Better Attitudes & Skills in Children

A Collection of Social Emotional Lesson Plans & Activities (K-3rd grade)

Created by Project B.A.S.I.C. Child Development Specialist,

&

Child Care Consultation Staff

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- Two lessons to help visually show children how feeling can feel inside and how expressing the feelings appropriately can make you feel better

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- This lesson talks about different ways to communicate and express feelings and discusses the challenges of not being able to communicate in usual ways. Using Helen Keller as an example, children learn how she communicated her wants and needs. Braille and American Sign Language are introduced as different ways to communicate.

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- Lesson is based on the true story of Henry "Box" Brown as a slave who mailed himself to freedom**.** The lesson discusses acceptance and problem solving.

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Feelings: Bottled up & Gloomy

Activity Name: Feelings: Bottled up & Gloomy	***Grade Level(s): K-1***	
Brief Description: Two lessons to help visually show children how feeling can feel inside and how expressing the feelings appropriately can make you feel better.		
Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***	
• To Understand and Express Feelings Appropriately	• What are feelings and how do we recognize them • How to express feelings appropriately • Increase feelings vocabulary	
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**	
• Learning to Express Feelings Appropriately	• Increase feelings vocabulary • Recognizing and respecting the feelings and needs of others • Self control	
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**	
• Develop Responsibility for One's Actions	• Respecting self and others	
• Develop a Sense of Self Reliance	• Be willing to keep trying and not give up (persistence)	
3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):	
• To Develop Understanding of Rules and Agreements	• Making choices about one's behavior	

Materials: Bottled Up

½ cup water , liquid soap, food coloring, empty water bottle with liquid soap

Lesson: Bottled Up

Put water, liquid soap and food coloring in water bottle. Have child shake up the bottle. Talk about how it feels when we hold feelings inside and how we can express different feelings. You can do this activity with different food colors representing feelings.

For example red for angry: Ask child(ren):

- What makes you feel angry?
- What can you do when you are angry?
- What shouldn't you do when you are angry?

Explain when we let feelings stay inside it does not feel comfortable and we need be able to express our feelings appropriately.

Materials: Gloomy

Clear jar with about ¼ to ½ cup of water, food coloring, bleach

Lesson: Gloomy

Explain to the children that each color represents a feeling and ask when they have felt the feeling for each color: (you can use different feelings but these are examples)

- Red = angry
- Blue = sad
- Green = jealous
- Yellow = guilt

= Black (gloomy)

When the colors all get mixed together, make black (which can represent gloomy, sad etc.). Talk about when we talk about feelings we don't feel so gloomy. Add the bleach slowly, the black color fades and it will turn a light gold almost clear. Sometimes talking about our feelings makes us feel better.

Helen Keller: Woman of Courage

Activity Name: Helen Keller: Woman of Courage	***Grade Level(s):*** 3 (can be modified for younger grades)	***By:*** Carol Pham, Halls Elementary School, Lauderdale County

Brief Description: This lesson talks about different ways to communicate and express feelings and discusses the challenges of not being able to communicate in usual ways. Using Helen Keller as an example, children learn how she communicated her wants and needs. Braille and American Sign Language are introduced as different ways to communicate.

Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***
• To Develop Friendship Skills	• Value self worthiness • Celebrate differences
• To Understand and Express Feelings Appropriately	• How to express feelings appropriately • Increase feelings vocabulary
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• Learning to Express Feelings Appropriately	• Recognizing and respecting the feelings and needs of others
• Learning to Make Choices and Decisions	• Facing new situations, failures and rejections
• Develop Responsibility/Respect for Self and Others	• How choices can impact self and others • Taking responsibility for one's actions • Caring for others
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• Develop Responsibility for One's Actions	• Take responsibility for one's actions • Understanding how choices impact self and others • Respecting self and others
• Develop a Sense of Self Reliance	• Be willing to try new things • Be willing to keep trying and not give up (persistence)
3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):
• Improving Friendship Skills/Dealing with Bullying	• Improving communication, listening, cooperation • Accepting others • What to do about bullies

Materials:

A children's book about Helen Keller:

- **Young Helen Keller: Woman of Courage (First – Start Biographies)** –Benjamin, Anne (K-2nd)
- **Helen Keller: Meet a Woman of Courage (Meeting Famous People) –** Ford, Carin (K-3rd)
- **Helen Keller: Girl of Courage –** Sabin, Francene (chapter book 3rd grade & up)
- **Helen Keller: Courage in the Dark (Step into Reading, Step 4) –** Hurwitz, Johanna (1st-3rd)
- **Helen Keller (Scholastic Biography) –** Davidson, Margaret (2nd & up)

