Playing with Words

Jr. SCORES Coach Manual

America SCORES Cleveland
## Table of Contents

Curriculum Objectives & Common Core Standards ........................................... 1
Using the Curriculum ........................................................................................ 2
Sight Words .......................................................................................................... 8

**Lessons:**

Lesson 1: We Are a Team ................................................................................. 9
Lesson 2: Work Together to a Goal ................................................................. 11
Lesson 3: Recognize and Label Emotions ...................................................... 12
Lesson 4: Label Emotions Part 2 ............................................................... 13
Lesson 5: Emotion Poems ............................................................................. 14
Lesson 6: Manage Anger ............................................................................. 15
Lesson 7: Respond to Event Constructively .................................................. 16
Lesson 8: Bugs Me ......................................................................................... 17
Lesson 9: Control Impulses and Make Good Choices ...................................... 18
Lesson 10: Healthy Choices Lesson ............................................................... 19
Lesson 11: Steps to Take in Order ............................................................ 20
Lesson 12: Recycling & Create Less Waste in the First Place .................... 21
Lesson 13: Recycle Project ........................................................................... 22
Lesson 14: Unique Characteristics of Myself ............................................... 23
Lesson 15: Self-Portrait Poem ................................................................ 24
Lesson 16: Successful Activities ................................................................. 25
Lesson 17: Diversity/Empathy ................................................................ 26
Lesson 18: Important People in the Community ........................................... 27
Lesson 19: In the Land of Words ............................................................... 28
Lesson 20: Social Awareness .................................................................... 29
Lesson 21: Power Lesson 1-4 ................................................................. 32
Lesson 22: Power Lesson 5-8 .................................................................... 36
Curriculum Objectives

By the end of the Jr. SCORES Spring season, poet-athletes should be able to:

1) Understand and appreciate the core values of the America SCORES program.
2) Express their feelings and opinions both verbally and in writing.
3) Explore the communities they live in, acknowledge community resources, and identify community needs.
4) Learn to reduce solid waste by reusing products and recycling materials.
5) With guidance and support from adults, focus on a writing topic, respond to questions, and add details to strengthen writing.
6) Use drawings and illustrations to develop ideas of their writing.
7) Approach writing and reading with increased enthusiasm and interest.
8) Read their writing in front of a group with confidence.

Part of this Juniors curriculum was developed by America SCORES Milwaukee. This America SCORES Milwaukee — Junior SCORES Curriculum contains information for the exclusive use of the intended recipient and may be privileged, confidential and/or otherwise protected from disclosure. Any unauthorized review or distribution is strictly prohibited.

Revised January 2020
Using the Curriculum

Led by a trained writing coach, the “Playing with Words” curriculum guides poet-athletes through a series of independent and group-based activities that build literacy skills and confidence.

Each lesson is structured as follows:

**Objective:** provides an overview of concepts and/or skills that students should be able to understand and demonstrate at the end of the lesson.

**Materials:** supplies and resources necessary for the lesson.

**Team-Building Activity:** brief warm-up activities (5-8 minutes) to engage and prepare students for the upcoming lesson.

**Introduction:** sets up the lesson for the students and gives them expectations for the day’s topic.

**Active Engagement:** allows the students to apply the newly acquired knowledge and/or skills and is usually conducted in a group setting.

**Writing Activity:** provides students the opportunity to write original pieces related to the day’s theme.

**Sharing:** allows time for students to reflect on the day’s lesson and provides an opportunity for student presentations of their work. Sharing and reflection should be done at the conclusion of every lesson.
Curriculum Objectives

By the end of the Junior SCORES season, your students should be able to:

1. Demonstrate an awareness of other people’s emotions or perspectives.
2. Express their feelings/opinions and strengths/weaknesses verbally or in writing.
3. Manage their emotions while waiting for their turn.
4. Politely greet others.
5. Show good judgment when making decisions/accept responsibility for their actions.

Introduction

Thank you for being a SCORES writing coach and also a leader in your school community. That’s how we think of all of our coaches and the valuable role you play in bringing kids, parents, other teachers and families together through SCORES programming. By coaching a SCORES team at your school, you join more than 550 other teachers across the country who help our kids acquire skills that contribute to becoming confident and responsible young people. You are contributing to an important program that is truly unique.

Do you realize that by getting your team to cooperate and focus together in the classroom translates to teamwork and confidence on the soccer field? We know this is true! By creating a team that works together in both the classroom and on the soccer field, kids feel more comfortable about who they are and what they are capable of being. This also helps connect kids to school, their teachers and their peers. This means that academics, and writing in particular, are suddenly as important as scoring that next goal. Always keep in mind that your kids are involved in a writing and soccer program. You can encourage your kids further by asking your team about their soccer practices and urging them to have fun and keep up the good work on the playing field. The result will be children with healthier minds and bodies - a goal that you, as an educator, make a reality.

Youth development is our focus - writing and soccer are only the tools.
Because most of our participants are under the age of 8; this is a crucial time for reinforcing the importance of teamwork, leadership, commitment, communication, conflict resolution, exercise and good health - just to name a few! This coaching resource is designed to present you with ideas for how to use writing as a tool to accomplish these goals during your workshops.

Creative Writing is a great tool to help kids develop skills that will last a lifetime.
This curriculum provides helpful hints on how to emphasize teamwork, leadership and sportsmanship. Numerous studies suggest that kids who participate in positive social groups and team activities are more resilient to negative social behaviors in school and throughout their lives. Using this curriculum, you will lead your team in activities that will help them develop through the five social emotional learning competencies.

Social and Emotional Learning Competencies (1)

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
**Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.


### How to Use the Playing with Words Writing Curriculum

This curriculum is comprised of writing workshops that use reading, writing, drawing, acting and sharing to acquire skills and knowledge for students in 1st and 2nd grade. Multiple components are included in each workshop to enhance the lessons and make them appropriate for varying developmental levels. The following is a guide explaining these workshop components and how they fit into the larger curriculum.

**Theme:** Each workshop has a specific Social Emotional Learning (SEL) theme that is interwoven throughout each portion of the session. SEL lessons teach youth how to connect thinking, feeling and behaving. These lessons will guide students through making good decisions, managing their emotions, and fostering positive relationships. While each session’s SEL theme is primarily incorporated into the “Welcome Activity,” it is encouraged that you share with your students the goals for the day—i.e. “Today we will be working on getting to know our team members and how we can work together to accomplish something,” and use the provided coaching points to include the theme throughout the entire session.

**Coaching Points:** Suggestions are interspersed throughout each workshop to provide the coach with more ideas on how to successfully implement the particular activity and incorporate the session’s theme.

**Read-On/Literary Moments:** These are select pieces of writing used to facilitate student’s connection with the workshop’s writing lesson. This part of the workshop includes reading out loud to the students, having students follow along and read with the coach, as well as having the students read on their own. It is encouraged that these be printed and handed out to students, or shown on a Smart Board or overhead.

**Write-On:** Daily lessons will guide students through the steps to write poems, stories, and other forms of writing in which they can share their thoughts, dreams, and feelings. When developing literacy skills, writing is a significant component in both helping a young learner became a better reader, and also instilling in them a passion for his/her ability to write down and express his/her own thoughts. Throughout the curriculum, this piece is included so that the students can make a connection to the poetry they are reading, encourage them to become excited about writing, and give them opportunities to improve their grammar, punctuation, letter formation, and letter-sound correspondence. The writing activities provide developmentally appropriate learning opportunities for non-writers all the way through advanced writers. For each lesson, students are provided a writing prompt or sheet for writing.

**Share:** Participants have the opportunity to share their original work and ideas with the team. Sharing can help build a strong team, however in order to do so, each member must participate as a listener and a presenter. It is important for coaches to establish expectations that make sharing a safe and effective process for everyone. For example, each team member is responsible for participating as an active listener by establishing eye contact and paying full attention to the speaker. The following may help:

- Have everyone sit in a circle for share time. Use Share Bear or a ball to signify whose turn it is.
- Students are never required nor should they ever be forced to share their writing.
• Vary the format! Use pairs, small groups, whole team, and other ways to get everyone sharing.
• Create a special team clap or other feedback to execute after each performance/sharing.
• Copy final versions for students to take their work home and share with their families.

Tips for non-readers/non-writers & Tips for advanced students: These are included to account for the varying literacy levels of the students and to ensure that all activities are differentiated to allow for the success of all students. Incorporating these adjustments/enhancements will depend on the skill level of the group of students, and it will be up to coach to decide if/when to include them.

Power Lessons: How do we build children who are strong on the inside, children who respect themselves? The purpose of the “POWER OF ME” after school curriculum is to help children realize their intrinsic value as human beings. The core mission of "POWER OF ME" is to teach children to recognize their feelings and be better prepared to manage their responses to academic and life challenges.

Each session focuses on discovering a new Personal Power (self-respect, pride, kindness). The session leader introduces the Power and engages the children in a discussion about it.

Coaching Tips

BEFORE YOUR WORKSHOP/AT THE BEGINNING OF THE SEASON

Plan Your Activities
The first week will shape the rest of your season so it is important to be well organized. Make sure you have read through each practice before your players arrive. Familiarize yourself with the games so transitions go smoothly. Remember that youth of this age have short attention spans. Keeping them engaged will be key.

Set a Strict Behavior Code
Take a few moments at the beginning of the first practice to set a Strict Behavior Code. Explain that this code is not “strict” as in mean, but instead it must “strictly” be followed—everyone must always do or not do what is part of the behavior code.

Use the following Strict Behavior Code as a guide. You may add or edit based on what you feel is best for your team.

**Strict Behavior Code:**
1. We will treat each other with respect using positive language.
2. We will use self-control and will not shove, hit, or bully other teammates.
3. We will listen to our coach and follow directions.

Establish a Routine
After creating (or explaining) your Strict Behavior Code, discuss with your team that each practice will have a routine. This will be school (and team) specific, but should include the following:

1. Daily attendance and what everyone is to do when they arrive.
2. How folders/supplies will be distributed.
3. How students will transition from writing to soccer.

DURING YOUR WORKSHOP

Introduction to the Theme
Each week encompasses a new Social Emotional Learning theme. To promote student’s learning of these themes as well as to help youth develop as a student, athlete, and as a person, you as the coach should do your best to consistently incorporate the theme into all activities and discussions.

