

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.

Dinah Zike's FOLDABLES

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.

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ACTIVITY LESSON PLANS

Competency I: Self-Awareness

Activity I: My Island

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 or a few parts 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. They will document things they are good at, some of their favorite things, family members, and friendships that are important to them.

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: Colorful 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 have in order to be successful in life. Emotional awareness helps us know what we need and want (or don't want!) and helps to build better relationships. Being aware of our emotions can help us talk about feelings more clearly, avoid and resolve conflicts appropriately, and move past difficult feelings more easily.

This activity will help students identify their feelings and the behaviors associated with them. First, they will color familiar emotions. Then, they will name and draw one of their emotions. Last, they will write about what happens when they feel that emotion.

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 associated with them (e.g., happy = smile, sad = cry, angry = stomping feet)
- Model reactions and emotional behavior
- Use picture books to illustrate different emotions and facial expressions
- Role play classroom situations that result in big feelings; ask students to talk about how they would feel if this happened to them; have them come up with ways to cope with big feelings



Competency I: Self-Awareness

Activity 3: I Am a Rock Star

Objective: Students will build self-efficacy.

Estimated Duration: 20 minutes

Description: Self-efficacy is the belief that you can perform a task or manage a situation. It is about learning how to persevere when you fail at first. Self-efficacy can be motivating. Research shows that students with a strong sense of self-efficacy believe they can accomplish more difficult tasks. In the face of failure, these students increase and sustain their efforts to be successful. They approach difficulty or threatening situations with confidence that they have control and conquer them. Conversely, students who doubt their ability to accomplish difficult tasks see these tasks as threats and give up quickly.

This activity will help students build self-efficacy by having them create compliments about themselves. They will fill in the star with words, drawings, or pictures from old magazines that show their compliments. Suggest students come back to this page throughout the year for a little boost of confidence if they need it.

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

- Choose task difficulty levels wisely
- Use peer role models in the classroom
- Allow for active feedback from students
- Allow for active feedback from teachers
- Promote efficacy in teachers throughout the school
- Provide problem-solving opportunities



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

Objective: Students will build a growth mindset.

Estimated Duration: 20 minutes

Description: A growth mindset is when you believe your intelligence and abilities can be improved with effort and the right strategies. It is important for students to learn to use 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 ways 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 learning to use the word yet. Students will draw or write about something they can already do that they are very proud of. Then, they will draw or write about something they cannot do yet but will be able to once they work hard at it.

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 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



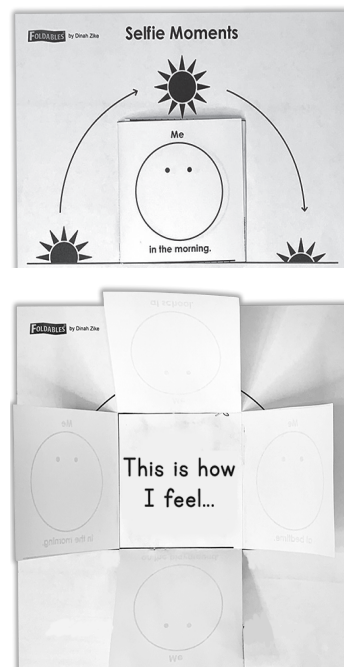
Competency I: Self-Awareness

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

Estimated Duration: 25-30 minutes

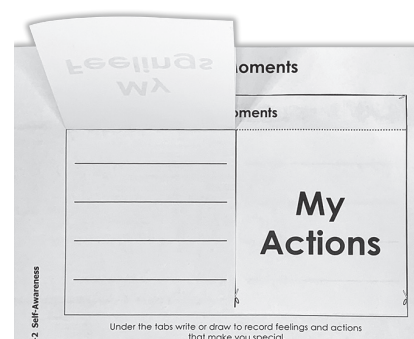
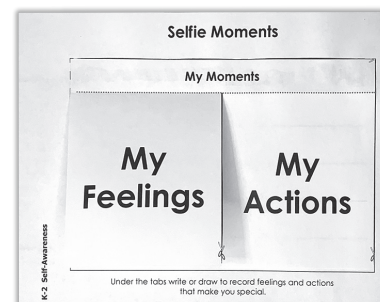
Foldable Square

1. Cut along the solid black lines of the page with four mouth-less faces. Discard the squares with hatch marks. Keep the square that says, "This is how I feel..."
2. Fold along the four dotted lines. Fold so the dots show along the fold lines. Students might help each other fold.
3. Collapse the tabs inward to form a single square with a face on the front. Have students complete the pictures of themselves. Discuss how student emotions can differ at different times of the day.
4. With all tabs open, glue the This is how I feel... square in the middle of the cross. It will be covered when the tabs are closed and visible when the tabs are open.