Copies of Braille http://braillealphabet.org/braille-alphabet-worksheets-kids.html (this website contains multiple Braille charts and worksheets) (see below for alphabet chart)

American Sign Language alphabet for children (see below for finger sign alphabet chart)

Visuals of Braille, Sign Language, Feeling in Sign Language

Lesson:

Introduction: Discuss the importance of communication. Have children brainstorm as a class or write individually as many forms of communication as they can. Talk about their list.

Opening Activity:

Pair students and demonstrate with one pair the opening activity.

1. Turn to your partner and say "Good Morning" (whatever statement)
   Process – Ask was that easy or hard?" Discuss why it was easy or hard.

2. Keep turned to partner but close your eyes and say "Good Morning"
   Process – Ask was that easy or hard?" Discuss why it was easy or hard. How did it make you feel, when your eyes were closed and you were talking to your partner?

3. Now turn toward partner with eyes still closed and make no sound at all and wish your partner a "Good Morning" – many will wave, shake hands, and some are sitting and thinking!
   Process – Ask was that easy or hard?"
   - Discuss why it was easy or hard and did it really work?
   - How did it make you feel, when your eyes were closed and you could not talk to your partner, but still needed to communicate something to them?
   - What was that like and get feedback…take a pair to demonstrate choice of communication – waving? What if the person can't see – eyes were closed?
     (They usually find that funny!)

Reading the Story: (select one of the stories suggested above or another grade appropriate story about Helen Keller.)

Introduce the book (see if they know of Helen Keller) by telling the children it a true story about a person who was blind, deaf and could not speak ?? Discuss each of these characteristics.
Some will guess correctly…(if not tell the class that it is about Helen Keller).

Read book. In the book, there is a section that "she could not express her thoughts and feelings" – refer back to what we say when we communicate. (If this is not in the book you selected, use "she could not express her thoughts and feelings" as a discussion point in the story.)

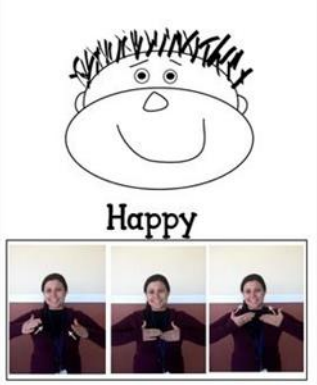
Lesson Activities:

Learning about Braille: Writing and reading is a way to express ideas and thoughts – it is a way to communicate.

- Challenge them to find Braille. Hint: to restroom Men and Women signs at Wal Mart .
- Give all students a sheet with the Braille alphabet (see below). Have them write their name in Braille.
- Make a sheet that gives the Braille dots of the message "BASIC ROCKS". When we go over how to read the Braille sheet, I give the the dots of this message to "decode".

Learning about American Sign Language: Speaking and Listening is way to express ideas and thoughts and communicate with others.

- Show a youtube video about ASL. This link uses closed caption to understand what he is signing. http://www.youtube.com/watch?v=FHyZYGV7-3Q
- Give children an ASL fingerspelling sheet (see below). Have them practice fingerspelling their first name.
- Show video http://aslnook.com/2013/11/asl-nook-emotions-in-asl/ ASL emotions signed by adults and children.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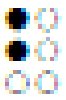
The Braille Alphabet Chart

