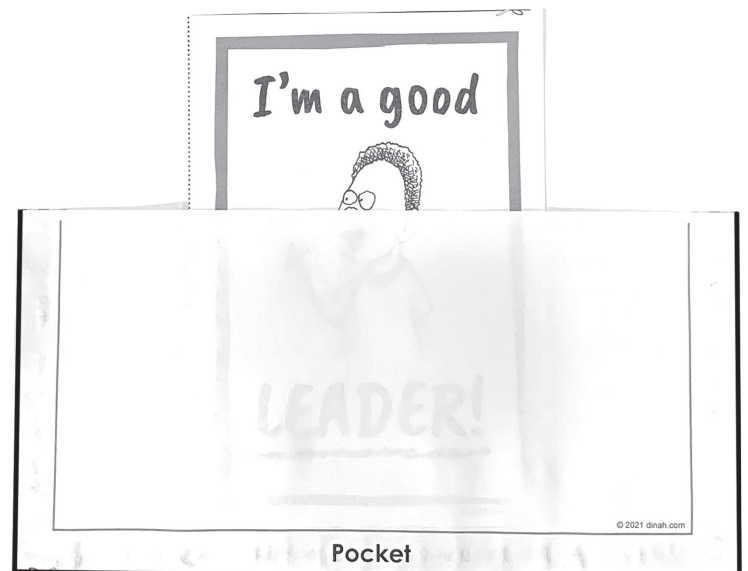
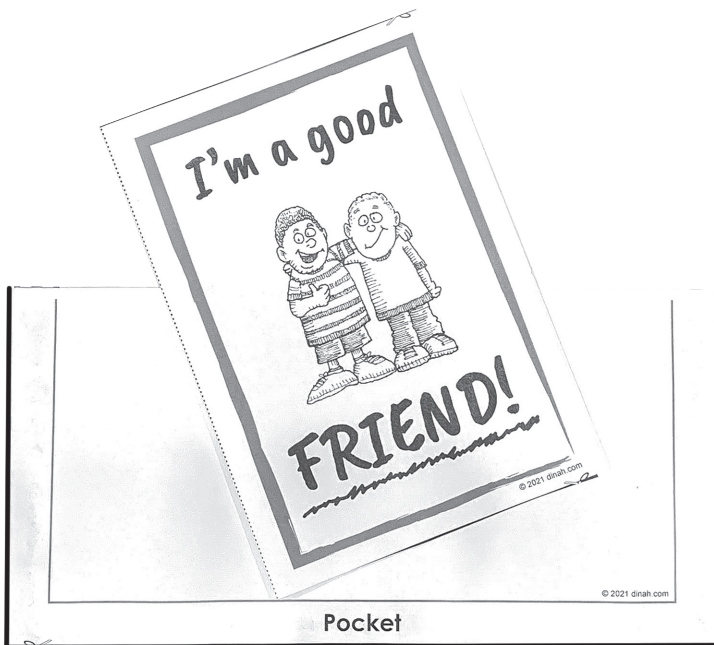
Foldable: When Moments

Estimated Duration: 25-30 minutes

Mini-Book and Pocket Foldables

1. Cut along the two solid black lines on the page.
2. Make a booklet entitled “I’m a Good Friend” by folding along the dotted line in the middle of the foldable.
3. Students draw examples of how they are a good friend inside and on the back of the Mini-Book. Over time, students can add ways in which they are a good friend.
4. Glue three edges of the pocket to the gray space in the student book.
5. Store the Mini-Book inside the pocket.
6. Follow the same steps (1-5) above for the “I’m a Good Leader” Mini-Book.

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



Competency 5: Responsible Decision-Making

Activity 1: I Wonder...

Objective: Students will demonstrate open-mindedness and curiosity.