2-Tab Foldable

1. Cut along the outside solid black lines of the My Moments Foldable. DO NOT cut the middle black cut-line at this time.
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 My Moments anchor tab space in the student book. Allow the glue to dry briefly while you discuss what types of feelings and actions students might experience.
3. NOW have students cut along the middle solid black line to form two tabs. Have students record feelings and actions that make them special under the tabs. Their writing and sketches are private when covered by the tabs.



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

Competency 2: Self-Management

Activity I: Keeping My Cool

Objective: Students will be able to manage their emotions and show what it means to have self-control.

Estimated Duration: 20 minutes

Description: Self-control allows you to manage your thoughts, actions, and emotions so that you can get things done. Having self-control can help students in all areas of life (e.g., waiting in line, taking turns, thinking before speaking) including socializing, performing well academically, and sticking with school tasks. But more importantly, it is a life-long skill that can help to reduce stress and increase wellbeing.

This activity will help students learn how to keep their cool when they are feeling out of control. They will write and draw about ways to be safe, stay healthy, and create peace.

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

- Help students avoid temptation; clear distractions so they can be successful
- Reward 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



Competency 2: Self-Management

Activity 2: Gettable Goal

Objective: Students will name 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 to keep going. 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.

Discuss with students the importance of 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. Make sure the goals they are setting are measurable, achievable, as well as specific.

This activity has students name and make a plan for achieving a goal. The activity steps them through the process of making the plan and makes sure the goal is achievable.

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 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: A Cupful of Courage

Objective: Students will be able to identify how they show courage when facing challenges.

Estimated Duration: 20 minutes

Description: Courage is confidently acting in accordance with your beliefs, despite fear, difficulty, or opposition. It means using your heart to help you do the right thing even when it is not easy. Showing courage can be as big as standing up to a bully, but it can also be as small as raising your hand to ask a question. Sometimes courage is quiet, meaning there is not always an applause at the end.

Teaching the importance of being courageous can help increase student engagement, academic achievement, and self-esteem. It is important to encourage, recognize, and celebrate when students show courage, because they might not even realize they are doing it.

This activity will allow students to express how they show courage. They can write or draw ways they show themselves and others what it means to be courageous.

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

- Tell students it is ok to be fearful. Courage often looks different than it feels. Sometimes on the outside it looks heroic, but on the inside, it can make you doubt yourself or feel scared.
- Give permission for imperfection; remind students that mistakes are how they learn.
- Ask students to try new things that might seem difficult. They could try a 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.
- Celebrate risk-takers. Encourage students to take risks, even in the face of failure. Share stories of famous risk-takers and highlight the mistakes and failures they made.
- Be the example; communicate how you feel about trying to be brave or when you make mistake and try again anyway.
- Share inspirational stories of courageous people from a variety of backgrounds (e.g., Harriet Tubman, Malala Yousafzai, Martin Luther King, Jr., Susan B. Anthony, Anne Frank).

Competency 2: Self-Management

Activity 4: Making My Day

Objective: Students will be able to learn planning and organizational skills.

Estimated Duration: 20 minutes

Description: Staying 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 big impact on a student's ability to succeed throughout their academic career. Organizational and planning skills are essential to a student's ability to interpret and retain information. It also makes it easier to collaborate with others and helps increase productivity and efficiency.

Students who have weak planning and organizational skills struggle with handling information in an effective and logical way. They often have difficulty setting priorities, making plans, sticking to a task, and getting things done. All these skills become increasingly important as a student moves through different grade levels.

This activity will help students learn how to create a checklist and to plan and organize their day. Students will create a checklist for either their morning or evening routine. They will pick the routine that they struggle with the most and make a checklist for it. They will need to write the task, describe the task, and tell the time of day it should take place.