a	b 	c	d	e	f	g
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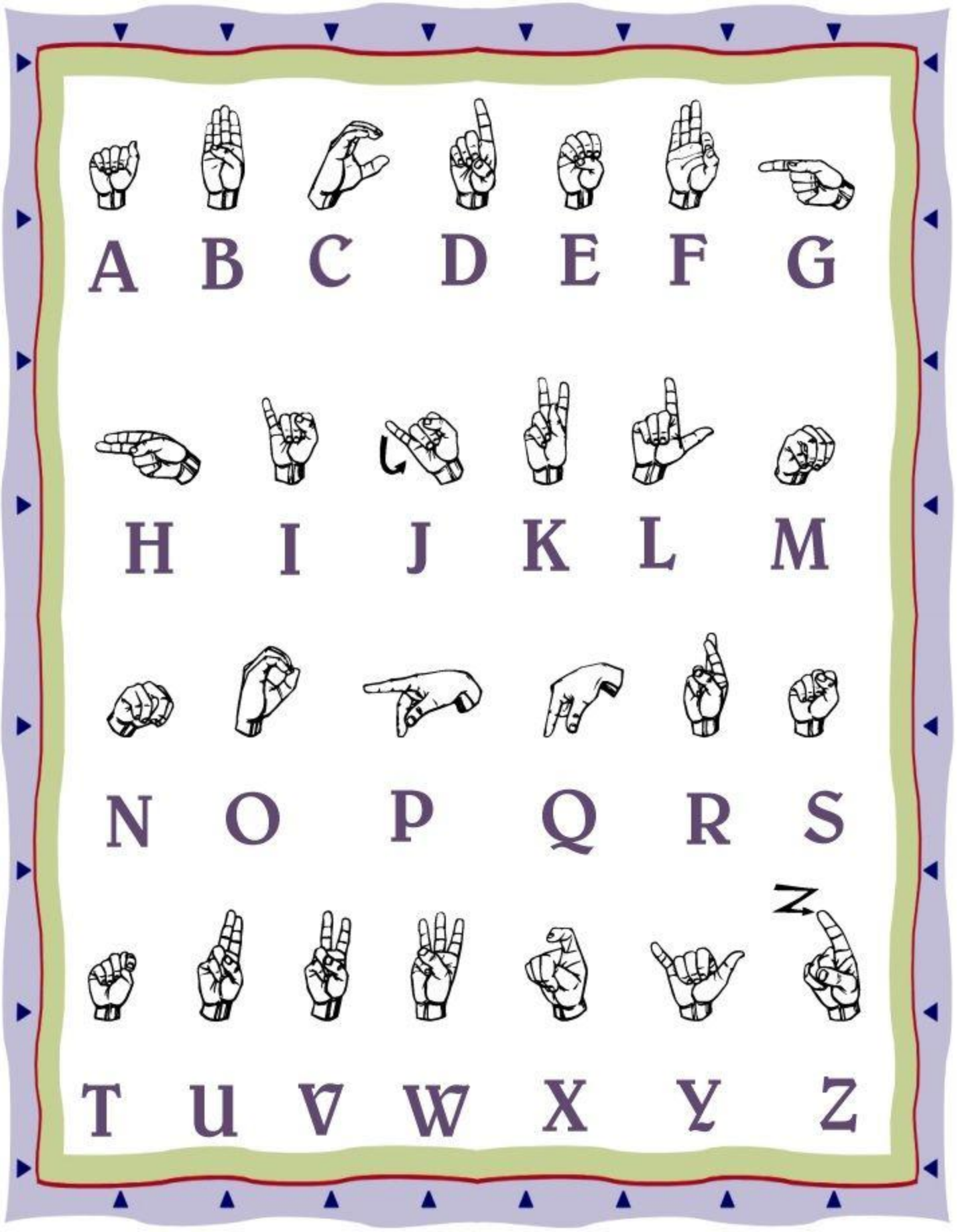
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H I J K L M
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Henry's Freedom Box

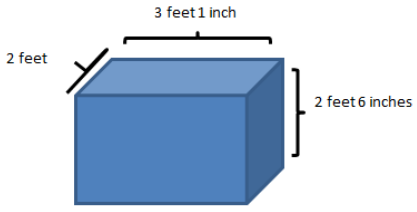
Activity Name: Henry's Freedom Box	***Grade Level(s): 3rd grade***	***By:*** Lee Hughes, Frontier Health Unicoi Elementary, Unicoi County

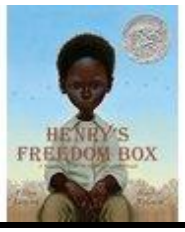
Brief Description: Lesson is based on the true story of Henry "Box" Brown as a slave who mailed himself to freedom**.** The lesson discusses acceptance and problem solving.

3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):
• Improving Friendship Skills/Dealing with Bullying	• Improving communication, listening, cooperation • Accepting others • What to do about bullies
• Improving Problem Solving Skills	• To understand one's role in escalating or reducing conflicts • To develop adequate solutions to conflicts • Resisting peer pressure
• Put Problem Solving into Action	• Review problem solving skills • Games and activities to practice skills • Practice skills in simulated situations – bullying/peer pressure/drugs/alcohol

Materials:
Henry's Freedom Box: A True Story from the Underground Railroad Levine, Ellen
Henry's Freedom Box: A True Story from the Underground Railroad Youtube video of story reading:
http://www.youtube.com/watch?v=VGW0PwvFZ04
Henry 'Box' Brown Mailed Himself to Freedom Youtube video of an exhibit at National Underground Railroad Freedom Center **http://www.youtube.com/watch?v=i0HjfR0gVto**

Find or construct a cardboard box with the dimensions 3 feet 1 inch long by 2 feet 6 inches deep by 2 feet wide.