Estimated Duration: 15-20 minutes

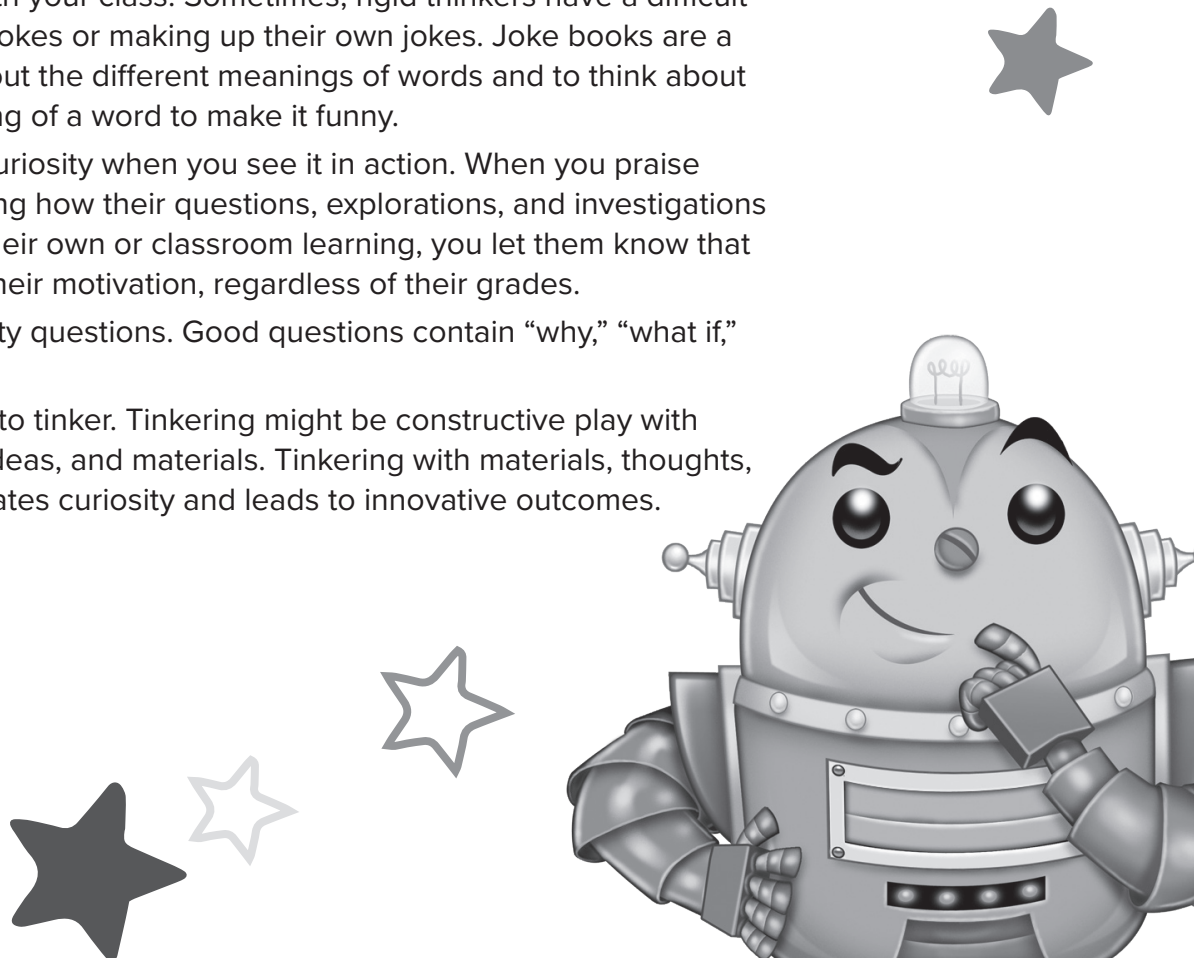
Description: Curiosity is having a strong desire to learn or know something. Curious students not only ask questions, but they actively seek out the answers. Curiosity supercharges learning. The greatest advantage of curiosity lies in its ability to motivate learning in areas of life that are meaningful to the learner. It points students toward the knowledge, skills, relationships, and experiences that will make their lives full and rewarding.

