

SOCIAL SKILLS LESSONS

Managing
Emotions

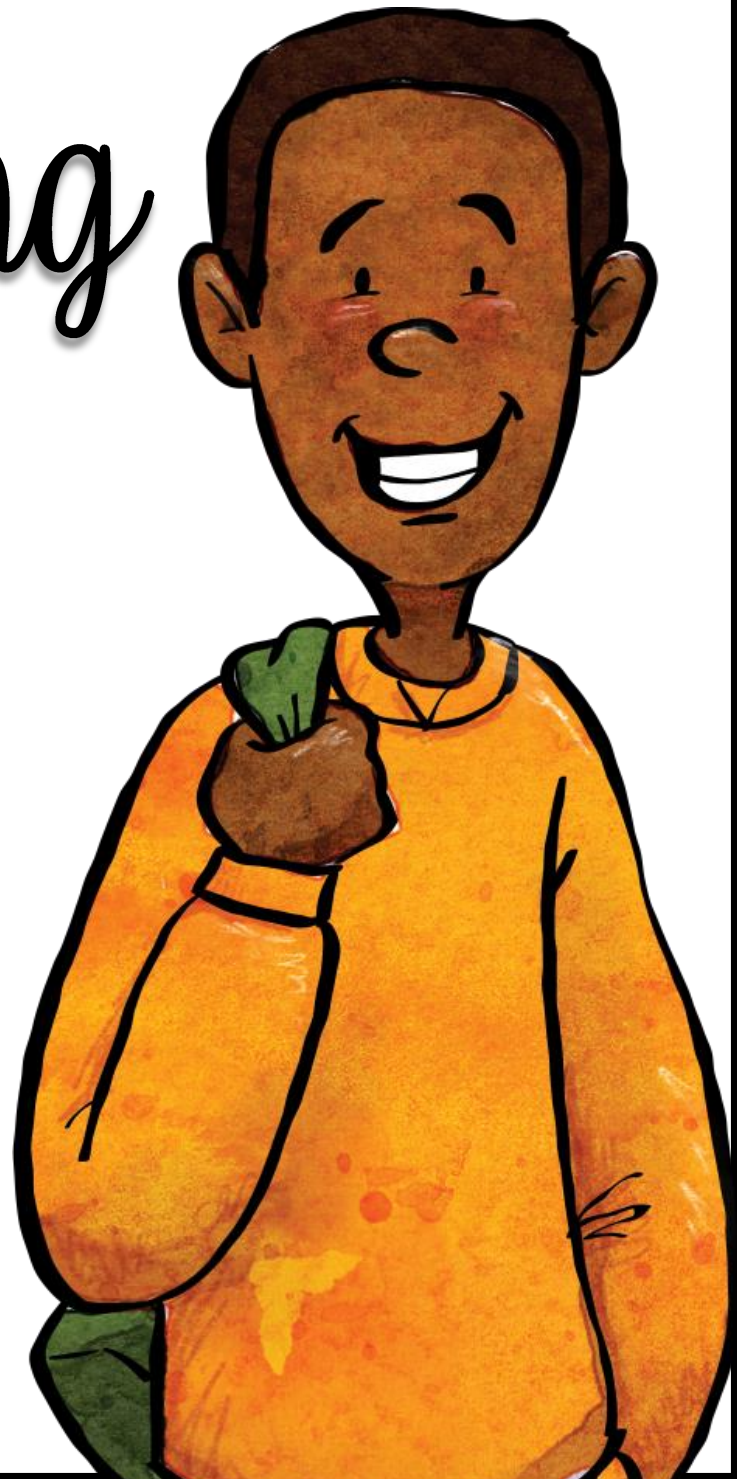


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Social Skills Lessons • Educator Guide

Social skills are the abilities and competencies we use to navigate the social world. These skills tell us how to act and what to say in particular social situations. With strong social skills, kids and young adults can more easily build friendships, get along with others, work collaboratively in groups, handle frustrations, and have an overall improved quality of life.

While some kids and young adults learn social skills just from observing and interacting with those around them, many do not. These kids might struggle to develop friendships, have difficulty working in partners or groups, experience challenges in following directions, act in ways perceived as rude or mean, or misread the social cues of others. To these youngsters, the social world is confusing and challenging. Some students who may struggle with social skills specifically include those with autism, ADHD, ODD, intellectual disabilities, and a variety of other needs.

In order for kids and young adults to acquire new social skills, they need explicit instruction and practice in that particular area. Then, kids will need real opportunities to use the skills in real-life settings. These lessons provide detailed and structured activities and practice with a variety of social skills.

In particular, this set of lessons focuses on managing emotions, which includes understanding and identifying emotions, how actions impact others, healthy ways to express yourself, dealing with disappointments, adapting to change, dealing with anger, dealing with worry, using self-control, and coping strategies.

In creating a social group, it is advised to include peer role models. These are peers with average or strong social skills who may provide extra supports to the other students. This is important because kids often learn best from other kids! Many of the activities are designed to encourage social discussions between peers.

This resource includes 10 lessons, each with several activities for extended practice. A total of 50 activities are included! Depending on the time of your class or sessions, you may choose to split up the lessons into several days. Alternatively, you can select which activities best suit the needs of your students. It is helpful to first start by giving the pre-assessment. Then, go through each lesson in order to build on critical social skills. After all social skills lessons are completed, give the post-assessment to show students their growth in learning new skills!

Note that each lesson contains an educator guide including student objectives, a detailed step-by-step guide, and closing questions for discussion.

Name: _____

Date: _____

MANAGING EMOTIONS PRE-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	
2) If you make a choice, who does it affect?	
3) Give an example of a consequence for your actions	
4) Give an example of an I statement	
5) How can disappointments help us?	
6) What does it mean to be mentally flexible?	
7) Explain what it means to "hit the pause button" when you're upset.	
8) Reframe this negative thought: "I'm always bad at math."	
9) When did you use self-control today?	
10) List your top three coping strategies	

ANSWER KEY

MANAGING EMOTIONS PRE-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	Angry, proud, sad, annoyed, exhausted, surprised, frustrated, confused, disappointed, embarrassed, hopeful
2) If you make a choice, who does it affect?	Yourself and others around you.
3) Give an example of a consequence for your actions	I get a poor grade on a quiz because I chose to not study.
4) Give an example of an I statement	I feel angry when no one calls on me with my hand up because I don't want to forget my thought.
5) How can disappointments help us?	They teach us what's important to us, let us learn lessons, and help us grow.
6) What does it mean to be mentally flexible?	To go with the flow. To not be stuck in one way of thinking and try something new.
7) Explain what it means to "hit the pause button" when you're upset.	Just stop for a few seconds to help control your emotions.
8) Reframe this negative thought: "I'm always bad at math."	"Math is tough but I can always learn." "If I study and work hard, I can improve my math skills."
9) When did you use self-control today?	Raising hand to talk, stopping to think and make a choice, waiting turn in line
10) List your top three coping strategies	Listening to music, writing, coloring, reading, deep breathing, yoga, chewing gum, positive self-talk, dancing

Social Skills Lessons • Educator Guide

Lesson #1	Understanding Your Emotions
Objectives	Students will identify and discuss a variety of emotions.
Lesson Plan	<ol style="list-style-type: none">1. If this is a new group, welcome students and allow for short introductions.2. Introduction: Ask students to list what emotions they can name. Make a list of them on paper or on a board. Let students know that in this unit, they will be learning about their own emotions, how their emotions impact themselves and others, and how to manage them.3. Activity 1: Ask students to just share how they are feeling today. Explain that students are going to work on becoming more aware of their emotions. That means really understanding how they feel. Instead of just “good”, maybe you’re feeling happy and excited.4. Pass out the “Emotional Awareness” worksheet and read through. Have students color in the emotions they’ve experienced recently. Stop to discuss any emotions that students are unclear about. Let students know there is not a right or wrong for this activity. It is just about learning to understand your own feelings.5. Have students brainstorm ways that emotions might help us and have them list those reasons. Students might say: help us problem-solve, allows us to figure things out, tells us what’s important to us, lets us connect to others, helps us understand ourselves, achieve our goals, etc.6. Activity 2: Explain that emotions aren’t always simple. You normally don’t just feel one emotion and that’s it. It’s common to feel a mix of emotions. Have students share when they’ve felt more than one emotion at once. An example might be feeling happy the school year is over but also feeling sad you won’t see your friends every day.7. Pass out the “Multiple Emotions” worksheet and read through. Have students identify multiple emotions for each scenario. For example, for the first scenario, Lisa might be happy and excited for her friend, but she might also feel sad and lonely that her friend will be leaving her. It might help for students to share how they might feel in that situation, too.8. Activity 3: Let students know that now we will be digging deeper into their own emotions. This activity will have students reflect on their past experiences and times they felt different emotions.9. Pass out the “A Time You Felt” worksheet. Have students independently fill out a time they felt each emotion. Give time to share out if they are comfortable sharing with the group.10. Pass out the set of task cards to a set of partners or small group. You will need one set per group or partners. Put them in a pile and shuffle them. Have students take turns drawing a card, sharing what that emotion means to them, and think of a time they experienced that emotion. Encourage students to ask questions if they don’t understand what one of the emotions means.

Social Skills Lessons • Educator Guide

Lesson #1	Understanding Your Emotions – continued
Objectives	Students will identify and discuss a variety of emotions.
Lesson Plan	<p>11. Activity 4: Discuss that even though we feel emotions all the time, we don't always check in with ourselves to see how we're doing. Discuss why we might want to check in with ourselves. It can help us understand how we're feeling, identify if anything is bothering us, allow us to problem solve early on, etc. For example, ask students if they've ever blown up at someone else and then realized, "Wow, I didn't even know I was mad." By checking in with ourselves, we can understand those emotions early on and not let them get out of hand.</p> <p>12. Pass out the "Emotion Check-in" worksheet. Read through. Have students fill in their own personal responses. Note that this could be a form used in the future for students who need it. Students might benefit from using it after they aren't feeling good, if something is upsetting them, or just in the morning to check in with themselves before they start their day.</p> <p>13. Activity 5: Explain that we're all different people. We come from different backgrounds and experiences, so of course, we're going to have different feelings in some situations. That's normal. Give an example: Imagine a teacher tells you that the only homework tonight is to read. Some people might be really annoyed because they don't like reading. Someone else might love this assignment because reading is a fun activity for them. Even though it's the same situation, we react and feel differently.</p> <p>14. Pass out the "How Might You Feel" worksheet. Read through. Discuss each situation and have students write down how they might feel. Remind them to write their own response, not what someone else has shared! It's okay to feel differently in situations.</p> <p>15. Activity 6: Pass out a set of task cards for each group or partners. Have students discuss and share how they would feel in each situation. Have them consider WHY they might feel that way.</p> <p>16. Have students use the blank cards to make their own situations and ask others how they would feel.</p> <p>17. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • What are some positive emotions? Negative emotions? Are there any neutral emotions? • What does "emotional awareness" mean? • How can our emotions be beneficial to us? • How can you become more aware of your own feelings? • How can two people feel differently in the same exact situation? • What does it mean to "manage" your emotions? Why might that be important?

Name: _____

Date: _____

EMOTIONAL AWARENESS

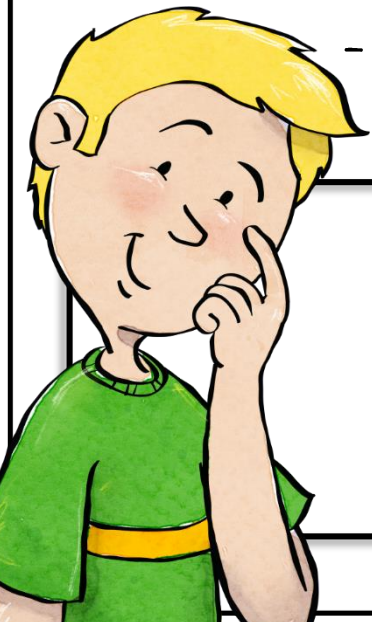
In order to manage your emotions, you first need to understand them. We all deal with many emotions throughout the day, often without even thinking about them. You might feel annoyed in the morning when your parent wakes you up early for school, happy when you remember you have your favorite club to go to, nervous when you get to school and there's a pop-quiz, and excited when you get a good grade.

Emotional awareness is just taking a step back and understanding how you are feeling. Once you can be more aware of your own feelings, you can learn how to best deal with them. Take a few minutes to think back and color in some of the emotions you've experienced today or recently:

Happy	Sad	Disappointed	Upset	Annoyed
Excited	Curious	Bored	Calm	Confident
Loved	Proud	Satisfied	Lonely	Grumpy
Thankful	Relaxed	Confused	Worried	Nervous
Hopeful	Frustrated	Relieved	Exhausted	Embarrassed
Afraid	Furious	Surprised	Silly	Carefree
Joyful	Inspired	Overwhelmed	Curious	Blissful

----- THINK ABOUT IT! -----

What are some ways that our emotions help us?



Name: _____

Date: _____

MULTIPLE EMOTIONS

It's common to feel more than one emotion at the same time. For example, imagine you just tried out and made the baseball team. You'd probably feel happy, but you might also feel excited, proud, and surprised.

In some situations, you might even feel a mix of positive and negative emotions. Imagine that your older sister is going to live at college. You might feel happy for them and also excited because you'll get to use their room. You might also feel sad and lonely knowing they won't be around. Again, it's healthy to feel and recognize those multiple emotions so we can deal with them in healthy ways.

Read each situation and identify multiple emotions each person might go through.

Lisa's best friend tells her she might be moving. Her friend is excited because they will move closer to family.



Amari was assigned captain of a sports team, even though she didn't expect it at all.



Brian's teacher picks him to go first to present in front of the class. After he presents, everyone claps.



Jacob tells a private secret to his friend, James. James ends up telling everyone at lunch.



Name: _____

Date: _____

A TIME YOU FELT

Take some time to reflect upon a time you felt each emotion. Consider what you were going through at the time and how it really made you feel.

**#1 Excited****#2 Angry****#3 Proud****#4 Disappointed**

ANGRY



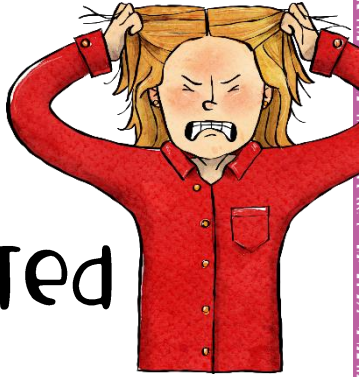
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SURPRISED



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FRUSTRATED



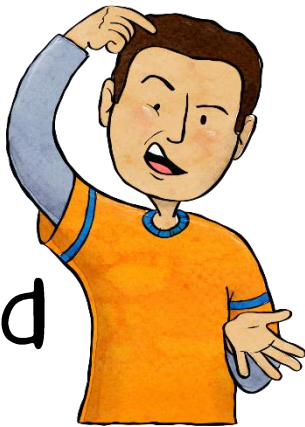
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JEALOUS



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CONFUSED



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HOPEFUL



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DISAPPOINTED



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EMBARRASSED



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LONELY



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REGRETFUL



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BORED



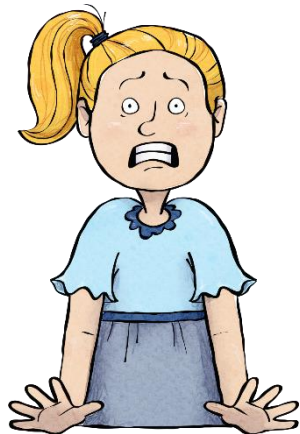
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CONTENT



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SCARED



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FURIOUS



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NERVOUS



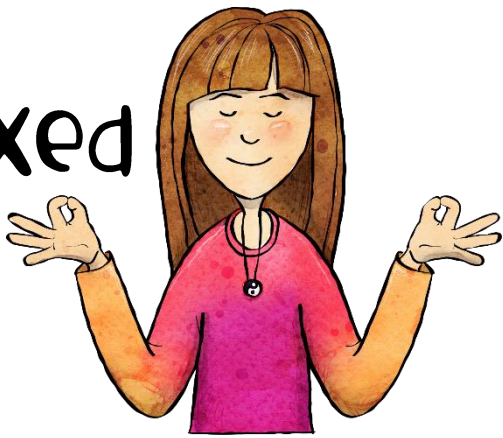
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HAPPY



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RELAXed



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EXHAUSTed



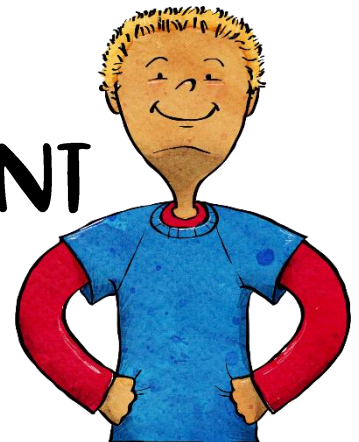
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PROUD



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CONFIDENT



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SAd



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ENERGETIC



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ANNoyed



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GRUMPY



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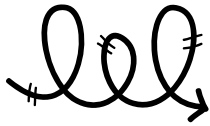
EMOTION CHECK-IN

One healthy strategy is to check-in with yourself and consider how you're feeling. It's an emotion check-in. Sometimes, we are so busy and dealing with multiple situations, we don't take the time to ask ourselves how we are feeling. Taking the time to think about your emotions can help you become more self-aware. Remember that the beginning step in dealing with how we feel is to recognize those emotions first.

#1 How are you feeling right now?



#2 Why might you be feeling that way?



#3 What could your next steps be to deal with those emotions?



----- THINK ABOUT IT! -----

How could an emotion check-in help you? When are some times that it would be best?

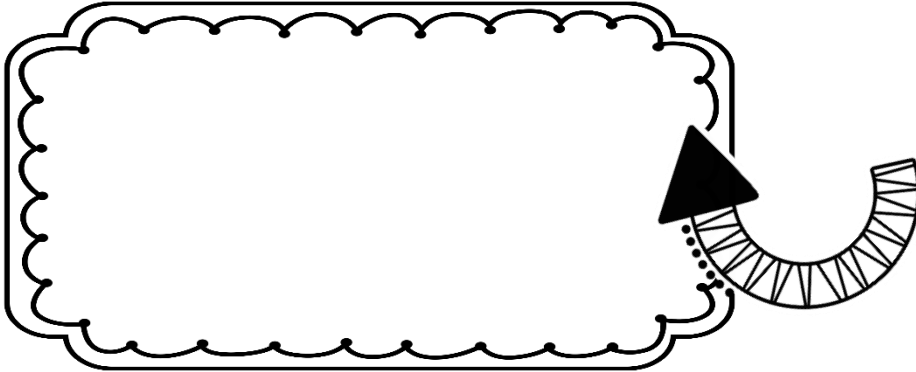
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HOW MIGHT YOU FEEL

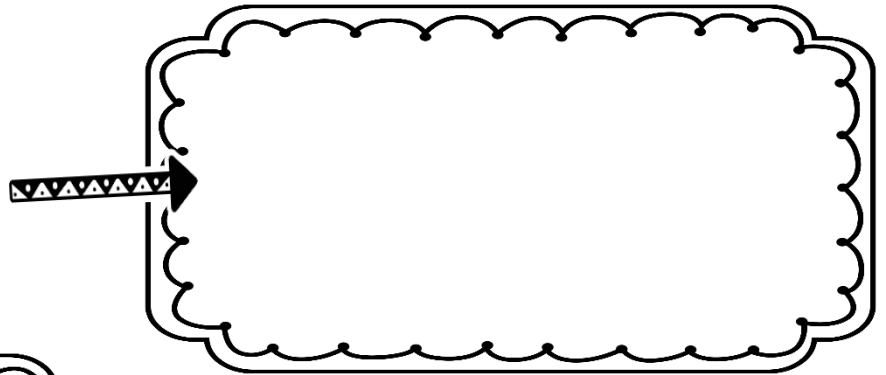
We all come from different families, background, and situations. It only makes sense that sometimes we might react differently in situations, too. Someone might feel sad in the same situation that makes someone else angry. There is no right or wrong for how you feel!

Consider each situation. Discuss, list, and explain how you might feel in that situation.

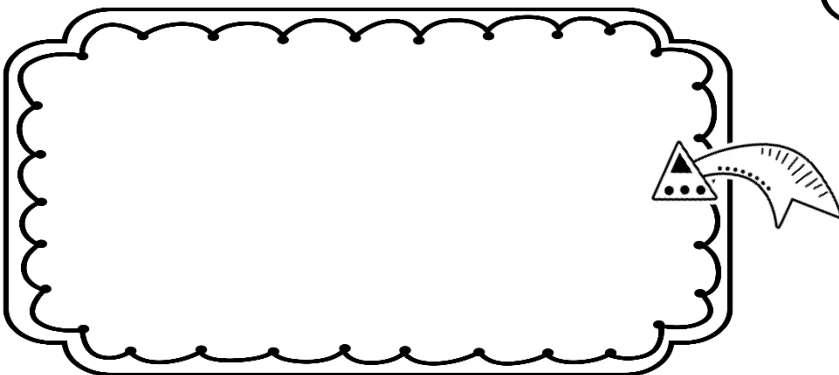


You were absent and your seat is now taken at lunch. Someone calls you over and invites you to sit down next to them.

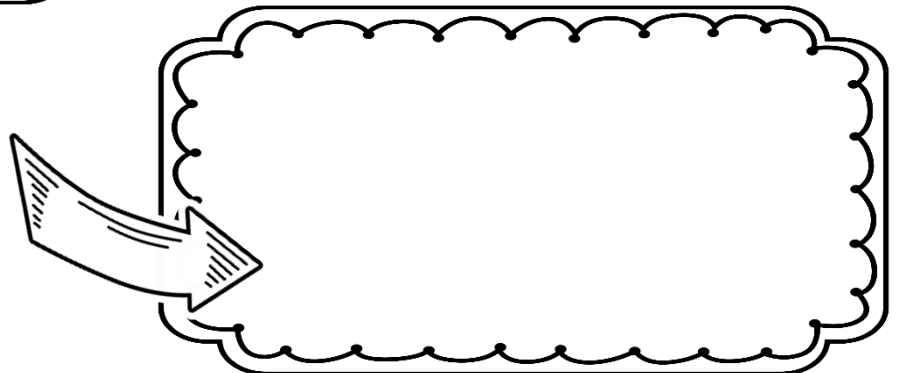
You study really hard for a quiz. When you take it, you find there are questions you didn't study for.



It's picture day and you can't find the favorite outfit you planned to wear. You have 5 minutes before you have to leave.



A classmate keeps talking to you even after you tell them to stop. The teacher hears you talking and gives you a warning.



YOU WAKE UP
LATE FOR SCHOOL.



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A FRIEND EATS
YOUR
CHOCOLATE
BAR.



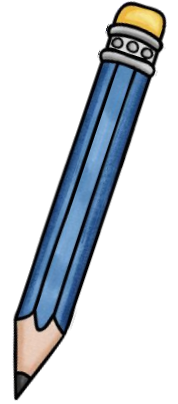
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YOUR
TEACHER
SIGNS YOU UP
FOR CHORUS.



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YOU NOTICE
SOMEONE IS
CHEATING OFF OF
YOU.



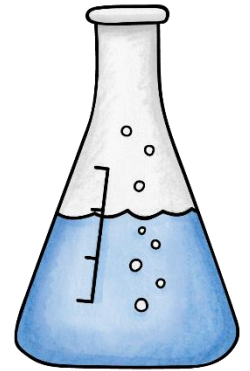
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YOU LOSE
YOUR CELL
PHONE.



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YOUR SCIENCE
LAB REPORT IS
DUE TODAY AND
YOU FORGOT IT AT
HOME.



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YOU HAVE COLD
PASTA FOR
LUNCH.



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YOUR PARENTS
ASK YOU TO GO
GROCERY
SHOPPING WITH
THEM.



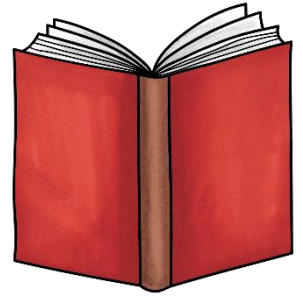
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YOU HEAR
THAT YOU ARE
PLAYING
BASKETBALL IN
GYM.



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YOU GET A FULL
CLASS JUST TO
READ ON YOUR
OWN.



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A FRIEND
INVITES YOU
TO GO ON
VACATION
WITH THEM.



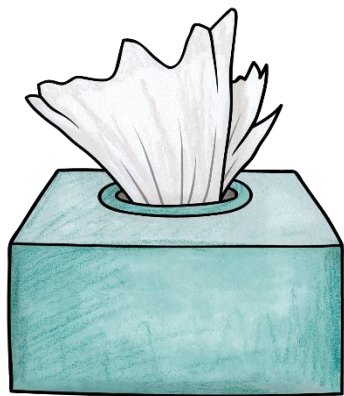
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YOUR BIRTHDAY
IS COMING UP
SOON.



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YOU STAY
HOME SICK
AND MISS A
BIG TEST.



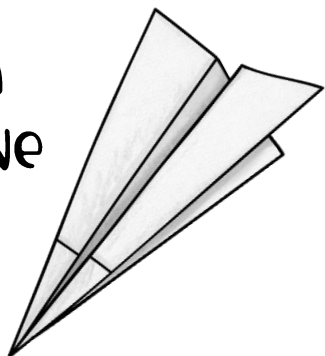
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A FRIEND INVITES
YOU OUT TO THE
MOVIES WITH
SOME FRIENDS
YOU DON'T KNOW.



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YOU THROW A
PAPER AIRPLANE
AND GET A
DETENTION.



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YOU GET A
C ON YOUR
HISTORY TEST.



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A square frame with a green border made of small, repeating geometric patterns.

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Social Skills Lessons • Educator Guide

Lesson #2	The Choices We Make
Objectives	<p>Students will identify choices they would make in situations.</p> <p>Students will discuss how they are in control of their decisions.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask students to recall some of the reasons we have emotions. What do they do for us? One thing they help is with is driving our behaviors. Sometimes that can be a really great thing and can actually help us out. Imagine you are stressed about a notebook test coming up. What might you do? You might feel like avoiding the test or maybe even staying home that day. But you could also just start to organize your notebook! As we learn to manage and harness our emotions, we can learn that they can actually help us accomplish our goals. 2. Activity 1: Pass out the “Emotions Drive Behavior” worksheet. Read through. Write down choices for what each person might do. It’s great to write more than one option. For example, for #1, Meaghan might study a lot, she might glance over her notes, or she might find a way to get calm before the test. All options are okay because she’s making a choice. Discuss and share responses. 3. Activity 2: Ask students if they think they can control their emotions. It’s somewhat of a trick question! You can’t always control how you feel. You can control how you respond and the choices you make, though! 4. Pass out the “The Choices We Make” worksheet. Read through. Have students brainstorm a list of choices they’ve made. That might include whether or not to get up for school, what time to get up, what to wear, how to style your hair, what to eat for breakfast, whether to walk fast or slow to class, etc. 5. Go through each scenario on the worksheet. Have students list two choices they could make in each situation. 6. Explain that this is an important activity to help kids learn they DO have a choice in how they manage and control their emotions/behaviors. Sometimes kids get stuck in thinking that because they felt a certain way, they HAD to act on that emotion. For example, if a student gets angry with a friend, do they have to push them? Of course not! This is a choice that was made. 7. Activity 3: Pass out a set of task cards for each group or set of partners. Have kids take turns discussing each situation and brainstorming at least two choices they could make in each situation. This also helps build mental flexibility in different situations. Give time to discuss. 8. Activity 4: Ask students what it means to make a positive choice. Discuss the differences between positive and negative decisions. 9. Pass out the “Positive Choices” worksheet and a set of cards for each partner or group. Have students sort the cards into positive and negative choices. Take time to discuss. 10. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • How do emotions drive our behaviors? • Do emotions cause us to react in a certain way or do we have a choice? Why? • What makes the difference between a positive choice and a negative one?

Name: _____

Date: _____

EMOTIONS DRIVE BEHAVIORS

Our emotions actually drive many of our behaviors! Sometimes we might react in positive ways or even negative ways. For example, let's say your parent or guardian tells you that you can't go hang out with your friends until you clean your room. You might feel really upset and disappointed because you had your heart set on going out with friends. So, you might react by crying and having a tantrum. Instead, you could also react by cleaning your room really quickly so you can go out with your friends and feel happy again.

Read each of the scenarios and describe how the person might react due to their emotions.

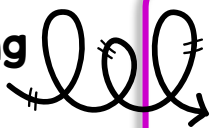
Situation

What might they do?

#1 Meaghan is nervous about an upcoming test.



#2 Bryan feels excited about trying out for the basketball team.



#3 Dania is upset when she gets in trouble for calling out.



#4 Marco feels sad when a good friend tells him they are moving away.



Name: _____

Date: _____

THE CHOICES WE MAKE

We can't control our feelings all of the time, but we can control the choices we make! Every day, you make many choices all on your own. You chose what you wanted to wear and how to style your hair. You also choose whether or not you're going to start your work or raise your hand to answer a question. Choices are really all around us. You have a lot more control over your own choices than you even think.

Make a list of some of the choices you've made today.



Usually, we make choices in an instant. Let's slow it down and consider some of the choices we are faced with. For each situation, come up with at least two choices you could make.

#1 Your friends want you to come and hang out with them but you have homework you could be doing instead.



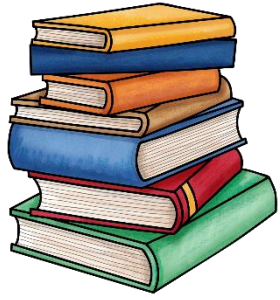
#2 Your teacher tells you to stop talking when it wasn't even you who was talking. It was the person next to you.



#3 You get to pick partners or work on your own for a science project that is going to be a big part of your grade.



YOU ARE
WORRIED
ABOUT A BOOK
REPORT DUE
SOON.



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YOU WAKE UP
FOR SCHOOL
BUT DON'T FEEL
SO GOOD.



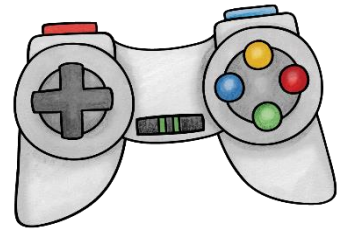
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YOUR FRIEND
IS PLAYING A
SONG THAT
YOU HATE.



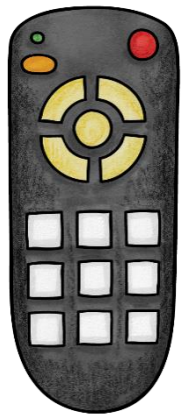
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YOU BROKE A
GAME THAT A
FRIEND LET
YOU BORROW.



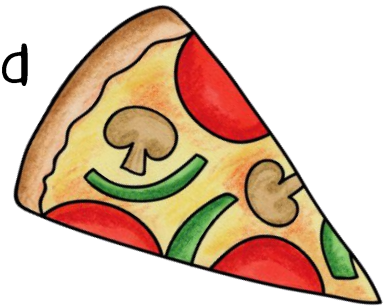
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YOU FEEL
ANNOYED WHEN
NO ONE WANTS
TO WATCH YOUR
SHOW.



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YOU ARE
DISAPPOINTED
WHEN YOU
DON'T LIKE
THE LUNCH.



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A FRIEND ASKS
YOU TO TRY
KARATE WITH
THEM.



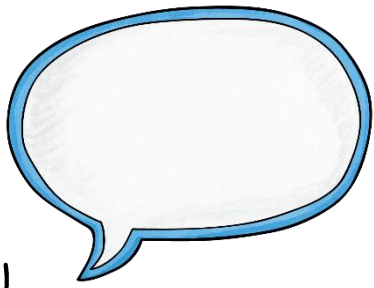
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A PARENT
ASKS YOU TO
HELP WITH
OUTDOOR
CHORES.



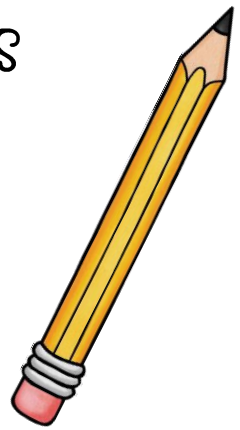
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YOU HEARD
THAT A
FRIEND IS
TALKING
ABOUT YOU.



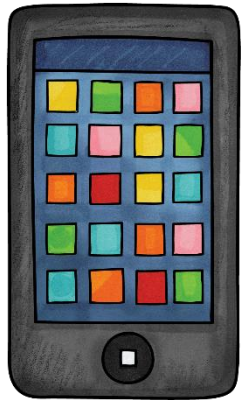
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A TEACHER TELLS
YOU TO DO AN
ASSIGNMENT
THAT'S NOT
GRADED.



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YOU ARE
MAD WHEN A
FRIEND DROPS
YOUR PHONE.