At the beginning of the second workshop each week, re-introduce the general theme and what was worked on/learned at the previous practice.
**Transitions**
As much as possible try to transitions between activities as quickly as possible. This will keep your students engaged and will ensure your workshop has a smooth flow to it.

**Managing Your Group**
We recognize that each school has different expectations of their students, as well as vastly different disciplinary procedures. While we are not requesting to change these expectations and procedures, we ask that all SCORES coaches do their best to manage participants in a positive and emotionally-safe manner. This means that no SCORES coaches should yell at or argue with students.

Let’s face it—one disruptive student can set you through the roof, and the easiest response to negative behaviors goes something like “Knock it off!” or “I’ve had it with you messing around!” For your own mental health, as well as that of the students, read through this section for some tips on how to manage your group.

This process begins with developing a positive relationship with each team member:
- Let the students know who you are—give them a sincere welcome each day!
- Listen to what they have to say
- Clearly state your confidence in each student

Next, when students misbehave try to understand why. Typically it will be one of three reasons:
- They need extra attention (constantly annoying you with “look at me” behavior)
- They need firm limits (constantly testing limits to make you angry)
- They need motivation (refuses to start/complete projects and has an “I can’t” attitude)

Your response to poor behavior is what will determine how programming goes! Use the following tips to help you manage negative behavior:

**Extra Attention**
- Provide attention by recognizing positive behavior.
- Use the student’s name in instruction—“Craig is ready to listen.” “So if Jenai feels happy when…”

**Firm Limits**
- Set limits right away, but do so quietly only to individuals who need it!—“Denisha, remember that during sharing time the directions are to listen and wait patiently for your turn.”
- If the student begins an inappropriate behavior, very quietly and to the student say “Denisha, I understand that you want to share (have a turn/use the red marker/etc.) but right now your job is to wait patiently.”
Motivation
• As you begin the activity, you will likely have a student or two who says “I can’t do this. I’m not good at soccer/writing.”
• Respond to these statements by saying, “Sure you can, Cayden. Here, let’s try this. I’m going to write the first line with you.” (In this situation, break down the task as much as possible. Allow the student to make some progress and praise their effort.)

Difficult students often have low self-esteem. Unfortunately, the attention they receive from adults at home and at school is often negative. Because of these experiences youth often suffer from low self-esteem and lack trust in adults. This is why it is critical that you as their coach provide as much praise and positive feedback when they behave appropriately. Support the behaviors you want repeated!

If the quick techniques above do not work, it is possible that the student does not know how to appropriately behave. In this case, model what you expect:
1. Speak directly with the student alone—quietly and with a sincere caring tone. “Arman, lately I’ve noticed you’ve been having trouble (staying quiet during lesson/keeping your hand to yourself/getting started on your work). You’ve been (negative behaviors that keep recurring), and you know what happens? When we’re (activity the team is doing) you’re not (behavior they should be doing). I know you can do better than that.”
2. Model the behavior you expect. “I’m going to help you (behavior). First, I want you watch me. I’m going to get my ball, take it to an open space, put one foot on top, and wait for the next instructions. After modeling, ask the student politely, “Did you see what I did? I (explain what you did verbally). Do you think you could do that?”
3. Have the student practice that behavior.
4. Watch for and positively reinforce the appropriate behavior.

Praise Praise Praise

Praise is the easiest and often most effective way to get through to students. Words of support, enthusiasm, and genuine care are what students need. While any praise is better than none, you can also tailor this to student’s individual needs.

Extra Attention
• Provide positive words to youth openly and in front of their peers.
• Give praise immediately and tie it to a specific behavior—“Renee, good job getting seated and ready for our first activity.”

Firm Limits
• Not wanting to seem like a “goody-goody,” these students do not want praise aloud in front of peers.
• One-on-one approaches are better—write a note on their work, make eye contact and give a nod, thumbs up, or verbally in a discreet manner.
• For these students, immediate praise may not be your best option. A casual thumbs up a minute or two after a positive behavior will work.

Motivation
• Always connect your praise to their effort—“That’s awesome, Nayeli. You’ve shown me you can keep the ball close while dribbling with your right foot. And you know what? Now that you can do that, I’m certain you can start to go a little bit faster!”
• Let them know you see how much they have accomplished and you are confident they can continue.

In addition to the several techniques above, here are two last quick tricks that may help:
• Eye to Eye—after noticing a behavior, make direct eye contact with a student looking at them with a firm but calm expression. Maintain eye contact until the behavior stops.
• Be Present—Walk close to the student and stand near while continuing your instruction. If needed, a light tap on the shoulder may help.
**Sight Words**

Each week we have picked out and highlighted selected Dolch Sight Words that appear in the lessons and poems during the week (for example, Week Three’s words “day”, “that”, “have”, etc. are found in the poetry provided in the lessons for that week).

Each week, coaches are expected to review the group of sight words using the provided flashcards. This should be a cumulative review of all words learned up to this point, and include the new words for that week. Sight Words should also be reviewed if lessons are finished early. Individual student learning will be assessed through a pre- and post- assessment, administered by a SCORES staff member.

<table>
<thead>
<tr>
<th>Week</th>
<th>Group #</th>
<th>Sight Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>around, bear, came, laugh, then</td>
</tr>
<tr>
<td>Feb. 10-13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>before, bird, light, please, think</td>
</tr>
<tr>
<td>Feb 17-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>again, brother, cold, long, there</td>
</tr>
<tr>
<td>Feb 24-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>does, every, much, night, they</td>
</tr>
<tr>
<td>March 2-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>carry, don’t, open, went, wind</td>
</tr>
<tr>
<td>March 9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>ate, done, many, round, shoe</td>
</tr>
<tr>
<td>March 16-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>farm, four, myself, stop, would</td>
</tr>
<tr>
<td>March 30- April 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>best, cow, he, no, thank</td>
</tr>
<tr>
<td>April 6-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>ask, fast, out, soon, well</td>
</tr>
<tr>
<td>April 13-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>first, pull, ran, saw, very</td>
</tr>
<tr>
<td>April 20-23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>all</td>
<td>Review all 50 words</td>
</tr>
<tr>
<td>April 27-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>all</td>
<td>Review all 50 words</td>
</tr>
<tr>
<td>May 4-7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lesson 1**

**Theme:** We are a Team (Relationship Skills)

- We can work constructively with each other to accomplish a goal

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WELCOME ACTIVITY (13 min) - Introductions</strong>&lt;br&gt;Sitting in a circle, take this time to get to know your team! Introduce yourself and any helpers in the room. Have each adult share one special thing about themselves. After modeling this, have each student say their name and share a fact about themselves. Have some questions ready for those that are quiet or not sure about what to share...favorite animal? favorite movie? (If it seems easier, ask everyone to respond to the same question and share their favorite...color or dessert or game, etc...) Respond to each student with a positive comment or by asking the rest of the group to show thumbs up if they can relate to what was shared.</td>
<td>Keep things positive!</td>
</tr>
</tbody>
</table>

| **LESSON (20 min) - We Are the SCORES Team**<br>**Read On:** Display the poem "We Are a Team". Ask the group to read it silently for a minute, then have volunteers read it aloud (choose many...this is a great opportunity to identify the “readers” in your group!). Lead the group in reading the poem again...stressing the rhyming words and, of course, SUPERSTARS!! Discuss (quickly!) the important words of the poem and how they relate to the program that the group will be participating in...fun, write, play, TEAM!! This leads into....<br>Explain to the students that this season is all about working together as a group. Tell them that we need to agree upon ways that we should behave in order to be successful every day. Talk about the importance of everyone feeling comfortable expressing his/her opinions, since a group can only be successful if every single person feels like he/she is making a difference. | Share examples of being respectful:<br>- Make eye contact with the speaker<br>- Listen when someone else is speaking; wait your turn to talk<br>**Write-On:** Write the letters “S C O R E S” large and vertically on a piece of chart paper. Moving down the paper one letter at a time, add the following important SCORES word after each letter and take time to discuss why each is important and how it will look in the SCORES program. Give specific examples of what each behavior will look like and encourage the group to share their examples as well. (Be sure to include both writing class and soccer ideas.)<br>  - S share (We share materials, ideas, and feelings.)<br>  - C cooperate (We work together.)<br>  - O open-minds (We listen to each other.)<br>  - R respect (We use manners and our best behavior.)<br>  - E excellence (We always do our best.)<br>  - S safety (We are in control of our bodies.)<br>After completing the SCORES rules chart, ask the students to raise hands to show who is going to PROMISE to follow the rules. Explain that one way to show that you intend to keep a promise, is to pinky swear, or shake hands, or sign the promise. Hand out a blank circle to each team member and explain that everyone will be making their circle look like their own face. When finished, they can tape or glue their face to the SCORES chart or the team poem (or both if you have a large group!) to show that everyone is committed to doing their best and respecting the team. | If possible, post the SCORES contract in the classroom and refer to them whenever necessary.<br>Tell your students that the rules everyone has created will help guide the team this season. |
| **SHARE (13 min)**<br>Congratulate everyone for working hard, “signing” the contract and being part of the team! |  |

This week’s sight words – around, bear, came, laugh, then
We Are a Team  by Anonymous

We are a team

We write and play

SCORES is fun

In an awesome way!

We are a team

We can’t be beat

Using our pencils

Or kicking our feet.

If anyone asks you

Who we are…

We are SCORES

SUPERSTARS!!
# Lesson 2

**Theme:** We are a Team (Relationship Skills)  
- We can work constructively with each other to accomplish a goal

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| - Book: *The Mouse Who Reached the Sky*  
- Blank chart paper & marker  
- Student Journal  
- Pencils & crayons |

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE (2 min) -</td>
<td></td>
</tr>
<tr>
<td>WELCOME ACTIVITY (13 min) - <em>I-You-We Dice</em></td>
<td>Try to keep activities quick!</td>
</tr>
</tbody>
</table>

Choose a starting player who thinks of an activity that another player could carry out in front of the group. After s/he says what the activity is, s/he throws the die. If the die shows the “I” side, they have to do the activity themselves. “You” side they designate another player to do it, and “We” side everybody plays.

To keep things moving faster, post a chart with simple activities for the group to choose from—a high five, shake hands, hop or stand on one leg, clapping, singing, dance, act like an animal, etc...