Lesson:

- Review a previous lesson about accepting others for who they are and not what they look like.
- Discuss slavery and the Underground Railroad or review a previously taught lesson or discussion. (There is a short synopsis in the back of the book to help with this discussion)
- Read the book, discuss and show the youtube video(s).
- Discuss what it must have been like to be Henry Brown and how he must have felt.
- Did he deserve any of the things he went through?
- What problem solving skills did he have to use to get him out of the situation he was in? What other things could he have done?
- Bring out the box and have each student sit inside the box. Remind them that Henry was 5 feet 8 inches tall and weighed approximately 200 pound. Try to help than visualize how tall he was by measuring a mark on the wall or comparing him to a male teacher in the building.
- Encourage them to remember Henry Brown when they are faced with a problem that they think is too large to handle and try to think of a solution to make things better.
- Scholastic.com has a lesson on the story as well: http://www.scholastic.com/teachers/lesson-plan/henrys-freedom-box-lesson-plan

No Biggy! Chameleons

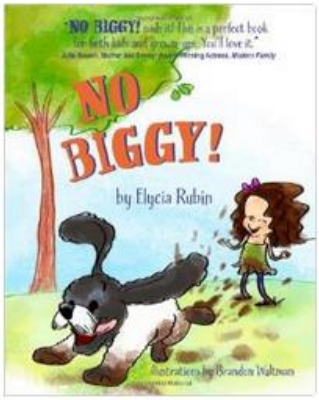
Activity Name: Piper Cleaner Chameleons	***Grade Level(s):Pre-K-3rd***	***By: Marisa Dalton, Luttrell Elementary, Union County***

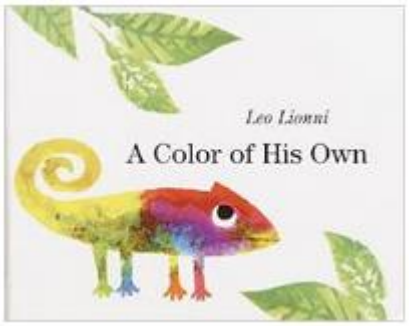
Brief Description: Using the book No Biggy! By Elycia Rubin talk about how you need to be flexible and not let anything bother you (Flexible like a Chameleon) and handle frustration. Make pipe cleaner chameleons. You can also use the book A Color of His Own by Leo Lionni and talk about how everyone is unique and the chameleon is can change colors to fit into his environment

Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***
• To Develop Friendship Skills	• How to be friendly & make friends • Value self worthiness • Celebrate differences
• To Begin to Understand and Use Basic Problem Solving Skills	• Increase listening skills • Improve communication skills/feeling expression • Introduce problem solving steps
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• To Develop Understanding of Rules and Expectations	• Why rules are important/consequences • Learning to cooperate • Self control
• Learning to Express Feelings Appropriately	• Increase feelings vocabulary • Recognizing and respecting the feelings and needs of others • Self control
• Learning to Make Choices and Decisions	• Basic problem solving skills • Communication skills – listening and I-statements • Facing new situations, failures and rejections
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• To Develop Understanding of Rules and Expectations	• Why rules are important/consequences • Expanding cooperation skills • Self control
• Develop Responsibility for One's Actions	• Take responsibility for one's actions • Understanding how choices impact self and others • Respecting self and others
• Develop a Sense of Self Reliance	• Be willing to try new things • Resisting peer pressure • Be willing to keep trying and not give up (persistence)
3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):
• To Develop Understanding of Rules and Agreements	• Why rules are important/consequences • Expanding cooperation and peace making skills • Making choices about one's behavior
• Improving Friendship Skills/Dealing with Bullying	• Improving communication, listening, cooperation • Accepting others • What to do about bullies
• Improving Problem Solving Skills	• To understand one's role in escalating or reducing conflicts • To develop adequate solutions to conflicts • Resisting peer pressure

Materials:

- A big pack of multi-colored pipe cleaners
- Small googly eyes
- Scissors
- Sandwich sized plastic baggies
- Craft Clue or a Hot Glue Gun
- Popsicle Sticks
- BooK: No Biggy! By Elycia Rubin or A Color of His Own by Leo Lionni





Lesson:

- Hide pipe cleaners until ready to use
- Give each student a popsicle stick before reading No Biggy!
- After story tell children to make an animal without breaking or coloring the stick.
- After a couple of minutes, show children pipe cleaners and talk about how a chameleon goes with the flow, by changing colors to blend into his environment. The pipe cleaners are flexible.