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YOU ARE UPSET
WHEN YOU
CAN'T FIND
YOUR FAVORITE
SHIRT.



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YOU SIGN UP
TO PLAY
BASKETBALL
BUT END UP
HATING IT.



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YOU ARE
SUPPOSED TO
TAKE NOTES FOR
A FRIEND BUT
YOU FORGOT.



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YOU FEEL UPSET
WHEN A FRIEND
DOESN'T INVITE
YOU TO A PARTY.



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YOU ARE EXCITED
TO HANG OUT
WITH FRIENDS
BUT HAVE WORK
TO DO.



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Name: _____

Date: _____

POSITIVE CHOICES

We make many choices throughout the day. Sometimes they are positive, but other times they are not. It's important to recognize the difference between a positive choice and a negative choice. Let's consider an example: Marta has a tough time with organization. She has a notebook test coming up soon. A positive choice might be to organize her notebook ahead of time or ask her teacher for help. A negative choice might be to leave her notebook messy or be out sick that day.

Sometimes it's not always so clear, though. Sometimes choices are really difficult to make and there might not always be a clear "right" or "wrong".

Sort the cards into positive and negative choices. If you are unsure, leave them until the end and we'll discuss together.



Positive
Choices

Negative
Choices



Noah was mad so he ripped up his paper.

Harlie was really excited but she waited until lunch to talk about her party.

Gabrielle was sad so she asked for time for herself.

Daniel was overwhelmed when he saw the test so he just gave up.

Ben was irritated but he worked slowly and did his best.

Julia was feeling upset so she refused to do any work.

Amanda was upset with her friend so she said mean things to her.

Lucas didn't like his group so he left and joined another.

Anthony saw someone fall so he went over and helped them.

Chase was nervous about his test so he spent extra time studying.

Kim wanted to shout out but she remembered to raise her hand.

Melissa heard a friend was talking about her so she talked to her directly to find out.

Miguel felt sad a friend was moving so he just stopped talking to him.

Tyler didn't understand the assignment so he asked for extra help.

Brandon was annoyed when someone was talking so he asked them to stop.

Juan didn't want to get in trouble so he lied to his teacher.

Aaliyah was nervous about a big project so she asked for help.

Claire felt like no one was listening to her so she just called out in class.

Damian was angry at a friend so he pushed him.

Della was disappointed in her grade so she made a goal to work harder for the next month.

Carlos didn't really like his partner but he tried his best and had a positive attitude.

Enrique felt confused when he started his homework so he ripped it up.

Erik was angry with a friend so he just walked away and asked for space.

Abby heard a friend was making rumors about her so she just made new rumors back.

Social Skills Lessons • Educator Guide

Lesson #3	How Actions Impact Others
Objectives	Students will identify consequences for actions.
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask students to think of a decision they made recently. It could be anything from choosing to do their homework or choosing to text a friend. Discuss: Who is impacted when you make a choice or decision? Sometimes, you might feel like only you are impacted, but others are impacted by your choices too. Explain that in this lesson, you'll work on understanding how others are impacted and how they might drive your decisions in the future. 2. Activity 1: Ask students to explain what a consequence is. Sometimes, kids might see a "consequence" as a negative thing only! Ask, "Could a consequence be a good thing?" Give examples: If you help a neighbor with groceries and she gives you a twenty dollar bill, is that a consequence? Discuss. 3. Pass out the "Understanding Consequences" worksheet. Read through. Have students align each choice with a possible consequence or outcome. Have students describe and share a choice they recently made. Identify some of the consequences or outcomes. 4. Activity 2: Pass out the "How Actions Impact Others" worksheet. Remind students that a huge part of this lesson is focusing on how our actions impact those around us. 5. Read through the worksheet. For each scenario, discuss how each person's actions could impact others. Note that this can be a tricky activity for kids who struggle with perspective-taking, and that's okay! It's important to develop the understanding that someone else's feelings might be different than your own. 6. Activity 3: Pass out the "Considering Others" worksheet. Let students know that in this activity, they'll be reading through some scenarios with a partner. Their challenge is to discuss and identify how one person's actions could impact themselves and others. 7. Read through the questions listed on the worksheet. 8. Pass out the slips. Have partners take turns reading and discussing each slip. 9. Take time to review each scenario. Give time for groups to share out. 10. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • Why are our decisions and choices important? • How do our decisions impact other people? • How could that impact how we make our decisions? • Should we always consider how other people feel? Why or why not? • What would happen if we never considered the feelings of others?

Name: _____

Date: _____

UNDERSTANDING CONSEQUENCES

It's important to note that our actions can often impact many people, including those around us and ourselves! All of our actions have consequences. Consequences are what might happen after we make a specific choice.

For example, imagine that you have a big test the next day. You know you should study but you really wanted to play a game instead. You made a choice, but what are the consequences? Well, you probably won't do as well as you could have if you studied. You might also feel tired the next day and just not do your best. This might impact your grade and make it harder for you to catch up and get your grade where you wanted it.

Note that consequences aren't always bad. They can be good, too! Draw an arrow to connect each choice with a possible consequence:

Choice	Possible Consequence
#1 You are tired and choose to not do your work in class.	A) Your group will probably work well together.
#2 You rush through your paper and turn it in without checking it.	B) You could get a zero for the day or could get in trouble for refusing work.
#3 You work to keep your group on track by giving out jobs and doing your fair share.	C) Your extra practice might pay off and you end up making the team.
#4 You work really hard to try out for the soccer team.	D) You might get a lower score for not checking through your work.
#5 You're upset and say something mean to a friend.	E) Your friend might be mad at you.

----- THINK ABOUT IT! -----

Think about a choice you recently made. What were some of the consequences?

Name: _____

Date: _____

HOW ACTIONS IMPACT OTHERS

What we do and say doesn't only impact us. Our actions impact others, too. That means we need to consider how others could be impacted before we make a choice.

Let's consider an example. Maria is feeling really upset. When she walks into the room she knocks over a chair. When someone asks if she's okay, she screams at them. Her actions might make others feel scared, confused, or worried. It's possible that someone could even get hurt. Maybe Maria didn't mean for anyone to get hurt, but she should have considered how her actions could have impacted others first.

Consider each scenario and discuss how each person's actions could impact others.

#1 Juan is upset he didn't get put in a group with his friend. He puts his head down and refuses to work with his new group.



#2 Jaime doesn't want to leave the house until she finds the exact shirt she wants to wear. Her mom and sister are waiting on her.



#3 Mike doesn't care about getting in trouble so he keeps on talking during a quiz. Some others told him to be quiet but he doesn't listen.



#4 Angela is late for a class so she runs fast down the hallway. She ends up bumping into someone and knocking down their books but she runs past.



Name: _____

Date: _____

CONSIDERING OTHERS

As you sort through the slips, focus on how the actions could impact others. Listed below are some questions you should discuss:

- **Who could be impacted?**
- **How could they be impacted?**
- **How might it make others feel?**
- **Why might they feel that way?**
- **What other choices could have been made?**
- **Was this a positive choice? Why or why not?**
- **What might this teach you?**



#1 AMANDA FELT NERVOUS WHEN SHE DIDN'T KNOW THE ANSWERS ON A TEST SO SHE COPIED OFF HER NEIGHBOR.

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#2 JANET FELT ANNOYED THAT HER FRIEND DIDN'T TEXT HER BACK SO SHE SPREAD SOME RUMORS ABOUT HER TO GET EVEN.

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#3 BILLY FELT JEALOUS THAT HIS FRIEND MADE THE BASKETBALL TEAM AND HE DIDN'T, SO HE MADE JOKES ABOUT HIM WITH FRIENDS.

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#4 GRACE DIDN'T LIKE THE GROUP SHE WAS IN. SHE PRIVATELY ASKED HER TEACHER TO SWITCH HER TO A DIFFERENT GROUP.

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#5 JACKSON WAS ANNOYED WHEN HE SAW SOMEONE CHEWING GUM IN CLASS. HE RAISED HIS HAND AND TOLD THE TEACHER ON THEM.

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#6 TINA WAS WALKING IN THE HALL AND BUMPED INTO SOMEONE BY MISTAKE. SHE WAS EMBARRASSED SO SHE JUST KEPT WALKING.

© 2018 Pathway 2 Success

#7 LISA NOTICED THAT ANOTHER GIRL AT HER LUNCH TABLE WASN'T EATING SO SHE OFFERED TO SHARE HER LUNCH.

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#8 JACK WAS FEELING TIRED SO HE PUT HIS HEAD DOWN DURING HIS MATH GROUP.

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#9 LAURA SAW A NEW GIRL IN THE CAFETERIA SO SHE INVITED HER TO SIT AT THE TABLE WITH HER FRIENDS.

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#10 FARRAH WAS ANGRY AT HER FRIEND DIANA. SHE TOLD HER OTHER FRIENDS NOT TO TALK TO DIANA ANYMORE.

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#11 PAT WAS FEELING NERVOUS FOR HIS GROUP PRESENTATION. HE JUST DECIDED TO BE OUT SICK THAT DAY.

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#12 JOSH SAW SOMEONE DROP THEIR BOOKS IN THE HALLWAY SO HE STOPPED TO HELP PICK THEM UP.

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Social Skills Lessons • Educator Guide

Lesson #4	Expressing Yourself
Objectives	Students will develop strategies to express emotions in healthy ways. Students will write I statements to express emotions.
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Explain that expressing emotions is healthy and important. Imagine if you bottled up all of your emotions and never discussed or addressed them. What might happen? You might feel extremely sad or worried. It might cause you to explode at a later time. Explain that in this lesson, kids will learn healthy ways to express their emotions. 2. Activity 1: Ask students to share what it means to express their emotions in “healthy” ways? These are expressions that are positive and don’t hurt others. 3. Pass out the “Healthy Self-Expression” worksheet. Read through. Read each action and have students raise their hands if they think it’s healthy. Color in the health expression activities: color a picture, write in a notebook, use an I statement, tell someone how you’re feeling, make a list of feelings, write a note, ask someone to talk to you, start with “I feel”, and write in a journal. 4. Have students share ways they express their emotions. If someone shares an unhealthy way, ask them to consider a more healthy alternative for next time. 5. Activity 2: Let students know that this activity focuses on learning how to develop I statements. Ask students what they think an I statement might be. 6. Pass out the “Using I Statements” worksheet and read through. Have students match each response with an I statement that might help the person express their emotions (Answers= 1C, 2A, 3F, 4E, 5D, 6B). 7. Have students discuss how an I statement is a better option in those situations. 8. Activity 3: Pass out the “Making I Statements” worksheet. Have students work with a partner to read each situation and develop an I statement that might help them in that situation. Remind students that the goal of an I statement is to express emotions, not to blame anyone. Give time for groups to share out. 9. Activity 4: Have students think back to times they were frustrated or angry. Have kids finish the statement “I feel angry when...”. Students might say, “I feel angry when I have to work on morning work because I’m tired in the morning.” Let students know that for this activity, they will be creating their own I statements. Pass out the “Fill in the I Statement” worksheet. Have students work on their own to write in emotions and complete I statements. Note that an accommodation is included with pre-made emotion cards and sample situations if students need extra support. Give time for kids to share their I statements if they are comfortable. 10. Activity 5: Let students know that another healthy way to share your emotions is through writing. Pass out the “Keeping a Journal” worksheet. Note that this activity can be more fun with special flair pens or gel pens to make it interesting. Have students practice journal writing through each of the prompts. 11. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What does it mean to express your emotions in a healthy way? • Why is it important to express your emotions? How can it help you? • What might happen if you don’t express your emotions? • What is your plan for expressing your emotions in the future?

Name: _____

Date: _____

HEALTHY SELF-EXPRESSION

It's important to learn ways that you can express yourself in a healthy way. There are many ways you can do that. You can express your emotions outwardly to others by talking about your feelings and using I-statements. This helps to communicate with others how you're feeling and allows you to problem-solve.

Sometimes, we might want to express our emotions just with ourselves, though. Other methods of healthy self-expression might include writing in a journal, drawing a picture, or writing a poem. This helps us figure out how we're feeling and problem-solve in our own minds.

If there are healthy ways to express yourself, it's important to note that there are unhealthy ways, too. Sometimes when we feel mad, we might want to yell or throw something. These are unhealthy because someone could get hurt. They don't actually help to solve the problem, either!

Color in all of actions that are healthy ways to express yourself.

Punch a wall	Color a picture	Write in a notebook
Scream at someone	Use an I-statement	Tell someone how you're feeling
Make a list of your feelings	Write a note to someone	Tell someone you hate them
Just ignore all your feelings	Ask someone to talk to you	Bottle your feelings up
Push someone who annoys you	Start with, "I feel..."	Write in a journal

----- THINK ABOUT IT! -----

What are some ways you express your feelings?

Name: _____

Date: _____

USING I STATEMENTS

Using I statements is a healthy way to express thoughts and feelings to others. Using this method the right way allows you to focus on sharing your own feelings without placing blame on others.

An I statement is: I feel (emotion) when/that (situation) because (reason) .

Let's imagine a boy tells a teacher, "Just leave me alone!" when she tries to help with a math problem. Instead, the boy could have said, "I feel frustrated when someone tries to help me because I want to figure it out on my own first."

Note that you can also add an "It would help if..." statement. For example, that boy might add, "It would help if you waited for me to raise my hand before you came to help me." This lets the boy share his feelings and gives an opportunity for problem-solving.

Match each quote with an I statement that the person should say instead.

Response

#1 "Stop talking to me!"

#2 "You never even call on me."

#3 "You are a terrible partner. I'm never working with you again."

#4 "You ruin everything! I'm not going out to eat."

#5 "You get me SO mad when you yell at me!"

#6 "Stop talking about me or I'm going to punch you."

I Statement

A) "I feel upset when I raise my hand and don't get called on because I really want to share."

B) "I feel hurt when I hear someone is talking about me when I'm not there because it feels like talking behind my back."

C) "I feel annoyed when someone talks to me when I'm trying to work because it's hard for me to focus."

D) "I feel mad I hear a loud voice because it makes me want to yell, too."

E) "I feel mad when you change plans without telling me because I really wanted to watch my show."

F) "I feel frustrated when we're not working together in the group because we have to work together for a grade."

Name: _____

Date: _____

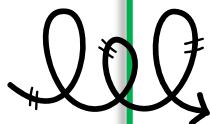
MAKING I STATEMENTS

Let's practice making I statements! For each situation, come up with an I statement that you could use.

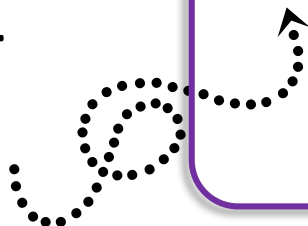
#1 Your friend is talking to you in class. The teacher thinks it's you and warns you in front of the whole class.



#2 You shared a secret with a friend but they ended up telling others.



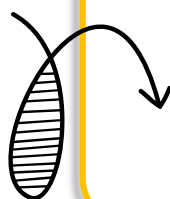
#3 Your teacher just gave you a huge assignment that you don't think you can finish on time.



#4 A parent tells you last minute that you'll have to cancel your weekend plans to spend time with family.



#5 A friend promised you they would come over your house. When the time comes, they never show up and don't answer your texts.



Name: _____ Date: _____

FILL-IN THE I STATEMENT

Use the blank spaces to make your own I statements.

#1 I feel		when		because	
#2					
#3					
#4					
#5					

I feel	angry	when	I'm not called on	because	I really want to share my thoughts.
I feel	mad	when	I am told what to do	because	I need a few minutes to start.
I feel	worried	that	I'm not going to get a good grade	because	I didn't know all of the answers.
I feel	upset	when	I don't know the schedule	because	it helps me to know what's happening.
I feel	embarrassed	when	I have to speak in front of others	because	I don't know what to say.

Name: _____

Date: _____

KEEPING A JOURNAL

Writing can be an effective way to express your thoughts and feelings without needing to share with anyone else. You can write to respond to a prompt, add a bulleted list, or just free-write what's on your mind.



#1 Take a few minutes to make a bulleted list of all the things that make you happy!



#2 Respond:

**How are you feeling today?
Why? What could you do to improve your mood?**



#3 Take time to just free-write anything that is on your mind. You can include words, sentences, or drawings. It doesn't have to "make sense". Just free write and don't stop until the time is up.



Social Skills Lessons • Educator Guide

Lesson #5	Dealing with Disappointments
Objectives	Students will identify strategies for handling disappointments and let downs. Students will identify ways to be a good sport.
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Have students imagine that one of their teachers was letting them just skip class and have a free period for once. How would that make them feel? Probably pretty excited! But then, that teacher remembers there is a quiz coming up so they take it back and tell everyone they have to complete an assignment instead. How would that make you feel? Probably pretty disappointed. Discuss what it means to be disappointed. Ask students to share. It means when you feel let down or something doesn't go your way. Let students know that in this lesson, they will learn how to positively deal with those disappointments in their lives. 2. Activity 1: Explain that some disappointments are big and others are small, but they can still really drag you down. Ask kids to share how they might handle a disappointment. 3. Pass out the "Dealing with Disappointments" worksheet. Read through. Have students respond on their own to recall a recent disappointment. Give time to share for students who want to. 4. Activity 2: Pass out the "Handling Let Downs" worksheet. Explain that now students will actually get to practice handling let downs. Have partners work together to discuss how each person in the situation could manage their disappointment. After students finish, give time for groups to act out what that person could do or say to help themselves get through. 5. Activity 3: Explain that disappointments really aren't always bad. There's a lot we can learn from them. Ask students to brainstorm what you might be able to learn from something that doesn't go your way. 6. Pass out the "Disappointments Help Us Grow" worksheet. Have students read through and respond. Give time to share. 7. Activity 4: Pass out a set of task cards to each set of partners or a small group. Have students take turns reading and discussing the situation. They should discuss what each person could do or say to help them overcome the situation. If there is time, have students create their own situations with blank cards and give time to share. 8. Activity 5: Let students know that another common time to feel let down is actually when you're playing games or sports with others. This brings us to talk about good sportsmanship. Ask students to brainstorm what it means to show "good sportsmanship". 9. Pass out the "Being a Good Sport" worksheet. Read through. Check off each element of being a good sport as you read it. Have students read and color in each situation that shows good sportsmanship. 10. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What is a disappointment? How can we handle them when they come up? • Is there any way to avoid disappointments entirely? Why or why not? • How can disappointments actually help us grow and learn? • What does it mean to be a good sport? How can you show you are a good sport?

Name: _____

Date: _____

DEALING WITH DISAPPOINTMENTS

Sometimes we have an idea in our mind about how something is supposed to happen. You might plan for the perfect birthday party at your house with all your friends there, or you might envision doing really well on a test because you studied. A disappointment is something doesn't go the way you planned or envisioned it to go. Everyone deals with disappointments sometimes, because they just happen in life. Not everything is going to go perfectly. So, it's important to learn how to deal with those disappointments.

#1 Express Your Feelings.

You might feel upset, annoyed, sad, or even angry over the disappointment. It's normal to feel what you're feeling. Find a healthy way to express your emotions. That might mean talking to someone, using an I statement, or writing your thoughts down.

#2 Gain Perspective.

Take some time to think about how big the problem really is. Sometimes it's easy to blow problems out of proportion when we are feeling upset. Stop and think, "Will this problem matter in a day? A week? A month? A year?" If it's not so big, take a deep breathe and let it go.

#3 Use Positive Self-Talk

Positive self-talk is the inner voice we have that reassures us. Tell yourself that everything will work out, things will improve, and that you can get through this. Remind yourself that you are strong and can accomplish anything you put your mind to.

#4 Consider Next Steps

Use the disappointment to teach you a lesson in how to move forward. If you didn't do well on a test, consider why. If you got in trouble at school, think about what you could have done differently. Use the experience to help you move forward.

#5 Don't Dwell

One of the biggest challenges of dealing with disappointments is getting stuck. Sometimes when you feel upset from a let down, it's hard to let it go. You might keep replaying the situation in your head over and over. This is called dwelling. Dwelling on a situation really isn't healthy, positive, or solution-focused at all. So, ditch the dwelling and move forward!

----- THINK ABOUT IT! -----

When was a time you were disappointed? How might you handle it now?

Name: _____

Date: _____

HANDLING LET DOWNS

Remember that we all experience disappointment from time to time. It's completely normal to feel bummed out when things don't go your way. Read each situation and come up with ways each person can handle their let down.

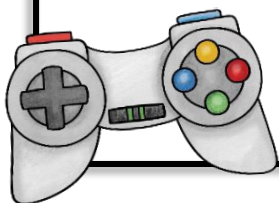
#1 Marissa

Marissa worked hard to make the softball team. Her best friend, Clara, made the team but she did not. She's feeling angry and even a little bit jealous that her friend made it and she didn't.



#2 Jacob

Jacob's mom had promised him a birthday party where he could invite all his friends over for the weekend, order pizza, and play videogames. A week before his birthday, his mom told him that the birthday party wouldn't be happening because money was tight. Jacob felt crushed, especially since he'd already told his friends about the party.



#3 Juan

Juan's teacher told the class that on Friday they could listen to music while they worked. He was excited and planned a playlist to listen to. When Friday came, his teacher was out and the substitute didn't allow anyone to have their music on. Juan was irritated and upset because he had planned on getting to have a fun day in that class.



Name: _____

Date: _____

DISAPPOINTMENTS HELP US GROW

Believe it or not, disappointments and let downs can actually help us learn and grow. Here are just a few things that a let down can teach you.

#1 What's Really Important.

If you feel let down, you know that something really matters to you. Use that to drive you in the future. For example, if you feel disappointed about not doing well on a test, that's a good thing! You recognize that your grades and performance in that class matter. Use this fact to stay motivated and encourage yourself in the future.

#2 Ways to Improve.

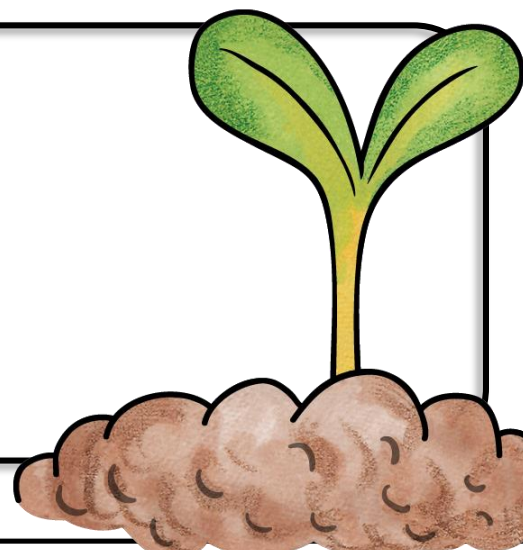
Take a clear look at what happened and consider if there are ways you can improve for next time. Sometimes with let downs, this isn't the case, and that's okay. Other times, though, you can learn ways to make an improvement for the situation in the future. For example, if you're feeling disappointed in the way you gave your oral presentation, ask yourself to come up with three ways you could improve for next time.

#3 How to Persevere.

Without a doubt, disappointments make us stronger! All successful people had disappointments happen in their lives. Michael Jordan was cut from his high school basketball team and Oprah Winfrey was told she'd never make it as a talk show host. Both of those people (and many others) worked through their challenges and let downs to become successful. You can, too.

----- THINK ABOUT IT! -----

Imagine that a friend is dealing with a disappointment. What advice might you give them to help them through it?



SOPHIA PERFORMED A SOLO IN CHORUS AND MADE A MISTAKE IN FRONT OF THE WHOLE SCHOOL.

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NICK ASKED A GIRL TO THE DANCE BUT SHE DECLINED.

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LEXI WAS EXCITED TO GO ON A FIELD TRIP BUT HER MOM DOESN'T HAVE THE MONEY.

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KENDRA NEEDED A B+ OR BETTER TO EARN HER CELL PHONE BACK, BUT SHE GOT A B INSTEAD.

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DAMIEN'S DAD PROMISED HIM A NEW PHONE FOR HIS BIRTHDAY BUT NEVER GOT IT.

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MICHAEL REALIZED HE FORGOT HIS FAVORITE LUNCH ON THE BUS.

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ROBBY WANTED TO SIT NEXT TO HIS BEST FRIEND BUT HIS TEACHER MOVED HIM TO THE FRONT.

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KATIE LOST HER FAVORITE BRACELET FROM HER AUNT.

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ALEXIS FAILED A QUIZ
SHE THOUGHT SHE'D
DO WELL ON.

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JANNA EXPECTED TO
SPEND THE WEEKEND
AT HER DAD'S BUT HE
CANCELED.

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COLE THOUGHT HE'D GET
INVITED TO HIS BEST
FRIEND'S PARTY BUT HE
NEVER GOT AN
INVITATION.

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LINDSAY GAVE HER
PHONE NUMBER FOR A
FRIEND TO TEXT BUT
THEY NEVER MESSAGED
HER.

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ANDRE GOT KICKED
OUT OF BAND WHEN
HE DIDN'T KEEP HIS
GRADES UP.

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JERROLD'S BEST
FRIEND TOLD HIM HE
DOESN'T WANT TO TALK
TO HIM ANYMORE.

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MATT FOUND OUT HE
DIDN'T MAKE THE A
LEVEL BASKETBALL
TEAM THIS YEAR.

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KAILEY LOST THE
WINNING GOAL FOR THE
STATE SOCCER
CHAMPIONSHIP.

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Name: _____

Date: _____

BEING A GOOD SPORT

It can be a lot of fun to play sports or games with others. Sometimes you might feel really happy when you win, but that means it can be a disappointment when you lose. It's important that when you play with others, you show that you can be a good sport.

So what does it mean to "be a good sport"? When you play games and activities with others, you should:

- Have a positive attitude even when you lose. You can smile and say, "Good game."
- Avoid dwelling about it when you lose. Remember that it's just a game and everyone wins and loses sometimes.
- Avoid bragging about your win or how good you are. Don't talk a lot about your winning. It might make others feel bad. Instead, smile and say, "Good game." You might even tell the person who lost they did a good job.
- Include others when you play. Be a good friend and try to include everyone when you are playing a game or sport. It's the nice and polite thing to do.
- Play fair. That means following the rules, being safe and never cheating. People are not going to want to play with someone who isn't fair.

Color in each situation that shows good sportsmanship. Cross out the ones that don't.

Georgia lost her big soccer game but shook hands with the other team.	Meaghan kept telling everyone she was the best at cards when she won.	Tanya refused to play again when her team lost.
Kendrick is playing a game with friends. He really wants to win so he cheats just a little.	Sam was really mad when he lost a game so he refused to help pick up.	Will won a game at a fair. He gave the prize to the person he played against.
Greg saw that no one was inviting Sophia to play soccer, so he added her to the team.	Shana won a review game in class. She high-fived her classmates when she won.	Aaron lost his basketball game. After the game he and his teammates shake hands with the winners.
Chantel bumps into an opponent on the court and they fall. She checks to make sure they are okay.	Malik gets pulled from the football game by the coach. As another player heads out, he cheers him on.	Amanda won in an after school competition. She laughed at the others and called them losers.

Social Skills Lessons • Educator Guide

Lesson #6	Adapting to Change
Objectives	<p>Students will discuss strategies for dealing with change.</p> <p>Students will decide how to show flexibility in a variety of situations.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Tell students that this lesson focuses on learning how to deal with change that goes on in their lives. Some changes are small and others are big. Ask students to share examples of times they might have to deal with change. List on the board or paper: family divorce, family marriage, changing grades, moving, family member moving away, teacher leaving, family or friend passing away, new baby in family, changing your circle of friends, change in schedule, etc. 2. Activity 1: Pass out the “Adapting to Change” worksheet. Read through. Explain that some changes are easier to deal with than others, but it helps us grow into stronger and more resilient people to deal with change. It’s part of life! 3. Read each tip and discuss why it could help. Talking about the change helps share your emotions. It can help let others know how you feel. Expressing your feelings in positive ways can let you get those feelings out. That way you’re not bottling up any feelings. It can help you manage any challenges that come up. Being open to new ideas helps you stay open minded. Sometimes you might not want to try something that first, but with time, it’s okay. Highlighting the positives is important to keep a positive mindset. Many changes have a positive side to them. 4. Activity 2: Ask students to talk with a partner and brainstorm how change can help us grow. Have partners share out. They might say that it helps us learn new things, helps us become stronger, etc. 5. Pass out the “Change Helps Us Grow” worksheet. Have students read each situation and identify some ways that person could grow due to the change. 6. Have students share a change they dealt with and how it helped them grow. 7. Activity 3: Let students know that this activity focuses on building their mental flexibility. Sometimes, it’s easy to just think one way. We get stuck on something and it’s hard to change our minds. But that’s not real life! In real life, we need to be flexible, able to go with the flow, and willing to problem solve on the spot. 8. Pass out the “Being Flexible” worksheet. Read through. Discuss each situation and how you could problem solve on the spot to deal with the change. 9. Have students share out a time they were flexible in their lives. 10. Activity 4: Sit around in a circle. Place the task cards in a bowl or bin. Have students take turns taking a random task card and reading it to the group. Have the group share out how they could be flexible in each situation. Explain that it can be tough to be mentally flexible sometimes! It means things are changing and not going exactly how we planned, but we can get through anything! 11. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What are some changes that kids might go through in their lives? What about as adults? • Are changes always good or always bad? Explain. • What are some strategies in dealing with change? • What does it mean to be mentally flexible? Why is it important? • How can you work towards being more mentally flexible?

Name: _____

Date: _____

ADAPTING TO CHANGE

Change is a natural and common part of life. You already know how to adapt with some changes without even realizing it. Every year, you probably get a new set of teachers. Even though it might not be easy at first, you deal with the change and learn how to get used to your "new normal". That is just one example of adapting to change.

It does make it easier when change is predictable. Even though it might be tough at first, you expect a new teacher every year, so you know it's coming. Other sudden or more extreme changes might be more difficult, like if your parents tell you they are moving to another neighborhood or if your parents end up with a divorce. Even though these are common situations for kids to deal with, they are difficult because you have to adapt to a change you didn't expect.

Read each tip for adapting to change and discuss why it might help.

**#1 Talk About
the Change**



**#2 Express
Your Feelings in
Positive Ways**



**#3 Be Open to
New Ideas**



**#4 Highlight the
Positives**



Name: _____

Date: _____

CHANGE HELPS US GROW

Without change, we would never grow or learn new things! Though it's hard to deal with change sometimes, it's important to see how it can help us develop over time. Even with really difficult changes, they help us become stronger and more resilient.

Read each situation and identify some ways that each person could grow because of the change they experienced.

#1 Talia's best friend of 3 years is moving away to a different school. Talia is worried because she doesn't have many other friends.



#2 Brian's mom is having a new baby. Brian has always been the youngest in the family.

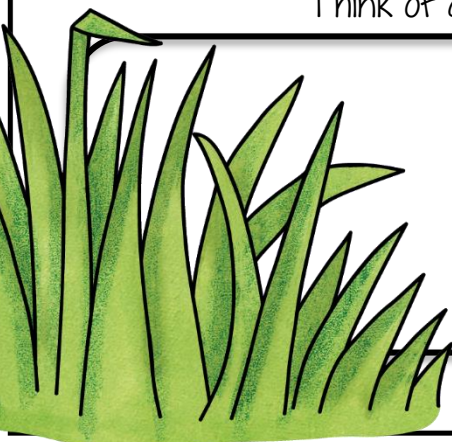


#3 Samantha was doing really well in math so she was placed in the next level class. She doesn't know anyone in the class yet.



----- THINK ABOUT IT! -----

Think of a change you had to deal with. How did it help you grow?



Name: _____

Date: _____

BEING FLEXIBLE

Being flexible means going with the flow. It is adapting to change on the spot and not letting a roadblock stop you from achieving your goals. Sometimes that roadblock might be small, while other times it could be big. Read each situation and discuss how you could deal with situations and problem-solve on the spot to deal with what is happening.

#1 Your teacher is out and you have a substitute you don't really like.

#2 You have a group presentation today but one of your partners is out sick.

#3 There is a surprise assembly and your favorite class is cancelled.

#4 After coming back from being out sick, you see your seat is changed next to someone you don't like.

----- **THINK ABOUT IT!** -----

Describe a time you were flexible and didn't let a roadblock or challenge get in your way.



YOU HAVE A
SOCCER GAME
AFTER SCHOOL
BUT FORGOT
YOUR GEAR.

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YOU PUT
THE
WRONG
LUNCH IN
YOUR BAG.

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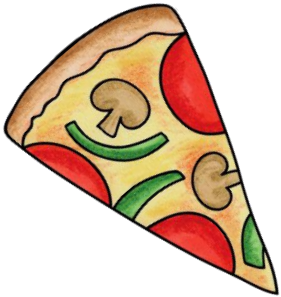
YOU SWEAR
YOU PUT YOUR
HOMEWORK IN
YOUR BAG BUT
IT'S NOT THERE.

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IT ENDS UP
RAINING ON
THE DAY YOU
PLANNED
YOUR PARTY.