<table>
<thead>
<tr>
<th>LESSON (20 min) - <em>Totally Teamwork</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read-On:</strong> Begin by reading the book <em>The Mouse Who Reached the Sky</em>. When finished, lead a discussion on how the characters used teamwork to accomplish a goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- What were they trying to accomplish (do)?  
- How did they help each other?  
- What did they do when the plan wasn’t working?  
- How do you think they felt at the end?  
- Does teamwork have to be in sports only? |  
| **Write-On:** Display the poster paper with a T chart where all can see it. Label one side “Teamwork is...” and the other side “Teamwork is NOT...”. Explain to the group that you need their help telling about teamwork by sharing ideas of what teamwork looks like, sounds like, and feels like as well as what it does NOT look, sound or feel like. Use simple words and phrases to record their ideas on the chart. (Teamwork is... sharing, being kind, helping others, passing the ball, etc. / Teamwork is NOT... being selfish, picking on others, being mean, etc.) |  
| Remember to guide the discussion to include both classroom and outside activities. Continue until the chart is full, or each side has at least 4-5 ideas recorded. |  
| Pass out the Totally Teamwork worksheet. Explain/model how the top of the paper is for showing an example of teamwork and the bottom will show an example of something that is NOT teamwork. Pictures, speech bubbles, labels...all can be used to help “show” the example. Remind the students to refer to the T chart they just helped create for ideas. Fast finishers can always turn the paper over and show more examples! | Encourage teamwork while students are working:  
- Can anyone share a pencil/crayon?  
- Can those finished help others brainstorm or spell words? |

**SHARE (13 min)**  

After everyone completes their worksheet, sit in a circle and give everyone the opportunity to share. Ask them to explain what is happening in their pictures. Make sure you have a balance of Teamwork and NOT Teamwork examples being shared.

**Let’s Get Dramatic:** If time allows, ask groups of students to act out good teamwork i.e. only one person has the crayons, but more students need to use them—how can everyone use teamwork to complete their work?  

**Modeling how to read out loud may be helpful:** speak slowly and loudly; hold their paper below their chins so that the team can see their faces.

Remind students that sitting quietly and listening is a great way to be a great teammate.

This week’s sight words – around, bear, came, laugh, then
**Lesson 3**

**Theme: The Way I Feel (Self-Awareness)**
- I can recognize and label my emotions

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE (2 min) - Ask students when called</td>
<td></td>
</tr>
<tr>
<td>on to say one word that describes how they</td>
<td></td>
</tr>
<tr>
<td>are feeling today.</td>
<td></td>
</tr>
<tr>
<td>WELCOME ACTIVITY (13 min) - That makes me</td>
<td></td>
</tr>
<tr>
<td>feel….</td>
<td></td>
</tr>
<tr>
<td>Display 4 simple, large faces in front of</td>
<td></td>
</tr>
<tr>
<td>the group…. happy, sad, angry and scared.</td>
<td></td>
</tr>
<tr>
<td>Call out different situations and ask a</td>
<td></td>
</tr>
<tr>
<td>student to come up and point to the face</td>
<td></td>
</tr>
<tr>
<td>that represents how they feel about that.</td>
<td></td>
</tr>
<tr>
<td>Listen carefully to the group’s reactions</td>
<td></td>
</tr>
<tr>
<td>and encourage discussion about situations</td>
<td></td>
</tr>
<tr>
<td>that cause different feelings…jumping off</td>
<td></td>
</tr>
<tr>
<td>a diving board may be scary for some but</td>
<td></td>
</tr>
<tr>
<td>make others very happy. Discuss as</td>
<td></td>
</tr>
<tr>
<td>situations arise in the reactions.</td>
<td></td>
</tr>
<tr>
<td>Here are several examples you can use:</td>
<td></td>
</tr>
<tr>
<td>• Homework</td>
<td></td>
</tr>
<tr>
<td>• Birthday presents</td>
<td></td>
</tr>
<tr>
<td>• Being lost in a store</td>
<td></td>
</tr>
<tr>
<td>• Snakes</td>
<td></td>
</tr>
<tr>
<td>• Finding a dollar</td>
<td></td>
</tr>
<tr>
<td>• Hugs</td>
<td></td>
</tr>
<tr>
<td>• Surprises</td>
<td></td>
</tr>
<tr>
<td>• Thunderstorms</td>
<td></td>
</tr>
<tr>
<td>• Getting in trouble</td>
<td></td>
</tr>
<tr>
<td>• School</td>
<td></td>
</tr>
<tr>
<td>• Shopping for clothes</td>
<td></td>
</tr>
<tr>
<td>• Being on a team</td>
<td></td>
</tr>
<tr>
<td>• Video games</td>
<td></td>
</tr>
<tr>
<td>• Parties</td>
<td></td>
</tr>
<tr>
<td>• Being left out</td>
<td></td>
</tr>
<tr>
<td>• Jumping off a diving board</td>
<td></td>
</tr>
<tr>
<td>• Rollercoasters</td>
<td></td>
</tr>
<tr>
<td>• Fighting with a friend</td>
<td></td>
</tr>
<tr>
<td>• Seeing someone get hurt</td>
<td></td>
</tr>
<tr>
<td>• Losing a game</td>
<td></td>
</tr>
<tr>
<td>It also works to write them on sticky notes</td>
<td></td>
</tr>
<tr>
<td>and let the students attach them near the</td>
<td></td>
</tr>
<tr>
<td>faces.</td>
<td></td>
</tr>
<tr>
<td>LESSON (20 min) - The Way I Feel</td>
<td></td>
</tr>
<tr>
<td><strong>Read-On:</strong> Read the book The Way I Feel,</td>
<td></td>
</tr>
<tr>
<td>Call attention to the facial expressions on</td>
<td></td>
</tr>
<tr>
<td>each page as you read. Ask for thumbs up on</td>
<td></td>
</tr>
<tr>
<td>some pages to show if anyone in the group</td>
<td></td>
</tr>
<tr>
<td>has ever felt that way.</td>
<td></td>
</tr>
<tr>
<td><strong>Write-On:</strong> Before handing out the</td>
<td></td>
</tr>
<tr>
<td>Feeling Faces paper, model on chart paper a</td>
<td></td>
</tr>
<tr>
<td>feeling face of your own. Focus on the shape</td>
<td></td>
</tr>
<tr>
<td>of the eyes, eyebrows, teeth (showing or not?)</td>
<td></td>
</tr>
<tr>
<td>and how it helps you “read” the face and</td>
<td></td>
</tr>
<tr>
<td>know how someone is feeling. Refer back to</td>
<td></td>
</tr>
<tr>
<td>some of the features you referenced in the</td>
<td></td>
</tr>
<tr>
<td>story. Ask students to complete the</td>
<td></td>
</tr>
<tr>
<td>Feeling Faces worksheet by filling in the</td>
<td></td>
</tr>
<tr>
<td>blank faces to reflect how they might look</td>
<td></td>
</tr>
<tr>
<td>when feeling a certain way. Fast finishers</td>
<td></td>
</tr>
<tr>
<td>can turn the paper over and challenge</td>
<td></td>
</tr>
<tr>
<td>themselves to draw embarrassed, furious,</td>
<td></td>
</tr>
<tr>
<td>worried, etc faces on the back.</td>
<td></td>
</tr>
<tr>
<td><strong>SHARE (13 min)</strong></td>
<td></td>
</tr>
<tr>
<td>When everyone is done, gather again and ask</td>
<td></td>
</tr>
<tr>
<td>the students to pick one of their feeling</td>
<td></td>
</tr>
<tr>
<td>faces to share. They can fold the paper to</td>
<td></td>
</tr>
<tr>
<td>just show the selected face if it helps.</td>
<td></td>
</tr>
<tr>
<td>Be sure to acknowledge facial details in</td>
<td></td>
</tr>
<tr>
<td>the artwork that show the feelings and if</td>
<td></td>
</tr>
<tr>
<td>time allows maybe expand by asking what</td>
<td></td>
</tr>
<tr>
<td>might make that student feel the way that</td>
<td></td>
</tr>
<tr>
<td>matches the face. If you are short on time,</td>
<td></td>
</tr>
<tr>
<td>ask to see all the angry faces, sad faces,</td>
<td></td>
</tr>
<tr>
<td>etc…. but end with the happy!</td>
<td></td>
</tr>
</tbody>
</table>

This week’s sight words – before, bird, light, please, think
# Lesson 4

**Theme:** The Way I Feel (Self-Awareness)
- I can recognize and label my emotions

## ACTIVITY

### ATTENDANCE (2 min)
- As you take attendance aloud, have each student walk to the next person on your list to greet them.

### WELCOME ACTIVITY (13 min) - A Big Wind Blows

Ask your students to slowly and cautiously bring their chair to an area large enough for everyone to be in a circle (if space doesn’t allow, students may sit on the floor). Ask for a volunteer to start the game and have that student remove their chair from the circle.

Tell the group that the person in the middle will say something that makes them feel happy, excited, sad, angry, nervous, etc. After they make their statement a BIG WIND will blow, and everyone who agrees/feels the same way will be swept up from their chair and must find a new spot to sit. With one fewer chair than students, one person will be left in the middle who will then share something that makes them feel ------.

### LESSON (20 min) - My Many Colored Days

**Read-on:** Read the book My Many Colored Days. As you read, ask for emotion/feeling words that might match the page. Some could have more than one...and some are difficult to label. Don’t get stuck on a page...just a couple of thoughts and move on.

After reading the book, revisit a FEW and pages review the feeling words that would match the color/emotion being described. Stretch a bit more and ask what could make you have a black day, a yellow day...what might happen that could make you feel that way?

Spend a few minutes making faces (or drawing them on chart paper) and asking the group to guess why you are feeling that way. Have fun with it! “I’m sad because it’s too cold to swim today.” “I’m happy because I am wearing my new sandals.”

**Write-on:** Show the My Feelings worksheet. Explain that each of those “people” are thinking of things that make them feel a certain way. Ask the group to illustrate the thought bubbles with pictures that would make THEM feel that way. (If puppies make you happy, show that you are thinking about puppies in the thought bubble over the happy face.)

Fast finishers can do more on the back using the same or less common feeling words. (jealous, furious, excited, concerned...)

### SHARE (13 min)

Give each student the opportunity to share one of their illustrations with the team. If you have a large group and are short on time, set a number for how many will share before starting or take 2 or 3 each feeling.