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

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

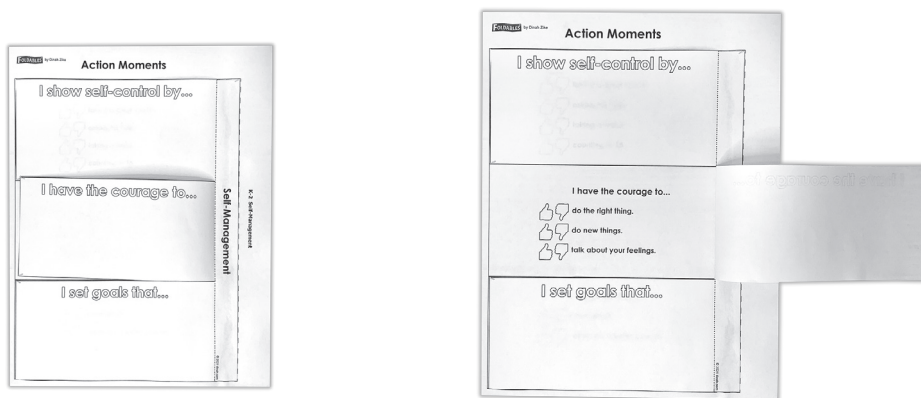
Competency 2: Self-Management

Dinah Zike's
FOLDABLES: Action Moments

Estimated Duration: 25-30 minutes

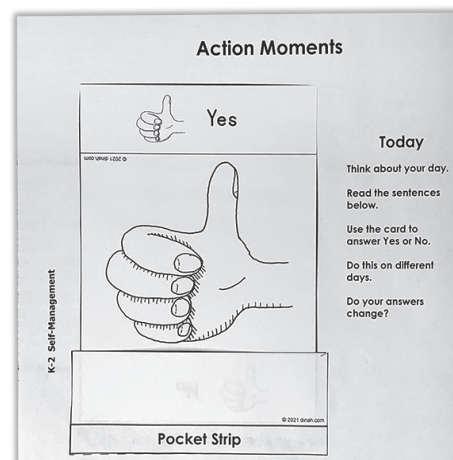
3-Tab Foldable

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 dotted line on the right of the rectangle to form an anchor tab. Students might help each other fold. 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 three titles on the page.
3. NOW cut along the middle two solid black lines to form three tabs. On the front of the tabs, have students color the words and draw pictures that show when they experienced moments of self-control, courage, and goal setting.
4. Under the tabs, students answer "yes" or "no" by coloring the symbol that best completes their response to each sentence. Responses are personal and covered by tabs. Additionally, students can write words, phrases, or sentences on the blank space on the back of the three tabs.



Pocket Strip and Thumbs Up-Down Card

1. Cut out the Pocket Strip and the Thumbs Up-Down Card by cutting along the solid black lines.
2. Glue the bottom edge of the Pocket Strip on the labeled gray strip in the student booklet. (Note that unlike anchor tabs, Pocket Strips have NO folds.)
3. Allow glue to dry a minute before placing the Thumbs Up-Down Card in the pocket.



4. Discuss the meaning of the Thumbs Up-Down symbol. Where have students seen it used? Show students how to rotate the card to give a thumbs up or a thumbs down. Students use the card to evaluate their Self-Management action moments.
5. As a class, read the instructions to the right of the card in the student book. Read each prompt at the bottom of the page and give students time to respond. For those who want to, allow students to share their thoughts and responses. Tell students to visit this page when needed to self-evaluate their self-management skills by responding to the four statements at the bottom of the page. What changes do they notice? Discuss that it is ok to respond “No.” The purpose of this activity is to help them become aware of the times when they can manage themselves and the times when they struggle.

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



Competency 3: Social Awareness

Activity I: Someone Else's Shoes

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 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 other children and teachers. Empathy encourages tolerance and acceptance of others which will help build a more harmonious class environment.

This activity will help students place themselves in someone else's shoes. They are asked to think about a time that something difficult happened to a friend or family member. It might be helpful to offer some examples for students such as, someone got sick, someone lost something that was special to them, or someone lost an important game. Next, students are asked to draw or write what they would say to their friend or family member to make them feel better. Finally, they are asked to draw or write how they would feel if the same thing happened 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.

Competency 3: Social Awareness

Activity 2: My Thankful Tree

Objective: Students will understand and express gratitude.

Estimated Duration: 20-25 minutes

Description: Gratitude is an important skill for students to understand. Gratitude is focusing on what is good in your life and being thankful for the things that you have. Focusing on the positive things in your life can help you build a stronger sense of self. For students, this translates into wanting to be successful both in and out of the classroom. Students who are grateful tend to be happier, more optimistic, and have better social supports. They also tend to give more social support to others as well.