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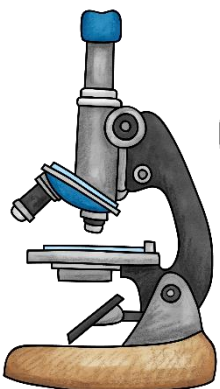
IT'S PIZZA DAY
AT LUNCH BUT
THERE'S NO
MORE PIZZA
LEFT.

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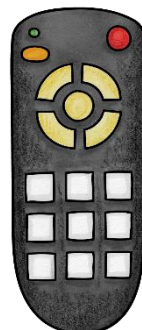
YOU ASK TO
WORK WITH YOUR
FRIEND BUT GET
PUT IN ANOTHER
GROUP.

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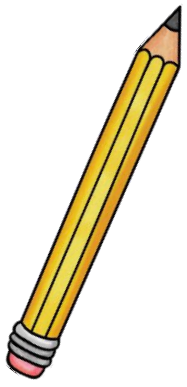
SOMEONE ELSE
PICKED THE TOPIC
YOU WANTED TO
RESEARCH IN
SCIENCE.

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YOUR PARENTS
TELL YOU THAT
YOUR SIBLING
CONTROLS THE
REMOTE TONIGHT.

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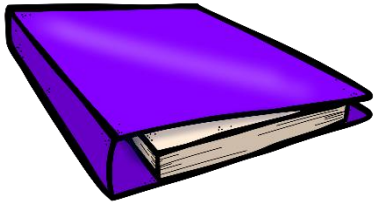
YOUR PENCIL
BREAKS DURING
A TEST BUT
YOUR TEACHER
SAID NO TALKING.

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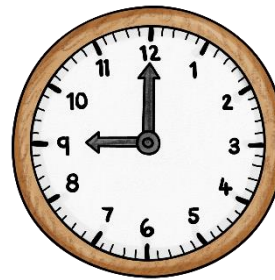
YOU CAN'T
REMEMBER YOUR
LOCKER COMBO
AND YOU'RE LATE
FOR CLASS.

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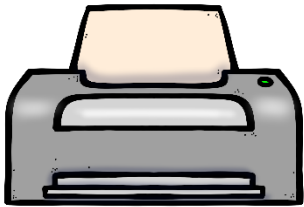
YOU FORGOT
YOUR MATH
BINDER AT
HOME.

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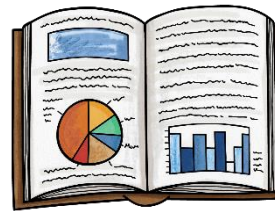
YOUR SCHEDULE
CHANGES AND
YOU HAVE YOUR
WORST CLASS IN
THE MORNING.

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YOUR PRINTER
ISN'T WORKING
AND AN
ASSIGNMENT IS
DUE
TOMORROW.

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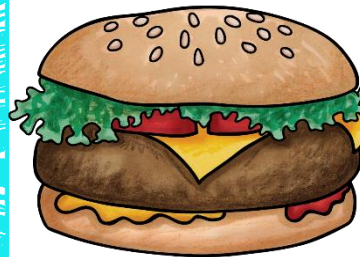
YOU MAKE UP A
QUIZ DURING
STUDY HALL AND
NOW YOU HAVE
NO TIME FOR
HOMEWORK.

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YOU WANTED
TO WEAR A
CERTAIN
SHIRT BUT
CAN'T FIND IT.

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YOU REALIZE
YOU DON'T
HAVE ANY
LUNCH MONEY
AND IT'S TIME
FOR LUNCH.

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Social Skills Lessons • Educator Guide

Lesson #7	Dealing with Anger
Objectives	<p>Students will discuss and identify specific triggers for anger.</p> <p>Students will identify the physical effects of anger.</p> <p>Students will identify strategies for managing their anger before and after it develops.</p>
Lesson Plan	<ol style="list-style-type: none">1. Introduction: Let students know that now you're going to focus on one of the biggest problem emotions. It's the one that is most likely to get you in trouble. What do you think it is? Anger. Ask students to share out some reasons they've been angry in the past.2. Activity 1: Explain that anger is a big emotion but there are often many reasons behind why we feel angry.3. Pass out the "Dealing with Anger" worksheet. Read through. You can stop and give examples for each as you go. For example, "being treated unfairly" might mean the whole class getting a consequence for something one person did. That might make you feel angry because you didn't do anything wrong.4. Have students list the reasons why they sometimes feel angry.5. Activity 2: Let's take some time to understand our triggers for anger. Triggers are situations or events that set you off. They are different for different people. By understanding our own triggers, we can be better prepared for how to deal with our anger.6. Pass out the "Understanding Triggers" worksheet. Read through. Have students check off each trigger that applies to them. Encourage them to add extra information about when or where it might happen. Explain that this can help them in the future. For example, if you know you feel angry when someone doesn't agree with you, you might need to take extra care when working with partners and groups. This would probably be a helpful thing for your teachers to know so they can help you through those situations.7. Activity 3: Ask students if they can tell when they are starting to get angry? How does their body react? Share responses.8. Pass out the "Physical Effects of Anger" worksheet. Read through. Have students circle or add the effects they notice on themselves when they start to feel angry. If a student isn't sure how they react, that's okay. Remind them that they should check in with themselves the next time they are starting to feel angry. It's helpful to be aware of how our bodies react so we can stop ourselves earlier on.9. Activity 4: Discuss that sometimes anger can be like a volcano. Ask students to share what they think that means.10. Pass out the "Like a Volcano" worksheet. Read through. Have students list some things that might bother or annoy them that they could work on before they become a huge problem. For example, a student might say their little brother annoys them. They could work on it by spending more time in their own room or having rules set up that include your brother not coming into your room. Give time to share ideas and responses.

Social Skills Lessons • Educator Guide

Lesson #7	Dealing with Anger (continued)
Objectives	<p>Students will discuss and identify specific triggers for anger.</p> <p>Students will identify the physical effects of anger.</p> <p>Students will identify strategies for managing their anger before and after it develops.</p>
Lesson Plan	<p>11. Activity 5 Explain: So once you understand your triggers and then you notice you start getting angry, now what? What can you do? You can't help that you feel angry but you CAN help how you react. Remember, you control your decisions and choices. Together, we will learn how you can "hit the pause button". Have students imagine they are watching their life like a show. What would happen if they could just hit the pause button. That could give them just a few seconds or minutes to stop and think. That quick pause is one of the most important tools you can learn because it will help you from making poor choices when you are heated.</p> <p>12. Pass out the "Hitting the Pause Button" worksheet. Read through. Have students select strategies for them to help them stop in the moment when they are upset.</p> <p>13. Activity 6: Explain that even after you're angry, it's important to process the situation so you can think about possible solutions. Rather than just staying angry at sometimes, it's more helpful to be solution-focused.</p> <p>14. Have students think back to a time they were angry. If they can't think of one, they can make up a situation just for practice. Pass out the "Anger Journal" worksheet. Have students fill out the prompts to help them process through their anger. Give time to share responses. Note that this worksheet could be used in the future as well.</p> <p>15. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • What are some reasons people might feel angry? • Is it okay to feel angry? Why or why not? • How might you handle your anger? What are some strategies? • What are some situations or events that are triggers for you? How can you handle those triggers? • What does it mean to "hit the pause button" when you are mad? How can that help you?

Name: _____

Date: _____

DEALING WITH ANGER

It's normal to feel angry sometimes. Let's consider some reasons why people feel angry:

- **Feeling Threatened** - If you or someone you care about (like a family member or friend) feels threatened, it is easy to feel angry right away.
- **Being Treated Unfairly** - No one likes to be treated unfairly. Sometimes it is being blamed for something you didn't do, while other times it is not getting attention when you want it. If you feel like someone has not treated you fairly or equally, it could make you upset.
- **Feeling Disappointed By Others or in Ourselves** - Feeling let down can lead to some strong emotions of sadness or anger. This is especially true when you are depending on someone for something and they don't follow through. Similarly, sometimes you might expect something out of yourself, like winning a soccer game or getting a good grade on a test. When you don't meet that standard, you can sometimes get angry.
- **Feeling Hurt Emotionally** - Emotional pain can sometimes be worse than physical pain. If someone says something that hurts your feelings or damages your self-esteem, you might feel sad or angry quickly.
- **Feeling like You're Not Being Listened To** - If someone doesn't give you what you need or want, you might feel that you're not being listened to or acknowledged.

NOTE: Remember that feeling angry (or any emotion) has everything to do with perspective. For example, maybe someone really is not treating you unfairly but you FEEL like they are. Similarly, someone might say something that you consider to be a mean put-down, even though they didn't mean it that way. If you feel angry for any reasons, it's still important to really consider why before you can solve the problem.

----- THINK ABOUT IT! -----

What are some reasons you feel angry sometimes?



Name: _____

Date: _____

UNDERSTANDING TRIGGERS

Uncontrolled anger can actually cloud your judgement. You might feel so mad that you end up doing or saying things you don't really mean. Knowing what sets you off and increases your anger can help you proactively deal with your emotions. If you know your triggers, you can better prepare yourself for them and come up with plans for how to deal with them in the moment.

Read through the list of possible triggers for feeling angry. Check off which triggers cause you to feel angry. Add information to help you figure out when and where they might happen.

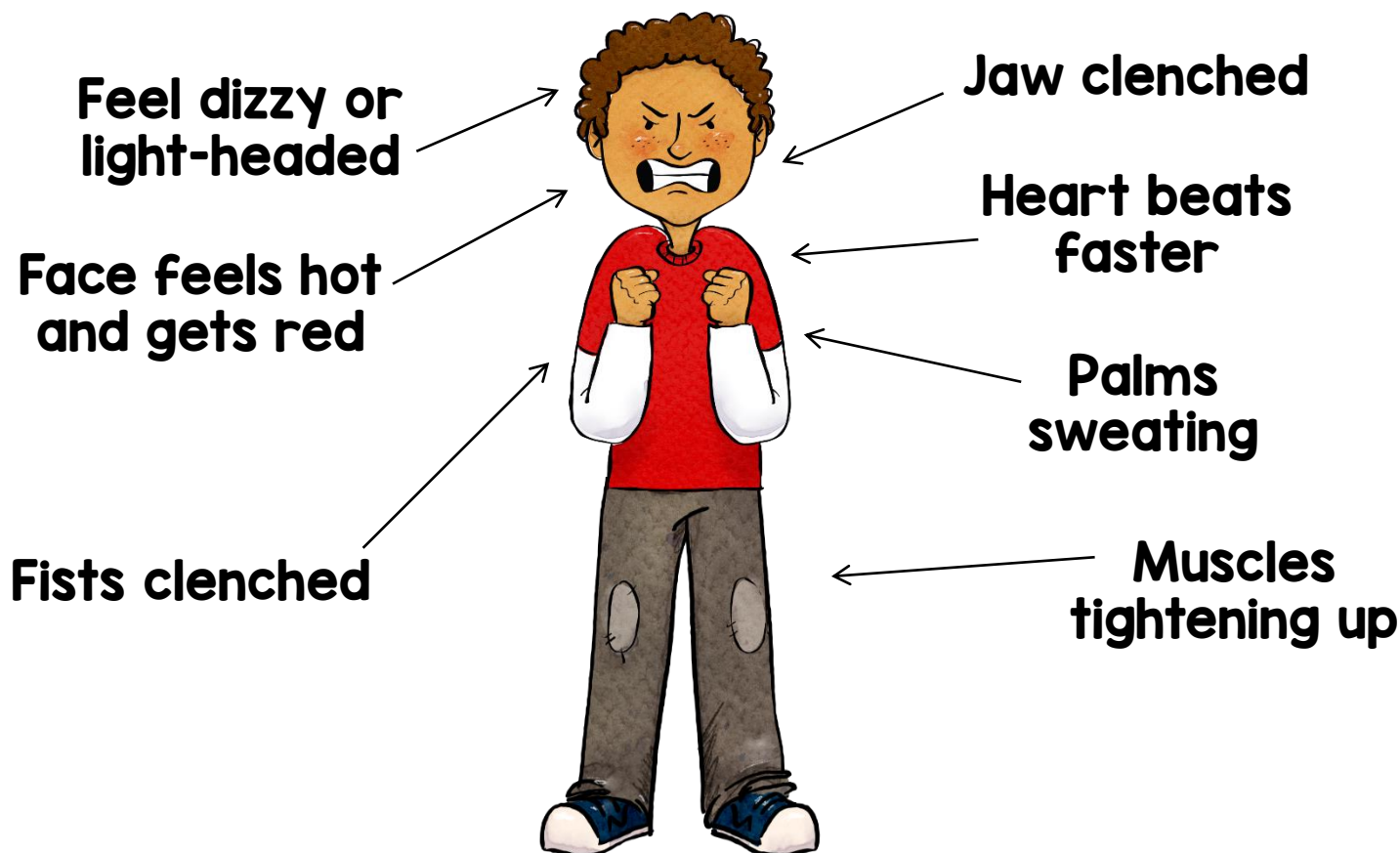
Check Your Triggers	Trigger	Other important information Where does it happen? When does it happen?
	Failing or not doing well at something	
	Being told what to do	
	Feeling left out	
	Feeling embarrassed	
	Someone doesn't listen to you	
	Someone threatens you or someone you care about	
	Someone doesn't agree with you	
	Someone accuses you of something (sometimes it's something you did not do)	

Name: _____

Date: _____

PHYSICAL EFFECTS OF ANGER

It's helpful to notice the effects of anger right away. Once you can do this, you can learn how to stop yourself, hit the pause button, and make more positive choices. Since everyone is different, the physical effects of anger might be different for you as an individual. Here are some effects that might happen to you:



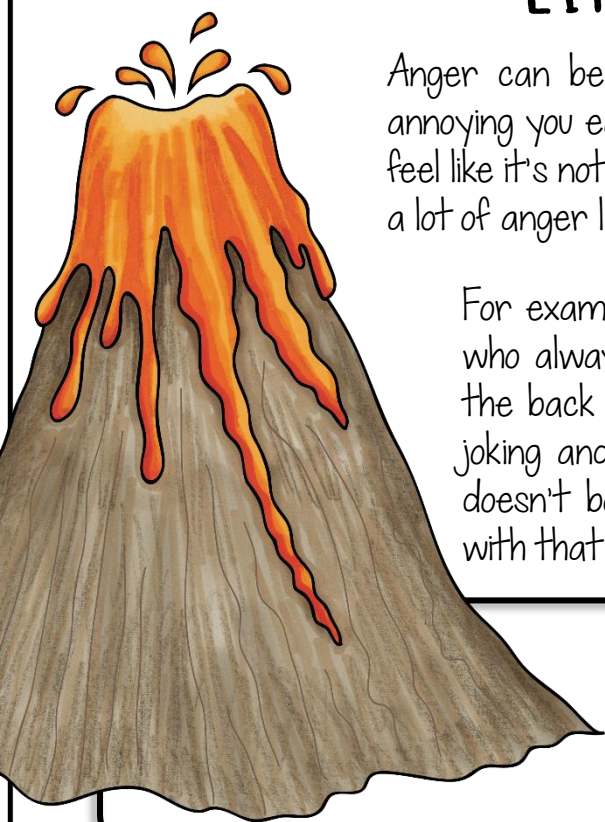
----- THINK ABOUT IT! -----

How does your body react when you feel angry? What are some ways you can start to tell when you're first getting upset?

Name: _____

Date: _____

LIKE A VOLCANO



Anger can be like a volcano. If you don't deal with what's bothering or annoying you early on, your emotions can grow and grow. At first, you might feel like it's not a big deal. Eventually, though, those emotions can overflow into a lot of anger like a bursting volcano.

For example, let's imagine that you are getting annoyed with a friend who always teases you a little. They call you names, hit you softly on the back of the head, and steal your hat. They tell you they are just joking and laugh about it. At first, you might try to play it off like it doesn't bother you, but it does! What are some ways you could deal with that problem before your anger overflows?

Develop your own list for some things that might bother you or get on your nerves. Come up with strategies for dealing with the problem before your anger overflows!

What Annoys or Bothers You	How You Can Work On It

Name: _____

Date: _____

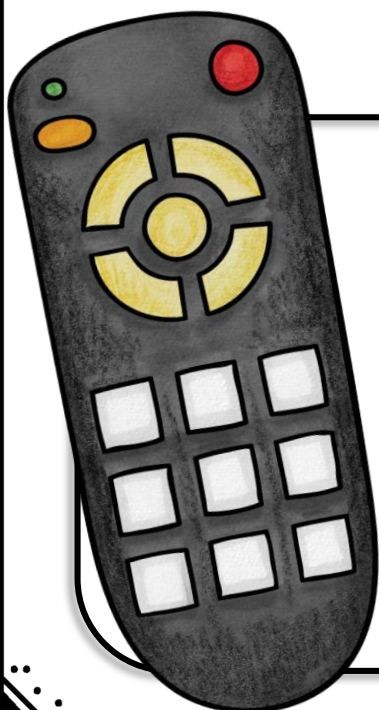
HITTING THE PAUSE BUTTON

Once you understand when you are first getting angry, the next step is learning how to "hit the pause button". That means not reacting right away and just taking a minute to stop and think. Think about it: when you make quick decisions when you're angry, they're probably not the best choices. There's actually a scientific reason for that! When we are angry, our brains slip into survival mode. Part of our brain actually shuts down so that if we were in serious danger, we could fight or run away to survive. This might help you if you were out in the wild running from a bear, but it doesn't necessarily help you when talking with a friend, teacher, or your parents. Instead, let's find some ways to help you "hit the pause button" on your anger to bring your emotions back to normal. Once you are calm, then you can focus on solving the problem at hand.

Distract Yourself	Calm Yourself
<ul style="list-style-type: none"> • Think about something funny <ul style="list-style-type: none"> • Go do another activity • Listen to music, read a book, or watch a video • Think of something you're grateful for • Remember a positive memory 	<ul style="list-style-type: none"> • Take deep breaths • Close your eyes and picture a happy place • Use positive self-talk • Close your eyes and say, "Pause." <ul style="list-style-type: none"> • Count to ten slowly • Relax with a calming activity

----- THINK ABOUT IT! -----

How will you work on "hitting the pause button" when you're angry?



Name: _____

Date: _____

ANGER JOURNAL

First thoughts and feelings about why I'm mad:

I-statement ("I feel when because):

Consider the other person's perspective:

Possible solutions for the problem:

Social Skills Lessons • Educator Guide

Lesson #8	Dealing with Worry
Objectives	<p>Students will turn a worry into a productive thought.</p> <p>Students will reframe negative thinking into more positive thinking.</p> <p>Students will develop strategies for handling worry and feelings of anxiety.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask students what are some things kids their age might worry about. Topics might include: grades, friends, being accepted, doing well on tests, having enough time for sports and studying, if someone likes them, etc. Discuss that everyone worries sometimes. It's a normal emotion! But too much or the wrong kind of worrying can be a bad thing. Together, let's discuss how to turn worries into an emotion that can help us accomplish our goals. 2. Activity 1: Pass out the "Dealing with Worry" worksheet. Read through. Discuss that worries don't have to be a bad thing. You can't just say, "don't worry" to someone and everything is alright. It's not that easy! The goal is to worry the "right way". Our worries should be actionable and productive worries that help us achieve our goals. Read through the list of thoughts and develop more productive ones. #2: "I'm really worried about finishing this project on time. Let me look at my schedule and make sure I am planning enough time for it." #3: "What can I do to improve my practice?" #4: "Why didn't Maria text me back? I should call and ask her directly." #5: "I'm nervous about speaking in class, what can I do to help myself be more prepared and comfortable?" 3. Activity 2: Explain that when we worry too much, our bodies show it. Ask students to share what your body feels like when you're really worried. 4. Pass out the "Physical Effects of Worrying" worksheet. Have students circle and discuss what effects they notice when they are worried. Discuss how noticing those effects could help you control your worries. 5. Activity 3: Explain that sometimes an element of worrying is being afraid to do certain things. You might really want to sing in chorus but you're feeling too nervous. Should you just give up? Of course not! As you get older, it's important to learn how to face those fears head on. That's not to say you don't need supports, you do! But avoiding the fears really isn't a good thing. It's best to learn how to conquer those fears so you can do the things you want to do in your life. 6. Pass out the "Conquering Fears" worksheet. Read through. For each example, discuss and write down ways that each person could work towards conquering their fear. #1: She could visit a friend or family member with a very calm dog and start with that. She might just want to visit the dog and not pet it at first. #2: He could ask a friend to go with him. He could go early and make a plan to leave if he is feeling overwhelmed. #3: She could talk to her teacher ahead of time and discuss what will be said. This might help her feel more prepared. 7. Have students share about a fear or worry they had that they got over. Some examples might include being worried about heading to middle school or going on an airplane.

Social Skills Lessons • Educator Guide

Lesson #8	Dealing with Worry (continued)
Objectives	<p>Students will turn a worry into a productive thought.</p> <p>Students will reframe negative thinking into more positive thinking.</p> <p>Students will develop strategies for handling worry and feelings of anxiety.</p>
Lesson Plan	<p>8. Activity 4: Explain that quite often, worrying involves negative thoughts. For the most part, negative thoughts are not helpful! They just drag you down and damage your confidence. They don't actually help you do anything. Phrases like, "No one likes me" or "I'm terrible at math" don't really help you. So, let's discuss ways to turn those negative thoughts around.</p> <p>9. Pass out the "Reframing Negative Thoughts" worksheet. Read through. Practice reframing each quote into a more positive thought. #1: "I do have friends. I would love to have more friends but I do have some amazing qualities. I'm smart and I'm funny." #2: "I'm disappointed in losing but sometimes you win and sometimes you lose. It happens and it's okay." #3 "I didn't do as well as I wanted but I can learn from this. I'm going to ask to stay after for extra help." #4: "Today is going to get better. And tomorrow will be even better than that. It will all e okay." #5: "I did get a detention but I shouldn't have done what I did. I'll take the responsibility and move on. Mistakes happen."</p> <p>10. Activity 5: Sit in a circle. Add the cut up slips to a bag or bin. Go around the circle and have a student take out a random slip and read it. Have others share ideas for how to help each person with their worries. Describe what each person could do or say to themselves.</p> <p>11. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • How can you notice when you start worrying? How can you stop yourself? • How can you turn a worry into a productive thought? • How can a productive worry or thought help you? • Is it okay to worry sometimes? Why? • Why can worrying too much be a bad thing? • What are some things you worry about? How can you make those worries more productive thoughts?

Name: _____

Date: _____

DEALING WITH WORRY

Everyone worries sometimes. It's actually a healthy reaction that helps us manage stress. There is a difference between productive and unproductive worrying, though. Productive worrying is thinking about a problem that can be solved and needs attention right away. Unproductive worrying is dwelling on a problem or worrying about something that can't be fixed.

For example, imagine you have a math test coming up. You might worry and say to yourself, "I really need a good grade on this, so I definitely need to study." That's a productive worry because you can have a positive action plan to help you solve your problem!

Imagine, though, that you start to worry about that same test in another way. You might think to yourself, "I'm always so stupid at math. I'll never do well. What if I fail math and have to stay back? My parents will probably ground me for the entire summer. My life will be ruined." This is an unproductive worry. Many of those thoughts are irrational, unrealistic, and don't help to address the root problem.

Turn each worry into a productive thought! Remember, for a worry to be productive, it has to be something that is actionable.

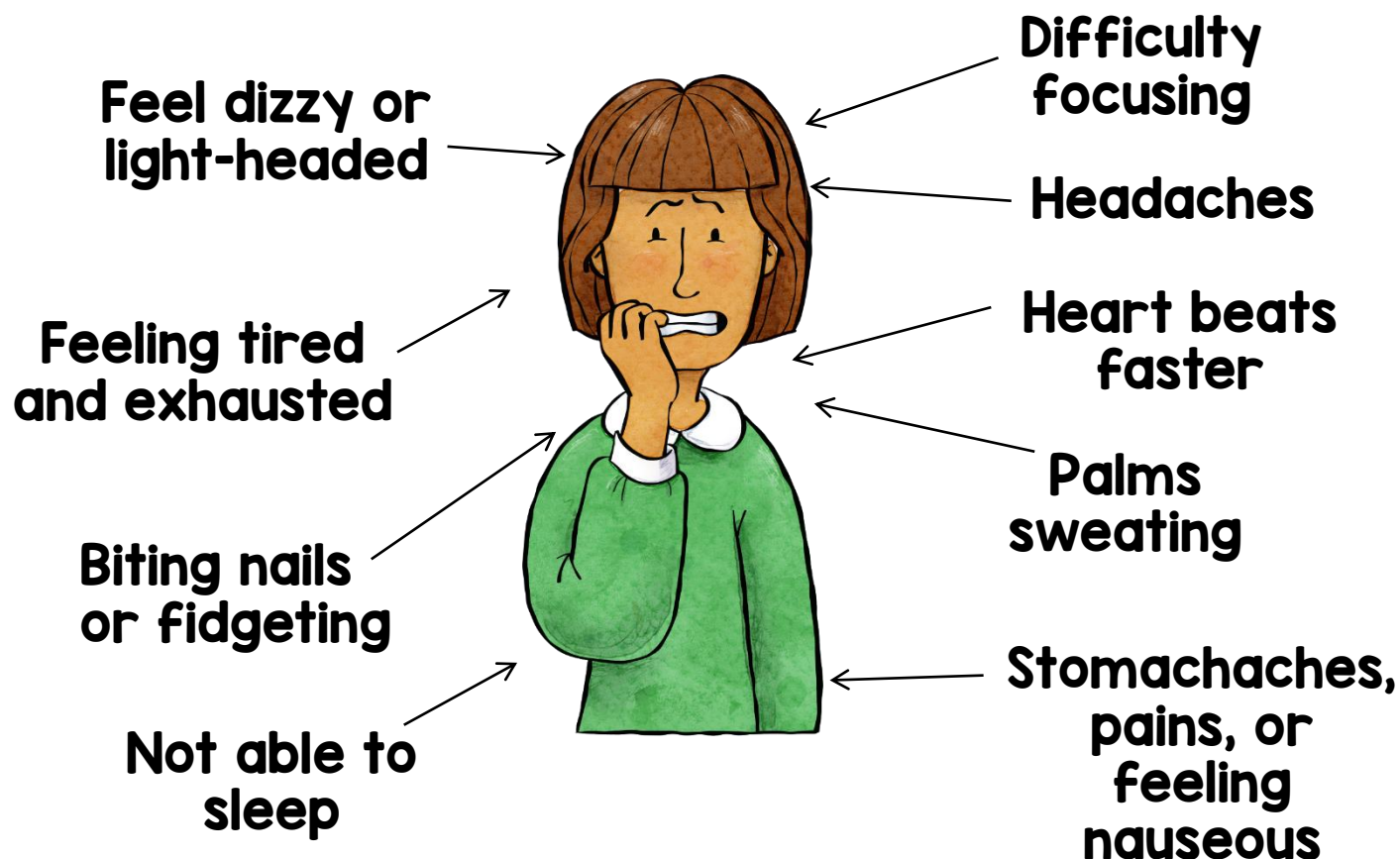
Thought	Make It Productive!
#1 "What will happen if I fail the test?"	What can I do to make sure I can get a good grade? I can study more.
#2 "What if I can't finish this project on time?"	
#3 "I'm never going to be any good on the basketball team."	
#4 "Maria never texted me back. She probably hates me."	
#5 "I'm too scared to speak in front of the class. I'm going to look like an idiot."	

Name: _____

Date: _____

PHYSICAL EFFECTS OF WORRYING

Getting overly worried can have physical and mental effects. It can be helpful to review some of the effects so that you can start to notice when you are worrying right away.



----- THINK ABOUT IT! -----

How does your body react when you feel worried? What are some ways you can start to tell when you're first getting anxious or worried?

Name: _____

Date: _____

CONQUERING FEARS

Sometimes we might worry about fears we have, including doing things that are just outside our comfort zone. For example, you might be really worried to present in front of the class on your own. The best way to deal with these worries and fears is by facing them head on with supports from friends and adults. This is very much the opposite of avoiding your fears! In this case, you might ask to present to the teacher privately or ask a friend to present with you. These are small steps to help you overcome your fear.

Give advice for what each person might do in order to slowly work towards conquer their fears and worries:

#1 Adrianna has a fear of dogs after her aunt's dog nipped at her last summer. She loves dogs but she's also afraid.



#2 Brian has a fear of being in big crowds. This year he wants to go to the dance but he's not sure he can.



#3 Megan has been worrying a lot about joining her parent teacher conference. She's afraid of what her teacher might say in front of her parents.



----- **THINK ABOUT IT!** -----

What is a fear or worry you had that you were able to conquer? What is something you'd like to conquer in the future?

Name: _____

Date: _____

REFRAMING NEGATIVE THOUGHTS

A key characteristic of anxiety is negative thoughts that play over and over again. Once you notice yourself developing a negative thought, you need to be able to stop it and reframe it in a more positive way.

For example, let's say you just gave a presentation to the class. You feel like you made a mistake and you are dwelling on it. You might worry to yourself, "I'm such an idiot. I can't believe I made that mistake. No one is ever going to let me forget this." Not only is this an unproductive worry that can't be solved, but it's a continuing negative thought. Nothing good comes of these negative thought patterns! Instead, they damage your self-esteem and use up all of your energy.

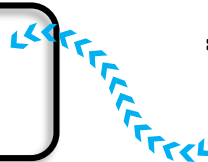
Instead, let's focus on taking that negative thought and challenging it! Reframe it in a more positive way. You might think to yourself, "Well, I didn't do as well as I wanted to, but that's okay. Mistakes happen. I learned that I need to practice more in the future. No one will probably even remember, anyway." Then, let it go!

Try reframing each negative thought in a more positive way:

#1 "I'll never have any real friends. No one even likes me."



#2 "I lost the soccer game. It's all my fault."



#3 "I failed the test. I'll never pass math class now."



#4 "Today is the worst day ever."



#5 "Mrs. Jones gave me a detention. She probably hates me."



#1 AMANDA FEELS VERY WORRIED WHENEVER SHE HAS TO TAKE A TEST. SHE FEELS LIKE SHE FORGETS EVERYTHING RIGHT AWAY.

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#2 SAM IS WORRIED BECAUSE HIS BEST FRIEND STOPPED TALKING TO HIM AND HE DOESN'T KNOW WHY. HE WONDERS IF IT'S HIS FAULT.

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#3 JAKE IS FEELING VERY ANXIOUS ABOUT AN UPCOMING FIELD TRIP BECAUSE HE DOESN'T KNOW THE SCHEDULE FOR THE DAY.

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#4 ARIA IS SCARED TO TAKE THE BUS BY HERSELF. SHE NORMALLY GETS PICKED UP BUT HER MOM CAN'T GET HER TODAY.

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#5 LOGAN IS WORRIED ABOUT TRYOUTS. HE SAYS, "OTHER KIDS ARE SO MUCH BETTER THAN ME. THERE'S NO WAY I'LL MAKE IT."

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#6 AIDEN IS WORRIED ABOUT SHOWING HIS MOM A FIELD TRIP FORM. SHE JUST LOST HER JOB AND HE'S WORRIED SHE CAN'T AFFORD IT.

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#7 OLIVIA IS NERVOUS THAT HER FAVORITE TEACHER IS LEAVING TO HAVE A BABY. SHE SAYS SHE CAN'T DO WELL WITHOUT HER TEACHER.

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#8 ALEX IS WORRIED THAT NO ONE WILL SHOW UP TO HIS BIRTHDAY PARTY. HE HANDED OUT ALL THE INVITATIONS YESTERDAY.

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#9 MUHAMMAD IS NERVOUS TO SING IN CHORUS. HE'S AFRAID THAT OTHER PEOPLE WILL MAKE FUN OF HIM.

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#10 HAILEY IS NERVOUS TO EAT IN THE LUNCH ROOM. IT'S LOUD AND SHE IS NERVOUS TO EAT IN FRONT OF OTHERS SO SHE SKIPS LUNCH.

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#11 MILA IS NERVOUS TO PRESENT WITH HER SCIENCE GROUP. SHE'S THINKING ABOUT JUST STAYING HOME THAT DAY.

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#12 ELI GETS NERVOUS IN A GROUP OF FRIENDS. HE WORRIES THAT EVERYONE IS TALKING BAD ABOUT HIM ALL THE TIME.