## MATERIALS
- Book: My Many Colored Days
- Student Journal
- Pencils/crayons

## COACHING POINTS
- Remind students that they must move each time they agree with the statement.
- If needed, tell your students to move in slow motion to a new chair.
- Ask the group to name the feeling being described by each color as you go through the book.
- Don’t wait for everyone to finish all four feelings...it’s ok to say time’s up!
- Encourage friendly feedback from teammates!

This week’s sight words: Before, bird, light, please, think
# Lesson 5

**Theme:** Emotion Poems  
- I can recognize and label my emotions

## MATERIALS
- Student Journal  
- Pencils  
- Microphone  
- Pencils/crayons

## ACTIVITY

### WELCOME ACTIVITY (10 min) -
Explain that one player (two players if the game is too difficult) each round will leave the room and upon returning need to be the very best detective(s) to pick which two people (spread out around the room) are “twins”.

After a player leaves the room, the other players from pairs of twins. Each pair must try to look like the same person. For example, each person should be smiling, frowning, have rolled up sleeves, hands in their pockets, etc. Invite the detective back into the room and challenge him/her to guess who the twins are.

### LESSON (20 min) –
Lead the team in brainstorming session of different emotions that someone may feel. Pass the microphone around the room while encouraging the group to come up with many different examples (happy, sad, angry, embarrassed, frustrated, scared, nervous, proud, etc.). Record the emotions they come up with on the board or sheet of paper and give them ideas for those they may have missed. Ask the team to share a time they may have felt this emotion.

**Fear**
- Fear is black like stormy clouds.  
- It tastes like cold rice pudding.  
- It smells musty and damp.  
- It looks like a dark lonely street.  
- It sounds like echoing footsteps.  
- It feels like being alone.

**The Happiest!**
- Mother gives me love and care.  
- Father shows me how to fare.  
- Friends give me joy and fun.  
- Uncles buy me toys that run.  
- Granny tells me tales at night.  
- Brother spares his bike and kite.  
- Sister plays some tricks that please.  
- Teachers help me learn with ease.  
- I am the happiest you can see.  
- To have them all here with me.

### WRITING ACTIVITY (15 MIN) –
Have each student think about the emotion they are feeling right now. Have them write that emotion on the line at the top of the page. Using the emotion worksheet in their journals, have each student answer each question about the emotion they chose. Next, have them write their finished emotion poem and illustrate it on the next page.

**SHARE (13 min)**
If there is time have the student share their poems or the illustration of their poems.

**Tips for Non-readers/Non-writers:**
Have the students recall what they said when sharing with the group. Start with having the student sound out words from what they said, and then have them write down the sounds he/she hears.

This week's sight words: again, brother, cold, long
## Lesson 6

**Theme:** Check Yourself (Self-Management)
- I can manage my anger

### MATERIALS
- Blank chart paper & marker
- Book: Mean, So u p.
- Student Journal
- Pencils/crayons

### ACTIVITY

**ATTENDANCE (2 min)** - As you take attendance aloud, have each student walk to the next person on your list to greet them.

**WELCOME ACTIVITY (13 min) - I’m so mad!!**

Ask the students to turn to their neighbors and have a 2-minute conversation about what makes them angry. After the discussion, ask for ideas to be shared and list them on the board/chart paper. If ideas are being repeated or becoming inappropriate, move the conversation along by asking about situations at school, home, playground, or other situations where kids can struggle.

Finish up by asking the group to make their angriest face...their angriest noise...and then follow with a deep breath. Talk about how that deep breath made them feel.

**LESSON (20 min) - Mean Soup**

**Read-On:** Show the cover of the book Mean Soup. Has anyone ever heard of mean soup? What do you think is in it? Read the book and stop to comment on and imitate what the boy and his mom are “putting in” the soup.

After the story ends, ask for reactions and check for understanding. Here are a few questions you can use:
- Was the soup for eating?
- Why did the mom have him make that soup?
- Did it help him? How?

**Write-On:** Tell the group that they will be writing recipes for their own Mean Soup. Encourage them to share some ideas of things that would represent their angry feelings...spicy foods, sharp things, loud things. Remind them that this is a pretend soup so anything they can think of is OK!

Model filling out a paper for your own Mean Soup, but remind students that those are your ideas and they should think of their own. The tricky part is putting an action in the last line...shake, stir, bang...whatever seems like a good way to get the angry out! Be sure to give lots of suggestions before writing just one. Then the rest are out there to be used.

Pass out the soup papers and give time to work on illustrating the three ingredients and the finished bowl of soup. Help with reading and completing the final line as necessary.

**SHARE (13 min)**

Because these can be repetitive and/or difficult to read a lot of, collect the papers and select a few to share with the group. This is a great time to showcase your hard workers, your creative artists, and those who haven’t been comfortable sharing their own work.

This week’s sight words: again, brother, cold, long, then
## Lesson 7

**Theme:** Check Yourself (Self Management)
- I can respond to an event constructively

### MATERIALS
- Blank chart paper & marker
- Book: *When I Feel Angry*
- Student Journal
- Pencils/crayons

### ACTIVITY

#### ATTENDANCE (2 min) - Ask students when called upon to show with their face how they are feeling today.

#### WELCOME ACTIVITY (13 min) - *That’s cool!*

Ask the group to help make a list on chart paper of things that are cool...as in cold!! Set a number and try to make a list that long. Anything goes, but here are some examples:
- Ice cream
- Snow
- Polar bears

Briefly discuss a technique to cool down (to calm/relax/etc.). Taking a deep breath and thinking about something “cool” can help!

#### LESSON (20 min) - *Chill Out!*

**Read on:** Transition into other definitions of cool...like being awesome...or cooling/calming down. Remind the class about the Mean Soup activity and how it helped the boy cool down. Why was it important for him to cool down? What could happen if you stay angry?

Show the cover of the book called *When I Feel Angry*. Explain that while Mean Soup was a fun and silly way to deal with feeling angry, we can’t always do that. What if I am angry at school? Or at a party? What are some other things I can do? As you read the book, allow time for kids to say how those common events make them feel and what they would do.

**Write on:** After reading, review the ways the character dealt with her angry feelings. Make a list on the chart paper if you are getting a lot of repeated answers. It may help to picture walk through the pages to recall some of her strategies. Add other ideas from the group that were not in the book but would also be appropriate... counting to 10 and back, shaking it out, etc.

Show the paper and model how to illustrate your favorite way to Cool Down. It can be simple...just a picture of you doing a cool down strategy, or more detailed showing the troubling situation that you are reacting to. Judge the group and choose what is appropriate.

### SHARE (13 min)

Ask for volunteers and help those that struggle by prompting them to remember what they wrote or drew. Be sure to ask if the student has actually ever used a cool down technique or if they think they will use one next time.

If time is running out, ask for a show of hands, “Who chose deep breaths?”, “Who chose exercise?”, “Who chose counting to 10 and back?” and review all the new ways to cool down.

---

This week’s sight words: does, every, much, night, they
### Lesson 8

**Theme:** What Bugs Me  
- I can manage my anger

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
</table>
| **MATERIALS** | - Student Journal  
- Pencils  
- Crayons/markers  
- Microphone  |
| **ATTENDANCE (2 min)** | |
| **WELCOME ACTIVITY (13 min) – Sight word Relay Race** | Divide your team into two groups. Have the students stand in a straight line at one end of the room. Choose which student will go first. Hold up a sight word flash card. Whoever can read it first wins and go to the end of the line. The first team to get through their whole team wins. |
| **LESSON (20 min) – Introduction:** Ask students how their day went. Was there anything that bothered them throughout the day? What was the event and what did they do? How did they react?  
Active Engagement (15 min): Have the students open their student journals to the “What Bugs Me” worksheet.  
As a team read each bug and ask the students to color in the bug if it is something that bothers them. If they are unsure ask them if they can think of a time in the last month that this issue has bugged them.  
For the last three blank bugs ask for three volunteers to list something that bothers them, that hasn’t been mentioned previously. Ask the team to color in the bug if that bothers them as well.  
Writing Activity:  
Pass out the Anger Management Foldable worksheet. Help the students to cut and fold the strips. (Instructions are included with the worksheets in the bin).  
Work as a team to write in the flaps an answer to each of the questions. Once finished have students color and decorate their worksheets. | Students may only color in half the bug if the incident mentioned only bothers them sometimes.  
Encourage the students to take the worksheets home and keep them to remind themselves what they can do next time they get upset. |
| **SHARE (13 min)** | Be sure to praise quality work! |
| If time allows ask for a few volunteers to show their anger management worksheet to the tem. Ask them to share how they cool down. | |

This week’s sight words: does, every, much, night, they
# Lesson 9

**Theme:** Check Yourself (Self Management)  
- I can control impulses and make good choices

## MATERIALS
- Balloons  
- Book: *David Gets in Trouble*  
- Worksheet: Choices  
- Pencils/crayons

## ACTIVITY | COACHING POINTS
--- | ---
**ATTENDANCE (2 min)** - For each student that is seated properly, paying attention, say "Thank you, Brian, for being ready."  
**WELCOME ACTIVITY (13 min) - Balloon Bounce**
Prepare for this activity prior to the session by blowing up half as many balloons as students in your group. Have pairs of students sit in chairs facing one another a few feet apart. The goal of this game is to hit the balloon back and forth as many times as possible without standing up or letting it touch the ground. If either of these things happen, that pair of students must restart their counting.

Ask the pair that has the most hits what they did that worked well. Ask the group if they think it’s easier to keep the balloon up if they lightly tap it or hit it hard. Try variations of game, then discuss which time worked better.  
If partners are not successful ask why: hitting too hard, too soft?  
Self-management—following directions and hitting the balloon softly!

**LESSON (20 min) - Tough Choices**

**Read-On:** Read *David Gets in Trouble*. There’s not much to read, so take some time to discuss the choices David has made on each page. (Did he need to carry so many things? Could he have played baseball someplace else?) Ask the group to be thinking of a time they might have said the same things David is saying. Be sure to focus on the pages where David admits “It was me” and then apologizes.

Have a brief discussion about why David (and kids in the group) might make some of those bad decisions. (Only one page has what could be considered an accident, so emphasizing his choice to do these things is appropriate…and how he chooses not to take responsibility) “Impulse” is a tough concept, but try describing that feeling when you REALLY want to do something even though you know in your head you probably shouldn’t.......  
- When do it anyway, what happens? How do you feel?
- Is it better to admit that you made a bad choice or to lie/deny/make excuses?
- If you DO try to excuse your behavior, is it ever too late to tell the truth? (Think about David in the night owning up to the cake incident!)