Before beginning this activity, show students a variety of examples of creative works. Discuss how the examples show different forms of creativity.

This activity will get students to use their creativity skills by drawing what they wonder about animals, people, and places.

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

- Model curiosity in the classroom. You can do this with students by exploring their interests, expanding upon their ideas, and engaging them in meaningful dialogue about what matters most.
- 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. Sometimes, rigid thinkers have a difficult time understanding jokes or 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.
- Notice and reward curiosity when you see it in action. When you praise students by describing how their questions, explorations, and investigations are contributing to their own or classroom learning, you let them know that they are valued for their motivation, regardless of their grades.
- Teach students quality questions. Good questions contain “why,” “what if,” and “how.”
- Encourage students to tinker. Tinkering might be constructive play with feelings, concepts, ideas, and materials. Tinkering with materials, thoughts, and emotions stimulates curiosity and leads to innovative outcomes.



Competency 5: Responsible Decision-Making

Activity 2: Problem Solver

Objective: Students will identify solutions for problems.

Estimated Duration: 15 minutes

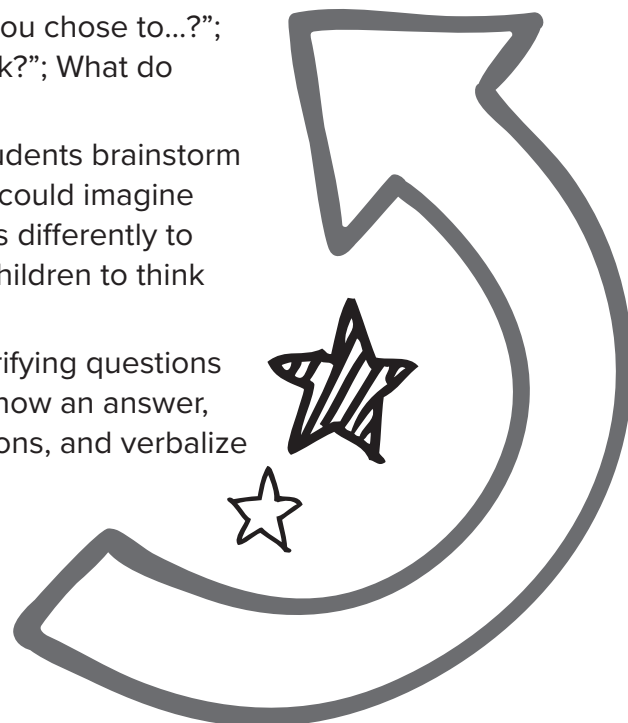
Description: Problem-solving is a foundational skill for students to learn, that allows other skills such as creativity and innovation to thrive. When students face problems or conflict in their everyday lives, problem-solving skills become essential. Rather than becoming frustrated when confronted with the problem—such as a disagreement with a friend or a lost toy—problem-solving skills allow students to manage their emotions, think creatively, and discover thoughtful solutions.

Before beginning this activity, ask students to think about a problem that has happened to them. It could be a big problem or a small problem. Lead a discussion to brainstorm ways to solve the problem. Let students come up with their own solutions and work through the problem-solving process. Allow students to be creative with their solutions.

In this activity, students will be asked to name a problem they have. Then, they will be asked to draw the strategy they will use to solve their problem. They will have a wheel of problem-solving strategies to choose from.