This activity will help students identify and show the things that they are grateful for in their lives. Students will create a collage of pictures of different things they are thankful for. Students could draw pictures if they have a hard time finding images to cut out.

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: Celebrating Our Differences

Objective: Students will be able to understand the importance of accepting and respecting others' differences.

Estimated Duration: 20 minutes

Description: Building positive identities and a respect for differences is a positive first step in helping children accept, understand, and value the world around them. In order to do so, it is important for students to see both similarities and differences. Students need to know that differences are not bad, they should be embraced because they are what make us unique. Acknowledging both similarities and differences allows students to learn from others who are different from them.

This activity will allow students to work with another child in the classroom to learn more about one another. They will find similarities and differences between one another and list what they appreciate about who they are.

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

- Celebrate similarities and difference with artwork and charts. Display the charts and artwork on bulletin boards and around the classroom. Emphasize how proud you are to have so many unique students in your class.
- Challenge the idea of "normal." It's helpful to challenge the idea of "normal" to see past differences. Remind students that all of us are born unique with different likes, abilities, looks, personalities, preferences, etc., so there is no one way to be "normal."
- Choose classroom themes that celebrate diversity.
- Review the materials you use to teach. Do they include diverse individuals? Do they challenge harmful stereotypes?
- Consider students' cultures and language skills when developing learning objectives and instructional activities.

Competency 3: Social Awareness

Activity 4: I Know How To:

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

Estimated Duration: 20 minutes

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

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

This activity will allow students to record rules they follow at home, at school, and in their community that help to keep them safe and healthy.

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

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

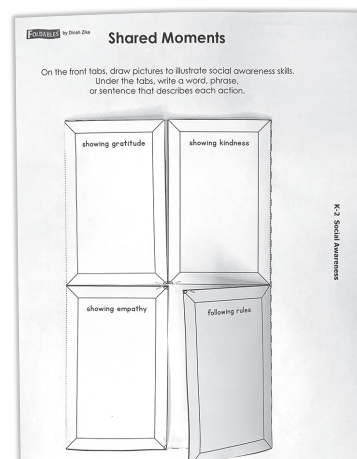
Competency 3: Social Awareness

Dinah Zike's FOLDABLES: Shared Moments

Estimated Duration: 25-30 minutes

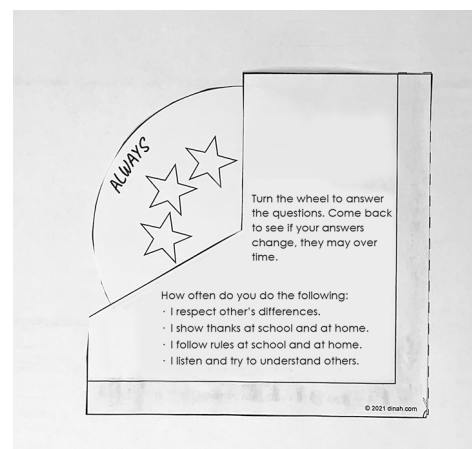
Four-Door Shutter Foldable

1. Cut along the outside solid black lines of the large Social Awareness Foldable. DO NOT cut the middle black cut-lines at this time.
2. Fold along the two long 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. Glue the back of the folded Shutter Foldable onto the large gray rectangle in the student book.
3. NOW cut along the middle two solid black lines on each side of the shutterfold to form four tabs.
4. On the front of the tabs, have students draw pictures that show them showing gratitude, kindness, empathy, and following the rules. Students write words, phrases, or simple sentences under the tabs.



Wheel and Pocket

1. Cut out the Pocket and the 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. Tell students that they will be evaluating their own social awareness actions. Read the questions to the students and have them rate themselves: one star for sometimes, two stars for often, and three stars for always. For those who want to, allow students to share their thoughts and responses. Tell students to visit this page when needed to self-evaluate their social-awareness skills by responding to the four questions on the pocket. What changes do they notice?



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

Competency 4: Relationship Skills

Activity 1: EveryBODY Talks

Objective: Students will be able to use their body language to communicate clearly.

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. 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. They will name emotions and the body language they use to communicate what they are feeling.

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

- If students struggle with reading body language, try matching movements to messages. For example, smile and wave. Then ask students what you are feeling. Do the same with different emotions. Be sure to give verbal anchors to help them remember each visual clue (A smile and a wave usually means you are happy and feeling friendly or welcoming.).
- Play charades. Write different emotions 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: Super Friends

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

Estimated Duration: 20 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. Not only do students need to know the qualities of a good friend, but they also need to know that friendships take work. They must give to get.