End on the idea that even if you don’t admit to making a bad choice right away, it is never too late to tell the truth and apologize for having done it.

**Write-On:** Show the paper and model illustrating a time you made a bad choice because you just couldn’t help it. Tell a good story and make it believable!! Then illustrate a better choice…either what you could have done differently to prevent the bad situation (get crackers, not dog bones; ride the skateboard outside, not inside) or what you could have done to fix the problem afterwards (tell the truth, clean up the mess, get help…). If students are struggling to find ideas from their own experience, have them use one of David’s and encourage them to help him make a better choice.

**SHARE (13 min)**

Ask for volunteers to share their stories of bad decisions and better decisions. If you are running short on time, collect all the papers and randomly pull out work to share.

Self-Management! - keep hands to ourselves, moving around carefully, etc.

This week’s sight words: Carry, don’t open, went, wild
# Lesson 10

**Theme:** Healthy Eating
- I understand the consequences of an unhealthy diet and understand that there are easy, practical ways to improve my diet.

### ACTIVITY | COACHING POINTS
--- | ---

**WELCOME ACTIVITY (13 min) — Sight word Review**

**LESSON (20 min) — Introductions (2 min) —**
Tell students that today they are going to be detectives and ask them to give a definition of what a detective is/does.

Ask the students which foods they think are healthy.

**Writing Activity (40 min) —**
Have the students open their journals and together go through each healthy food group one by one. Tell them about the food included in the group and then have them color the food items in the group. Repeat this for each group.

<table>
<thead>
<tr>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dark green vegetables: spinach, broccoli, green beans</td>
</tr>
<tr>
<td>Orange vegetables: carrots, sweet potatoes</td>
</tr>
<tr>
<td>Red vegetables: tomatoes, red bell peppers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples, oranges, bananas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasta, wheat bread, rice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Low Fat Dairy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low fat Yogurt, low fat milk, cheese</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proteins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eggs, beans, nuts, seafood, chicken, turkey</td>
</tr>
</tbody>
</table>

Explain that other things like sweets and fried foods can be eaten sometimes but that the above foods are the most important food to try to eat more of.

The students will now be food detectives. Have them turn the page and circle all the healthy foods. Go around to help them find all the healthy foods on the pages.

With any extra time, have them draw the healthy food on the food plate in its correct category or color in its correct category or color in the healthy foods.

**SHARE (13 min)**

Give each student an opportunity to share one thing he/she learned with their teammates, using the microphone.

**MATERIALS**
- Student Journal
- Pencils
- Markers/Crayons
- Microphone

This week’s sight words: Carry, don’t open, went, wild
Lesson 11

Theme: Check Yourself (Self-Management)
- I can perform the steps of a task in order

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE (2 min) - After calling each student’s name, ask “What’s one way of showing you’re ready for SCORES?”</td>
<td></td>
</tr>
<tr>
<td>WELCOME ACTIVITY (13 min) - Get Organized</td>
<td></td>
</tr>
<tr>
<td>Call three students to the front of the group and distribute pieces of paper or sentence strips that have the following sentences printed on them: (KEEP THEM OUT OF A LOGICAL ORDER!!)</td>
<td></td>
</tr>
<tr>
<td>Climb the ladder. / Walk to the end of the diving board. / Jump in the water.</td>
<td></td>
</tr>
<tr>
<td>Ask the still seated students to help you read the papers and discuss if they make sense as they are or if they should be rearranged. Have volunteers use directional language to help the paper holders get in an order that makes sense. Discuss differences in the reasoning...if the ladder is first it may be going up to the diving board...if it is last it may be the ladder for getting out of the pool.</td>
<td></td>
</tr>
<tr>
<td>Try it again, now with five students:</td>
<td></td>
</tr>
<tr>
<td>Dig a small hole in the dirt. / Put a seed in the hole. / Cover the seed with dirt. / Sprinkle water on the dirt. / Wait</td>
<td></td>
</tr>
<tr>
<td>LESSON (20 min) - Show Me How</td>
<td></td>
</tr>
<tr>
<td>Read-On: Show the cover of the book and explain that the book is told using the alphabet and PEAS as the characters who can do lots of different things. While you read LMNO Peas, stop and make connections by asking if there are any “dancers” or “painters” or “listeners” in the group as you come across activities that seem to get reactions. At the end, use the question “WHO ARE YOU?” to have the group share things they are ‘experts’ at. If someone is struggling, ask them what they like to do or what they are good at.</td>
<td></td>
</tr>
<tr>
<td>Write-On: Show the HOW TO paper and pick something you are an ‘expert’ at. Model how to explain how to do the activity you chose in 3 easy steps. For example, if you are an expert at swimming:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Jump in the water
2. Kick your legs
3. Move your arms in big circles |
| Keep it simple!! Ask the group to remember what they are an expert at or to choose an interesting activity from the book and give directions on how to do that activity. You may need to have students tell you their steps while you point at the boxes and direct them how to organize it on the page. Some will need to stretch their ideas and others will need to simplify or group their steps! |
| Tips for non-readers/non-writers: For students who have difficulty, have them draw the steps and dictate to you the words that explain the action. |
| SHARE (13 min) |
| Give each student the opportunity to share their expert directions with the team. If you are short on time, set a number for how many will share today. After one student shares, have him/her choose the next person...looking for someone who is sitting nicely, not shouting out, etc... |
| We have to manage ourselves each day to accomplish the tasks we need to do. |

This week’s sight words: ate, done, many, round, shoe
# Lesson 12

**Theme:** Recycling  
- I will understand the distinction between the things that can be recycled and things that cannot be recycled  

## MATERIALS  
- Student Journal  
- Crayons/markers  
- Microphone  

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME ACTIVITY (13 min) – <strong>Sight Word Review</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Introduction (10 min):**  
Today students will be learning about recycling and understanding what happens to the garbage they throw away. Lead your team in a brief discussion, using the points below: | |
| **How many pounds of trash does each person make daily?**  
Answer: Four (4) pounds – to show how quickly this adds up, multiply four pounds by the number of students on the team, and then by seven to show how much trash is created in a week, and then by 52 to show how many pounds are produced in a year just by the team. | |
| **Where does the trash go when it’s picked up by a garbage truck?**  
Answer: A landfill – explain that there is only so much room in a landfill and many items sit for hundreds of years before decomposing or breaking down to dirt. Some materials, like Styrofoam and glass never break down and take up space in landfills forever (this is where recycling comes in). | |
| What does it mean to recycle? Ask students what they know about recycling and why they think it’s important. Questions to encourage more discussion include:  
- Does your family recycle at home?  
- Do we recycle at school?  
- Do they separate it or collect it in a bin?  
- Do they take the recycling to a facility or put it on the curb with the rest of the trash?  
- How do you help recycling at home or at school?  
Which things should we recycle?  
- Aluminum cans, water bottles, cardboard, jugs, magazines, paper, glass containers  
Which things should we not recycle?  
- Napkins, tissue paper, paper towels, light bulbs, mirrors, windows, grocery plastic bags, plastic forks/spoons/knives  
**Writing Activity (20 min):**  
Have students open their journals. Read each words out loud and have the students draw a picture of one of the items beside the words. Put the students in groups of two or three.  
Each team should color in all of the objects that should be recycled. The team that colors all of the objects that should be recycled and raises their hand first wins. | |
| **SHARE (13 min)**  
Give each student an opportunity to share one thing they learned today about recycling. | |

This week’s sight words: ate, done, many, round, shoe
Lesson 13

Theme: Recycling
- I will learn about specific ways items can be re-used to reduce the amount of waste that is created

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME ACTIVITY (13 min) – Ask the students to choose a favorite team building activity from the season so far</td>
<td></td>
</tr>
<tr>
<td>LESSON:</td>
<td></td>
</tr>
<tr>
<td>Introduction (10 min):</td>
<td></td>
</tr>
<tr>
<td>Have students brainstorm ways that different items can be reused. Ask students what it means to &quot;reuse&quot; something (use an item more than once for a different purpose). Why should we reuse things? (create less waste). Read the following poem twice, out loud to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Our Earth</strong></td>
<td></td>
</tr>
<tr>
<td>The Earth is ours to enjoy.</td>
<td></td>
</tr>
<tr>
<td>For every little girl and boy.</td>
<td></td>
</tr>
<tr>
<td>But we must always be aware.</td>
<td></td>
</tr>
<tr>
<td>That all its beauty we must share.</td>
<td></td>
</tr>
<tr>
<td>With all the children yet to come,</td>
<td></td>
</tr>
<tr>
<td>Who want to laugh and play and run,</td>
<td></td>
</tr>
<tr>
<td>Around the trees and in the fields.</td>
<td></td>
</tr>
<tr>
<td>So we must keep our planet free</td>
<td></td>
</tr>
<tr>
<td>From messy trash and debris.</td>
<td></td>
</tr>
<tr>
<td>With air that's clean and fresh and clear.</td>
<td></td>
</tr>
<tr>
<td>For all to breathe from year to year.</td>
<td></td>
</tr>
<tr>
<td>We must never ever abuse</td>
<td></td>
</tr>
<tr>
<td>Our sweet Earth that's ours to use.</td>
<td></td>
</tr>
<tr>
<td>Active Engagement (25 min):</td>
<td></td>
</tr>
<tr>
<td>Discuss what would happen to the Earth if it was covered in trash and no one ever recycled or reused things. What would happen to our food and water? Would people get sick more often?</td>
<td></td>
</tr>
<tr>
<td>As a group, review some of the ways an old jelly jar can be re-used. Now, in their journals, each student should complete two sentences about how they can reuse everyday items. (They don’t have to use the four suggested items and can come up with their own.)</td>
<td></td>
</tr>
<tr>
<td>SHARE (13 min)</td>
<td></td>
</tr>
<tr>
<td>Give each student an opportunity to share one thing he/she learned with their teammates, using the microphone.</td>
<td></td>
</tr>
</tbody>
</table>

This week's sight words: farm, four, myself, stop, would

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student Journal</td>
</tr>
<tr>
<td>- Pencils</td>
</tr>
<tr>
<td>- Markers/crayons</td>
</tr>
<tr>
<td>- Microphone</td>
</tr>
</tbody>
</table>
**Lesson 14**

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scissors</td>
</tr>
<tr>
<td>Glue</td>
</tr>
<tr>
<td>Crayons</td>
</tr>
<tr>
<td>Markers</td>
</tr>
<tr>
<td>Boxes/bags</td>
</tr>
<tr>
<td>Pencils</td>
</tr>
</tbody>
</table>

**Theme:** Recycling Project

- I will create a recycling box or bag to use as a recycling space in my house or classroom

### ACTIVITY

**WELCOME ACTIVITY (13 min) – Ask the students to choose a favorite team building activity from the season so far**

**LESSON:**

**Introduction (10 min):**
Review the idea of recycling and how you can create less waste.

Ask students for examples of items that can be recycled and examples of items that cannot be recycled.