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Social Skills Lessons • Educator Guide

Lesson #9	Using Self-Control
Objectives	<p>Students will practice utilizing self-control.</p> <p>Students will discuss using self-control in a variety of situations.</p> <p>Prior to making a decision, students will practice how to stop and think first.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask everyone to close their eyes and imagine you have a set of cupcakes on your desk or table. They are the first to walk in and no one else is in the room. What do they do? Even though you want to take one, you most likely wouldn't. That's because you're using self-control. Explain that this lesson is all about using self-control. 2. Explain that in order to manage our emotions on a day to day basis, we have to use self-control. There probably have been times you were upset and wanted to try but you held it in because you didn't want to make a scene. That's self-control. There probably was a time you were very angry at someone and you thought about acting out in an aggressive way, but you didn't. That's also self-control. 3. Activity 1: Explain that self-control is a critical life skill. It means we stop ourselves and do the right thing instead of our first impulse. Sometimes this is harder than others! Pass out the "Using Self-Control" worksheet. Read through. 4. For each situation, discuss what your first impulse might be and then what you would do using self-control. For example, for #1, your first impulse is probably to take the money. You know that's not right because you saw the other person drop it, so with self-control, you would take the money and give it back. 5. Activity 2: Discuss that there are ways you build on your self-control. The more you practice it, the better and stronger it becomes. For example, think back to when you were a child. It was probably really hard to sit in a seat for 20 minutes. But over time, as you grew, you were able to stay seated and focused for longer periods of time, even when you didn't want to. You're using self-control. Ask students to share other times when they use self-control throughout the day. 6. Pass out the "Building Self-Control" worksheet. Read through. Discuss how each behavior is important and what might happen if people didn't use self-control in each situation. 7. Activity 3: Ask students to find a seat anywhere in the room. You will be playing a game that requires them to practice their skills of self control. Explain that you will have two people going against each other at a time. You will ask those two people a trivia question and no one else. If you were not up, you can't shout out the answer. You have to use your self control! 8. Have the first student stand next to another student. Read a trivia card. Whoever answers first gets to move on to the next person. The loser will sit down at that seat. This is continued around the room. It becomes especially difficult if both parties don't know an answer but someone else in the room does. Students will have to wait their turn and can't shout out the answer. Note: You can feel free to add in your own trivia questions or even academic content!

Social Skills Lessons • Educator Guide

Lesson #9	Using Self-Control (continued)
Objectives	<p>Students will practice utilizing self-control.</p> <p>Students will discuss using self-control in a variety of situations.</p> <p>Prior to making a decision, students will practice how to stop and think first.</p>
Lesson Plan	<p>9. Activity 4: Explain that having responsibilities can also help you build your self-control. When you are responsible for something, it means you need to do it whether you like it or not.</p> <p>10. Pass out the "My Responsibilities" worksheet. Read through. Have students write down their responsibilities in each situation. At home might include: chores like dishes or taking out the trash, keeping my room clean, doing my homework, helping with my little sister. At school might include: raising my hand before talking, being kind to others, getting my work done. In public might include: being respectful towards others, following laws, holding the door open for people.</p> <p>11. Activity 5: Ask students if they think self-control is something they can control? Why or why not? Discuss if there is a way to improve self-control? Explain that you can if you work on your ability to just stop and think. We make so many decisions in a split second. Many of them are even automatic or just routine. But sometimes when we're faced with bigger decisions, it's so important to stop and think about the choices before making a decision.</p> <p>12. Pass out the "Stop and Think" worksheet. Read through. Read through each situation and help each person "stop and think". For example, in #1, Amanda could go over and talk to her friend in a calm way, she could yell at her, or she could wait and talk to her privately at another time. Discuss which option might be the best and why. Continue with other situations.</p> <p>13. Have students work in partners or a small group. Pass out a set of task cards for each group or set of partners. Have kids read the situations and practice "stop and think" for each scenario.</p> <p>14. Discuss each situation as a group. Students can act out their best response if they want.</p> <p>15. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • What is self-control? Why is it important? • When are times that you use self-control? • Do you think your self-control can improve over time? Why or why not? • What would a world be like if no one had any self-control? • How can self-control help you with your friends? What about with a job in the future? Where else?

Name: _____

Date: _____

USING SELF-CONTROL



Self-control is the ability to manage our emotions and desires on the spot. We already use self-control every single day, often without even knowing it! Imagine you are over your friend's house and see a beautiful chocolate cake sitting on the counter. Your friend tells you that the cake is for a party his mom is having tonight. Even though you would probably love to take a huge slice of that cake and eat it, you don't because your brain tells you it would be a bad idea. That's using self-control.

Read each situation. Identify what your first impulse might be in each situation and then what you should do using self-control.



#1 Walking out of a store, you see someone drop money. They don't notice that they've dropped it.

First Impulse:

Use Self-Control:

#2 You notice the teacher has left the answer key to a big test on the back table and the teacher is out today.

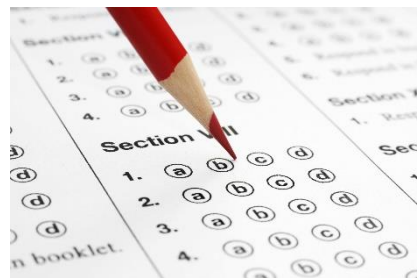
First Impulse:

Use Self-Control:

#3 You have a lot of homework to do but you are really not in the mood to do any of it.

First Impulse:

Use Self-Control:



Name: _____

Date: _____

BUILDING YOUR SELF-CONTROL

Building up your self-control can take time and effort. It's a skill that you can always improve! Read each situation and explain why it is an important part of self-control. Consider what might happen if you didn't use self-control in each situation.

#1 Raising your hand in class when you want to answer a question



#2 Waiting your turn in a line even when you want to go first



#3 Asking to borrow something you want to use



#4 Giving yourself a time out when you are upset at someone else.



----- THINK ABOUT IT! -----

What are some ways you can improve your own self-control?

Which country is home to kangaroos?

(Australia)

Rulers in this country were called pharaohs.

(Egypt)

A baby goat is called this.

(kid)

What plant do giant pandas usually eat?

(bamboo)

Honey is created by this insect.

(bees)

How many days are there in the month of June?

(30)

What is the capital of Hawaii?

(Honolulu)

Who is credited with inventing the telephone?

(Alexander Graham Bell)

The Statue of Liberty was a gift to the U.S. from which country?

(France)

A hammerhead and great white are a type of what?

(shark)

A spider has this many legs.

(8)

What continent does Mexico belong to?

(North America)

This is the name of the colored part of your eye.

(iris)

What color are emeralds?

(green)

What is the largest land animal?

(elephant)

What is the fastest land animal?

(cheetah)

This is the place you go to see lots of animals.

(zoo)

What continent does Japan belong to?

(Asia)

This is a medical picture used to show your bones.

(x-ray)

To build a fence around a yard, what measurement do you need?

(perimeter)

Which sport would you use a "sand iron" in?

(golf)

A decathlon has this many events.

(10)

This is a shape with 5 sides.

(pentagon)

What is the smallest breed of dog?

(chihuahua)

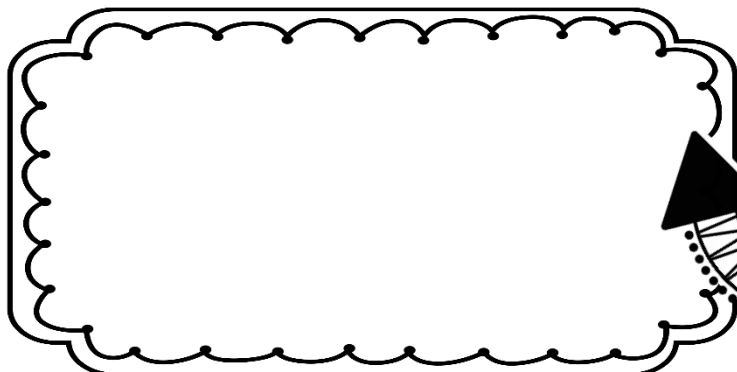
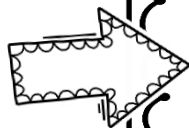
Name: _____

Date: _____

MY RESPONSIBILITIES

Having responsibilities helps build your self-control because these are jobs or duties you are responsible for. These are tasks you know you need to do, whether you are in the mood for them or not! Answer the questions below to discover your own responsibilities.

What are some responsibilities you have at home?



What are some responsibilities you have at school?



What are some responsibilities you have when you are out in public?



----- THINK ABOUT IT! -----

How do having responsibilities help you to develop self-control?

Name: _____

Date: _____

STOP AND THINK

One of the most important elements to developing self-control is learning how to stop and think in the moment. It is just like "hitting the pause button" when you're angry. You have to learn how to stop yourself in the moment and think about the choice you want to make.



It might help to truly close your eyes and visualize what a red stop sign looks like. Keep that image in your head for when you need it. When you are practicing self-control you should:

1. Think of a stop sign. Remind yourself to "stop and think".
2. Consider what possible solutions there might be for how to handle the situation.
3. Think about the consequences might be for those actions.
4. Decide of the best choice!

Read the situations below and practice using self-control! Instead of just reacting right away, consider the possible solutions and consequences. Then, determine what you think the best choice might be.

#1 Amanda is upset when her friend just starts ignoring her randomly. She sees Amanda in a group and goes over to confront her.



#2 Ja'Leeq's coach pulls him from the basketball game and tells him to sit down for the rest of the game.



#3 Michelle drops all her books when someone bumps into her in the hall. She thinks she hears the person laugh.



AN ADULT
YELLS AT YOU
FOR
SOMETHING
YOU DIDN'T DO.



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YOU ARE
WORKING IN A
GROUP AND
ONE PERSON
ISN'T DOING
ANY WORK.



© 2018 Pathway 2 Success

YOU HAVE
TOO MUCH
WORK AND
CAN'T FINISH
IT IN TIME.



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YOU THINK
PEOPLE ARE
TALKING
ABOUT YOU
BEHIND
YOUR BACK.



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A TEACHER
NEVER CALLS
ON YOU EVEN
WHEN YOUR
HAND IS
RAISED.



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SOMEONE
SHOVES YOU
BUT THEY
SAY THEY
WERE JOKING
AROUND.



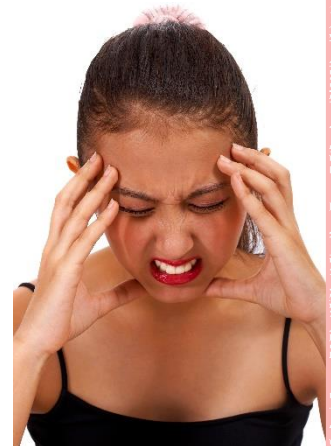
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SOMEONE
KEEPS TAKING
YOUR PHOTO
AFTER YOU
ALREADY TOLD
THEM TO STOP.



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YOU HAVE A
BAD
HEADACHE
AND PEOPLE
KEEP TALKING
TOO LOUDLY.



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Social Skills Lessons • Educator Guide

Lesson #10	Coping Strategies & Mindfulness
Objectives	Students will identify coping strategies to help them manage emotions. Students will practice strategies for mindfulness and deep breathing.
Lesson Plan	<ol style="list-style-type: none">1. Introduction: Explain that now that students have learned some skills in managing their emotions, it's time to talk about what to do when we just need to cope with those feelings. Coping strategies are the skills and activities we use to help us when we're feeling sad, angry, worried, and just overwhelmed. Ask students to share what activities they do that help to calm them down. Students might say running, reading, listening to music, etc.2. Activity 1: Discuss that we can't avoid all the challenges in the world. As best as we learn our triggers for anger and our skills in understanding our worries, those emotions are still going to come. So, that's where coping strategies come into play.3. Pass out the "Using Coping Strategies" worksheet. Read through. Have students check off the coping strategies they think would help them feel calm when they are emotionally overwhelmed. It's important to highlight that everyone's will be different. Allow students to share what they might be interested in. If there is time, you can take some time to practice or discuss each of those strategies students are interested in. For example, you can spend 5 minutes with each student practicing reading or chewing gum.4. Activity 2: The single most important coping strategy is something that's entirely in our own minds. It's called positive self-talk.5. Pass out the "Positive Self-Talk" worksheet. Read through. For each situation, come up with some positive self-talk you could say to yourself to help you feel reassured. #1: "You tried your best. Maybe next time you'll make it. It just might not be the thing for you right now and that's okay." #2: "That's okay. I'll think of something else fun to do that night for myself." #3: "I don't like missing gym but it's just one day. Maybe I can play basketball after school." #4: "Maybe they're not that bad after all. I can give them a chance and see how things go." #5: "I can probably talk to the teacher and figure something out. It's a mistake and it's going to be okay."6. Encourage students to come up with their own positive self-talk statements that might help them.7. Activity 3: Pass out the "Positive Affirmations" worksheet. Read through. Explain that positive affirmations are just positive thoughts we can say to ourselves to help us feel calm. Sometimes when you are worked up, you might not know the right things to say. Having a list like this can help you build that self-talk.8. Have students read each statement. You can read as a group or have students partner read them. Some students might find them silly to say at first, because kids aren't used to hearing so much positive! That's okay. Let them read through it.9. Have students go back and circle or highlight their favorite statements. Discuss how those statements could help them.

Social Skills Lessons • Educator Guide

Lesson #10	Coping Strategies & Mindfulness (continued)
Objectives	<p>Students will identify coping strategies to help them manage emotions.</p> <p>Students will practice strategies for mindfulness and deep breathing.</p>
Lesson Plan	<ol style="list-style-type: none"> 10. Activity 4: Explain that another critical skill for managing emotions is practicing mindfulness. It is actually a simple strategy that focuses just on relaxing and being present in the moment. It's often difficult for people because we live with such a busy lifestyle, always running from school to sports to homework and then back again. By practicing mindfulness, kids can learn to really be in tune with themselves and their emotions in the moment. 11. Pass out the "Practicing Mindfulness" worksheet. Read through. Have students spend quiet time on their own filling out the questions. It might help to play calming music during this time. 12. Ask students to share what the experience was like and if this is something they could do in other situations. 13. Activity 5: Pass out the "Deep Breathing" worksheet. Read through. Have students practice each type of breathing together. Remember to practice each kind several times. It's important to continue deep breathing for at least 5 or more breaths to get the full effect. 14. Have students share which breathing activity was their favorite. Discuss how this could help them in stressful situations. 15. Activity 6: Pass out the "Mindful Coloring" worksheet. Give students access to all sorts of coloring utensils that you're comfortable with. Explain that coloring can be a very healthy strategy to both be mindful and reduce stress. It can be very calming and help return your emotions to a normal level. Again, you can choose to play calming music while kids color. Spend time coloring with them. 16. Give time for kids to share how they liked this activity. Discuss when this could be a helpful strategy. 17. Activity 7: Pass out the "Guided Relaxation" worksheet. Explain that this activity is a bit different. Students will be practicing a guided meditation, which means they will be relaxing in a comfortable position while someone else is reading a calming script. 18. Read through the worksheet with students. Have students find a comfortable spot and encourage them to close their eyes and just relax. Start reading the script. Note that if you are uncomfortable reading a script, you can find guided relaxation scripts read aloud online (such as YouTube). 19. Give time for students to share how the guided relaxation made them feel. 20. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What are coping strategies and how do they help us? • What are the best coping strategies for you as an individual? • What does it mean to practice mindfulness? • Which strategies were your favorite from this lesson? Why? • Which strategies could you use in a classroom if you are upset? What about when you are out with your friends? • How can these strategies help you to manage your emotions?

Name: _____

Date: _____

USING COPING STRATEGIES

Coping strategies are the skills we use to deal with stress and challenges in our lives. They are the activities we do and how we think that allows us to feel better when we are emotionally overwhelmed.

Think of coping strategies like a suit of armor. You will still have to deal with some stress and challenges that get in the way of your goals. With strong and healthy coping strategies, though, you'll be able to defend yourself better and get through that stress a stronger person.

Everyone has coping strategies that work best for them individually. For example, it might help one person to listen to music when they are upset. For another person, drawing might help reduce their stress, while someone else might need physical activity like running or taking a walk.

It's helpful to try different coping strategies to see what works best for you. Here are some coping strategies that might work for you. Check off any that you'd like to try.

- | | |
|---|--|
| <input type="checkbox"/> Positive self-talk | <input type="checkbox"/> Practicing yoga |
| <input type="checkbox"/> Listening to music | <input type="checkbox"/> Practicing gratitude |
| <input type="checkbox"/> Writing in a journal | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Writing a story |
| <input type="checkbox"/> Taking a walk | <input type="checkbox"/> Building and doing puzzles |
| <input type="checkbox"/> Practicing mindfulness | <input type="checkbox"/> Dancing |
| <input type="checkbox"/> Coloring or drawing | <input type="checkbox"/> Looking at photos |
| <input type="checkbox"/> Chewing gum | <input type="checkbox"/> Organizing and cleaning |
| <input type="checkbox"/> Exercising | <input type="checkbox"/> Thinking of something funny |
| <input type="checkbox"/> Painting | <input type="checkbox"/> Asking for help |
| <input type="checkbox"/> Listing your choices | <input type="checkbox"/> Using a fidget |
| <input type="checkbox"/> Talking to others | <input type="checkbox"/> Using a calm down jar |

----- **THINK ABOUT IT!** -----

What strategies help you calm down when you are upset?

Name: _____

Date: _____

POSITIVE SELF TALK

Positive self-talk is the inner voice we have that comforts us, reminds us of the positives, reassures us, and helps us feel calm in tough times. It is one of the best coping strategies because you can use it anywhere and anytime all on your own.

For example, imagine you are upset with yourself because you didn't do well on a test or quiz. You might use positive self-talk to reassure yourself. You might think, "You didn't do as well as you wanted to, but it's going to be okay. You can do better next time and maybe even ask to stay after to extra help before the next quiz. Everyone makes mistakes sometimes." Even though the self-talk doesn't fix your low grade, it fixes your attitude, helps build your confidence, and allows you to move on.

Come up with some positive self-talk for each situation.

#1 You tried out for the soccer team but didn't make it.

#2 You don't get invited to a party you thought you would go to.

#3 You are upset when the schedule changes and you miss gym.

#4 You have to work with a partner that you don't really like.

#5 You forgot your homework at home and it's graded today.

Name: _____

Date: _____

POSITIVE AFFIRMATIONS

Some positive self-talk can just be positive affirmations to remind yourself that you can do anything and everything will be okay. Practice by saying the following statements to yourself either out loud or in your head.

- | | | |
|--|---|---|
| 1. There is no one better to be than myself. | 17. It's okay not to know everything. | 33. I am in charge of my life. |
| 2. I am enough. | 18. Today I choose to think positive. | 34. I have the power to make my dreams true. |
| 3. I get better every single day. | 19. I can get through anything. | 35. I believe in myself and my abilities. |
| 4. My challenges help me grow. | 20. I can do anything I put my mind to. | 36. Good things are going to come to me. |
| 5. All of my problems have solutions. | 21. I give myself permission to make choices. | 37. I matter. |
| 6. Today I am a leader. | 22. I can do better next time. | 38. My confidence grows when I step outside of my comfort zone. |
| 7. I forgive myself for my mistakes. | 23. I have everything I need right now. | 39. My positive thoughts create positive feelings. |
| 8. I am an amazing person. | 24. I am capable of so much. | 40. Today I will walk through my fears. |
| 9. I am perfect just the way I am. | 25. Everything will be okay. | 41. I am open and ready to learn. |
| 10. My mistakes help me learn and grow. | 26. I believe in myself. | 42. Every day is a fresh start. |
| 11. Today is going to be a great day. | 27. I am proud of myself. | 43. If I fall, I will get back up again. |
| 12. I have courage and confidence. | 28. I deserve to be happy. | 44. I am whole. |
| 13. I can control my own happiness. | 29. I am free to make my own choices. | 45. I can do anything. |
| 14. I have people who love and respect me. | 30. I deserve to be loved. | 46. I only compare myself to myself. |
| 15. I stand up for what I believe in. | 31. I can make a difference. | |
| 16. I believe in my goals and dreams. | 32. Today I choose to be confident. | |

----- **THINK ABOUT IT!** -----

Go back to circle or highlight your favorite statements. How could they help you?

Name: _____

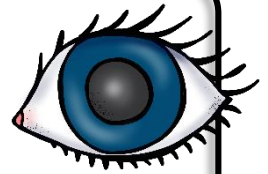
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PRACTICING MINDFULNESS

Practicing mindfulness means clearing your mind to only think about the present. Being mindful is a strategy that helps many people relax, get focused, and regain control of their emotions. It's a strategy that can work for you anytime and anywhere.

There are several different ways you can practice mindfulness. One simple way is just to stop and notice the world around you. Look around and notice what you can observe with your senses.

**What are 5
things you can
see?**

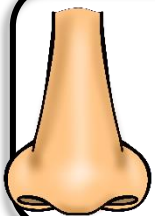




**What are 4
things you can
touch?**

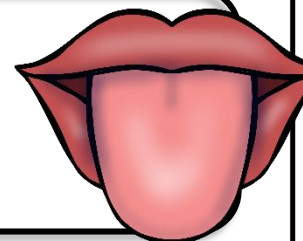
**What are 3
things you can
hear?**





**What are 2
things you can
smell?**

**What is one
thing you can
taste?**



Name: _____

Date: _____

DEEP BREATHING

Deep breathing is a calming strategy that you can use anywhere. Not only does it help you calm your emotions, but it helps you to be more mindful of yourself and surroundings. Deep breathing also helps to control your heart rate, reduces your blood pressure, and brings an overall sense of calm. This is another strategy you can use anywhere and anytime on your own.

When are some times that deep breathing might help you?

Practice each type of deep breathing below:

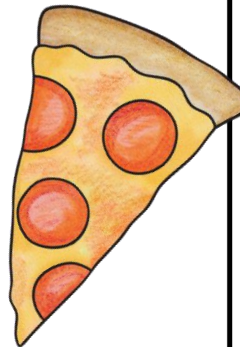
#1 Bubble Breathing.

Sit comfortably. Slowly breathe in through your nose. Slowly breathe out through your mouth like you are blowing bubbles.



#2 Cool Off the Pizza.

Imagine you have a slice of hot pizza in front of you. Breathe in through your nose to smell the pizza and breathe out through your mouth to cool it down.



#3 Zig Zag Breathing.

Sit comfortably. Trace the zig zag line. Breathe in as you trace up and breathe out as you trace down.



----- THINK ABOUT IT! -----

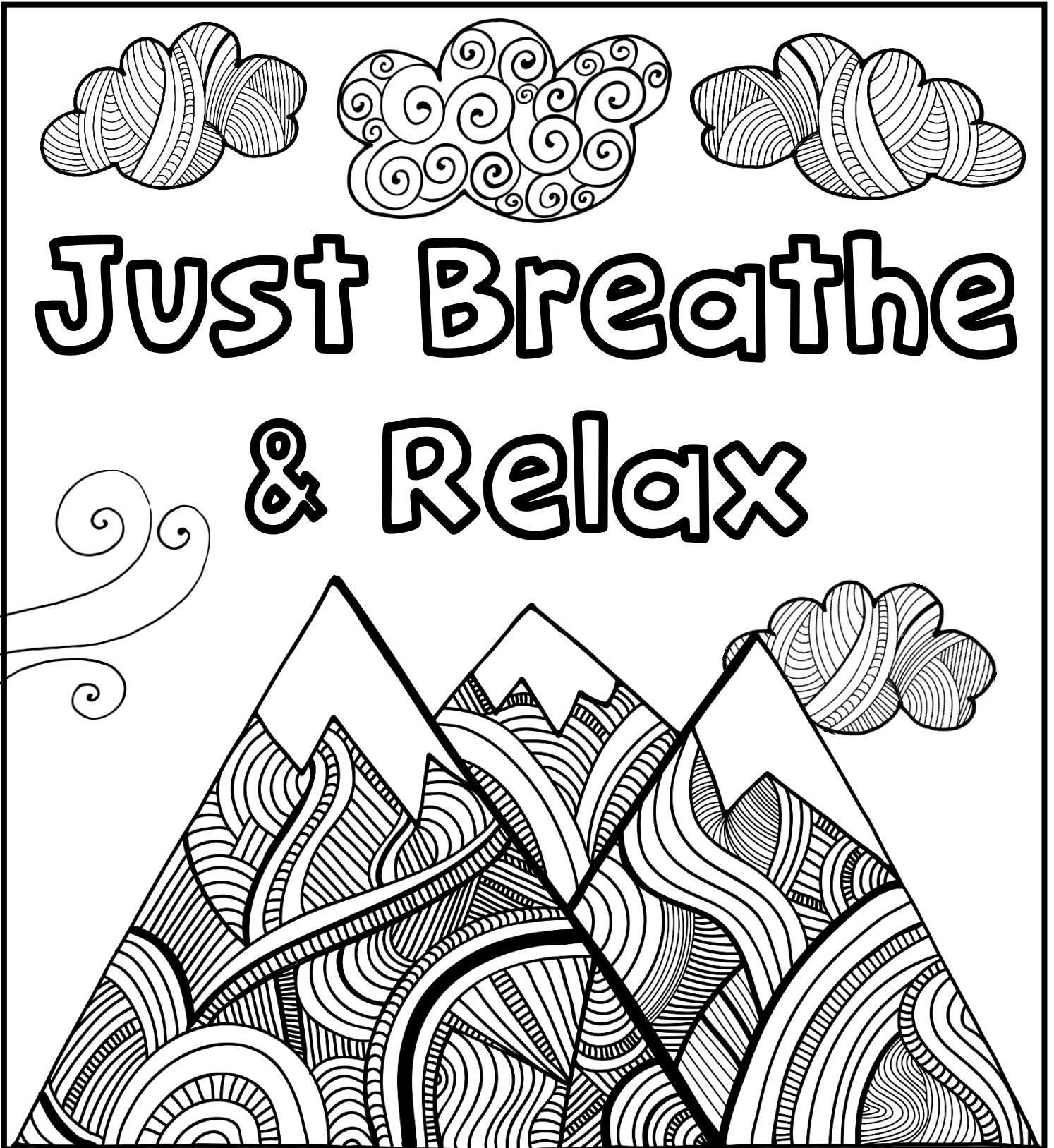
What deep breathing activity is your favorite? How will it help you in the future?

Name: _____

Date: _____

MINDFUL COLORING

Color in the picture below. Remember to breathe in and out as you color. Don't make judgements or overthink your artwork. Just color and be!



Name: _____

Date: _____

GUIDED RELAXATION

A guided meditation is an activity that can also help you relax and become more mindful. As you relax, you will be listening to a script that will help you visualize calming imagery and thinking calming thoughts.

What are some peaceful and calming images that you can think of?



Next, you'll find a space to get comfortable. You can choose to sit or lay down on the floor. Take time to relax your muscles and close your eyes. Breathe in and out slowly as you relax.

----- THINK ABOUT IT! -----

How did the guided meditation help you feel? What are some images that came to your mind? Write or draw them below.

GUIDED RELAXATION SCRIPT

Lay down and let the floor support all of your weight. Close your eyes and erase all the thoughts in your mind. If thoughts come in, just let them fly away. Just breathe in and breathe out. Let's focus on relaxing your body. Notice your body. Relax every part of your body from your toes, your legs... your belly... your back... your hands... your arms... your neck... your head... your face. Just relax. Breathe in and breathe out as you relax.

Now, imagine you are walking on a warm beach filled with beautiful sunshine. You feel the soft grains of sand hit your barefoot feet as you walk across the shore. You walk closer to the waves. You hear the waves as they crash up on the shore. You look down and notice seashells line a path. You pick up a seashell and grasp it in your fingertips. It feels smooth in your hands. Just then, you feel the warm water splash on your ankles and feet.

The waves are like your breath as you breathe in... and breathe out. The waves come in and slowly go out.

As you look out into the ocean, all you can see is water. Miles and miles of free and open water. Clouds line the sky. Beautiful cotton-like clouds are all around.

You can almost taste the salt water from the ocean. The mist of the water hits your nose.

You breathe in and breathe out, just like the waves. Check in with your body and relax. Notice your body. Relax every part of your body from your toes, your legs... your belly.. your back... your hands... your arms... your neck... your head... your face. Just relax. Breathe in and breathe out as you relax.

Know that you are powerful. You are strong. You can accomplish anything you want in this life. Breathe in all the good and positive thoughts. Breathe out all the negative.

Just breathe. Just relax. Just breathe. Just relax.

Name: _____

Date: _____

MANAGING EMOTIONS POST-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	
2) If you make a choice, who does it affect?	
3) Give an example of a consequence for your actions	
4) Give an example of an I statement	
5) How can disappointments help us?	
6) What does it mean to be mentally flexible?	
7) Explain what it means to "hit the pause button" when you're upset.	
8) Reframe this negative thought: "I'm always bad at math."	
9) When did you use self-control today?	
10) List your top three coping strategies	

ANSWER KEY

MANAGING EMOTIONS POST-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	Angry, proud, sad, annoyed, exhausted, surprised, frustrated, confused, disappointed, embarrassed, hopeful
2) If you make a choice, who does it affect?	Yourself and others around you.
3) Give an example of a consequence for your actions	I get a poor grade on a quiz because I chose to not study.
4) Give an example of an I statement	I feel angry when no one calls on me with my hand up because I don't want to forget my thought.
5) How can disappointments help us?	They teach us what's important to us, let us learn lessons, and help us grow.
6) What does it mean to be mentally flexible?	To go with the flow. To not be stuck in one way of thinking and try something new.
7) Explain what it means to "hit the pause button" when you're upset.	Just stop for a few seconds to help control your emotions.
8) Reframe this negative thought: "I'm always bad at math."	"Math is tough but I can always learn." "If I study and work hard, I can improve my math skills."
9) When did you use self-control today?	Raising hand to talk, stopping to think and make a choice, waiting turn in line
10) List your top three coping strategies	Listening to music, writing, coloring, reading, deep breathing, yoga, chewing gum, positive self-talk, dancing

BLACK & WHITE VERSION

Name: _____

Date: _____

MANAGING EMOTIONS PRE-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	
2) If you make a choice, who does it affect?	
3) Give an example of a consequence for your actions	
4) Give an example of an I statement	
5) How can disappointments help us?	
6) What does it mean to be mentally flexible?	
7) Explain what it means to "hit the pause button" when you're upset.	
8) Reframe this negative thought: "I'm always bad at math."	
9) When did you use self-control today?	
10) List your top three coping strategies	

ANSWER KEY

MANAGING EMOTIONS PRE-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	Angry, proud, sad, annoyed, exhausted, surprised, frustrated, confused, disappointed, embarrassed, hopeful
2) If you make a choice, who does it affect?	Yourself and others around you.
3) Give an example of a consequence for your actions	I get a poor grade on a quiz because I chose to not study.
4) Give an example of an I statement	I feel angry when no one calls on me with my hand up because I don't want to forget my thought.
5) How can disappointments help us?	They teach us what's important to us, let us learn lessons, and help us grow.
6) What does it mean to be mentally flexible?	To go with the flow. To not be stuck in one way of thinking and try something new.
7) Explain what it means to "hit the pause button" when you're upset.	Just stop for a few seconds to help control your emotions.
8) Reframe this negative thought: "I'm always bad at math."	"Math is tough but I can always learn." "If I study and work hard, I can improve my math skills."
9) When did you use self-control today?	Raising hand to talk, stopping to think and make a choice, waiting turn in line
10) List your top three coping strategies	Listening to music, writing, coloring, reading, deep breathing, yoga, chewing gum, positive self-talk, dancing

Social Skills Lessons • Educator Guide

Lesson #1	Understanding Your Emotions
Objectives	Students will identify and discuss a variety of emotions.
Lesson Plan	<ol style="list-style-type: none"> 1. If this is a new group, welcome students and allow for short introductions. 2. Introduction: Ask students to list what emotions they can name. Make a list of them on paper or on a board. Let students know that in this unit, they will be learning about their own emotions, how their emotions impact themselves and others, and how to manage them. 3. Activity 1: Ask students to just share how they are feeling today. Explain that students are going to work on becoming more aware of their emotions. That means really understanding how they feel. Instead of just “good”, maybe you’re feeling happy and excited. 4. Pass out the “Emotional Awareness” worksheet and read through. Have students color in the emotions they’ve experienced recently. Stop to discuss any emotions that students are unclear about. Let students know there is not a right or wrong for this activity. It is just about learning to understand your own feelings. 5. Have students brainstorm ways that emotions might help us and have them list those reasons. Students might say: help us problem–solve, allows us to figure things out, tells us what’s important to us, lets us connect to others, helps us understand ourselves, achieve our goals, etc. 6. Activity 2: Explain that emotions aren’t always simple. You normally don’t just feel one emotion and that’s it. It’s common to feel a mix of emotions. Have students share when they’ve felt more than one emotion at once. An example might be feeling happy the school year is over but also feeling sad you won’t see your friends every day. 7. Pass out the “Multiple Emotions” worksheet and read through. Have students identify multiple emotions for each scenario. For example, for the first scenario, Lisa might be happy and excited for her friend, but she might also feel sad and lonely that her friend will be leaving her. It might help for students to share how they might feel in that situation, too. 8. Activity 3: Let students know that now we will be digging deeper into their own emotions. This activity will have students reflect on their past experiences and times they felt different emotions. 9. Pass out the “A Time You Felt” worksheet. Have students independently fill out a time they felt each emotion. Give time to share out if they are comfortable sharing with the group. 10. Pass out the set of task cards to a set of partners or small group. You will need one set per group or partners. Put them in a pile and shuffle them. Have students take turns drawing a card, sharing what that emotion means to them, and think of a time they experienced that emotion. Encourage students to ask questions if they don’t understand what one of the emotions means.