Teachable Moments: To help students determine solutions for problems:

- Encourage and normalize failure in the classroom. Failure allows students to learn how to deal with disappointment, manage stress, and come up with problem-solving techniques on their own.
- Encourage students to take the lead. It is important for them to understand that you are there to help guide them, but it is important that you ultimately let allow students to solve the issue independently.
- Ask open ended questions when students ask for help. Here are some examples of open-ended questions you can ask “Why did you chose to...?”; “What do you think will happen if...?”; “What makes this work?”; What do you notice?”
- Use brainstorming activities in the classroom. Have your students brainstorm solutions relevant to what you are currently teaching. They could imagine ways historical figures or characters might have done things differently to produce better results. This type of brainstorming pushes children to think about multiple scenarios or solutions to a problem.
- Model how to use problem-solving strategies by asking clarifying questions if you don’t understand something, admit when you don’t know an answer, talk through multiple possible outcomes for different situations, and verbalize how you are feeling when you encounter a problem.





Competency 5: Responsible Decision-Making

Activity 3: Should I?

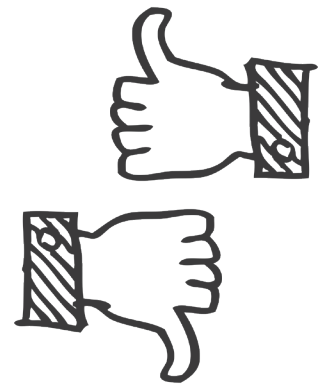
Objective: Students will be able to understand the importance of making good choices for themselves and others.

Estimated Duration: 15 minutes

Description: Learning how to be a decision-maker is a lifelong skill, so it is important that students at this age begin by understanding what good choices are. Start by teaching students that good choices help to keep them safe, healthy, and happy. Good choices should make them feel good about themselves as well as how they treat others.

Before beginning this activity with students, talk to them about what a good choice is. Ask them to share good choices that they make for themselves and others.

This activity will help students understand good choices. They will color the examples of good choices.



Teachable Moments: To help students understand what good choices are:

- Model and role play making good choices with students. Talk to students about consequences. What happens when they make good choices? What happens when they make choices that are not so good?
- Play games that help students sort or match good choices and not so good choices.
- Create a choice board for center or play time. Let students decide where they want to go. Have them hang a name tag on the chart for where they choose to play or work.
- Change demands for making good choices into asks. Instead of saying: "Share the dinosaurs!" Say: "I see you like playing with the dinosaurs. Which dinosaur would you like to use? The green dinosaur or the blue dinosaur?"

Competency 5: Responsible Decision-Making

Activity 4: The Right Stuff

Objective: Students will understand what it means to be responsible.

Estimated Duration: 15 minutes

Description: Being responsible means to be accountable for what you do, for your actions and behavior. It is doing the right thing at the right time, so others can trust and depend on you.

Before beginning this activity, ask students to tell you what it means to be responsible. Give them examples of how you are responsible. Ask them to share examples.

This activity will help students think about being responsible. They will circle pictures that show responsibility and cross out ones that do not.

Teachable Moments: To help students be responsible:

- Read books that have characters who behave responsibly or who do not and talk about the consequences.
- Have students make coupons for tasks they can do at school or at home to be responsible (e.g., return borrowed items, complete homework on time, brush teeth, help with the dishes, etc.)
- Model responsibility and talk about it. Say things like, “I am putting this back on my desk, so I know where it is.”
- Let students help, even if it takes longer or is not the way you would typically do it.
- Build a classroom job system. Use pictures to help students understand the jobs that need to be done and how to do them.



Competency 5: Responsible Decision-Making

Foldable: If...Then Moments

Estimated Duration: 25-30 minutes

One-Tab Foldables

1. Cut along the outside solid black lines of the four One-Tab Foldables.
2. Fold along the dotted line at the top of each rectangle to form an anchor tab.
3. Glue the folded tabs on top of the four gray areas in the student book. Match the tab titles before gluing.
4. On each tab, students observe the picture and the If statement. Under the tabs, students draw their Then responses.
5. Discuss how there are many ways to respond to If...then statements. If students are playing with friends, then...they might have to share, take turns, compromise, help someone, wait for something, work together, and more.

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