**Active Engagement (20 mins):**
Have students open their journals to the Recycle Project Page set up.

Explain to them that they will work together as a team to create the steps needed to make a recycle box or bag.

Begin asking them the steps that will need to be completed in order to complete their project. Let them know that they will be actually following these steps to create their box or bag. (You may create a small bag for each student or one big box or bag for the class. This can be decided by the team).

Examples of steps for the project (the students may come up with further steps, but these should be the main steps):

1. Get a box or bag
2. Create a recycle sign to put on the box or bag
3. Create a sign of items that are allowed to be place in their recycle box or bag
4. Decorate the box or bags
5. Take home or leave the box or bag in the classroom.

This project will most likely take two days. Once your steps have been created. Work with the students to follow each step to make their recycle project.

As a team you may decide where to place the box or bag you create.

**SHARE (13 min)**

Have the students share where they think the best place to put the box or bag would be.

---

This week’s sight words: farm, four, myself, stop, would
Lesson 15

Theme: All About Me (Self Awareness)
- I can recognize unique characteristics in myself

ACTIVITY

ATTENDANCE (2 min) - Have one student go around the room shaking hands with each person and telling you “Shaun is here.”

WELCOME ACTIVITY (13 min) - I Like it!

Post two faces (happy and yuck!) across the room from each other with a clear space to walk in between. (A hallway works great for this activity if the room is crowded.) Explain that you are going to call out some words and based on their feelings about that word, they should move to the appropriate face picture. It is OK to be in the middle. Make it clear that they should show their feelings by where they chose to stand, they do not need to call out their reactions.

Have the group stand in the middle and say “chocolate ice cream!” Help them to CAREFULLY move toward the smiling face if they like it and toward the yuck face if they do not. Remind students that they should be honest and true to their own feelings about the statement. It does NOT matter where everyone else goes.

Repeat with other foods, school subjects, sports, colors, movies,...whatever comes to mind. If you are stuck, ask a student to make a statement and see how the group responds. Be sure to acknowledge kids who are alone or in the middle in their responses...it’s OK!! After making 8-10 statements, call the group back to sit with you and talk about a time someone was alone in their opinion...or separated from a friend. Is it ok? Should you be angry, sad, proud...when you have your own idea?

What is it called when we have different thoughts, feelings, likes and dislikes than everyone else? Being UNIQUE!!

LESSON (20 min) - Be You

Read-On: Show the cover of Be Who You Are and ask what they group thinks that title might mean. Revisit the idea of being UNIQUE from the welcome activity and how BEING WHO YOU ARE is the same thing. As you read the book, have the group read the pages with the big words “Just Be Who You Are!” along with you. It’s not a long book, so take time to discuss illustrations/pages that seem to get a reaction from the group.

Write-On: Ask for volunteers to share some of the things that make them UNIQUE or different from everyone else in their family or class. It could be a physical characteristic, a favorite food, or a talent. Help everyone feel good about what they share and focus on being proud of that uniqueness! Show the paper and explain that the group will now share more information about themselves. Review all the spots and remind them to be true to themselves and share their own special ideas and opinions.

SHARE (13 min)

Depending on time remaining, either have a few students share everything on their paper, or pick one or two categories and have everyone share those responses only. Be enthusiastic about unique ideas that stand out in the group.

This week’s sight words: best, cow, he, no, thank

MATERIALS

- 2 Large Paper Faces (Happy and Yuck)
- Book: Be Who You Are
- Student Journal
- Pencils/Crayons

COACHING POINTS

Encourage bravery to stand alone! Students should be true to their preferences—it’s what makes them unique!

Encourage friendly feedback from teammates!
**Lesson 16**

**Theme: Self-Portrait Poems**
- I will develop social emotional skills and self-confidence by using positive language to describe myself through poetry

---

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
</table>
| **WELCOME ACTIVITY (5-8 min)** –  
Have players spread out in a set space that allows some movement. Instruct your team to walk around the space and listen for your direction. You will call out a special instruction and as quickly as possible, the students must pair up and complete your instruction. Students must find a new partner after each round.  
Examples: back to back, elbow to elbow, side to side, toe to toe, knee to knee, hand to hand |  |

| **LESSON (20 min)** –  
**Introduction (20 min)** – Today students will create a self-portrait poem by using positive words to describe themselves. Begin by reading the poem, "I’m Glad, I’m Me” by Phil Bosta, encouraging the students to follow in their journals. |  |
| --- | --- |
| *I’m Glad I’m Me*  
By: Phil Bosta  
I don’t understand why everyone stares  
When I take off my clothes and dance down the stairs  
Or when I stick carrots in both of my ears,  
Then dye my hair green and go shopping at Sears.  
I just love to dress up and do goofy things.  
If I were an angel, I’d tie-dye my wings!  
Why can’t folks accept me the way that I am? So what if I’m different and don’t act like them? I’m not going to change and be someone I’m not. I like who I am, and I’m all that I’ve got. |  |

After reading the poem, tell the students that everyone is a little bit different and it is important to share what makes each of us unique. Lead the students in a discussion about sharing what makes them special, choosing 3-4 volunteers to share their answers to the following questions (using the microphone. You should start the activity by sharing your own answers.  
What is your name?  
What is one of your hobbies?  
What are two words that describe you (funny, tall, fast, etc.)?  
What is one thing that you are good at? |  |

**Active Engagement (20 min):**  
Students will now write their own poem using the template in their student journal. Each student should try to fill in all the information in their Self-Portrait poem. After answering the questions, students can use the remaining time to draw a picture of themselves, including some of the details they wrote or shared today:  
I am (first name)  
Who needs….  
Who loves…  
Who sees….  
Who hates….  
Who fears…  
Who dreams….  |

This week’s sight words: best, cow, he, no, thank
 Lesson 17

Theme: All About Me (Self Awareness)
- I can name activities at which I am successful

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Book: Froggy Learns to Swim</td>
</tr>
<tr>
<td>• Student Journal</td>
</tr>
<tr>
<td>• Pencils/Crayons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDANCE (2 min) - After calling each student’s name, ask them to share one thing they heard/smelled/felt today.</td>
<td></td>
</tr>
<tr>
<td>WELCOME ACTIVITY (13 min) - I Can, I Can’t</td>
<td></td>
</tr>
<tr>
<td>With the group sitting in a circle, make some statements about talents, skills or physical activities such as, “I can swim” or “I can’t sing very well”. If a student agrees with that statement (feels the same way), s/he should stand up. When you make the next statement, students can remain standing if they still agree or sit back down if they don’t.</td>
<td></td>
</tr>
<tr>
<td>Be sure to emphasize how it is OK to NOT be good at everything and to know your own talents and strengths.</td>
<td></td>
</tr>
<tr>
<td>LESSON (20 min) - Good Today, Great in the Future</td>
<td></td>
</tr>
<tr>
<td>Read-On: Begin by reading Froggy Learns to Swim. Discuss how Froggy didn’t know how to do something that every frog should know how to do.</td>
<td></td>
</tr>
<tr>
<td>Lead students in a discussion using the following:</td>
<td></td>
</tr>
<tr>
<td>• How did he deal with it?</td>
<td></td>
</tr>
<tr>
<td>• Do you think it is easy or difficult to learn something new?</td>
<td></td>
</tr>
<tr>
<td>• If time allows, ask your students to share a personal story about learning how to do something.</td>
<td></td>
</tr>
<tr>
<td>• Ask what they had to do to get better at it.</td>
<td></td>
</tr>
<tr>
<td>When Froggy does “chicken, airplane, soldier” kids usually love to try this out!</td>
<td></td>
</tr>
<tr>
<td>Write-On: Show the Me Today/ Me Someday! worksheet. Ask the group to think of one thing they are really good at doing right now/as a first grader/as a student/etc.</td>
<td></td>
</tr>
<tr>
<td>Model how to finish the sentence and then draw a picture of themselves doing what they wrote about.</td>
<td></td>
</tr>
<tr>
<td>Explain how the other side of the paper is to tell about something they want to learn to do in the future...as near as next school year or as far as when they are grown up. (Drive a car, bake, sing in front of a crowd, dunk a basketball, become a teacher, etc.)</td>
<td></td>
</tr>
<tr>
<td>Remind your students of some of activities from the Welcome Activity.</td>
<td></td>
</tr>
<tr>
<td>Encourage everyone to use their own ideas and interests.</td>
<td></td>
</tr>
<tr>
<td>SHARE (13 min)</td>
<td></td>
</tr>
<tr>
<td>Call everyone back to the circle to share. If time is limited, ask for each student to share only one idea. Celebrate the different skills the group has now and discuss the possibilities for the future goals. You can also ask follow up questions about their future goals—“Will you need to practice/go to school/etc. to be able to accomplish your goal?”</td>
<td></td>
</tr>
<tr>
<td>Encourage friendly feedback from teammates!</td>
<td></td>
</tr>
</tbody>
</table>

This week’s sight words: ask, fast, cut, soon, well
# Lesson 18

**Theme:** We Are A Team (Social Awareness)
- I can recognize diversity and show empathy

## ACTIVITY

### ATTENDANCE (2 min)

### WELCOME ACTIVITY (13 min) - *No Leftovers!*

Designate two “sides” of your group meeting area. (It helps to have a volunteer or another adult designate one side and you be the other—if possible). Direct the students to split into groups based on characteristics that can be seen... “Everyone with sneakers stand by me and everyone with sandals go stand by XX.” Other ideas for splitting include:

- ponytails or braids/no ponytails or braids/no
- jewelry/no jewelry
- shorts/pants
- shirts with pictures/shirts with words.

Hopefully, at some point a student or 2 will be stuck in the middle...a shirt with pictures AND words...or shoes that aren’t sneakers or sandals. Have the kids problem solve what to do with those that are “left out”. (Make a new group!! Include them in ours!!)