Social Skills Lessons • Educator Guide

Lesson #1	Understanding Your Emotions – continued
Objectives	Students will identify and discuss a variety of emotions.
Lesson Plan	<p>11. Activity 4: Discuss that even though we feel emotions all the time, we don't always check in with ourselves to see how we're doing. Discuss why we might want to check in with ourselves. It can help us understand how we're feeling, identify if anything is bothering us, allow us to problem solve early on, etc. For example, ask students if they've ever blown up at someone else and then realized, "Wow, I didn't even know I was mad." By checking in with ourselves, we can understand those emotions early on and not let them get out of hand.</p> <p>12. Pass out the "Emotion Check-in" worksheet. Read through. Have students fill in their own personal responses. Note that this could be a form used in the future for students who need it. Students might benefit from using it after they aren't feeling good, if something is upsetting them, or just in the morning to check in with themselves before they start their day.</p> <p>13. Activity 5: Explain that we're all different people. We come from different backgrounds and experiences, so of course, we're going to have different feelings in some situations. That's normal. Give an example: Imagine a teacher tells you that the only homework tonight is to read. Some people might be really annoyed because they don't like reading. Someone else might love this assignment because reading is a fun activity for them. Even though it's the same situation, we react and feel differently.</p> <p>14. Pass out the "How Might You Feel" worksheet. Read through. Discuss each situation and have students write down how they might feel. Remind them to write their own response, not what someone else has shared! It's okay to feel differently in situations.</p> <p>15. Activity 6: Pass out a set of task cards for each group or partners. Have students discuss and share how they would feel in each situation. Have them consider WHY they might feel that way.</p> <p>16. Have students use the blank cards to make their own situations and ask others how they would feel.</p> <p>17. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • What are some positive emotions? Negative emotions? Are there any neutral emotions? • What does "emotional awareness" mean? • How can our emotions be beneficial to us? • How can you become more aware of your own feelings? • How can two people feel differently in the same exact situation? • What does it mean to "manage" your emotions? Why might that be important?

Name: _____

Date: _____

EMOTIONAL AWARENESS

In order to manage your emotions, you first need to understand them. We all deal with many emotions throughout the day, often without even thinking about them. You might feel annoyed in the morning when your parent wakes you up early for school, happy when you remember you have your favorite club to go to, nervous when you get to school and there's a pop-quiz, and excited when you get a good grade.

Emotional awareness is just taking a step back and understanding how you are feeling. Once you can be more aware of your own feelings, you can learn how to best deal with them. Take a few minutes to think back and color in some of the emotions you've experienced today or recently:

Happy	Sad	Disappointed	Upset	Annoyed
Excited	Curious	Bored	Calm	Confident
Loved	Proud	Satisfied	Lonely	Grumpy
Thankful	Relaxed	Confused	Worried	Nervous
Hopeful	Frustrated	Relieved	Exhausted	Embarrassed
Afraid	Furious	Surprised	Silly	Carefree
Joyful	Inspired	Overwhelmed	Curious	Blissful

----- THINK ABOUT IT! -----

What are some ways that our emotions help us?



Name: _____

Date: _____

MULTIPLE EMOTIONS

It's common to feel more than one emotion at the same time. For example, imagine you just tried out and made the baseball team. You'd probably feel happy, but you might also feel excited, proud, and surprised.

In some situations, you might even feel a mix of positive and negative emotions. Imagine that your older sister is going to live at college. You might feel happy for them and also excited because you'll get to use their room. You might also feel sad and lonely knowing they won't be around. Again, it's healthy to feel and recognize those multiple emotions so we can deal with them in healthy ways.

Read each situation and identify multiple emotions each person might go through.

Lisa's best friend tells her she might be moving. Her friend is excited because they will move closer to family.



Amari was assigned captain of a sports team, even though she didn't expect it at all.



Brian's teacher picks him to go first to present in front of the class. After he presents, everyone claps.



Jacob tells a private secret to his friend, James. James ends up telling everyone at lunch.



Name: _____

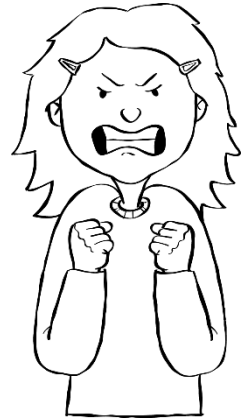
Date: _____

A TIME YOU FELT

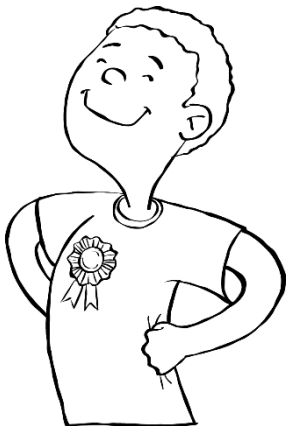
Take some time to reflect upon a time you felt each emotion. Consider what you were going through at the time and how it really made you feel.



#1 Excited



#2 Angry



#3 Proud

#4 Disappointed



ANGRY



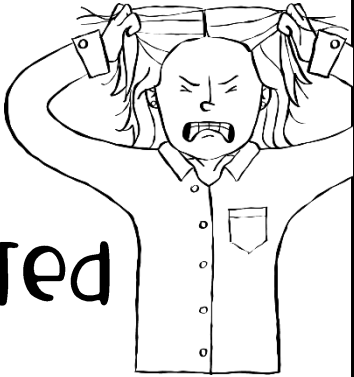
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SURPRISED



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FRUSTRATED



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JEALOUS



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CONFUSED



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HOPEFUL



© 2018 Pathway 2 Success

DISAPPOINTED



© 2018 Pathway 2 Success

EMBARRASSED



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LONELY



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REGRETFUL



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BORED



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CONTENT



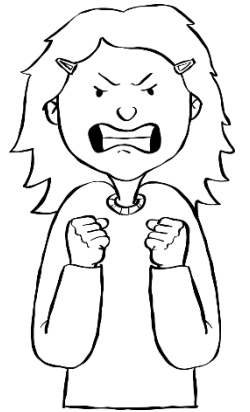
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SCARED



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FURIOUS



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NERVOUS



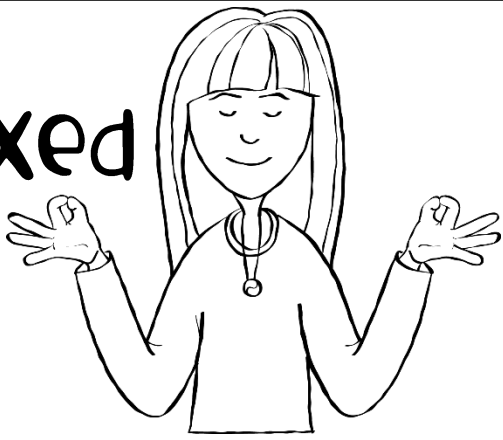
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HAPPY



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RELAXED



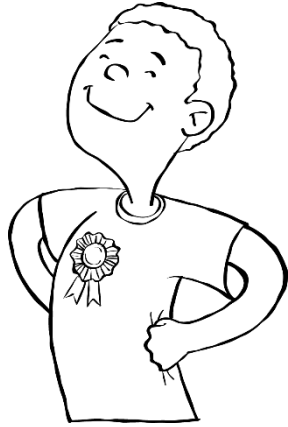
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EXHAUSTED



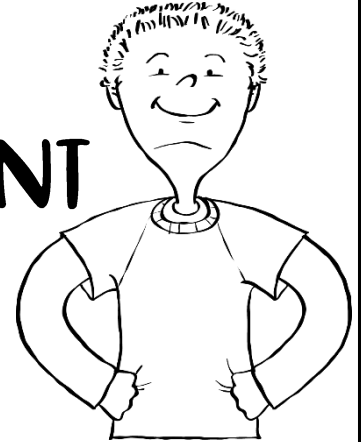
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PROUD



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CONFIDENT



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SAD



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ENERGETIC



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ANNOYED



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GRUMPY



© 2018 Pathway 2 Success

Name: _____

Date: _____

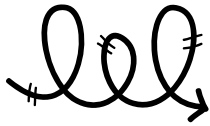
EMOTION CHECK-IN

One healthy strategy is to check-in with yourself and consider how you're feeling. It's an emotion check-in. Sometimes, we are so busy and dealing with multiple situations, we don't take the time to ask ourselves how we are feeling. Taking the time to think about your emotions can help you become more self-aware. Remember that the beginning step in dealing with how we feel is to recognize those emotions first.

#1 How are you feeling right now?



#2 Why might you be feeling that way?



#3 What could your next steps be to deal with those emotions?



----- **THINK ABOUT IT!** -----

How could an emotion check-in help you? When are some times that it would be best?

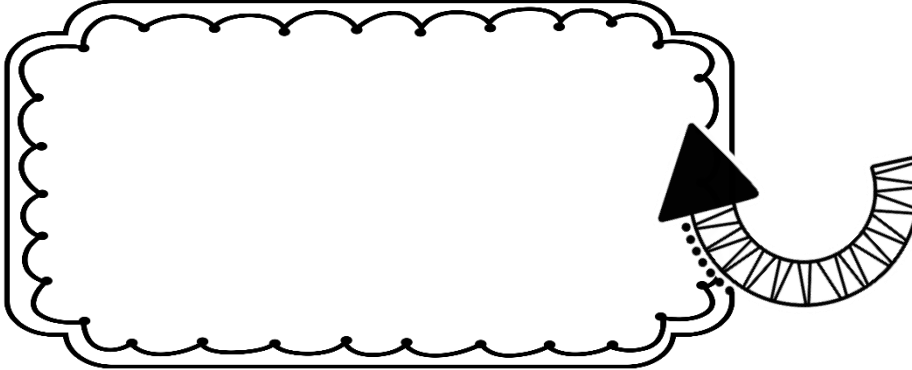
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HOW MIGHT YOU FEEL

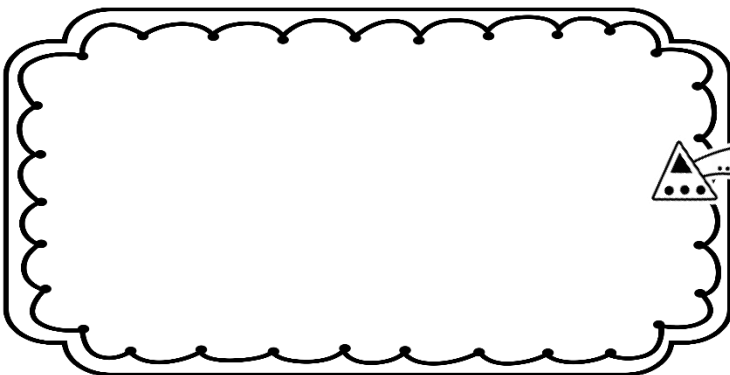
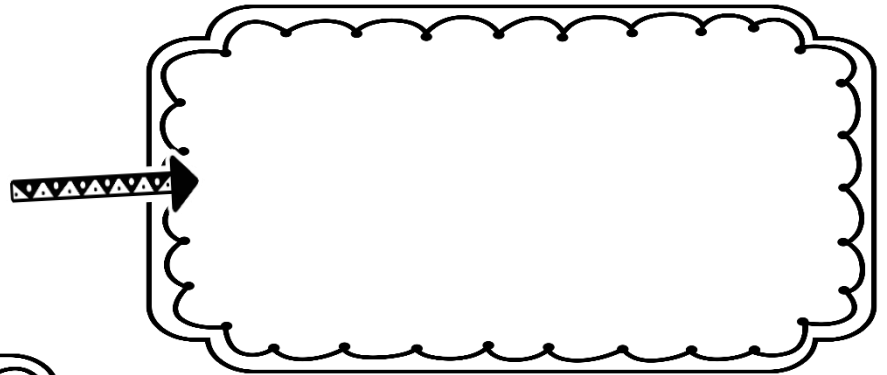
We all come from different families, background, and situations. It only makes sense that sometimes we might react differently in situations, too. Someone might feel sad in the same situation that makes someone else angry. There is no right or wrong for how you feel!

Consider each situation. Discuss, list, and explain how you might feel in that situation.



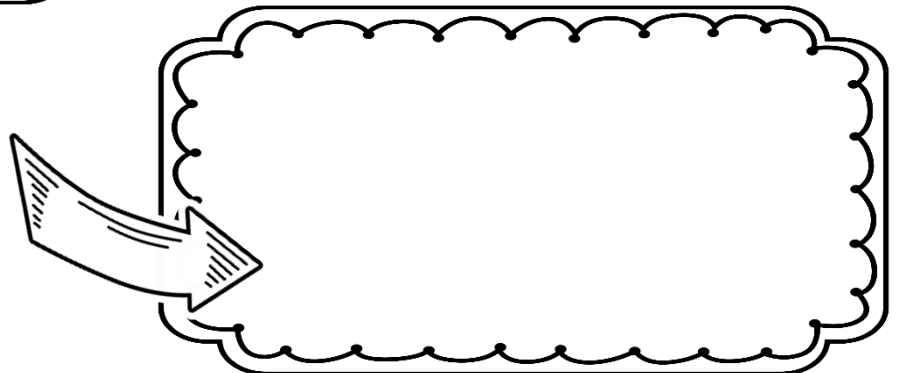
You were absent and your seat is now taken at lunch. Someone calls you over and invites you to sit down next to them.

You study really hard for a quiz. When you take it, you find there are questions you didn't study for.

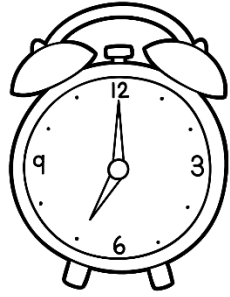


It's picture day and you can't find the favorite outfit you planned to wear. You have 5 minutes before you have to leave.

A classmate keeps talking to you even after you tell them to stop. The teacher hears you talking and gives you a warning.

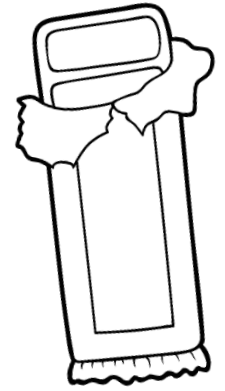


YOU WAKE UP
LATE FOR SCHOOL.



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A FRIEND EATS
YOUR
CHOCOLATE
BAR.



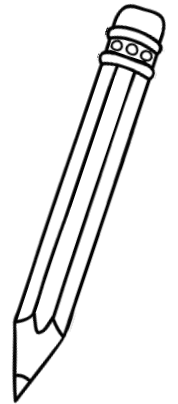
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YOUR
TEACHER
SIGNS YOU UP
FOR CHORUS.



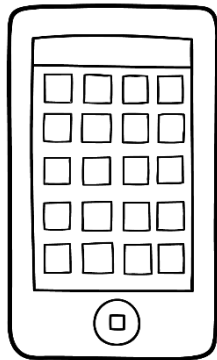
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YOU NOTICE
SOMEONE IS
CHEATING OFF OF
YOU.



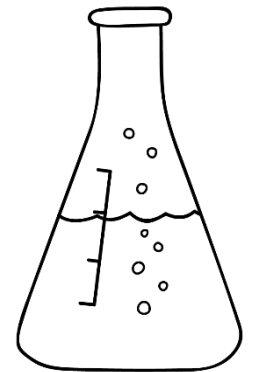
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YOU LOSE
YOUR CELL
PHONE.



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YOUR SCIENCE
LAB REPORT IS
DUE TODAY AND
YOU FORGOT IT AT
HOME.



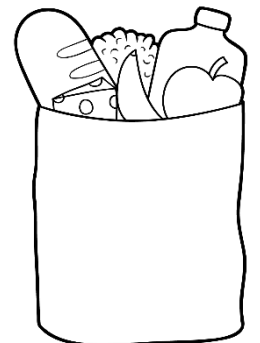
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YOU HAVE COLD
PASTA FOR
LUNCH.



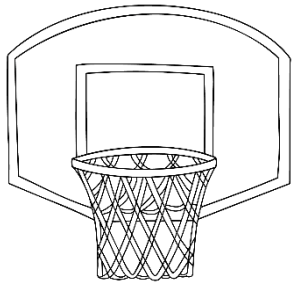
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YOUR PARENTS
ASK YOU TO GO
GROCERY
SHOPPING WITH
THEM.



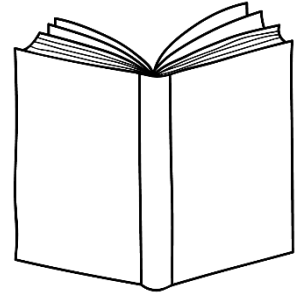
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YOU HEAR
THAT YOU ARE
PLAYING
BASKETBALL IN
GYM.



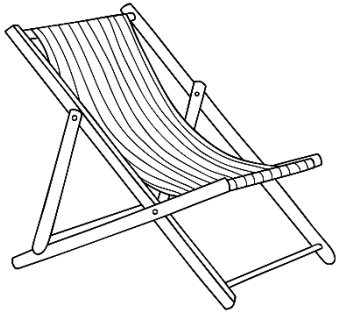
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YOU GET A FULL
CLASS JUST TO
READ ON YOUR
OWN.



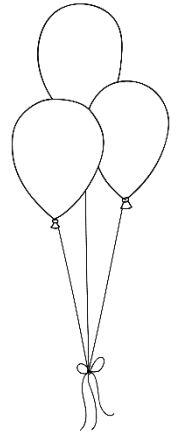
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A FRIEND
INVITES YOU
TO GO ON
VACATION
WITH THEM.



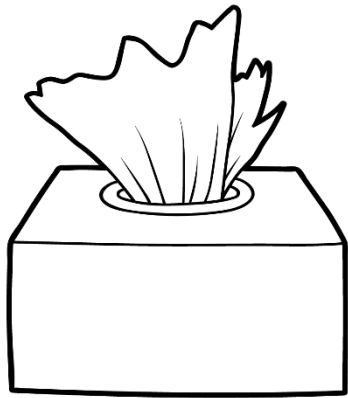
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YOUR BIRTHDAY
IS COMING UP
SOON.



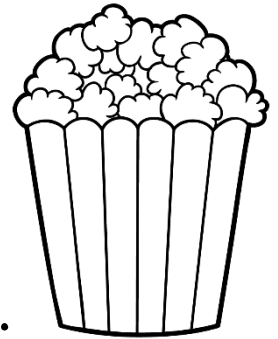
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YOU STAY
HOME SICK
AND MISS A
BIG TEST.



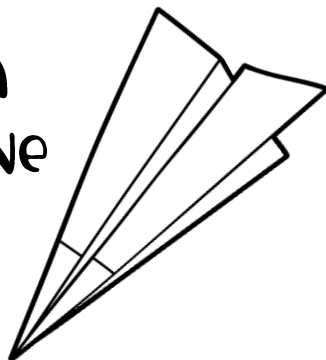
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A FRIEND INVITES
YOU OUT TO THE
MOVIES WITH
SOME FRIENDS
YOU DON'T KNOW.



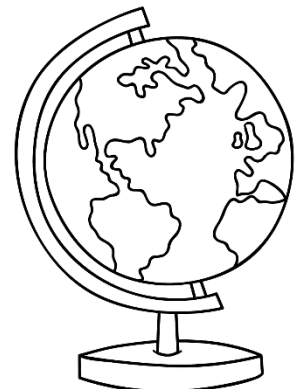
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YOU THROW A
PAPER AIRPLANE
AND GET A
DETENTION.



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YOU GET A
C ON YOUR
HISTORY TEST.



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Social Skills Lessons • Educator Guide

Lesson #2	The Choices We Make
Objectives	<p>Students will identify choices they would make in situations.</p> <p>Students will discuss how they are in control of their decisions.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask students to recall some of the reasons we have emotions. What do they do for us? One thing they help is with is driving our behaviors. Sometimes that can be a really great thing and can actually help us out. Imagine you are stressed about a notebook test coming up. What might you do? You might feel like avoiding the test or maybe even staying home that day. But you could also just start to organize your notebook! As we learn to manage and harness our emotions, we can learn that they can actually help us accomplish our goals. 2. Activity 1: Pass out the “Emotions Drive Behavior” worksheet. Read through. Write down choices for what each person might do. It’s great to write more than one option. For example, for #1, Meaghan might study a lot, she might glance over her notes, or she might find a way to get calm before the test. All options are okay because she’s making a choice. Discuss and share responses. 3. Activity 2: Ask students if they think they can control their emotions. It’s somewhat of a trick question! You can’t always control how you feel. You can control how you respond and the choices you make, though! 4. Pass out the “The Choices We Make” worksheet. Read through. Have students brainstorm a list of choices they’ve made. That might include whether or not to get up for school, what time to get up, what to wear, how to style your hair, what to eat for breakfast, whether to walk fast or slow to class, etc. 5. Go through each scenario on the worksheet. Have students list two choices they could make in each situation. 6. Explain that this is an important activity to help kids learn they DO have a choice in how they manage and control their emotions/behaviors. Sometimes kids get stuck in thinking that because they felt a certain way, they HAD to act on that emotion. For example, if a student gets angry with a friend, do they have to push them? Of course not! This is a choice that was made. 7. Activity 3: Pass out a set of task cards for each group or set of partners. Have kids take turns discussing each situation and brainstorming at least two choices they could make in each situation. This also helps build mental flexibility in different situations. Give time to discuss. 8. Activity 4: Ask students what it means to make a positive choice. Discuss the differences between positive and negative decisions. 9. Pass out the “Positive Choices” worksheet and a set of cards for each partner or group. Have students sort the cards into positive and negative choices. Take time to discuss. 10. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • How do emotions drive our behaviors? • Do emotions cause us to react in a certain way or do we have a choice? Why? • What makes the difference between a positive choice and a negative one?

Name: _____

Date: _____

EMOTIONS DRIVE BEHAVIORS

Our emotions actually drive many of our behaviors! Sometimes we might react in positive ways or even negative ways. For example, let's say your parent or guardian tells you that you can't go hang out with your friends until you clean your room. You might feel really upset and disappointed because you had your heart set on going out with friends. So, you might react by crying and having a tantrum. Instead, you could also react by cleaning your room really quickly so you can go out with your friends and feel happy again.

Read each of the scenarios and describe how the person might react due to their emotions.

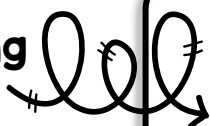
Situation

What might they do?

#1 Meaghan is nervous about an upcoming test.



#2 Bryan feels excited about trying out for the basketball team.



#3 Dania is upset when she gets in trouble for calling out.



#4 Marco feels sad when a good friend tells him they are moving away.



Name: _____

Date: _____

THE CHOICES WE MAKE

We can't control our feelings all of the time, but we can control the choices we make! Every day, you make many choices all on your own. You chose what you wanted to wear and how to style your hair. You also choose whether or not you're going to start your work or raise your hand to answer a question. Choices are really all around us. You have a lot more control over your own choices than you even think.

Make a list of some of the choices you've made today.



Usually, we make choices in an instant. Let's slow it down and consider some of the choices we are faced with. For each situation, come up with at least two choices you could make.

#1 Your friends want you to come and hang out with them but you have homework you could be doing instead.



#2 Your teacher tells you to stop talking when it wasn't even you who was talking. It was the person next to you.



#3 You get to pick partners or work on your own for a science project that is going to be a big part of your grade.

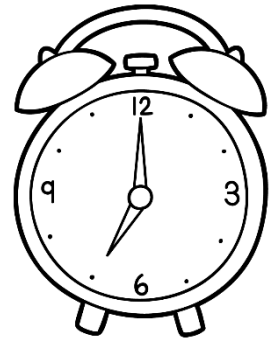


YOU ARE
WORRIED
ABOUT A BOOK
REPORT DUE
SOON.



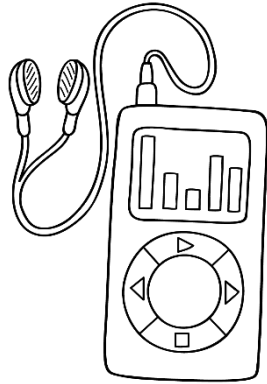
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YOU WAKE UP
FOR SCHOOL
BUT DON'T FEEL
SO GOOD.



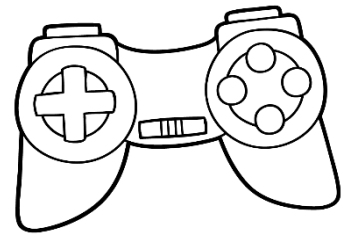
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YOUR FRIEND
IS PLAYING A
SONG THAT
YOU HATE.



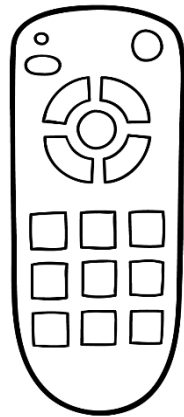
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YOU BROKE A
GAME THAT A
FRIEND LET
YOU BORROW.



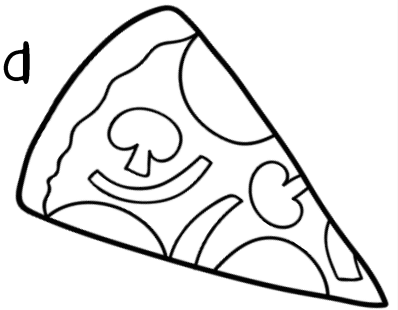
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YOU FEEL
ANNOYED WHEN
NO ONE WANTS
TO WATCH YOUR
SHOW.



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YOU ARE
DISAPPOINTED
WHEN YOU
DON'T LIKE
THE LUNCH.



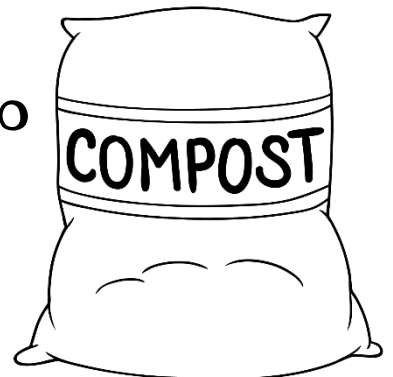
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A FRIEND ASKS
YOU TO TRY
KARATE WITH
THEM.



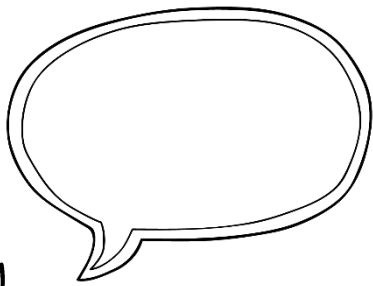
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A PARENT
ASKS YOU TO
HELP WITH
OUTDOOR
CHORES.



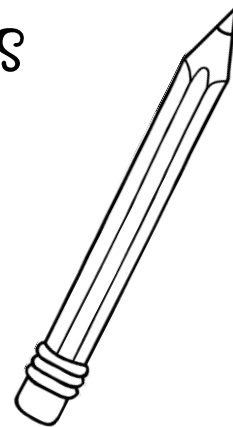
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YOU HEARD
THAT A
FRIEND IS
TALKING
ABOUT YOU.



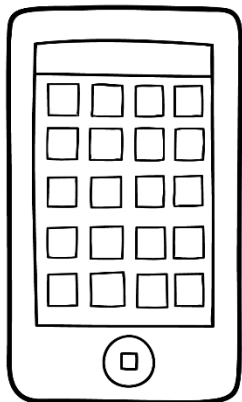
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A TEACHER TELLS
YOU TO DO AN
ASSIGNMENT
THAT'S NOT
GRADED.



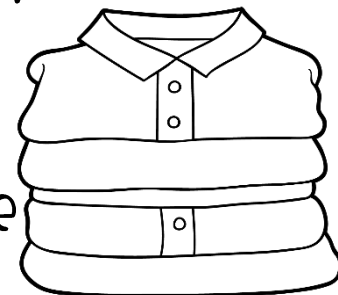
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YOU ARE
MAD WHEN A
FRIEND DROPS
YOUR PHONE.



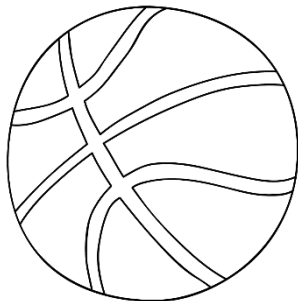
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YOU ARE UPSET
WHEN YOU
CAN'T FIND
YOUR FAVORITE
SHIRT.



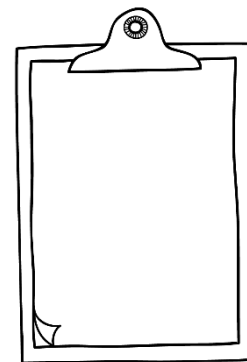
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YOU SIGN UP
TO PLAY
BASKETBALL
BUT END UP
HATING IT.



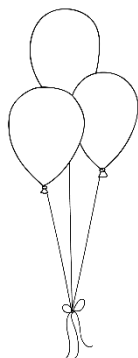
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YOU ARE
SUPPOSED TO
TAKE NOTES FOR
A FRIEND BUT
YOU FORGOT.



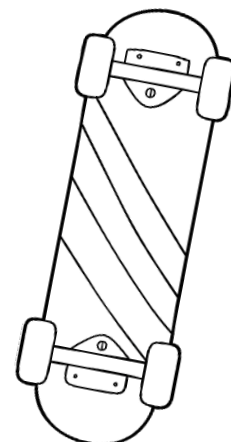
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YOU FEEL UPSET
WHEN A FRIEND
DOESN'T INVITE
YOU TO A PARTY.



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YOU ARE EXCITED
TO HANG OUT
WITH FRIENDS
BUT HAVE WORK
TO DO.



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Name: _____

Date: _____

POSITIVE CHOICES

We make many choices throughout the day. Sometimes they are positive, but other times they are not. It's important to recognize the difference between a positive choice and a negative choice. Let's consider an example: Marta has a tough time with organization. She has a notebook test coming up soon. A positive choice might be to organize her notebook ahead of time or ask her teacher for help. A negative choice might be to leave her notebook messy or be out sick that day.

Sometimes it's not always so clear, though. Sometimes choices are really difficult to make and there might not always be a clear "right" or "wrong".

Sort the cards into positive and negative choices. If you are unsure, leave them until the end and we'll discuss together.



**Positive
Choices**

**Negative
Choices**



Noah was mad so he ripped up his paper.

Harlie was really excited but she waited until lunch to talk about her party.

Gabrielle was sad so she asked for time for herself.

Daniel was overwhelmed when he saw the test so he just gave up.

Ben was irritated but he worked slowly and did his best.

Julia was feeling upset so she refused to do any work.

Amanda was upset with her friend so she said mean things to her.

Lucas didn't like his group so he left and joined another.

Anthony saw someone fall so he went over and helped them.

Chase was nervous about his test so he spent extra time studying.

Kim wanted to shout out but she remembered to raise her hand.

Melissa heard a friend was talking about her so she talked to her directly to find out.

Miguel felt sad a friend was moving so he just stopped talking to him.

Tyler didn't understand the assignment so he asked for extra help.

Brandon was annoyed when someone was talking so he asked them to stop.

Juan didn't want to get in trouble so he lied to his teacher.

Aaliyah was nervous about a big project so she asked for help.

Claire felt like no one was listening to her so she just called out in class.

Damian was angry at a friend so he pushed him.

Della was disappointed in her grade so she made a goal to work harder for the next month.

Carlos didn't really like his partner but he tried his best and had a positive attitude.

Enrique felt confused when he started his homework so he ripped it up.

Erik was angry with a friend so he just walked away and asked for space.

Abby heard a friend was making rumors about her so she just made new rumors back.

Social Skills Lessons • Educator Guide

Lesson #3	How Actions Impact Others
Objectives	Students will identify consequences for actions.
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask students to think of a decision they made recently. It could be anything from choosing to do their homework or choosing to text a friend. Discuss: Who is impacted when you make a choice or decision? Sometimes, you might feel like only you are impacted, but others are impacted by your choices too. Explain that in this lesson, you'll work on understanding how others are impacted and how they might drive your decisions in the future. 2. Activity 1: Ask students to explain what a consequence is. Sometimes, kids might see a "consequence" as a negative thing only! Ask, "Could a consequence be a good thing?" Give examples: If you help a neighbor with groceries and she gives you a twenty dollar bill, is that a consequence? Discuss. 3. Pass out the "Understanding Consequences" worksheet. Read through. Have students align each choice with a possible consequence or outcome. Have students describe and share a choice they recently made. Identify some of the consequences or outcomes. 4. Activity 2: Pass out the "How Actions Impact Others" worksheet. Remind students that a huge part of this lesson is focusing on how our actions impact those around us. 5. Read through the worksheet. For each scenario, discuss how each person's actions could impact others. Note that this can be a tricky activity for kids who struggle with perspective-taking, and that's okay! It's important to develop the understanding that someone else's feelings might be different than your own. 6. Activity 3: Pass out the "Considering Others" worksheet. Let students know that in this activity, they'll be reading through some scenarios with a partner. Their challenge is to discuss and identify how one person's actions could impact themselves and others. 7. Read through the questions listed on the worksheet. 8. Pass out the slips. Have partners take turns reading and discussing each slip. 9. Take time to review each scenario. Give time for groups to share out. 10. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • Why are our decisions and choices important? • How do our decisions impact other people? • How could that impact how we make our decisions? • Should we always consider how other people feel? Why or why not? • What would happen if we never considered the feelings of others?