This activity will help students recognize what qualities they look for in a friend as well as ask them to practice being a good friend to others.

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

- Help students feel confident and have a positive self-esteem. Highlight their best attributes regularly (e.g., honesty, compassion, thoughtfulness, etc.) to set them up to be a good friend to others.
- Model good friendship behavior with others at school.
- Teach students the golden rule.
- Talk about what a not-so-good friend is and does.
- Read books about friendship and talk about what the characters do to make them good friends.



Competency 4: Relationship Skills

Activity 3: Bubbling Up

Objective: Students will be able to identify ways to calm down in order to help resolve conflicts constructively.

Estimated Duration: 20 minutes

Description: Conflicts can cause stress, anger, feelings of resentment, and can make it difficult to focus. Skills for conflict resolution are crucial throughout life. It's important to teach students how to appropriately manage conflicts and the feelings that come along with them.

Conflicts can be difficult to navigate because they bring out intense emotions that students may not be able to process. Before they can address the problem that caused the conflict—whether it was a fight over a toy or betrayal by friend—students need to be able to calm down and get to a place emotionally where they can think before they act.

This activity will help students think of ways they can calm down when their emotions start to bubble up. They will draw or write strategies that they can use to calm down and help them think clearly so they can resolve conflicts.

Teachable Moments: There are many ways you can help students to calm down when their emotions bubble up:

- Have students count to or down from 10.
- Have students take some deep breathes.
- Have students take a walk in a designated area.
- Have students go to a spot that you have designated as a “chill spot.”
- Have students listen to soothing music.
- Have students do yoga or stretching exercises.
- Have students draw or color quietly.
- Have students look at a book or read.



Competency 4: Relationship Skills

Activity 4: I Am a Leader

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

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 work in teams. 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 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 leadership roles.

This activity helps students to think about what makes a good leader. They are asked to write about ways that they think leaders should act, things they should say, and things they should think.

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, athletes, movies, etc.
- Provide opportunities for group projects where students can rise to the occasion and lead within a group setting.

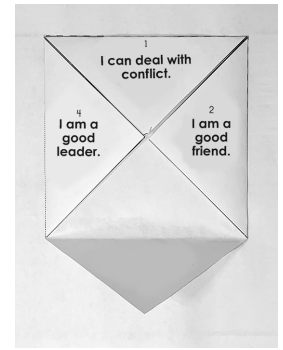


Competency 4: Relationship Skills

Dinah Zike's FOLDABLES : When Moments

Estimated Duration: 25-30 minutes

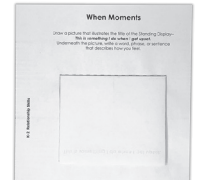
Envelope Foldable



1. Cut along the outside solid black lines of the square Relationship Skills 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. Glue so that the #1 tab is at the top.
4. Students write or draw examples of their When Moments under the tabs.

Standing Display Foldable

1. Cut along the solid black lines of the large Standing Display Foldable.
2. Fold along the three dotted lines of the Foldable. Always fold so the dots are visible along the fold line. For this Foldable, fold each fold again in the opposite direction. This allows the folded tabs to move forward and backward. Students might help each other fold and refold.
3. Have students draw a scene for a conflict or disagreement. It could be something they experienced themselves or something that happened to someone else.
4. Then have them write or draw ways they can stay calm when they feel upset. Remind them that calming strategies help clear their mind so they can handle difficult situations like conflicts and disagreements.
5. 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 rectangle (where students wrote) onto the large gray rectangle in the student book. Have students ask a friend or the teacher if they are folding and positioning it correctly BEFORE gluing.



NOTE: After it is glued into the student book, the display should fold in 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.

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

Competency 5: Responsible Decision-Making

Activity I: Be Flexible

Objective: Students will demonstrate open-mindedness and think flexibly.