After a few rounds of this, have everyone sit down and discuss how they handled those with no clear group.

### LESSON (20 min) - *The Good Deed Tree*

**Read on:** Show the book *Strictly No Elephants*. Ask the students what they notice about the cover.

Once finished with the book ask the students:
- What do friends do? (Face your fears, not leave anyone behind, include everyone)
- How did the boy help his elephant friend?
- How did his elephant friend help the boy?
- What were some of the good deeds the boy and elephant did throughout the story?

**Write on:** Now it’s time to write about a time YOU helped someone. Instead of writing on papers today, we are going to SHOW how we helped and work together to make a Good Deed Tree.

Show the group a chart paper with a bare tree trunk/branches drawn on it. Explain that each student will take a leaf shaped paper and draw a time that they were helpful to someone else. (That’s called doing a Good Deed...if they don’t seem familiar with the term!!)

Remind them to do quality work and include details. When the picture is complete, they can tape it on the tree. Be sure they are able to tell you about the picture before they attach it.

Fast finishers can make another leaf if they’d like.

### SHARE (13 min)

Call the group back to look at the tree they created together. Randomly point out leaves and ask the student who created it to share what is happening in the picture.

Praise their good deed and show appreciation for their kindness with applause or high fives.

---

**This week’s sight words:** ask, fast, cut, soon, well

---

**MATERIALS**
- Book: *Strictly No Elephants*
- Poster: Good Deed Tree
- Leaf cutouts
- Crayons
- Tape

**COACHING POINTS**
- Praise them for helping to include students instead of leaving them feeling left out.
- As students are working you can walk around and ask out loud if your team has friends who are helpful? Do they have friends who are not helpful? Which do they prefer?
- As students finish ask them how helping others made them feel.
- You can ask again how the good deed made them feel. Repeating the positivity is key!
Lesson 19
Theme: Important People in My Community
- I can identify people who live and work in the communities

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student Journal</td>
<td></td>
</tr>
<tr>
<td>- Pencils</td>
<td></td>
</tr>
<tr>
<td>- Crayons/markers</td>
<td></td>
</tr>
<tr>
<td>- Microphone</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY

Welcome Activity (8 min) – Sight word review

Introduction (2-3 min) –
Today students will explore some of the important people that are part of their communities. They then will complete a short activity to teach their teammates about a community member not already discussed.

Ask students to name the many different communities (school, city, state, country, planet) identified in the previous lesson. Ask: Who lives in these communities? Who work in the communities? Lead a brief discussion about people you talked about (many students will probably name members of their families, but encourage them to think about people who work in these communities). Other questions to pose:
Who works in our school? Who else is part of our school? (parents, students, etc.)
Who do you see in our neighborhood? Our city? Are they working?

Active engagement (10-12 min):
Read aloud the poem below:

**Community Helpers**
**By: Martha Hopkins**
Mailmen deliver mail,
Nurses help us when we’re sick,
Bankers deposit money, Farmers raise
cows, goats and chicks.

Doctors, teachers, and police.
We all need them so.
Each does an important part –
Always on the go!

Bus drivers, sales and firemen,
Couldn’t do without them too!
Can’t wait ‘til you grow up.
There’s so many jobs for you!

After reading the poem, briefly discuss the following:
- Which of these people do you see in your own community (neighborhood)?
- What would happen if there were no (firemen, nurses, police, etc.) in your community?
- Do any of these jobs interest you?

Writing Activity (25 min):
Students will now work independently to complete the activity on in their student journal, writing about one person who works in the community. Once they have identified what community this person works in and two things they do at work in this community, they can use the space provided to draw a picture of this person at work.

SHARE (13 min)
Give each student an opportunity to share their work with their teammates, using the microphone.

This week’s sight words: first, pull, ran, saw, very
Lesson 20
Theme: “In the Land of Words”

- I will learn about the importance of putting tasks in order (prioritizing) and will understand why following an order to complete a task is important.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Activity (8 min) – Sight word review</td>
<td>Tips for Non-Readers/Non-Writers: For students who have difficulty, have them write and/or draw their ideal job or person or the tools/item needed to do that job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Journal</td>
</tr>
<tr>
<td></td>
<td>Pencils</td>
</tr>
<tr>
<td></td>
<td>Microphone</td>
</tr>
</tbody>
</table>

**Introduction (2-3min) –**
Today the focus will be on tasks that must be done in a certain order. Begin by reading the poem, “In the Land of Words,” by Eloise Greenfield, and ask your students to repeat each line after you. Discuss the idea of rain helping a tree grow and words helping readers and writers grow.

*In the Land of Words*

In the land
Of words,
I stand as still
As a tree,
And let the words
Rain down on me.
Come, rain, bring
Your knowledge and your
Music.
Sing while I grow green
And full.
I’ll stand as still as a tree,
And let your blessings
Fall on me.

**Active Engagement (10 min):**
Ask your students if following an order is important. Begin a discussion of what you would need to do to plan a new tree or flower. Asks students to share all the different steps. Make a list on the board for the students to see the steps as they suggest them. Once the students cannot think of any new steps, go through the list and number each step. Using the word NEXT will help focus the discussion on how these things need to be done IN ORDER or the plan might not grow. For a tree, steps could include: dig a hole, put in a seed, cover the seed, water it, and then wait for it to grow.

As a group brainstorms a few other tasks that need to be done in a certain order using the following questions:
- Can you think of some tasks or choices that you need to do in order? Examples could be going to school, getting ready for bed, building a snowman, etc.
- What is the correct order to do these activities?

**Writing Activity (20 min):**
Ask the students if they have idea of what jobs they would like to do when they grow up. Have them think quietly for a moment about some of the tasks that they would need to do if they had that job. Can they think of the steps in order that would be necessary to that task? (Example: a firefighter needs to 1) drive to the fire; 2) turn the hydrant on; 3) spray the fire...keep it simple!). Explain that today’s writing will be describing the steps to successfully perform the job they have chosen. Using the template in their student journal, students should fill in each blank space.

**Share (10 min) –** Have students share the job they chose and the steps associated with that job.

This week’s sight words: first, pull, ran, saw, very
# Lesson 21

**Theme:** We Are A Team (Social Awareness)  
- I can recognize diversity and show empathy

## MATERIALS
- Book: Stick and Stone  
- Poster: We Are A Team  
- Worksheet: SCORES Star  
- Pencils/Crayons

### ACTIVITY

#### ATTENDANCE (2 min) - As you take attendance aloud, have each student walk to the next person on your list to greet them.

#### WELCOME ACTIVITY (13 min) - Last Star Standing

Everyone on the team stands in a circle. One team member is chosen to start the game and is handed Share Bear. With everyone reciting the phrase (one word at a time):

“I AM A STAR! **SPARKLE**”

Share Bear should be handed to the person to the left on each word. Whoever has the bear when “sparkle” is said is out and should sit down. Continuously do this until all but one person is sitting. After the game is complete, lead a discussion about how you experience different feelings based on how the game went.

#### LESSON (20 min) - Friends and Teammates

**Read-On:** Show the book Stick and Stone and ask for ideas about what the book could be about. Could a stick and stone be friends? What would they do together? Read the story and enjoy the rhyming format!

After reading, review some of the things Stick and Stone did together for fun and how they helped each other when there was trouble. (Stick gets rid of Pesky Pinecone, Stone rescues Stick from the mud) Ask for stories from the group of friendship and times they have helped each other out or had fun together in SCORES. Did anyone make a NEW friend in SCORES?

If time allows, revisit the We Are a Team Poem (poster) from the first session. Have the group echo read it with you and emphasize the SUPERSTARS ending.

**Write-On:** Show the SCORES Star papers. Model how to complete the sentence with a skill, talent or activity that they feel great while doing. Students who need assistance can dictate to you their proud moment. The paper can then be colored. Fast finishers can draw a picture of friends having fun or helping each other on the back of the paper.

#### SHARE (13 min)

Volunteers can share their shining moments or their friendship pictures. Spend a moment thanking and congratulating everyone for their hard work in Junior SCORES. Acknowledge the teamwork and new friendships and encourage the group to use their new SCORES skills in other areas of their lives.

Congratulate everyone on their hard work the entire season!
Power Lessons:

The power lessons are designed to allow the students to learn the Power of me Pledge. This Pledge centers around the powers they have as students.

Each Power Lesson is not only one day. The way these lessons have been split up is in two groups of four. To teach these lessons begin by introducing the first half of the Power of Me Pledge. Have the students repeat or echo you.

Go through each line of the pledge and ask the students if they understand what that line means. Do they understand what self-respect is? Do they know how to be safe? Etc.

Once you have discussed the pledge lines, begin practicing the pledge with the students. Be sure to have them add their own movements and emphasis to the pledge.

You will spend two program days learning the pledge and adding your own movements and style to it.

At the Jamboree on May 9th, the students will perform their Power of Me Pledge for parents and family. It does not have to be memorized.

This is a fun way to end the season and wrap up all the ideas they have learned throughout all the lessons of the season.
Lesson 22 — POWER LESSON

The Power of Self Respect

ACTIVITY

Start a discussion about superheroes. Who has a favorite? What powers or tools or vehicles does that superhero use? Does anyone wish they were a superhero?

- Introduce the idea of “We all have powers.” Define powers as abilities we possess...even if we are kids! These powers are things we all have already in us...it's just up to us to use them correctly.

Self Respect as a power.

- Respecting yourself is just like respecting teachers, parents and classmates.
- You should appreciate and value yourself (know you are special) and nobody should make you feel bad about yourself.
- You have the power to ignore bullies and mean people and believe in yourself no matter what they say.

Show the poster with the title Power of Me Pledge. (Explain that the big space will be filled in later.)

- Have the group echo read the pledge with you...with feeling!
- Ask everyone to stand in a superhero pose at the very end.
- Repeat and have fun with it...

The Power of Me Pledge  For extra fun...add movements!

Can you see?   (point at eyes)
There is power in me!   (show your muscles)
I deserve respect   (hands on hips)

These are the powers in me!!   (super hero pose)
Lesson 22 — POWER LESSON
The Power to Be Proud

ACTIVITY

Review the idea of the superhero/superpowers and the power of self respect.