Name: _____

Date: _____

UNDERSTANDING CONSEQUENCES

It's important to note that our actions can often impact many people, including those around us and ourselves! All of our actions have consequences. Consequences are what might happen after we make a specific choice.

For example, imagine that you have a big test the next day. You know you should study but you really wanted to play a game instead. You made a choice, but what are the consequences? Well, you probably won't do as well as you could have if you studied. You might also feel tired the next day and just not do your best. This might impact your grade and make it harder for you to catch up and get your grade where you wanted it.

Note that consequences aren't always bad. They can be good, too! Draw an arrow to connect each choice with a possible consequence:

Choice	Possible Consequence
#1 You are tired and choose to not do your work in class.	A) Your group will probably work well together.
#2 You rush through your paper and turn it in without checking it.	B) You could get a zero for the day or could get in trouble for refusing work.
#3 You work to keep your group on track by giving out jobs and doing your fair share.	C) Your extra practice might pay off and you end up making the team.
#4 You work really hard to try out for the soccer team.	D) You might get a lower score for not checking through your work.
#5 You're upset and say something mean to a friend.	E) Your friend might be mad at you.

----- THINK ABOUT IT! -----

Think about a choice you recently made. What were some of the consequences?

Name: _____

Date: _____

HOW ACTIONS IMPACT OTHERS

What we do and say doesn't only impact us. Our actions impact others, too. That means we need to consider how others could be impacted before we make a choice.

Let's consider an example. Maria is feeling really upset. When she walks into the room she knocks over a chair. When someone asks if she's okay, she screams at them. Her actions might make others feel scared, confused, or worried. It's possible that someone could even get hurt. Maybe Maria didn't mean for anyone to get hurt, but she should have considered how her actions could have impacted others first.

Consider each scenario and discuss how each person's actions could impact others.

#1 Juan is upset he didn't get put in a group with his friend. He puts his head down and refuses to work with his new group.



#2 Jaime doesn't want to leave the house until she finds the exact shirt she wants to wear. Her mom and sister are waiting on her.



#3 Mike doesn't care about getting in trouble so he keeps on talking during a quiz. Some others told him to be quiet but he doesn't listen.



#4 Angela is late for a class so she runs fast down the hallway. She ends up bumping into someone and knocking down their books but she runs past.



Name: _____

Date: _____

CONSIDERING OTHERS

As you sort through the slips, focus on how the actions could impact others. Listed below are some questions you should discuss:

- **Who could be impacted?**
- **How could they be impacted?**
- **How might it make others feel?**
- **Why might they feel that way?**
- **What other choices could have been made?**
- **Was this a positive choice? Why or why not?**
- **What might this teach you?**



#1 AMANDA FELT NERVOUS WHEN SHE DIDN'T KNOW THE ANSWERS ON A TEST SO SHE COPIED OFF HER NEIGHBOR.

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#2 JANET FELT ANNOYED THAT HER FRIEND DIDN'T TEXT HER BACK SO SHE SPREAD SOME RUMORS ABOUT HER TO GET EVEN.

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#3 BILLY FELT JEALOUS THAT HIS FRIEND MADE THE BASKETBALL TEAM AND HE DIDN'T, SO HE MADE JOKES ABOUT HIM WITH FRIENDS.

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#4 GRACE DIDN'T LIKE THE GROUP SHE WAS IN. SHE PRIVATELY ASKED HER TEACHER TO SWITCH HER TO A DIFFERENT GROUP.

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#5 JACKSON WAS ANNOYED WHEN HE SAW SOMEONE CHEWING GUM IN CLASS. HE RAISED HIS HAND AND TOLD THE TEACHER ON THEM.

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#6 TINA WAS WALKING IN THE HALL AND BUMPED INTO SOMEONE BY MISTAKE. SHE WAS EMBARRASSED SO SHE JUST KEPT WALKING.

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#7 LISA NOTICED THAT ANOTHER GIRL AT HER LUNCH TABLE WASN'T EATING SO SHE OFFERED TO SHARE HER LUNCH.

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#8 JACK WAS FEELING TIRED SO HE PUT HIS HEAD DOWN DURING HIS MATH GROUP.

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#9 LAURA SAW A NEW GIRL IN THE CAFETERIA SO SHE INVITED HER TO SIT AT THE TABLE WITH HER FRIENDS.

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#10 FARRAH WAS ANGRY AT HER FRIEND DIANA. SHE TOLD HER OTHER FRIENDS NOT TO TALK TO DIANA ANYMORE.

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#11 PAT WAS FEELING NERVOUS FOR HIS GROUP PRESENTATION. HE JUST DECIDED TO BE OUT SICK THAT DAY.

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#12 JOSH SAW SOMEONE DROP THEIR BOOKS IN THE HALLWAY SO HE STOPPED TO HELP PICK THEM UP.

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Social Skills Lessons • Educator Guide

Lesson #4	Expressing Yourself
Objectives	Students will develop strategies to express emotions in healthy ways. Students will write I statements to express emotions.
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Explain that expressing emotions is healthy and important. Imagine if you bottled up all of your emotions and never discussed or addressed them. What might happen? You might feel extremely sad or worried. It might cause you to explode at a later time. Explain that in this lesson, kids will learn healthy ways to express their emotions. 2. Activity 1: Ask students to share what it means to express their emotions in “healthy” ways? These are expressions that are positive and don’t hurt others. 3. Pass out the “Healthy Self-Expression” worksheet. Read through. Read each action and have students raise their hands if they think it’s healthy. Color in the health expression activities: color a picture, write in a notebook, use an I statement, tell someone how you’re feeling, make a list of feelings, write a note, ask someone to talk to you, start with “I feel”, and write in a journal. 4. Have students share ways they express their emotions. If someone shares an unhealthy way, ask them to consider a more healthy alternative for next time. 5. Activity 2: Let students know that this activity focuses on learning how to develop I statements. Ask students what they think an I statement might be. 6. Pass out the “Using I Statements” worksheet and read through. Have students match each response with an I statement that might help the person express their emotions (Answers= 1C, 2A, 3F, 4E, 5D, 6B). 7. Have students discuss how an I statement is a better option in those situations. 8. Activity 3: Pass out the “Making I Statements” worksheet. Have students work with a partner to read each situation and develop an I statement that might help them in that situation. Remind students that the goal of an I statement is to express emotions, not to blame anyone. Give time for groups to share out. 9. Activity 4: Have students think back to times they were frustrated or angry. Have kids finish the statement “I feel angry when...”. Students might say, “I feel angry when I have to work on morning work because I’m tired in the morning.” Let students know that for this activity, they will be creating their own I statements. Pass out the “Fill in the I Statement” worksheet. Have students work on their own to write in emotions and complete I statements. Note that an accommodation is included with pre-made emotion cards and sample situations if students need extra support. Give time for kids to share their I statements if they are comfortable. 10. Activity 5: Let students know that another healthy way to share your emotions is through writing. Pass out the “Keeping a Journal” worksheet. Note that this activity can be more fun with special flair pens or gel pens to make it interesting. Have students practice journal writing through each of the prompts. 11. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What does it mean to express your emotions in a healthy way? • Why is it important to express your emotions? How can it help you? • What might happen if you don’t express your emotions? • What is your plan for expressing your emotions in the future?

Name: _____

Date: _____

HEALTHY SELF-EXPRESSION

It's important to learn ways that you can express yourself in a healthy way. There are many ways you can do that. You can express your emotions outwardly to others by talking about your feelings and using I-statements. This helps to communicate with others how you're feeling and allows you to problem-solve.

Sometimes, we might want to express our emotions just with ourselves, though. Other methods of healthy self-expression might include writing in a journal, drawing a picture, or writing a poem. This helps us figure out how we're feeling and problem-solve in our own minds.

If there are healthy ways to express yourself, it's important to note that there are unhealthy ways, too. Sometimes when we feel mad, we might want to yell or throw something. These are unhealthy because someone could get hurt. They don't actually help to solve the problem, either!

Color in all of actions that are healthy ways to express yourself.

Punch a wall	Color a picture	Write in a notebook
Scream at someone	Use an I-statement	Tell someone how you're feeling
Make a list of your feelings	Write a note to someone	Tell someone you hate them
Just ignore all your feelings	Ask someone to talk to you	Bottle your feelings up
Push someone who annoys you	Start with, "I feel..."	Write in a journal

----- THINK ABOUT IT! -----

What are some ways you express your feelings?

Name: _____

Date: _____

USING I STATEMENTS

Using I statements is a healthy way to express thoughts and feelings to others. Using this method the right way allows you to focus on sharing your own feelings without placing blame on others.

An I statement is: I feel (emotion) when/that (situation) because (reason) .

Let's imagine a boy tells a teacher, "Just leave me alone!" when she tries to help with a math problem. Instead, the boy could have said, "I feel frustrated when someone tries to help me because I want to figure it out on my own first."

Note that you can also add an "It would help if..." statement. For example, that boy might add, "It would help if you waited for me to raise my hand before you came to help me." This lets the boy share his feelings and gives an opportunity for problem-solving.

Match each quote with an I statement that the person should say instead.

Response	I Statement
#1 "Stop talking to me!"	A) "I feel upset when I raise my hand and don't get called on because I really want to share."
#2 "You never even call on me."	B) "I feel hurt when I hear someone is talking about me when I'm not there because it feels like talking behind my back."
#3 "You are a terrible partner. I'm never working with you again."	C) "I feel annoyed when someone talks to me when I'm trying to work because it's hard for me to focus."
#4 "You ruin everything! I'm not going out to eat."	D) "I feel mad I hear a loud voice because it makes me want to yell, too."
#5 "You get me SO mad when you yell at me!"	E) "I feel mad when you change plans without telling me because I really wanted to watch my show."
#6 "Stop talking about me or I'm going to punch you."	F) "I feel frustrated when we're not working together in the group because we have to work together for a grade."

Name: _____

Date: _____

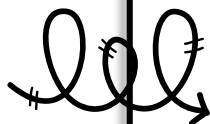
MAKING I STATEMENTS

Let's practice making I statements! For each situation, come up with an I statement that you could use.

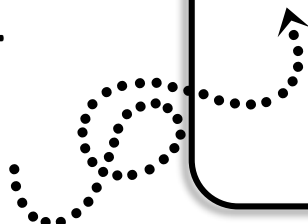
#1 Your friend is talking to you in class. The teacher thinks it's you and warns you in front of the whole class.



#2 You shared a secret with a friend but they ended up telling others.



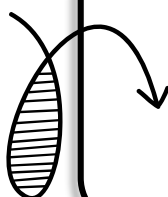
#3 Your teacher just gave you a huge assignment that you don't think you can finish on time.



#4 A parent tells you last minute that you'll have to cancel your weekend plans to spend time with family.



#5 A friend promised you they would come over your house. When the time comes, they never show up and don't answer your texts.



Name: _____ Date: _____

FILL-IN THE I STATEMENT

Use the blank spaces to make your own I statements.

	I feel	when	because	
#1				
#2				
#3				
#4				
#5				

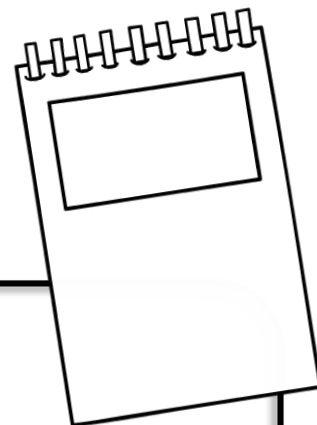
I feel	angry	when	I'm not called on	because	I really want to share my thoughts.
I feel	mad	when	I am told what to do	because	I need a few minutes to start.
I feel	worried	that	I'm not going to get a good grade	because	I didn't know all of the answers.
I feel	upset	when	I don't know the schedule	because	it helps me to know what's happening.
I feel	embarrassed	when	I have to speak in front of others	because	I don't know what to say.

Name: _____

Date: _____

KEEPING A JOURNAL

Writing can be an effective way to express your thoughts and feelings without needing to share with anyone else. You can write to respond to a prompt, add a bulleted list, or just free-write what's on your mind.



#1 Take a few minutes to make a bulleted list of all the things that make you happy!

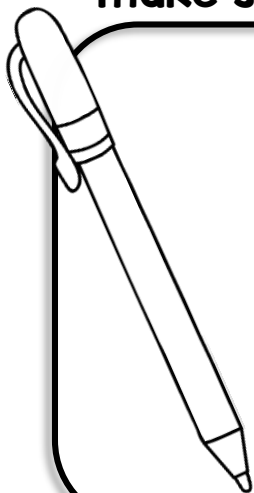


#2 Respond:

**How are you feeling today?
Why? What could you do to improve your mood?**



#3 Take time to just free-write anything that is on your mind. You can include words, sentences, or drawings. It doesn't have to "make sense". Just free write and don't stop until the time is up.



Social Skills Lessons • Educator Guide

Lesson #5	Dealing with Disappointments
Objectives	Students will identify strategies for handling disappointments and let downs. Students will identify ways to be a good sport.
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Have students imagine that one of their teachers was letting them just skip class and have a free period for once. How would that make them feel? Probably pretty excited! But then, that teacher remembers there is a quiz coming up so they take it back and tell everyone they have to complete an assignment instead. How would that make you feel? Probably pretty disappointed. Discuss what it means to be disappointed. Ask students to share. It means when you feel let down or something doesn't go your way. Let students know that in this lesson, they will learn how to positively deal with those disappointments in their lives. 2. Activity 1: Explain that some disappointments are big and others are small, but they can still really drag you down. Ask kids to share how they might handle a disappointment. 3. Pass out the "Dealing with Disappointments" worksheet. Read through. Have students respond on their own to recall a recent disappointment. Give time to share for students who want to. 4. Activity 2: Pass out the "Handling Let Downs" worksheet. Explain that now students will actually get to practice handling let downs. Have partners work together to discuss how each person in the situation could manage their disappointment. After students finish, give time for groups to act out what that person could do or say to help themselves get through. 5. Activity 3: Explain that disappointments really aren't always bad. There's a lot we can learn from them. Ask students to brainstorm what you might be able to learn from something that doesn't go your way. 6. Pass out the "Disappointments Help Us Grow" worksheet. Have students read through and respond. Give time to share. 7. Activity 4: Pass out a set of task cards to each set of partners or a small group. Have students take turns reading and discussing the situation. They should discuss what each person could do or say to help them overcome the situation. If there is time, have students create their own situations with blank cards and give time to share. 8. Activity 5: Let students know that another common time to feel let down is actually when you're playing games or sports with others. This brings us to talk about good sportsmanship. Ask students to brainstorm what it means to show "good sportsmanship". 9. Pass out the "Being a Good Sport" worksheet. Read through. Check off each element of being a good sport as you read it. Have students read and color in each situation that shows good sportsmanship. 10. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What is a disappointment? How can we handle them when they come up? • Is there any way to avoid disappointments entirely? Why or why not? • How can disappointments actually help us grow and learn? • What does it mean to be a good sport? How can you show you are a good sport?

Name: _____

Date: _____

DEALING WITH DISAPPOINTMENTS

Sometimes we have an idea in our mind about how something is supposed to happen. You might plan for the perfect birthday party at your house with all your friends there, or you might envision doing really well on a test because you studied. A disappointment is something doesn't go the way you planned or envisioned it to go. Everyone deals with disappointments sometimes, because they just happen in life. Not everything is going to go perfectly. So, it's important to learn how to deal with those disappointments.

#1 Express Your Feelings.

You might feel upset, annoyed, sad, or even angry over the disappointment. It's normal to feel what you're feeling. Find a healthy way to express your emotions. That might mean talking to someone, using an I statement, or writing your thoughts down.

#2 Gain Perspective.

Take some time to think about how big the problem really is. Sometimes it's easy to blow problems out of proportion when we are feeling upset. Stop and think, "Will this problem matter in a day? A week? A month? A year?" If it's not so big, take a deep breathe and let it go.

#3 Use Positive Self-Talk

Positive self-talk is the inner voice we have that reassures us. Tell yourself that everything will work out, things will improve, and that you can get through this. Remind yourself that you are strong and can accomplish anything you put your mind to.

#4 Consider Next Steps

Use the disappointment to teach you a lesson in how to move forward. If you didn't do well on a test, consider why. If you got in trouble at school, think about what you could have done differently. Use the experience to help you move forward.

#5 Don't Dwell

One of the biggest challenges of dealing with disappointments is getting stuck. Sometimes when you feel upset from a let down, it's hard to let it go. You might keep replaying the situation in your head over and over. This is called dwelling. Dwelling on a situation really isn't healthy, positive, or solution-focused at all. So, ditch the dwelling and move forward!

----- THINK ABOUT IT! -----

When was a time you were disappointed? How might you handle it now?

Name: _____

Date: _____

HANDLING LET DOWNS

Remember that we all experience disappointment from time to time. It's completely normal to feel bummed out when things don't go your way. Read each situation and come up with ways each person can handle their let down.

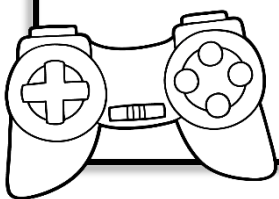
#1 Marissa

Marissa worked hard to make the softball team. Her best friend, Clara, made the team but she did not. She's feeling angry and even a little bit jealous that her friend made it and she didn't.



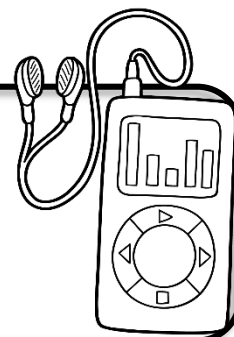
#2 Jacob

Jacob's mom had promised him a birthday party where he could invite all his friends over for the weekend, order pizza, and play videogames. A week before his birthday, his mom told him that the birthday party wouldn't be happening because money was tight. Jacob felt crushed, especially since he'd already told his friends about the party.



#3 Juan

Juan's teacher told the class that on Friday they could listen to music while they worked. He was excited and planned a playlist to listen to. When Friday came, his teacher was out and the substitute didn't allow anyone to have their music on. Juan was irritated and upset because he had planned on getting to have a fun day in that class.



Name: _____

Date: _____

DISAPPOINTMENTS HELP US GROW

Believe it or not, disappointments and let downs can actually help us learn and grow. Here are just a few things that a let down can teach you.

#1 What's Really Important.

If you feel let down, you know that something really matters to you. Use that to drive you in the future. For example, if you feel disappointed about not doing well on a test, that's a good thing! You recognize that your grades and performance in that class matter. Use this fact to stay motivated and encourage yourself in the future.

#2 Ways to Improve.

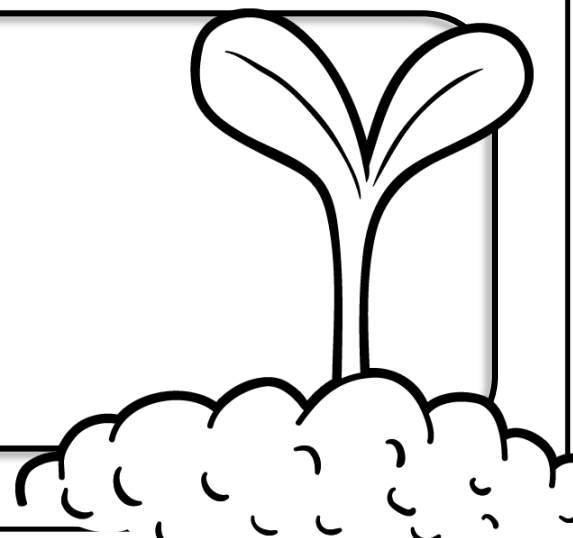
Take a clear look at what happened and consider if there are ways you can improve for next time. Sometimes with let downs, this isn't the case, and that's okay. Other times, though, you can learn ways to make an improvement for the situation in the future. For example, if you're feeling disappointed in the way you gave your oral presentation, ask yourself to come up with three ways you could improve for next time.

#3 How to Persevere.

Without a doubt, disappointments make us stronger! All successful people had disappointments happen in their lives. Michael Jordan was cut from his high school basketball team and Oprah Winfrey was told she'd never make it as a talk show host. Both of those people (and many others) worked through their challenges and let downs to become successful. You can, too.

----- THINK ABOUT IT! -----

Imagine that a friend is dealing with a disappointment. What advice might you give them to help them through it?



SOPHIA PERFORMED A SOLO IN CHORUS AND MADE A MISTAKE IN FRONT OF THE WHOLE SCHOOL.

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NICK ASKED A GIRL TO THE DANCE BUT SHE DECLINED.

© 2018 Pathway 2 Success

LEXI WAS EXCITED TO GO ON A FIELD TRIP BUT HER MOM DOESN'T HAVE THE MONEY.

© 2018 Pathway 2 Success

KENDRA NEEDED A B+ OR BETTER TO EARN HER CELL PHONE BACK, BUT SHE GOT A B INSTEAD.

© 2018 Pathway 2 Success

DAMIEN'S DAD PROMISED HIM A NEW PHONE FOR HIS BIRTHDAY BUT NEVER GOT IT.

© 2018 Pathway 2 Success

MICHAEL REALIZED HE FORGOT HIS FAVORITE LUNCH ON THE BUS.

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ROBBY WANTED TO SIT NEXT TO HIS BEST FRIEND BUT HIS TEACHER MOVED HIM TO THE FRONT.

© 2018 Pathway 2 Success

KATIE LOST HER FAVORITE BRACELET FROM HER AUNT.

© 2018 Pathway 2 Success

ALEXIS FAILED A QUIZ
SHE THOUGHT SHE'D
DO WELL ON.

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JANNA EXPECTED TO
SPEND THE WEEKEND
AT HER DAD'S BUT HE
CANCELED.

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COLE THOUGHT HE'D GET
INVITED TO HIS BEST
FRIEND'S PARTY BUT HE
NEVER GOT AN
INVITATION.

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LINDSAY GAVE HER
PHONE NUMBER FOR A
FRIEND TO TEXT BUT
THEY NEVER MESSAGED
HER.

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ANDRE GOT KICKED
OUT OF BAND WHEN
HE DIDN'T KEEP HIS
GRADES UP.

© 2018 Pathway 2 Success

JERROLD'S BEST
FRIEND TOLD HIM HE
DOESN'T WANT TO TALK
TO HIM ANYMORE.

© 2018 Pathway 2 Success

MATT FOUND OUT HE
DIDN'T MAKE THE A
LEVEL BASKETBALL
TEAM THIS YEAR.

© 2018 Pathway 2 Success

KAILEY LOST THE
WINNING GOAL FOR THE
STATE SOCCER
CHAMPIONSHIP.

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Name: _____

Date: _____

BEING A GOOD SPORT

It can be a lot of fun to play sports or games with others. Sometimes you might feel really happy when you win, but that means it can be a disappointment when you lose. It's important that when you play with others, you show that you can be a good sport.

So what does it mean to "be a good sport"? When you play games and activities with others, you should:

- Have a positive attitude even when you lose. You can smile and say, "Good game."
- Avoid dwelling about it when you lose. Remember that it's just a game and everyone wins and loses sometimes.
- Avoid bragging about your win or how good you are. Don't talk a lot about your winning. It might make others feel bad. Instead, smile and say, "Good game." You might even tell the person who lost they did a good job.
- Include others when you play. Be a good friend and try to include everyone when you are playing a game or sport. It's the nice and polite thing to do.
- Play fair. That means following the rules, being safe and never cheating. People are not going to want to play with someone who isn't fair.

Color in each situation that shows good sportsmanship. Cross out the ones that don't.

Georgia lost her big soccer game but shook hands with the other team.	Meaghan kept telling everyone she was the best at cards when she won.	Tanya refused to play again when her team lost.
Kendrick is playing a game with friends. He really wants to win so he cheats just a little.	Sam was really mad when he lost a game so he refused to help pick up.	Will won a game at a fair. He gave the prize to the person he played against.
Greg saw that no one was inviting Sophia to play soccer, so he added her to the team.	Shana won a review game in class. She high-fived her classmates when she won.	Aaron lost his basketball game. After the game he and his teammates shake hands with the winners.
Chantel bumps into an opponent on the court and they fall. She checks to make sure they are okay.	Malik gets pulled from the football game by the coach. As another player heads out, he cheers him on.	Amanda won in an after school competition. She laughed at the others and called them losers.

Social Skills Lessons • Educator Guide

Lesson #6	Adapting to Change
Objectives	<p>Students will discuss strategies for dealing with change.</p> <p>Students will decide how to show flexibility in a variety of situations.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Tell students that this lesson focuses on learning how to deal with change that goes on in their lives. Some changes are small and others are big. Ask students to share examples of times they might have to deal with change. List on the board or paper: family divorce, family marriage, changing grades, moving, family member moving away, teacher leaving, family or friend passing away, new baby in family, changing your circle of friends, change in schedule, etc. 2. Activity 1: Pass out the "Adapting to Change" worksheet. Read through. Explain that some changes are easier to deal with than others, but it helps us grow into stronger and more resilient people to deal with change. It's part of life! 3. Read each tip and discuss why it could help. Talking about the change helps share your emotions. It can help let others know how you feel. Expressing your feelings in positive ways can let you get those feelings out. That way you're not bottling up any feelings. It can help you manage any challenges that come up. Being open to new ideas helps you stay open minded. Sometimes you might not want to try something that first, but with time, it's okay. Highlighting the positives is important to keep a positive mindset. Many changes have a positive side to them. 4. Activity 2: Ask students to talk with a partner and brainstorm how change can help us grow. Have partners share out. They might say that it helps us learn new things, helps us become stronger, etc. 5. Pass out the "Change Helps Us Grow" worksheet. Have students read each situation and identify some ways that person could grow due to the change. 6. Have students share a change they dealt with and how it helped them grow. 7. Activity 3: Let students know that this activity focuses on building their mental flexibility. Sometimes, it's easy to just think one way. We get stuck on something and it's hard to change our minds. But that's not real life! In real life, we need to be flexible, able to go with the flow, and willing to problem solve on the spot. 8. Pass out the "Being Flexible" worksheet. Read through. Discuss each situation and how you could problem solve on the spot to deal with the change. 9. Have students share out a time they were flexible in their lives. 10. Activity 4: Sit around in a circle. Place the task cards in a bowl or bin. Have students take turns taking a random task card and reading it to the group. Have the group share out how they could be flexible in each situation. Explain that it can be tough to be mentally flexible sometimes! It means things are changing and not going exactly how we planned, but we can get through anything! 11. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What are some changes that kids might go through in their lives? What about as adults? • Are changes always good or always bad? Explain. • What are some strategies in dealing with change? • What does it mean to be mentally flexible? Why is it important? • How can you work towards being more mentally flexible?

Name: _____

Date: _____

ADAPTING TO CHANGE

Change is a natural and common part of life. You already know how to adapt with some changes without even realizing it. Every year, you probably get a new set of teachers. Even though it might not be easy at first, you deal with the change and learn how to get used to your "new normal". That is just one example of adapting to change.

It does make it easier when change is predictable. Even though it might be tough at first, you expect a new teacher every year, so you know it's coming. Other sudden or more extreme changes might be more difficult, like if your parents tell you they are moving to another neighborhood or if your parents end up with a divorce. Even though these are common situations for kids to deal with, they are difficult because you have to adapt to a change you didn't expect.

Read each tip for adapting to change and discuss why it might help.

**#1 Talk About
the Change**



**#2 Express
Your Feelings in
Positive Ways**



**#3 Be Open to
New Ideas**



**#4 Highlight the
Positives**



Name: _____

Date: _____

CHANGE HELPS US GROW

Without change, we would never grow or learn new things! Though it's hard to deal with change sometimes, it's important to see how it can help us develop over time. Even with really difficult changes, they help us become stronger and more resilient.

Read each situation and identify some ways that each person could grow because of the change they experienced.

#1 Talia's best friend of 3 years is moving away to a different school. Talia is worried because she doesn't have many other friends.



#2 Brian's mom is having a new baby. Brian has always been the youngest in the family.

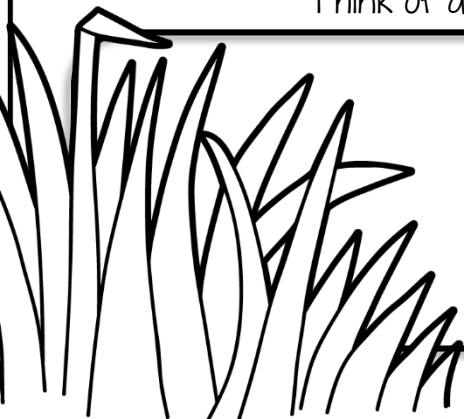


#3 Samantha was doing really well in math so she was placed in the next level class. She doesn't know anyone in the class yet.



----- THINK ABOUT IT! -----

Think of a change you had to deal with. How did it help you grow?



Name: _____

Date: _____

BEING FLEXIBLE

Being flexible means going with the flow. It is adapting to change on the spot and not letting a roadblock stop you from achieving your goals. Sometimes that roadblock might be small, while other times it could be big. Read each situation and discuss how you could deal with situations and problem-solve on the spot to deal with what is happening.

#1 Your teacher is out and you have a substitute you don't really like.

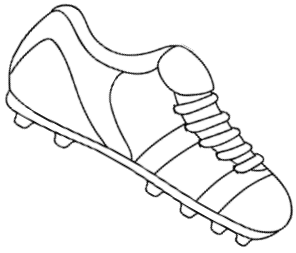
#2 You have a group presentation today but one of your partners is out sick.

#3 There is a surprise assembly and your favorite class is cancelled.

#4 After coming back from being out sick, you see your seat is changed next to someone you don't like.

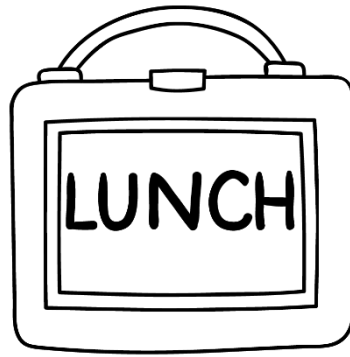
----- THINK ABOUT IT! -----

Describe a time you were flexible and didn't let a roadblock or challenge get in your way.



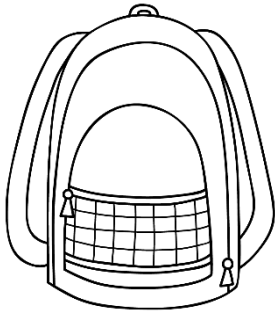
YOU HAVE A
SOCCER GAME
AFTER SCHOOL
BUT FORGOT
YOUR GEAR.

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YOU PUT
THE
WRONG
LUNCH IN
YOUR BAG.

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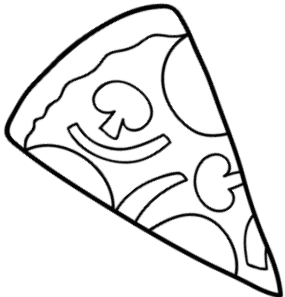
YOU SWEAR
YOU PUT YOUR
HOMEWORK IN
YOUR BAG BUT
IT'S NOT THERE.

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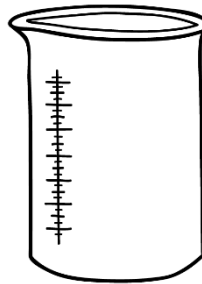
IT ENDS UP
RAINING ON
THE DAY YOU
PLANNED
YOUR PARTY.

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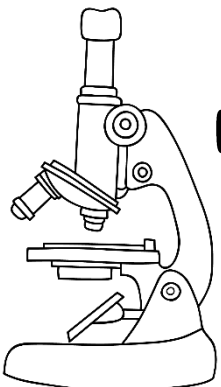
IT'S PIZZA DAY
AT LUNCH BUT
THERE'S NO
MORE PIZZA
LEFT.

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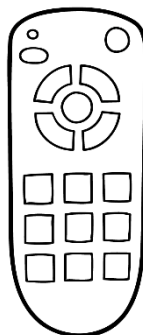
YOU ASK TO
WORK WITH YOUR
FRIEND BUT GET
PUT IN ANOTHER
GROUP.

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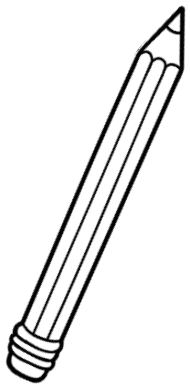
SOMEONE ELSE
PICKED THE TOPIC
YOU WANTED TO
RESEARCH IN
SCIENCE.