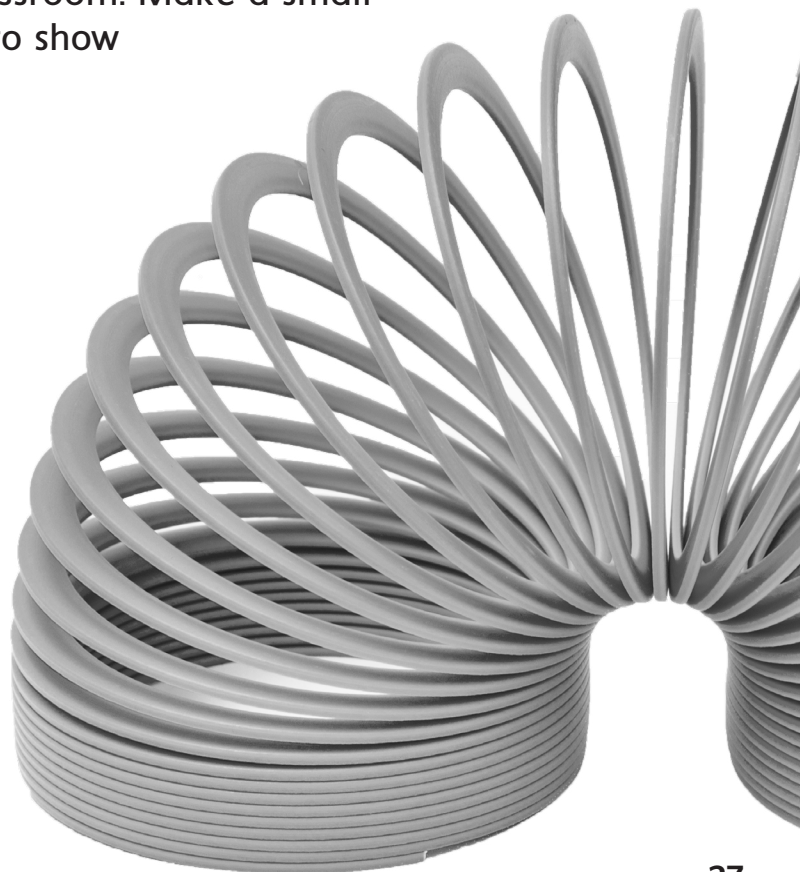
Estimated Duration: 20 minutes

Description: Having an open mind or thinking flexibly is an important skill students need to manage their thoughts, feelings, and actions. Being flexible allows them to adapt to new or unexpected situations. It can also help them solve problems, have a good relationship with others, and think about things in new ways. Another important thing that flexibility helps students with is transitions from one activity to another. It can help them deal with new or different situations and changes in routines. All this combined proves that being flexible and having open mind plays a key role in all types of learning.

This activity will get students to start thinking about what might happen if things do not go as planned. They are asked to write a Do and Don't list to help plan for when change happens. They can refer to their list when unexpected things happen.

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. 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.
- 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.



Competency 5: Responsible Decision-Making

Activity 2: Penny, Quarter, Dollar Problems

Objective: Students will identify solutions for problems.

Estimated Duration: 20 minutes

Description: Helping students determine the size of a problem is an important skill. It helps them identify the severity of their problem and choose an appropriate reaction. When students have a common language to describe their problems, they can identify solutions. Problems are not created equal. Figuring out the size of the problem is the first step in being able to match their emotional reaction accordingly.

This activity is breaks problems into three sizes: small (or penny), medium (or quarter), and large (or dollar). Small problems are defined as those that can be easily solved on your own, despite feeling a little sad or frustrated. No one is in danger or breaking any rules. For example, needing to sharpen a broken pencil or forgetting to bring something to a friend. Medium problems require someone's help, often an adult, to solve. They often make us feel mad, confused, frustrated, or worried. Some examples are figuring out a math problem or forgetting your lunch. A big problem makes us feel really scared, hurt, worried, or upset. Big problems are usually solved by an adult. For example, being bullied, getting hurt, or dealing with unfortunate events outside of our direct control.

Students will write an example of a penny, a quarter, and a dollar problem. Then, they will explain how they would solve each problem. It might be helpful to share examples of each problem size with students before they begin.

Teachable Moments: To help students determine the size of their problem:

- Have students consider how long the problem will last.
- Have students determine how many people the problem affects.
- Have students determine whether people get hurt from the problem.
- Have students determine how easy the problem is to solve.

Competency 5: Responsible Decision-Making

Activity 3: Making Good Choices

Objective: Students will be able to understand the importance of making good choices.