- Introduce the idea of being proud...feeling good about your achievements (and qualities!)
  - Ask for ideas of things accomplished by the group that made them feel proud.
  - Celebrate each story shared and agree that they should be proud
  - If it didn’t happen naturally, ask about being proud of a QUALITY you have instead of something you can do...for example...are you funny? Are you helpful? Are you generous? These are also reasons to be proud.

Add the line “I am proud of myself” to the pledge poster and practice that line.

- Read the entire pledge as a group. If they are struggling...echo read.
- Don’t forget to pose at the end!

The Power of Me Pledge  *For extra fun...add movements!*

Can you see?  (point at eyes)
There is power in me!  (show your muscles)
I deserve respect  (hands on hips)
I am proud of myself  (pat on own back)

These are the powers in me!!  (super hero pose)
Lesson 22— POWER LESSON
The Power to Be Safe

ACTIVITY

Review the idea of the superpowers...self respect and feeling proud

Even superheroes have to be careful...what are some things we do every day to stay safe? (tied shoelaces, seatbelts, look for cars at corners...) discuss....

These are things we do for ourselves because we deserve to be safe, but what if the danger is coming from someone else?

- Does another person have the right to hurt you? Either physically (on your body) or your feelings?
- Even if it’s a family member? A teacher?
- Is it ever OK for another person to touch you without your permission?
- NO...of course not. You should feel safe wherever you go and whoever you are with.
- While you can’t always stop bad things from happening, you do have the right to be in safe spaces and with people who can keep you safe.
- Your super power of being safe means you take care of kid safety and adults should be protecting you, too.

Explain that this conversation will continue in the next few sessions.
Add the line “I need to feel safe” to the pledge poster and practice that line.

- Read the entire pledge as a group. If they are struggling...echo read.
- Don’t forget to pose at the end!

The Power of Me Pledge  For extra fun...add movements!

Can you see? (point at eyes)
There is power in me! (show your muscles)
I deserve respect (hands on hips)
I am proud of myself (pat on own back)
I need to feel safe (arms crossed...hug self)

These are the powers in me!! (super hero pose)
Lesson 22 — POWER LESSON

The Power of Intuition

**ACTIVITY**

Review the idea of the superpowers...self respect, feeling proud, being safe.

Explain that the idea of staying safe also includes making good choices.

Set up a situation where there is clearly a right/wrong choice to be made...(a friend tells you to take your teacher’s purse...you brother wants you to try the lighter/matches he found....)

When everyone says what the right thing to do is, ask them how they knew that.

Introduce the UH-OH voice

- The UH-OH voice comes from your insides and it is the first reaction you have.
- The UH-OH voice is almost always telling you the safest thing to do.
- Can you ignore the UH-OH voice? Sure...but is it a good idea?
- The fancy name for the UH-OH voice is INTUITION. It is your brain’s warning system...like lights flashing and a loud alarm telling you what is the right thing to do.
- When people don’t listen to their intuition, they usually make bad choices and we all know what happens then.....
- Listening to your UH-OH voice or intuition is another superpower you have.
- When you choose to listen to it, you will be safe and smart!

Add the line “I do what is right” to the pledge poster and practice that line.

- Read the entire pledge as a group. If they are struggling...echo read.
- Don’t forget to pose at the end!

**The Power of Me Pledge For extra fun...add movements!**

Can you see? (point at eyes)
There is power in me! (show your muscles)
I deserve respect (hands on hips)
I am proud of myself (pat on own back)
I need to feel safe (arms crossed...hug self)
I do what is right (nod head up/down)

These are the powers in me!! (super hero pose)
Lesson 23 — POWER LESSON
The Power of Choice

ACTIVITY

Review the idea of the superpowers...self respect, feeling proud, being safe, and listening to your UH-OH voice.

Start giving some easy (fun) choices and wait for responses: Would you rather have...
- Red or Orange popsicle; Pants or Shorts; Kitten or Puppy
- Those are easy choices and no matter what you picked, you are probably happy!

Ask what happens when we make choices that don’t have happy endings....
- Breaking a rule; Stealing; Hurting a friend
- These kinds of choices are harder to make and they have CONSEQUENCES that aren’t going to feel so great. Also, if someone is telling you to make a choice that you are not comfortable with, it gets harder to choose the right thing to do.

The right choice can build you up and make you feel proud of yourself and put you on the right path.. The wrong choice can make you feel angry at yourself and put you on the wrong path. Do you know which path you want to be on?

No child always makes the right choice. No adult does either. Making good choices is something we ALL need help with. Making good choices takes lots of practice!

Practicing making good choices is something we can do everyday...it’s easy: “WHO THINKS THEY CAN......
- Choose to be kind.
- Choose to share.
- Choose to be a good friend.
- Choose to be fair and honest.
- Choose to be a good SCORES teammate.
- Choose to try your best. (You don’t have to be THE BEST. Just try to do YOUR BEST.)
- Choose to stay safe and stay away from dangerous situations.

Compliment a few kids who are making great choices right now...sitting still, listening carefully, raising a hand...

Add the line “I **make great choices**” to the pledge poster and practice that line.
- Read the entire pledge as a group. If they are struggling...echo read.
- Don’t forget to pose at the end!

---

**The Power of Me Pledge**  *For extra fun...add movements!*

Can you see?  (point at eyes)
There is power in me!  (show your muscles)
I deserve respect  (hands on hips)
I am proud of myself  (pat on own back)
I need to feel safe  (arms crossed...hug self)
I do what is right  (nod head up/down)
I make great choices  (two thumbs up)

These are the powers in me!!  (super hero pose)
Lesson 23 — POWER LESSON

The Power to Say No

Activity:
Review the idea of the superpowers...self respect, feeling proud, being safe, listening to your UH-OH voice and making good decisions.

Ask if anyone wants to sneak around the school and go climb to the roof? (or something else appropriately terrible)

Hopefully there are a lot of NOs being yelled at you!

Press the issue by saying that you are the teacher/coach and everyone should do what you said

• NO!

Is it ok to say no? Yes!!

• Talk some more about the intuition voice from the previous session. Acknowledge that even when the UH-OH voice is telling us to say NO, it isn’t always easy.
• Sometimes you worry about friends making fun of you or people being mad at you even if you know it’s not OK. It’s time to be brave!
• The Power to Say NO is a big deal. It can keep you safe and out of trouble.
• Practice saying NO or NO WAY or NEVER in a loud voice! Go with it...make up crazy situations for them to practice saying NO to you.
• (You may want to explain that this kind of NO is for possibly dangerous situations only...not for Mom asking for help with the dishes or Dad needing help carrying the grocery bags!)

Add the line “I can say NO” to the pledge poster and practice that line.

• Read the entire pledge as a group. If they are struggling...echo read.
• Don’t forget to pose at the end!

The Power of Me Pledge  For extra fun...add movements!

Can you see? (point at eyes)
There is power in me! (show your muscles)
I deserve respect (hands on hips)
I am proud of myself (pat on own back)
I need to feel safe (arms crossed...hug self)
I do what is right (nod head up/down)
I make great choices (two thumbs up)
I can say “NO” (shake head back/forth)

These are the powers in me!! (super hero pose)
Lesson 23 — POWER LESSON
The Power to Be Kind

ACTIVITY

Review the idea of the superpowers...self respect, feeling proud, being safe, listening to your UH-OH voice, making good choices and saying NO.

Tell a story about somebody who was really MEAN to you lately or share an example or MEAN student behavior you have witnessed.  
- Ask the group to help you figure out why the mean person acted that way...was she hungry, tired, jealous, frustrated ....or did she just want to be mean?

Do some people choose to be mean on purpose??? Yes. Sad but true. Relate this to the last lesson on making choices. 
- Did the person in the story have a choice to act differently? Probably.  
- What would have happened if that person had chosen to be KIND?

Does choosing to be MEAN have consequences? Discuss ( getting in trouble, fights, guilt, etc..) 

Does choosing to be KIND have consequences? Discuss (feeling good, friendships, avoiding trouble...)

Ask for examples of and discuss volunteers’ stories of times they have chosen to be KIND. (Someone needed a pencil and I could have said NO, but I chose to share)

Add the line “ I choose KINDNESS” to the pledge poster and practice that line.  
- Read the entire pledge as a group. If they are struggling...echo read.  
- Don’t forget to pose at the end!

The Power of Me Pledge  For extra fun...add movements!

Can you see? (point at eyes)  
There is power in me! (show your muscles)  
I deserve respect (hands on hips)  
I am proud of myself (pat on own back)  
I need to feel safe (arms crossed...hug self)  
I do what is right (nod head up/down)  
I make great choices (two thumbs up)  
I can say “NO” (shake head back/forth)  
I choose kindness (make heart with hands)  

These are the powers in me!! (super hero pose)
Lesson 23 — POWER LESSON
The Power to Love Myself

ACTIVITY

Review the idea of the superpowers...self respect, feeling proud, being safe, listening to your UH-OH voice, making good choices, saying NO, and choosing kindness.

Quickly review the last lesson on choosing to be kind and ask if anyone has a story to share about being kind since that session. Ask if anyone was KIND to themselves lately? What would that look like?

- SELF CARE: take care of yourself and pride in your appearance. Brush your teeth, eat healthy foods, get enough sleep, take baths!
- SELF ACCEPTANCE: don’t compare yourself to others. Accept yourself and your abilities and don’t worry about anyone else. Work hard and do your best.
- SELF FORGIVENESS: don’t get angry at yourself or let mistakes get you down. Use your mistakes as opportunities to learn and do better next time.

Don’t go into too much detail about those phrases, just provide examples of being kind to oneself. This can also include the self respect and pride topics from previous lessons.

Give some examples of behavior/actions that do and do not show kindness to oneself and ask the group to give a thumbs up or thumbs down when appropriate. Some examples are: staying clean, writing on skin with markers, reading, getting exercise, getting into trouble, being jealous of your brother/sister, being proud of your report card

Add the line “I love myself” to the pledge poster and practice that line.
- Read the entire pledge as a group. If they are struggling...echo read.
- Don’t forget to pose at the end!

The Power of Me Pledge  For extra fun...add movements!

Can you see? (point at eyes)
There is power in me! (show your muscles)
I deserve respect (hands on hips)
I am proud of myself (pat on own back)
I need to feel safe (arms crossed...hug self)
I do what is right (nod head up/down)
I make great choices (two thumbs up)
I can say “NO” (shake head back/forth)
I choose kindness (make heart with hands)
I love myself (hands over heart)
These are the powers in me!! (super hero pose)