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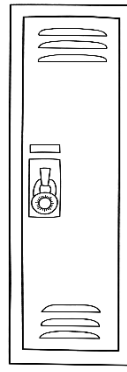
YOUR PARENTS
TELL YOU THAT
YOUR SIBLING
CONTROLS THE
REMOTE TONIGHT.

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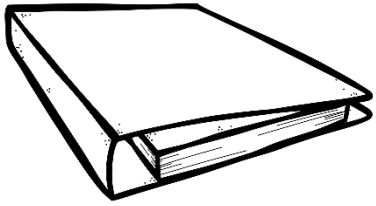
YOUR PENCIL
BREAKS DURING
A TEST BUT
YOUR TEACHER
SAID NO TALKING.

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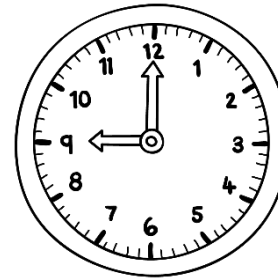
YOU CAN'T
REMEMBER YOUR
LOCKER COMBO
AND YOU'RE LATE
FOR CLASS.

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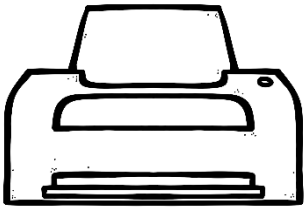
YOU FORGOT
YOUR MATH
BINDER AT
HOME.

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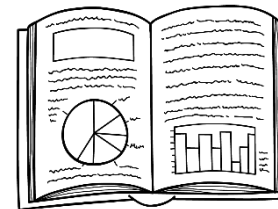
YOUR SCHEDULE
CHANGES AND
YOU HAVE YOUR
WORST CLASS IN
THE MORNING.

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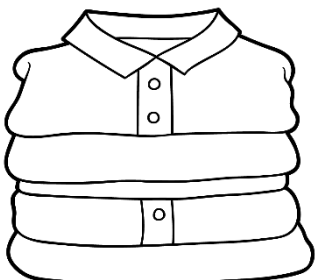
YOUR PRINTER
ISN'T WORKING
AND AN
ASSIGNMENT IS
DUE
TOMORROW.

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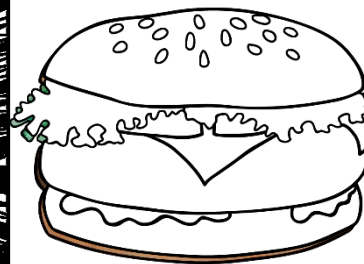
YOU MAKE UP A
QUIZ DURING
STUDY HALL AND
NOW YOU HAVE
NO TIME FOR
HOMEWORK.

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YOU WANTED
TO WEAR A
CERTAIN
SHIRT BUT
CAN'T FIND IT.

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YOU REALIZE
YOU DON'T
HAVE ANY
LUNCH MONEY
AND IT'S TIME
FOR LUNCH.

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Social Skills Lessons • Educator Guide

Lesson #7	Dealing with Anger
Objectives	Students will discuss and identify specific triggers for anger. Students will identify the physical effects of anger. Students will identify strategies for managing their anger before and after it develops.
Lesson Plan	<ol style="list-style-type: none">1. Introduction: Let students know that now you're going to focus on one of the biggest problem emotions. It's the one that is most likely to get you in trouble. What do you think it is? Anger. Ask students to share out some reasons they've been angry in the past.2. Activity 1: Explain that anger is a big emotion but there are often many reasons behind why we feel angry.3. Pass out the "Dealing with Anger" worksheet. Read through. You can stop and give examples for each as you go. For example, "being treated unfairly" might mean the whole class getting a consequence for something one person did. That might make you feel angry because you didn't do anything wrong.4. Have students list the reasons why they sometimes feel angry.5. Activity 2: Let's take some time to understand our triggers for anger. Triggers are situations or events that set you off. They are different for different people. By understanding our own triggers, we can be better prepared for how to deal with our anger.6. Pass out the "Understanding Triggers" worksheet. Read through. Have students check off each trigger that applies to them. Encourage them to add extra information about when or where it might happen. Explain that this can help them in the future. For example, if you know you feel angry when someone doesn't agree with you, you might need to take extra care when working with partners and groups. This would probably be a helpful thing for your teachers to know so they can help you through those situations.7. Activity 3: Ask students if they can tell when they are starting to get angry? How does their body react? Share responses.8. Pass out the "Physical Effects of Anger" worksheet. Read through. Have students circle or add the effects they notice on themselves when they start to feel angry. If a student isn't sure how they react, that's okay. Remind them that they should check in with themselves the next time they are starting to feel angry. It's helpful to be aware of how our bodies react so we can stop ourselves earlier on.9. Activity 4: Discuss that sometimes anger can be like a volcano. Ask students to share what they think that means.10. Pass out the "Like a Volcano" worksheet. Read through. Have students list some things that might bother or annoy them that they could work on before they become a huge problem. For example, a student might say their little brother annoys them. They could work on it by spending more time in their own room or having rules set up that include your brother not coming into your room. Give time to share ideas and responses.

Social Skills Lessons • Educator Guide

Lesson #7	Dealing with Anger (continued)
Objectives	<p>Students will discuss and identify specific triggers for anger.</p> <p>Students will identify the physical effects of anger.</p> <p>Students will identify strategies for managing their anger before and after it develops.</p>
Lesson Plan	<p>11. Activity 5 Explain: So once you understand your triggers and then you notice you start getting angry, now what? What can you do? You can't help that you feel angry but you CAN help how you react. Remember, you control your decisions and choices. Together, we will learn how you can "hit the pause button". Have students imagine they are watching their life like a show. What would happen if they could just hit the pause button. That could give them just a few seconds or minutes to stop and think. That quick pause is one of the most important tools you can learn because it will help you from making poor choices when you are heated.</p> <p>12. Pass out the "Hitting the Pause Button" worksheet. Read through. Have students select strategies for them to help them stop in the moment when they are upset.</p> <p>13. Activity 6: Explain that even after you're angry, it's important to process the situation so you can think about possible solutions. Rather than just staying angry at sometimes, it's more helpful to be solution-focused.</p> <p>14. Have students think back to a time they were angry. If they can't think of one, they can make up a situation just for practice. Pass out the "Anger Journal" worksheet. Have students fill out the prompts to help them process through their anger. Give time to share responses. Note that this worksheet could be used in the future as well.</p> <p>15. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • What are some reasons people might feel angry? • Is it okay to feel angry? Why or why not? • How might you handle your anger? What are some strategies? • What are some situations or events that are triggers for you? How can you handle those triggers? • What does it mean to "hit the pause button" when you are mad? How can that help you?

Name: _____

Date: _____

DEALING WITH ANGER

It's normal to feel angry sometimes. Let's consider some reasons why people feel angry:

- **Feeling Threatened** - If you or someone you care about (like a family member or friend) feels threatened, it is easy to feel angry right away.
- **Being Treated Unfairly** - No one likes to be treated unfairly. Sometimes it is being blamed for something you didn't do, while other times it is not getting attention when you want it. If you feel like someone has not treated you fairly or equally, it could make you upset.
- **Feeling Disappointed By Others or in Ourselves** - Feeling let down can lead to some strong emotions of sadness or anger. This is especially true when you are depending on someone for something and they don't follow through. Similarly, sometimes you might expect something out of yourself, like winning a soccer game or getting a good grade on a test. When you don't meet that standard, you can sometimes get angry.
- **Feeling Hurt Emotionally** - Emotional pain can sometimes be worse than physical pain. If someone says something that hurts your feelings or damages your self-esteem, you might feel sad or angry quickly.
- **Feeling like You're Not Being Listened To** - If someone doesn't give you what you need or want, you might feel that you're not being listened to or acknowledged.

NOTE: Remember that feeling angry (or any emotion) has everything to do with perspective. For example, maybe someone really is not treating you unfairly but you FEEL like they are. Similarly, someone might say something that you consider to be a mean put-down, even though they didn't mean it that way. If you feel angry for any reasons, it's still important to really consider why before you can solve the problem.

----- THINK ABOUT IT! -----

What are some reasons you feel angry sometimes?



Name: _____

Date: _____

UNDERSTANDING TRIGGERS

Uncontrolled anger can actually cloud your judgement. You might feel so mad that you end up doing or saying things you don't really mean. Knowing what sets you off and increases your anger can help you proactively deal with your emotions. If you know your triggers, you can better prepare yourself for them and come up with plans for how to deal with them in the moment.

Read through the list of possible triggers for feeling angry. Check off which triggers cause you to feel angry. Add information to help you figure out when and where they might happen.

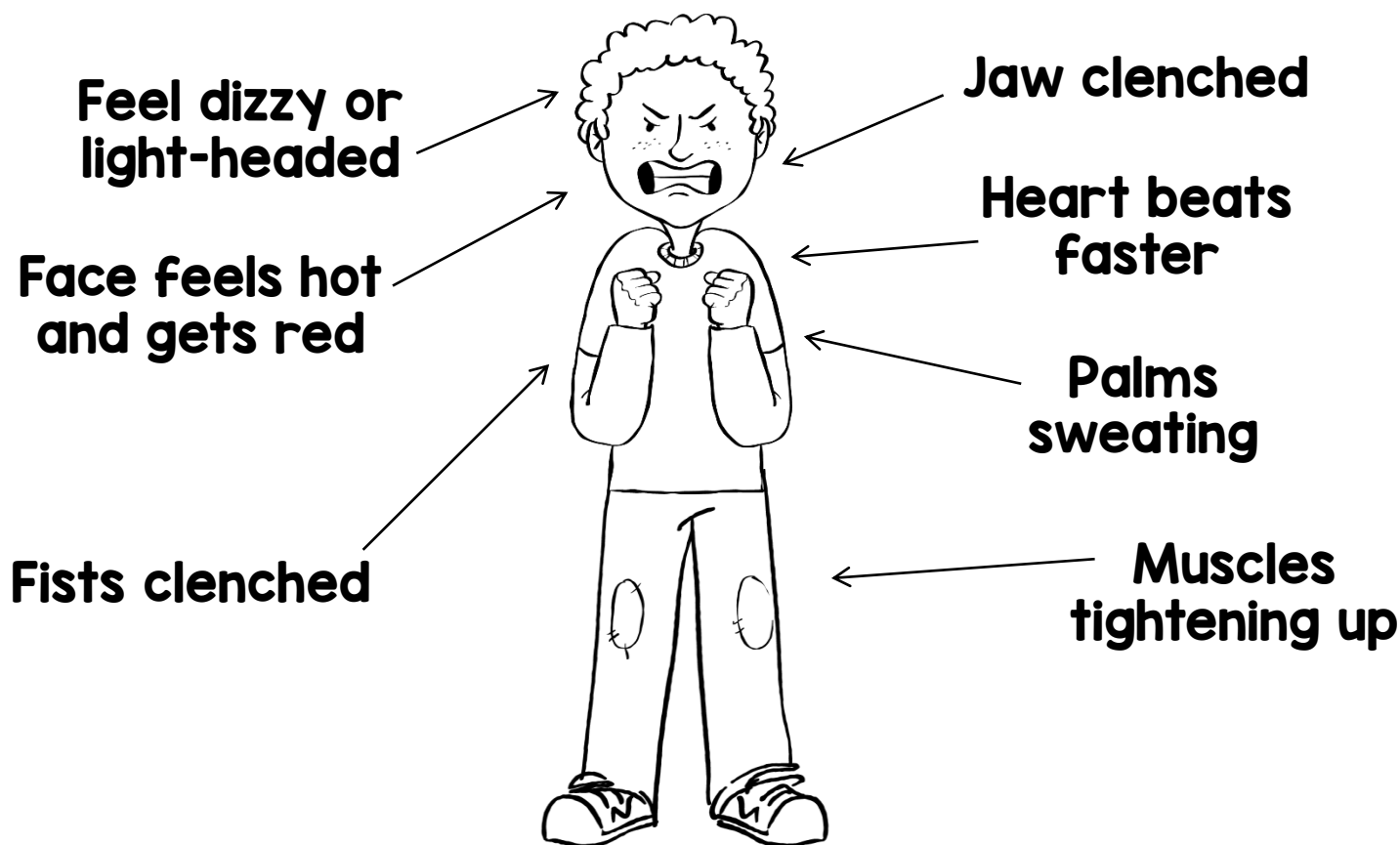
Check Your Triggers	Trigger	Other important information Where does it happen? When does it happen?
	Failing or not doing well at something	
	Being told what to do	
	Feeling left out	
	Feeling embarrassed	
	Someone doesn't listen to you	
	Someone threatens you or someone you care about	
	Someone doesn't agree with you	
	Someone accuses you of something (sometimes it's something you did not do)	

Name: _____

Date: _____

PHYSICAL EFFECTS OF ANGER

It's helpful to notice the effects of anger right away. Once you can do this, you can learn how to stop yourself, hit the pause button, and make more positive choices. Since everyone is different, the physical effects of anger might be different for you as an individual. Here are some effects that might happen to you:



----- **THINK ABOUT IT!** -----

How does your body react when you feel angry? What are some ways you can start to tell when you're first getting upset?

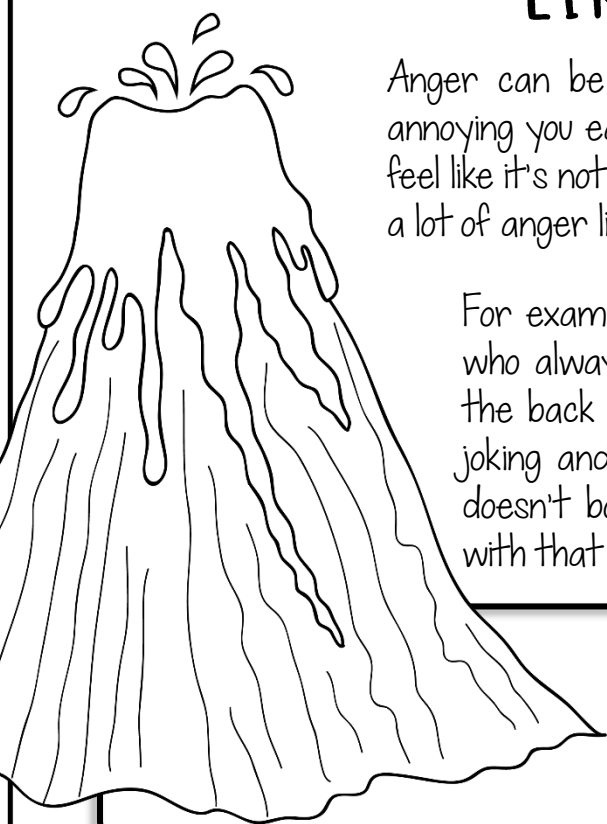
Name: _____

Date: _____

LIKE A VOLCANO

Anger can be like a volcano. If you don't deal with what's bothering or annoying you early on, your emotions can grow and grow. At first, you might feel like it's not a big deal. Eventually, though, those emotions can overflow into a lot of anger like a bursting volcano.

For example, let's imagine that you are getting annoyed with a friend who always teases you a little. They call you names, hit you softly on the back of the head, and steal your hat. They tell you they are just joking and laugh about it. At first, you might try to play it off like it doesn't bother you, but it does! What are some ways you could deal with that problem before your anger overflows?



Develop your own list for some things that might bother you or get on your nerves. Come up with strategies for dealing with the problem before your anger overflows!

What Annoys or Bothers You	How You Can Work On It

Name: _____

Date: _____

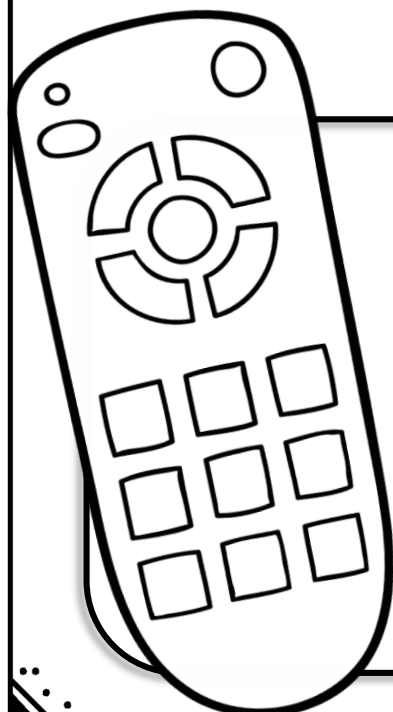
HITTING THE PAUSE BUTTON

Once you understand when you are first getting angry, the next step is learning how to "hit the pause button". That means not reacting right away and just taking a minute to stop and think. Think about it: when you make quick decisions when you're angry, they're probably not the best choices. There's actually a scientific reason for that! When we are angry, our brains slip into survival mode. Part of our brain actually shuts down so that if we were in serious danger, we could fight or run away to survive. This might help you if you were out in the wild running from a bear, but it doesn't necessarily help you when talking with a friend, teacher, or your parents. Instead, let's find some ways to help you "hit the pause button" on your anger to bring your emotions back to normal. Once you are calm, then you can focus on solving the problem at hand.

Distract Yourself	Calm Yourself
<ul style="list-style-type: none"> • Think about something funny <ul style="list-style-type: none"> • Go do another activity • Listen to music, read a book, or watch a video • Think of something you're grateful for • Remember a positive memory 	<ul style="list-style-type: none"> • Take deep breaths • Close your eyes and picture a happy place • Use positive self-talk • Close your eyes and say, "Pause." <ul style="list-style-type: none"> • Count to ten slowly • Relax with a calming activity

----- THINK ABOUT IT! -----

How will you work on "hitting the pause button" when you're angry?



Name: _____

Date: _____

ANGER JOURNAL

First thoughts and feelings about why I'm mad:

I-statement ("I feel ---- when ----- because -----):

Consider the other person's perspective:

Possible solutions for the problem:

Social Skills Lessons • Educator Guide

Lesson #8	Dealing with Worry
Objectives	<p>Students will turn a worry into a productive thought.</p> <p>Students will reframe negative thinking into more positive thinking.</p> <p>Students will develop strategies for handling worry and feelings of anxiety.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask students what are some things kids their age might worry about. Topics might include: grades, friends, being accepted, doing well on tests, having enough time for sports and studying, if someone likes them, etc. Discuss that everyone worries sometimes. It's a normal emotion! But too much or the wrong kind of worrying can be a bad thing. Together, let's discuss how to turn worries into an emotion that can help us accomplish our goals. 2. Activity 1: Pass out the "Dealing with Worry" worksheet. Read through. Discuss that worries don't have to be a bad thing. You can't just say, "don't worry" to someone and everything is alright. It's not that easy! The goal is to worry the "right way". Our worries should be actionable and productive worries that help us achieve our goals. Read through the list of thoughts and develop more productive ones. #2: "I'm really worried about finishing this project on time. Let me look at my schedule and make sure I am planning enough time for it." #3: "What can I do to improve my practice?" #4: "Why didn't Maria text me back? I should call and ask her directly." #5: "I'm nervous about speaking in class, what can I do to help myself be more prepared and comfortable?" 3. Activity 2: Explain that when we worry too much, our bodies show it. Ask students to share what your body feels like when you're really worried. 4. Pass out the "Physical Effects of Worrying" worksheet. Have students circle and discuss what effects they notice when they are worried. Discuss how noticing those effects could help you control your worries. 5. Activity 3: Explain that sometimes an element of worrying is being afraid to do certain things. You might really want to sing in chorus but you're feeling too nervous. Should you just give up? Of course not! As you get older, it's important to learn how to face those fears head on. That's not to say you don't need supports, you do! But avoiding the fears really isn't a good thing. It's best to learn how to conquer those fears so you can do the things you want to do in your life. 6. Pass out the "Conquering Fears" worksheet. Read through. For each example, discuss and write down ways that each person could work towards conquering their fear. #1: She could visit a friend or family member with a very calm dog and start with that. She might just want to visit the dog and not pet it at first. #2: He could ask a friend to go with him. He could go early and make a plan to leave if he is feeling overwhelmed. #3: She could talk to her teacher ahead of time and discuss what will be said. This might help her feel more prepared. 7. Have students share about a fear or worry they had that they got over. Some examples might include being worried about heading to middle school or going on an airplane.

Social Skills Lessons • Educator Guide

Lesson #8	Dealing with Worry (continued)
Objectives	<p>Students will turn a worry into a productive thought.</p> <p>Students will reframe negative thinking into more positive thinking.</p> <p>Students will develop strategies for handling worry and feelings of anxiety.</p>
Lesson Plan	<p>8. Activity 4: Explain that quite often, worrying involves negative thoughts. For the most part, negative thoughts are not helpful! They just drag you down and damage your confidence. They don't actually help you do anything. Phrases like, "No one likes me" or "I'm terrible at math" don't really help you. So, let's discuss ways to turn those negative thoughts around.</p> <p>9. Pass out the "Reframing Negative Thoughts" worksheet. Read through. Practice reframing each quote into a more positive thought. #1: "I do have friends. I would love to have more friends but I do have some amazing qualities. I'm smart and I'm funny." #2: "I'm disappointed in losing but sometimes you win and sometimes you lose. It happens and it's okay." #3 "I didn't do as well as I wanted but I can learn from this. I'm going to ask to stay after for extra help." #4: "Today is going to get better. And tomorrow will be even better than that. It will all e okay." #5: "I did get a detention but I shouldn't have done what I did. I'll take the responsibility and move on. Mistakes happen."</p> <p>10. Activity 5: Sit in a circle. Add the cut up slips to a bag or bin. Go around the circle and have a student take out a random slip and read it. Have others share ideas for how to help each person with their worries. Describe what each person could do or say to themselves.</p> <p>11. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • How can you notice when you start worrying? How can you stop yourself? • How can you turn a worry into a productive thought? • How can a productive worry or thought help you? • Is it okay to worry sometimes? Why? • Why can worrying too much be a bad thing? • What are some things you worry about? How can you make those worries more productive thoughts?

Name: _____

Date: _____

DEALING WITH WORRY

Everyone worries sometimes. It's actually a healthy reaction that helps us manage stress. There is a difference between productive and unproductive worrying, though. Productive worrying is thinking about a problem that can be solved and needs attention right away. Unproductive worrying is dwelling on a problem or worrying about something that can't be fixed.

For example, imagine you have a math test coming up. You might worry and say to yourself, "I really need a good grade on this, so I definitely need to study." That's a productive worry because you can have a positive action plan to help you solve your problem!

Imagine, though, that you start to worry about that same test in another way. You might think to yourself, "I'm always so stupid at math. I'll never do well. What if I fail math and have to stay back? My parents will probably ground me for the entire summer. My life will be ruined." This is an unproductive worry. Many of those thoughts are irrational, unrealistic, and don't help to address the root problem.

Turn each worry into a productive thought! Remember, for a worry to be productive, it has to be something that is actionable.

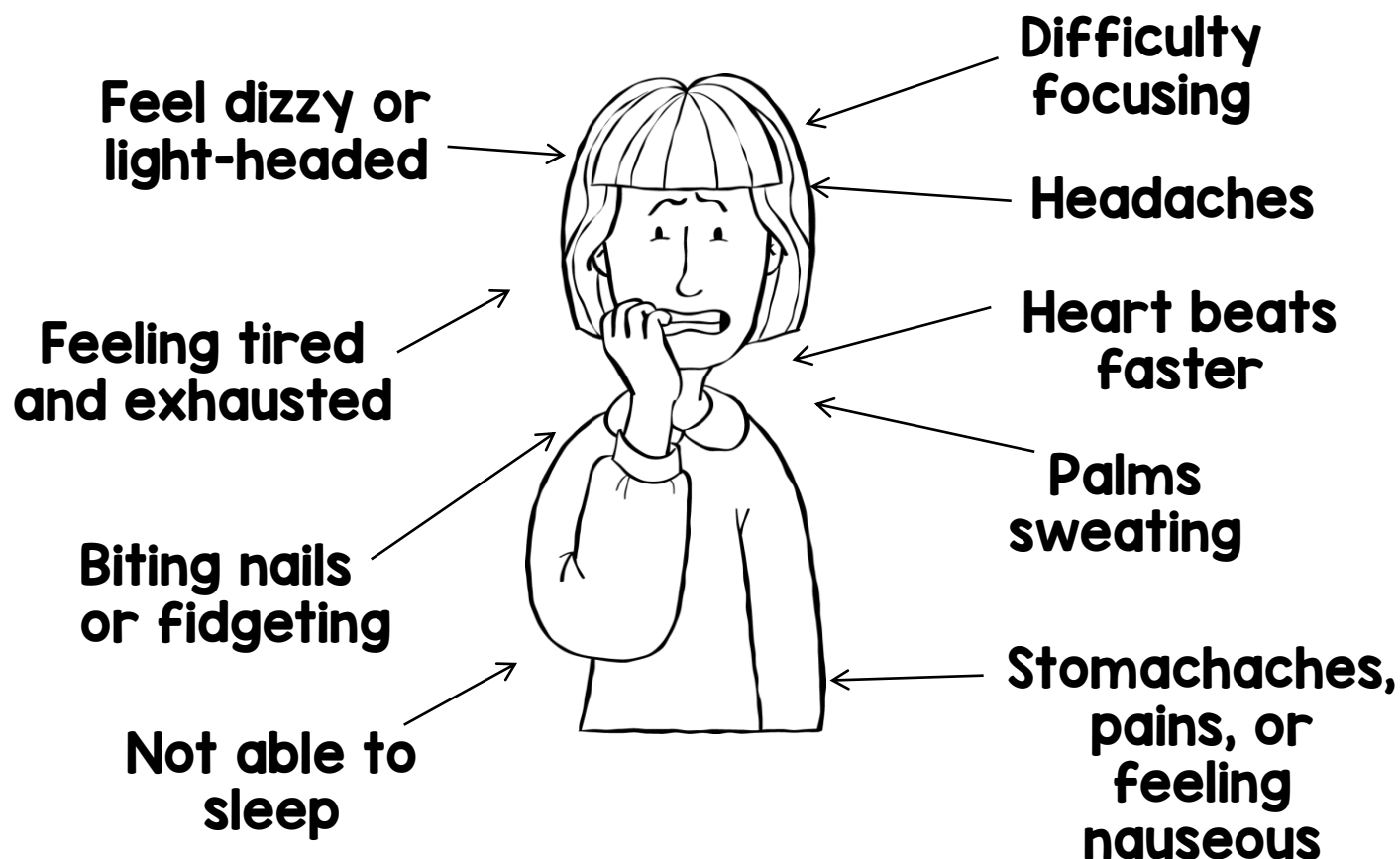
Thought	Make It Productive!
#1 "What will happen if I fail the test?"	What can I do to make sure I can get a good grade? I can study more.
#2 "What if I can't finish this project on time?"	
#3 "I'm never going to be any good on the basketball team."	
#4 "Maria never texted me back. She probably hates me."	
#5 "I'm too scared to speak in front of the class. I'm going to look like an idiot."	

Name: _____

Date: _____

PHYSICAL EFFECTS OF WORRYING

Getting overly worried can have physical and mental effects. It can be helpful to review some of the effects so that you can start to notice when you are worrying right away.



----- THINK ABOUT IT! -----

How does your body react when you feel worried? What are some ways you can start to tell when you're first getting anxious or worried?

Name: _____

Date: _____

CONQUERING FEARS

Sometimes we might worry about fears we have, including doing things that are just outside our comfort zone. For example, you might be really worried to present in front of the class on your own. The best way to deal with these worries and fears is by facing them head on with supports from friends and adults. This is very much the opposite of avoiding your fears! In this case, you might ask to present to the teacher privately or ask a friend to present with you. These are small steps to help you overcome your fear.

Give advice for what each person might do in order to slowly work towards conquer their fears and worries:

#1 Adrianna has a fear of dogs after her aunt's dog nipped at her last summer. She loves dogs but she's also afraid.



#2 Brian has a fear of being in big crowds. This year he wants to go to the dance but he's not sure he can.



#3 Megan has been worrying a lot about joining her parent teacher conference. She's afraid of what her teacher might say in front of her parents.



----- **THINK ABOUT IT!** -----

What is a fear or worry you had that you were able to conquer? What is something you'd like to conquer in the future?

Name: _____

Date: _____

REFRAMING NEGATIVE THOUGHTS

A key characteristic of anxiety is negative thoughts that play over and over again. Once you notice yourself developing a negative thought, you need to be able to stop it and reframe it in a more positive way.

For example, let's say you just gave a presentation to the class. You feel like you made a mistake and you are dwelling on it. You might worry to yourself, "I'm such an idiot. I can't believe I made that mistake. No one is ever going to let me forget this." Not only is this an unproductive worry that can't be solved, but it's a continuing negative thought. Nothing good comes of these negative thought patterns! Instead, they damage your self-esteem and use up all of your energy.

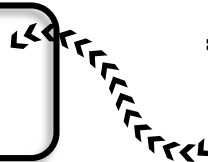
Instead, let's focus on taking that negative thought and challenging it! Reframe it in a more positive way. You might think to yourself, "Well, I didn't do as well as I wanted to, but that's okay. Mistakes happen. I learned that I need to practice more in the future. No one will probably even remember, anyway." Then, let it go!

Try reframing each negative thought in a more positive way:

#1 "I'll never have any real friends. No one even likes me."



#2 "I lost the soccer game. It's all my fault."



#3 "I failed the test. I'll never pass math class now."



#4 "Today is the worst day ever."



#5 "Mrs. Jones gave me a detention. She probably hates me."



#1 AMANDA FEELS VERY WORRIED WHENEVER SHE HAS TO TAKE A TEST. SHE FEELS LIKE SHE FORGETS EVERYTHING RIGHT AWAY.

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#2 SAM IS WORRIED BECAUSE HIS BEST FRIEND STOPPED TALKING TO HIM AND HE DOESN'T KNOW WHY. HE WONDERS IF IT'S HIS FAULT.

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#3 JAKE IS FEELING VERY ANXIOUS ABOUT AN UPCOMING FIELD TRIP BECAUSE HE DOESN'T KNOW THE SCHEDULE FOR THE DAY.

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#4 ARIA IS SCARED TO TAKE THE BUS BY HERSELF. SHE NORMALLY GETS PICKED UP BUT HER MOM CAN'T GET HER TODAY.

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#5 LOGAN IS WORRIED ABOUT TRYOUTS. HE SAYS, "OTHER KIDS ARE SO MUCH BETTER THAN ME. THERE'S NO WAY I'LL MAKE IT."

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#6 AIDEN IS WORRIED ABOUT SHOWING HIS MOM A FIELD TRIP FORM. SHE JUST LOST HER JOB AND HE'S WORRIED SHE CAN'T AFFORD IT.

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#7 OLIVIA IS NERVOUS THAT HER FAVORITE TEACHER IS LEAVING TO HAVE A BABY. SHE SAYS SHE CAN'T DO WELL WITHOUT HER TEACHER.

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#8 ALEX IS WORRIED THAT NO ONE WILL SHOW UP TO HIS BIRTHDAY PARTY. HE HANDED OUT ALL THE INVITATIONS YESTERDAY.

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#9 MUHAMMAD IS NERVOUS TO SING IN CHORUS. HE'S AFRAID THAT OTHER PEOPLE WILL MAKE FUN OF HIM.

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#10 HAILEY IS NERVOUS TO EAT IN THE LUNCH ROOM. IT'S LOUD AND SHE IS NERVOUS TO EAT IN FRONT OF OTHERS SO SHE SKIPS LUNCH.

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#11 MILA IS NERVOUS TO PRESENT WITH HER SCIENCE GROUP. SHE'S THINKING ABOUT JUST STAYING HOME THAT DAY.

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#12 ELI GETS NERVOUS IN A GROUP OF FRIENDS. HE WORRIES THAT EVERYONE IS TALKING BAD ABOUT HIM ALL THE TIME.

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Social Skills Lessons • Educator Guide

Lesson #9	Using Self-Control
Objectives	<p>Students will practice utilizing self-control.</p> <p>Students will discuss using self-control in a variety of situations.</p> <p>Prior to making a decision, students will practice how to stop and think first.</p>
Lesson Plan	<ol style="list-style-type: none"> 1. Introduction: Ask everyone to close their eyes and imagine you have a set of cupcakes on your desk or table. They are the first to walk in and no one else is in the room. What do they do? Even though you want to take one, you most likely wouldn't. That's because you're using self-control. Explain that this lesson is all about using self-control. 2. Explain that in order to manage our emotions on a day to day basis, we have to use self-control. There probably have been times you were upset and wanted to try but you held it in because you didn't want to make a scene. That's self-control. There probably was a time you were very angry at someone and you thought about acting out in an aggressive way, but you didn't. That's also self-control. 3. Activity 1: Explain that self-control is a critical life skill. It means we stop ourselves and do the right thing instead of our first impulse. Sometimes this is harder than others! Pass out the "Using Self-Control" worksheet. Read through. 4. For each situation, discuss what your first impulse might be and then what you would do using self-control. For example, for #1, your first impulse is probably to take the money. You know that's not right because you saw the other person drop it, so with self-control, you would take the money and give it back. 5. Activity 2: Discuss that there are ways you build on your self-control. The more you practice it, the better and stronger it becomes. For example, think back to when you were a child. It was probably really hard to sit in a seat for 20 minutes. But over time, as you grew, you were able to stay seated and focused for longer periods of time, even when you didn't want to. You're using self-control. Ask students to share other times when they use self-control throughout the day. 6. Pass out the "Building Self-Control" worksheet. Read through. Discuss how each behavior is important and what might happen if people didn't use self-control in each situation. 7. Activity 3: Ask students to find a seat anywhere in the room. You will be playing a game that requires them to practice their skills of self control. Explain that you will have two people going against each other at a time. You will ask those two people a trivia question and no one else. If you were not up, you can't shout out the answer. You have to use your self control! 8. Have the first student stand next to another student. Read a trivia card. Whoever answers first gets to move on to the next person. The loser will sit down at that seat. This is continued around the room. It becomes especially difficult if both parties don't know an answer but someone else in the room does. Students will have to wait their turn and can't shout out the answer. Note: You can feel free to add in your own trivia questions or even academic content!