Estimated Duration: 20 minutes

Description: Learning how to be a decision-maker is a lifelong skill, so it is important that students understand how to make good decisions at an early age. Part of that is understanding that every choice they make has consequences. Good choices have good consequences and keep students safe, healthy, and happy. The goal of a consequence is to teach a lesson, not to punish. Punishing a student is harmful to their sense of self, emotional development, and their relationship with adults. Consequences should therefore encourage self-examination, acceptance of responsibility, and learning from mistakes. They should help students develop a confident inner voice that will allow them to make better decisions in the future.

This activity will help students understand good choices and the consequences they have. They will write about 3 good choices they will make and then draw a picture of the consequences those choices will have.

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

- Play matching games. Have students match choices to consequences (e.g., you choose to eat a whole bag of jellybeans, you get a stomachache).
- Model and role play real-life scenarios with students. Let them see how you make good choices for yourself based on the consequences.
- 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.
- Provide students with choices for completing an assignment (e.g., draw a picture instead of writing about it, allow students to use technology, etc.)
- 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: I Am Responsible

Objective: Students will demonstrate how they can be responsible at home, at school, and in their community.

Estimated Duration: 20 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.

This activity will help students think about being responsible. They will write and draw ways to show responsibility to themselves, at home, at school, and in their community.

Teachable Moments: To help students be responsible:

- Have them make coupons for tasks they can do at school or at home to be responsible (e.g., return something you borrowed, complete homework on time, brush my teeth, help with the dishes, etc.)
- Play “What Would You Do?” Present students with scenarios where they must make a responsible decision (e.g., you are playing a fun game at your friend’s house and it is time to go home; you borrowed your sister’s headphones and they broke, your dad is not feeling well and there are chores that need to be done around the house, etc.)
- Model responsibility and talk about it.
- 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.
- Encourage students to help others in need in their community by organizing different collections throughout the year (e.g., canned food for pantries, toothbrushes for shelters, toys for children’s hospitals, etc.)

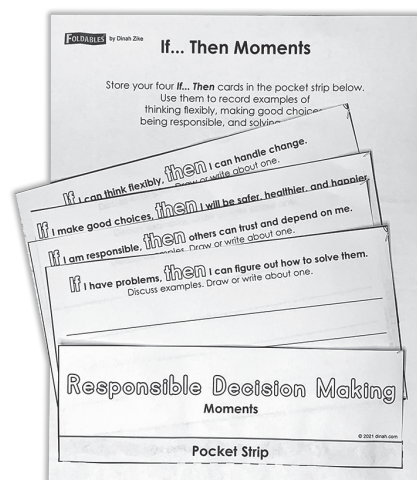
Competency 5: Responsible Decision-Making

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

Estimated Duration: 25-30 minutes

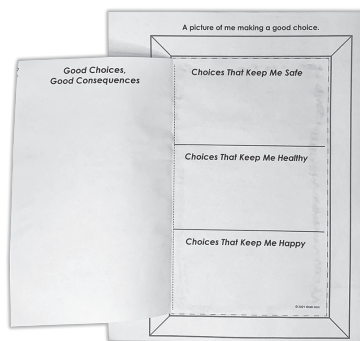
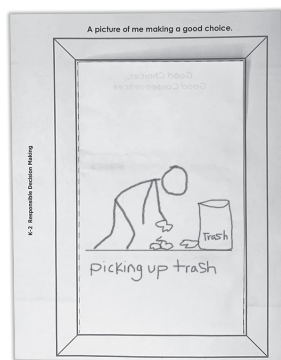
Pocket Strip and Cards

1. Cut out the Pocket Strip and the four If...Then Cards by cutting on the dark black lines.
2. Glue the Pocket Strip onto the gray strip near the bottom of the page of the student book. Remember, do NOT make folds on Pocket Strips. Allow glue to dry.
3. Review what students know about being flexible, making good choices, being responsible, and solving problems by having them complete the If...Then boxes on the four large cards. Students store their If...Then Cards in the Pocket Strip.



Half-Book Foldable

1. Cut along the one black line on the Good Choices and Good Consequences page to remove the title strip. Fold the page in half along the dotted line to make a Folded Book. First fold so the dots show along the fold, then refold on the same line so the dots and the writing are inside the Folded Book.
2. On the blank front of the Folded Book, students draw and color a picture of themselves making a good choice.
3. Glue the back of the Folded Book in the middle of the picture frame in the student book. Student artwork will be framed when glued onto the page.
4. Inside the Half-Book Foldable, students draw or write to record how good choices make them safer, healthier, and happier.



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