Social Skills Lessons • Educator Guide

Lesson #9	Using Self-Control (continued)
Objectives	<p>Students will practice utilizing self-control.</p> <p>Students will discuss using self-control in a variety of situations.</p> <p>Prior to making a decision, students will practice how to stop and think first.</p>
Lesson Plan	<p>9. Activity 4: Explain that having responsibilities can also help you build your self-control. When you are responsible for something, it means you need to do it whether you like it or not.</p> <p>10. Pass out the "My Responsibilities" worksheet. Read through. Have students write down their responsibilities in each situation. At home might include: chores like dishes or taking out the trash, keeping my room clean, doing my homework, helping with my little sister. At school might include: raising my hand before talking, being kind to others, getting my work done. In public might include: being respectful towards others, following laws, holding the door open for people.</p> <p>11. Activity 5: Ask students if they think self-control is something they can control? Why or why not? Discuss if there is a way to improve self-control? Explain that you can if you work on your ability to just stop and think. We make so many decisions in a split second. Many of them are even automatic or just routine. But sometimes when we're faced with bigger decisions, it's so important to stop and think about the choices before making a decision.</p> <p>12. Pass out the "Stop and Think" worksheet. Read through. Read through each situation and help each person "stop and think". For example, in #1, Amanda could go over and talk to her friend in a calm way, she could yell at her, or she could wait and talk to her privately at another time. Discuss which option might be the best and why. Continue with other situations.</p> <p>13. Have students work in partners or a small group. Pass out a set of task cards for each group or set of partners. Have kids read the situations and practice "stop and think" for each scenario.</p> <p>14. Discuss each situation as a group. Students can act out their best response if they want.</p> <p>15. Closing: Review closing questions.</p>
Closing Discussion Questions	<ul style="list-style-type: none"> • What is self-control? Why is it important? • When are times that you use self-control? • Do you think your self-control can improve over time? Why or why not? • What would a world be like if no one had any self-control? • How can self-control help you with your friends? What about with a job in the future? Where else?

Name: _____

Date: _____

USING SELF-CONTROL



Self-control is the ability to manage our emotions and desires on the spot. We already use self-control every single day, often without even knowing it! Imagine you are over your friend's house and see a beautiful chocolate cake sitting on the counter. Your friend tells you that the cake is for a party his mom is having tonight. Even though you would probably love to take a huge slice of that cake and eat it, you don't because your brain tells you it would be a bad idea. That's using self-control.

Read each situation. Identify what your first impulse might be in each situation and then what you should do using self-control.



#1 Walking out of a store, you see someone drop money. They don't notice that they've dropped it.

First Impulse:

Use Self-Control:

#2 You notice the teacher has left the answer key to a big test on the back table and the teacher is out today.

First Impulse:

Use Self-Control:

#3 You have a lot of homework to do but you are really not in the mood to do any of it.

First Impulse:

Use Self-Control:



Name: _____

Date: _____

BUILDING YOUR SELF-CONTROL

Building up your self-control can take time and effort. It's a skill that you can always improve! Read each situation and explain why it is an important part of self-control. Consider what might happen if you didn't use self-control in each situation.

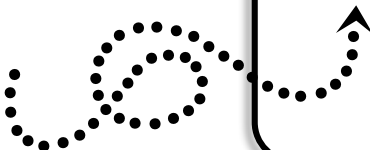
#1 Raising your hand in class when you want to answer a question



#2 Waiting your turn in a line even when you want to go first



#3 Asking to borrow something you want to use



#4 Giving yourself a time out when you are upset at someone else.



----- THINK ABOUT IT! -----

What are some ways you can improve your own self-control?

Which country is home to kangaroos?

(Australia)

Rulers in this country were called pharaohs.

(Egypt)

A baby goat is called this.

(kid)

What plant do giant pandas usually eat?

(bamboo)

Honey is created by this insect.

(bees)

How many days are there in the month of June?

(30)

What is the capital of Hawaii?

(Honolulu)

Who is credited with inventing the telephone?

(Alexander Graham Bell)

The Statue of Liberty was a gift to the U.S. from which country?

(France)

A hammerhead and great white are a type of what?

(shark)

A spider has this many legs.

(8)

What continent does Mexico belong to?

(North America)

This is the name of the colored part of your eye.

(iris)

What color are emeralds?

(green)

What is the largest land animal?

(elephant)

What is the fastest land animal?

(cheetah)

This is the place you go to see lots of animals.

(zoo)

What continent does Japan belong to?

(Asia)

This is a medical picture used to show your bones.

(x-ray)

To build a fence around a yard, what measurement do you need?

(perimeter)

Which sport would you use a "sand iron" in?

(golf)

A decathlon has this many events.

(10)

This is a shape with 5 sides.

(pentagon)

What is the smallest breed of dog?

(chihuahua)

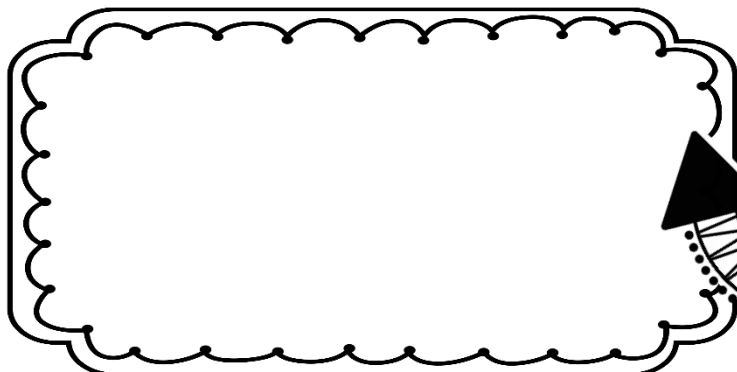
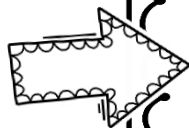
Name: _____

Date: _____

MY RESPONSIBILITIES

Having responsibilities helps build your self-control because these are jobs or duties you are responsible for. These are tasks you know you need to do, whether you are in the mood for them or not! Answer the questions below to discover your own responsibilities.

What are some responsibilities you have at home?



What are some responsibilities you have at school?



What are some responsibilities you have when you are out in public?



----- THINK ABOUT IT! -----

How do having responsibilities help you to develop self-control?

Name: _____

Date: _____

STOP AND THINK

One of the most important elements to developing self-control is learning how to stop and think in the moment. It is just like "hitting the pause button" when you're angry. You have to learn how to stop yourself in the moment and think about the choice you want to make.



It might help to truly close your eyes and visualize what a red stop sign looks like. Keep that image in your head for when you need it. When you are practicing self-control you should:

1. Think of a stop sign. Remind yourself to "stop and think".
2. Consider what possible solutions there might be for how to handle the situation.
3. Think about the consequences might be for those actions.
4. Decide of the best choice!

Read the situations below and practice using self-control! Instead of just reacting right away, consider the possible solutions and consequences. Then, determine what you think the best choice might be.

#1 Amanda is upset when her friend just starts ignoring her randomly. She sees Amanda in a group and goes over to confront her.



#2 Ja'Leeq's coach pulls him from the basketball game and tells him to sit down for the rest of the game.



#3 Michelle drops all her books when someone bumps into her in the hall. She thinks she hears the person laugh.



AN ADULT
YELLS AT YOU
FOR
SOMETHING
YOU DIDN'T DO.



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YOU ARE
WORKING IN A
GROUP AND
ONE PERSON
ISN'T DOING
ANY WORK.



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YOU HAVE
TOO MUCH
WORK AND
CAN'T FINISH
IT IN TIME.



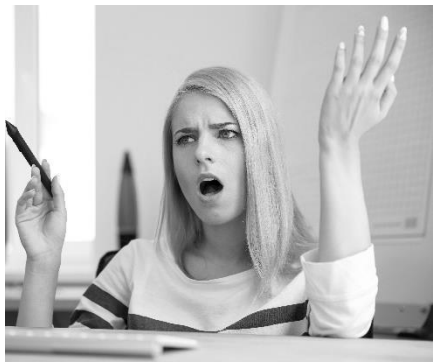
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YOU THINK
PEOPLE ARE
TALKING
ABOUT YOU
BEHIND
YOUR BACK.



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A TEACHER
NEVER CALLS
ON YOU EVEN
WHEN YOUR
HAND IS
RAISED.



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SOMEONE
SHOVES YOU
BUT THEY
SAY THEY
WERE JOKING
AROUND.



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SOMEONE
KEEPS TAKING
YOUR PHOTO
AFTER YOU
ALREADY TOLD
THEM TO STOP.



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YOU HAVE A
BAD
HEADACHE
AND PEOPLE
KEEP TALKING
TOO LOUDLY.



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Social Skills Lessons • Educator Guide

Lesson #10	Coping Strategies & Mindfulness
Objectives	Students will identify coping strategies to help them manage emotions. Students will practice strategies for mindfulness and deep breathing.
Lesson Plan	<ol style="list-style-type: none">1. Introduction: Explain that now that students have learned some skills in managing their emotions, it's time to talk about what to do when we just need to cope with those feelings. Coping strategies are the skills and activities we use to help us when we're feeling sad, angry, worried, and just overwhelmed. Ask students to share what activities they do that help to calm them down. Students might say running, reading, listening to music, etc.2. Activity 1: Discuss that we can't avoid all the challenges in the world. As best as we learn our triggers for anger and our skills in understanding our worries, those emotions are still going to come. So, that's where coping strategies come into play.3. Pass out the "Using Coping Strategies" worksheet. Read through. Have students check off the coping strategies they think would help them feel calm when they are emotionally overwhelmed. It's important to highlight that everyone's will be different. Allow students to share what they might be interested in. If there is time, you can take some time to practice or discuss each of those strategies students are interested in. For example, you can spend 5 minutes with each student practicing reading or chewing gum.4. Activity 2: The single most important coping strategy is something that's entirely in our own minds. It's called positive self-talk.5. Pass out the "Positive Self-Talk" worksheet. Read through. For each situation, come up with some positive self-talk you could say to yourself to help you feel reassured. #1: "You tried your best. Maybe next time you'll make it. It just might not be the thing for you right now and that's okay." #2: "That's okay. I'll think of something else fun to do that night for myself." #3: "I don't like missing gym but it's just one day. Maybe I can play basketball after school." #4: "Maybe they're not that bad after all. I can give them a chance and see how things go." #5: "I can probably talk to the teacher and figure something out. It's a mistake and it's going to be okay."6. Encourage students to come up with their own positive self-talk statements that might help them.7. Activity 3: Pass out the "Positive Affirmations" worksheet. Read through. Explain that positive affirmations are just positive thoughts we can say to ourselves to help us feel calm. Sometimes when you are worked up, you might not know the right things to say. Having a list like this can help you build that self-talk.8. Have students read each statement. You can read as a group or have students partner read them. Some students might find them silly to say at first, because kids aren't used to hearing so much positive! That's okay. Let them read through it.9. Have students go back and circle or highlight their favorite statements. Discuss how those statements could help them.

Social Skills Lessons • Educator Guide

Lesson #10	Coping Strategies & Mindfulness (continued)
Objectives	<p>Students will identify coping strategies to help them manage emotions. Students will practice strategies for mindfulness and deep breathing.</p>
Lesson Plan	<ol style="list-style-type: none"> 10. Activity 4: Explain that another critical skill for managing emotions is practicing mindfulness. It is actually a simple strategy that focuses just on relaxing and being present in the moment. It's often difficult for people because we live with such a busy lifestyle, always running from school to sports to homework and then back again. By practicing mindfulness, kids can learn to really be in tune with themselves and their emotions in the moment. 11. Pass out the "Practicing Mindfulness" worksheet. Read through. Have students spend quiet time on their own filling out the questions. It might help to play calming music during this time. 12. Ask students to share what the experience was like and if this is something they could do in other situations. 13. Activity 5: Pass out the "Deep Breathing" worksheet. Read through. Have students practice each type of breathing together. Remember to practice each kind several times. It's important to continue deep breathing for at least 5 or more breaths to get the full effect. 14. Have students share which breathing activity was their favorite. Discuss how this could help them in stressful situations. 15. Activity 6: Pass out the "Mindful Coloring" worksheet. Give students access to all sorts of coloring utensils that you're comfortable with. Explain that coloring can be a very healthy strategy to both be mindful and reduce stress. It can be very calming and help return your emotions to a normal level. Again, you can choose to play calming music while kids color. Spend time coloring with them. 16. Give time for kids to share how they liked this activity. Discuss when this could be a helpful strategy. 17. Activity 7: Pass out the "Guided Relaxation" worksheet. Explain that this activity is a bit different. Students will be practicing a guided meditation, which means they will be relaxing in a comfortable position while someone else is reading a calming script. 18. Read through the worksheet with students. Have students find a comfortable spot and encourage them to close their eyes and just relax. Start reading the script. Note that if you are uncomfortable reading a script, you can find guided relaxation scripts read aloud online (such as YouTube). 19. Give time for students to share how the guided relaxation made them feel. 20. Closing: Review closing questions.
Closing Discussion Questions	<ul style="list-style-type: none"> • What are coping strategies and how do they help us? • What are the best coping strategies for you as an individual? • What does it mean to practice mindfulness? • Which strategies were your favorite from this lesson? Why? • Which strategies could you use in a classroom if you are upset? What about when you are out with your friends? • How can these strategies help you to manage your emotions?

Name: _____

Date: _____

USING COPING STRATEGIES

Coping strategies are the skills we use to deal with stress and challenges in our lives. They are the activities we do and how we think that allows us to feel better when we are emotionally overwhelmed.

Think of coping strategies like a suit of armor. You will still have to deal with some stress and challenges that get in the way of your goals. With strong and healthy coping strategies, though, you'll be able to defend yourself better and get through that stress a stronger person.

Everyone has coping strategies that work best for them individually. For example, it might help one person to listen to music when they are upset. For another person, drawing might help reduce their stress, while someone else might need physical activity like running or taking a walk.

It's helpful to try different coping strategies to see what works best for you. Here are some coping strategies that might work for you. Check off any that you'd like to try.

- | | |
|---|--|
| <input type="checkbox"/> Positive self-talk | <input type="checkbox"/> Practicing yoga |
| <input type="checkbox"/> Listening to music | <input type="checkbox"/> Practicing gratitude |
| <input type="checkbox"/> Writing in a journal | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Writing a story |
| <input type="checkbox"/> Taking a walk | <input type="checkbox"/> Building and doing puzzles |
| <input type="checkbox"/> Practicing mindfulness | <input type="checkbox"/> Dancing |
| <input type="checkbox"/> Coloring or drawing | <input type="checkbox"/> Looking at photos |
| <input type="checkbox"/> Chewing gum | <input type="checkbox"/> Organizing and cleaning |
| <input type="checkbox"/> Exercising | <input type="checkbox"/> Thinking of something funny |
| <input type="checkbox"/> Painting | <input type="checkbox"/> Asking for help |
| <input type="checkbox"/> Listing your choices | <input type="checkbox"/> Using a fidget |
| <input type="checkbox"/> Talking to others | <input type="checkbox"/> Using a calm down jar |

----- **THINK ABOUT IT!** -----

What strategies help you calm down when you are upset?

Name: _____

Date: _____

POSITIVE SELF TALK

Positive self-talk is the inner voice we have that comforts us, reminds us of the positives, reassures us, and helps us feel calm in tough times. It is one of the best coping strategies because you can use it anywhere and anytime all on your own.

For example, imagine you are upset with yourself because you didn't do well on a test or quiz. You might use positive self-talk to reassure yourself. You might think, "You didn't do as well as you wanted to, but it's going to be okay. You can do better next time and maybe even ask to stay after to extra help before the next quiz. Everyone makes mistakes sometimes." Even though the self-talk doesn't fix your low grade, it fixes your attitude, helps build your confidence, and allows you to move on.

Come up with some positive self-talk for each situation.

#1 You tried out for the soccer team but didn't make it.

#2 You don't get invited to a party you thought you would go to.

#3 You are upset when the schedule changes and you miss gym.

#4 You have to work with a partner that you don't really like.

#5 You forgot your homework at home and it's graded today.

Name: _____

Date: _____

POSITIVE AFFIRMATIONS

Some positive self-talk can just be positive affirmations to remind yourself that you can do anything and everything will be okay. Practice by saying the following statements to yourself either out loud or in your head.

- | | | |
|--|---|---|
| 1. There is no one better to be than myself. | 17. It's okay not to know everything. | 33. I am in charge of my life. |
| 2. I am enough. | 18. Today I choose to think positive. | 34. I have the power to make my dreams true. |
| 3. I get better every single day. | 19. I can get through anything. | 35. I believe in myself and my abilities. |
| 4. My challenges help me grow. | 20. I can do anything I put my mind to. | 36. Good things are going to come to me. |
| 5. All of my problems have solutions. | 21. I give myself permission to make choices. | 37. I matter. |
| 6. Today I am a leader. | 22. I can do better next time. | 38. My confidence grows when I step outside of my comfort zone. |
| 7. I forgive myself for my mistakes. | 23. I have everything I need right now. | 39. My positive thoughts create positive feelings. |
| 8. I am an amazing person. | 24. I am capable of so much. | 40. Today I will walk through my fears. |
| 9. I am perfect just the way I am. | 25. Everything will be okay. | 41. I am open and ready to learn. |
| 10. My mistakes help me learn and grow. | 26. I believe in myself. | 42. Every day is a fresh start. |
| 11. Today is going to be a great day. | 27. I am proud of myself. | 43. If I fall, I will get back up again. |
| 12. I have courage and confidence. | 28. I deserve to be happy. | 44. I am whole. |
| 13. I can control my own happiness. | 29. I am free to make my own choices. | 45. I can do anything. |
| 14. I have people who love and respect me. | 30. I deserve to be loved. | 46. I only compare myself to myself. |
| 15. I stand up for what I believe in. | 31. I can make a difference. | |
| 16. I believe in my goals and dreams. | 32. Today I choose to be confident. | |

----- **THINK ABOUT IT!** -----

Go back to circle or highlight your favorite statements. How could they help you?

Name: _____

Date: _____

PRACTICING MINDFULNESS

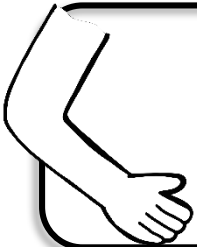
Practicing mindfulness means clearing your mind to only think about the present. Being mindful is a strategy that helps many people relax, get focused, and regain control of their emotions. It's a strategy that can work for you anytime and anywhere.

There are several different ways you can practice mindfulness. One simple way is just to stop and notice the world around you. Look around and notice what you can observe with your senses.

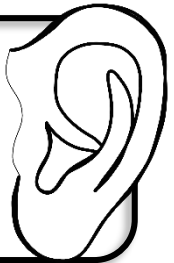
**What are 5
things you can
see?**



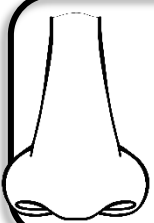
**What are 4
things you can
touch?**



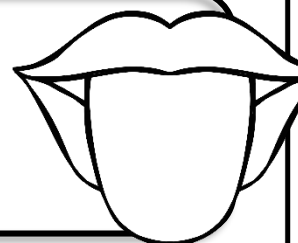
**What are 3
things you can
hear?**



**What are 2
things you can
smell?**



**What is one
thing you can
taste?**



Name: _____

Date: _____

DEEP BREATHING

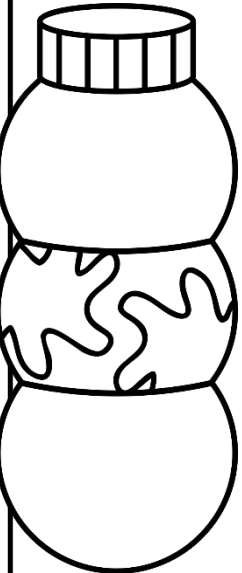
Deep breathing is a calming strategy that you can use anywhere. Not only does it help you calm your emotions, but it helps you to be more mindful of yourself and surroundings. Deep breathing also helps to control your heart rate, reduces your blood pressure, and brings an overall sense of calm. This is another strategy you can use anywhere and anytime on your own.

When are some times that deep breathing might help you?

Practice each type of deep breathing below:

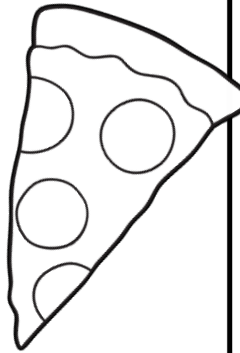
#1 Bubble Breathing.

Sit comfortably. Slowly breathe in through your nose. Slowly breathe out through your mouth like you are blowing bubbles.



#2 Cool Off the Pizza.

Imagine you have a slice of hot pizza in front of you. Breathe in through your nose to smell the pizza and breathe out through your mouth to cool it down.



#3 Zig Zag Breathing.

Sit comfortably. Trace the zig zag line. Breathe in as you trace up and breathe out as you trace down.



----- THINK ABOUT IT! -----

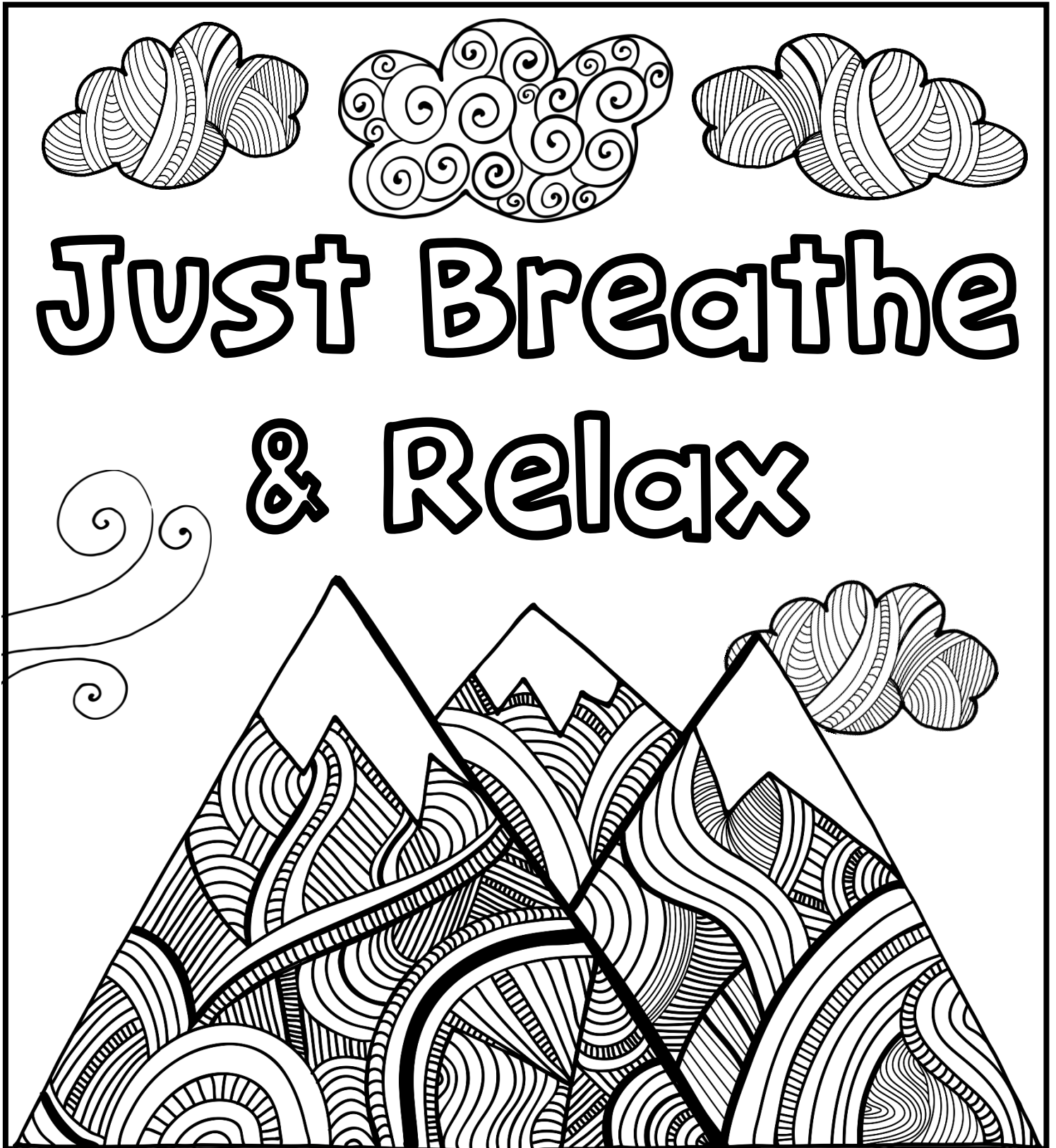
What deep breathing activity is your favorite? How will it help you in the future?

Name: _____

Date: _____

MINDFUL COLORING

Color in the picture below. Remember to breathe in and out as you color. Don't make judgements or overthink your artwork. Just color and be!



Name: _____

Date: _____

GUIDED RELAXATION

A guided meditation is an activity that can also help you relax and become more mindful. As you relax, you will be listening to a script that will help you visualize calming imagery and thinking calming thoughts.

What are some peaceful and calming images that you can think of?



Next, you'll find a space to get comfortable. You can choose to sit or lay down on the floor. Take time to relax your muscles and close your eyes. Breathe in and out slowly as you relax.

----- THINK ABOUT IT! -----

How did the guided meditation help you feel? What are some images that came to your mind? Write or draw them below.

GUIDED RELAXATION SCRIPT

Lay down and let the floor support all of your weight. Close your eyes and erase all the thoughts in your mind. If thoughts come in, just let them fly away. Just breathe in and breathe out. Let's focus on relaxing your body. Notice your body. Relax every part of your body from your toes, your legs... your belly... your back... your hands.... your arms... your neck... your head... your face. Just relax. Breathe in and breathe out as you relax.

Now, imagine you are walking on a warm beach filled with beautiful sunshine. You feel the soft grains of sand hit your barefoot feet as you walk across the shore. You walk closer to the waves. You hear the waves as they crash up on the shore. You look down and notice seashells line a path. You pick up a seashell and grasp it in your fingertips. It feels smooth in your hands. Just then, you feel the warm water splash on your ankles and feet.

The waves are like your breath as you breathe in... and breathe out. The waves come in and slowly go out.

As you look out into the ocean, all you can see is water. Miles and miles of free and open water. Clouds line the sky. Beautiful cotton-like clouds are all around.

You can almost taste the salt water from the ocean. The mist of the water hits your nose.

You breathe in and breathe out, just like the waves. Check in with your body and relax. Notice your body. Relax every part of your body from your toes, your legs... your belly.. your back... your hands.... your arms... your neck... your head... your face. Just relax. Breathe in and breathe out as you relax.

Know that you are powerful. You are strong. You can accomplish anything you want in this life. Breathe in all the good and positive thoughts. Breathe out all the negative.

Just breathe. Just relax. Just breathe. Just relax.

Name: _____

Date: _____

MANAGING EMOTIONS POST-ASSESSMENT

DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	
2) If you make a choice, who does it affect?	
3) Give an example of a consequence for your actions	
4) Give an example of an I statement	
5) How can disappointments help us?	
6) What does it mean to be mentally flexible?	
7) Explain what it means to "hit the pause button" when you're upset.	
8) Reframe this negative thought: "I'm always bad at math."	
9) When did you use self-control today?	
10) List your top three coping strategies	

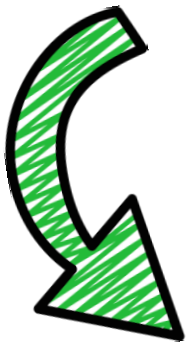
ANSWER KEY

MANAGING EMOTIONS POST-ASSESSMENT

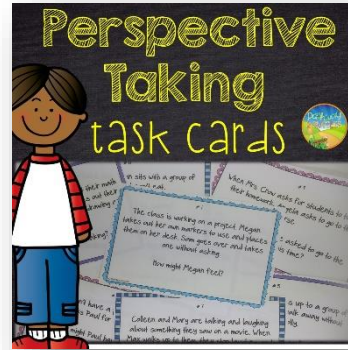
DIRECTIONS: Answer the questions the best you can on your own.

QUESTION	MY RESPONSE
1) List five different emotions	Angry, proud, sad, annoyed, exhausted, surprised, frustrated, confused, disappointed, embarrassed, hopeful
2) If you make a choice, who does it affect?	Yourself and others around you.
3) Give an example of a consequence for your actions	I get a poor grade on a quiz because I chose to not study.
4) Give an example of an I statement	I feel angry when no one calls on me with my hand up because I don't want to forget my thought.
5) How can disappointments help us?	They teach us what's important to us, let us learn lessons, and help us grow.
6) What does it mean to be mentally flexible?	To go with the flow. To not be stuck in one way of thinking and try something new.
7) Explain what it means to "hit the pause button" when you're upset.	Just stop for a few seconds to help control your emotions.
8) Reframe this negative thought: "I'm always bad at math."	"Math is tough but I can always learn." "If I study and work hard, I can improve my math skills."
9) When did you use self-control today?	Raising hand to talk, stopping to think and make a choice, waiting turn in line
10) List your top three coping strategies	Listening to music, writing, coloring, reading, deep breathing, yoga, chewing gum, positive self-talk, dancing

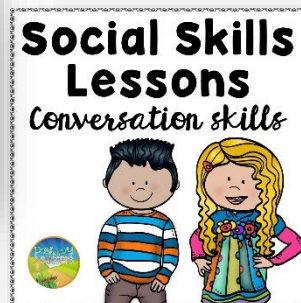
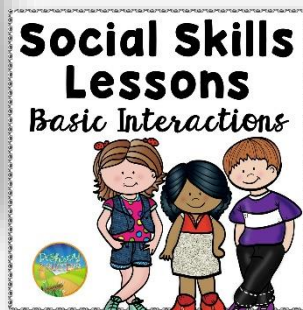
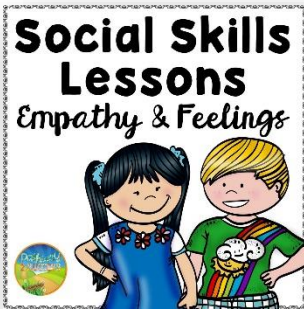
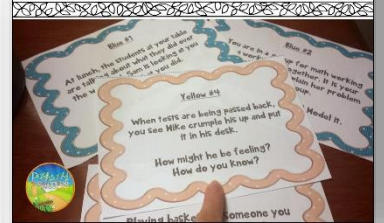
MORE Social Skills!



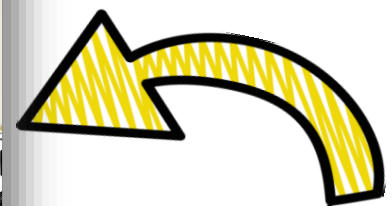
Sets of 80 social skills and perspective taking task cards that highlight real social situations.



Social Skills Task Cards



These lessons include several pages, practice, role play, and discussion questions focusing on learning social skills.



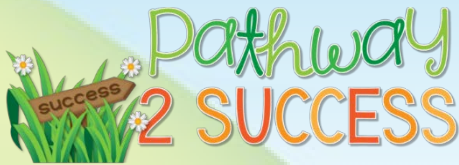
[Click here](#) to check out all of my social skills materials!

About the Author



Kristina Scully has been a special educator for over 10 years. She has a bachelor's degree in special and elementary education from the University of Hartford, along with a master's degree in special education with a specialization in autism from the University of St. Joseph. She has worked extensively with kids and young adults with behavioral challenges, learning disabilities, autism, ADHD, anxiety, and other needs.

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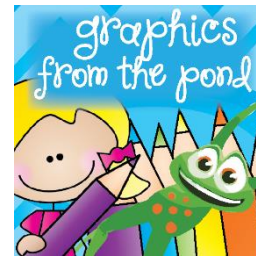
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