For every pipe chameleon you will need:

2 Full-sized pipe cleaners

1 you do NOT cut

The other one, you bend in half and cut in the middle this will be the base for the body and the tail

Then, you take one of the halves you just cut and bend it in half TWO time to make 4 smaller pieces that will be the legs

A tongue- I used Red, Pink, and Orange pipe cleaners and cut them into about 1 and $\frac{1}{2}$ inch pieces giving each chameleon one.

A tree branch- I used brown pipe cleaners and made these about 3-4 inches long. Each Chameleon gets ONE.

TWO googly eyes

Put all in a baggy for kids to take home in after they make, and it also makes it easier to hand out in class.

How to Make a Chameleon:

1. Take the full half piece of colored pipe cleaner (the second to biggest piece for each chameleon) and make it into an "L" shape. Then bend the little leg of the "L" all the way over until it lays flat on top of the longer leg. You want to make sure that there is a longer piece because what is left is what you bend to make the tail.
2. Get a pencil and the full sized pipe cleaner. Wrap the pipe cleaner around the pencil evenly until you have a tight spring/coil shaped pipe cleaner. Slide this piece to the pipe cleaner from step one, onto the side that is opposite the tail. This will make the body.
3. Take out the 4 small colored pieces, bend each of these into "L" shapes and simply tuck them into the coiled-body piece… at this point it kind of looks like a cat.
4. Next take out the red, orange, or pink tongue piece. Bend this into a "L" shape also, maybe giving the little leg a little more curve and stick the longer leg end straight into the end of the body that does not have the tail.

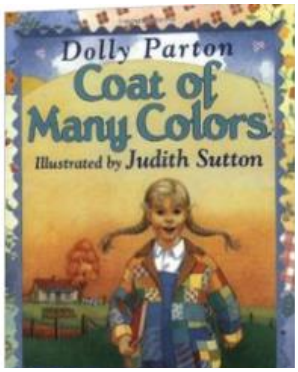
5. Glue the eyes onto the sides of the heads
6. Kids can the wrap the chameleons legs around the "tree branch" or hang him off the tree branch by the tail or tongue… they have fun with this part

The Coat of Many Colors

Activity Name: The Coat of Many Colors	***Grade Level(s): K-3***	***By:*** Debbie Pierce, Frontier Health, Happy Valley Elementary – Carter County
Brief Description: Reading the book and listening to song by Dolly Parton, *The Coat of Many* Colors leads to discussions about feelings, social skills and values.		
Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***	
• To Develop Friendship Skills	• How to be friendly & make friends • Value self worthiness • Celebrate differences	
• To Understand and Express Feelings Appropriately	• How to express feelings appropriately • Increase feelings vocabulary	
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**	
• Learning to Express Feelings Appropriately	• Recognizing and respecting the feelings and needs of others	
• Learning to Make Choices and Decisions	• Facing new situations, failures and rejections	
• Develop Responsibility/Respect for Self and Others	• How choices can impact self and others • Taking responsibility for one's actions • Caring for others	
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**	
• Develop Responsibility for One's Actions	• Respecting self and others	
• Develop a Sense of Self Reliance	• Be willing to try new things • Be willing to keep trying and not give up (persistence)	
3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):	
• Improving Friendship Skills/Dealing with Bullying	• Improving communication, listening, cooperation • Accepting others	

Materials:
The Coat of Many Colors, Dolly Parton

Youtube video of Dolly Singing *The Coat of Many Colors:*
http://www.youtube.com/watch?v=mfIvRKR3OHw
A Coat/Sweater/Jacket or picture of a coat of many colors
Construction paper, glue, scissors, crayons and/or coloring sheet of a coat



Lesson:
Put on a beautiful patched coat (or other colorful clothing item) when the children come in the class, to arouses their curiosity. (You can show a picture of a colorful coat, if you do not have a colorful item of clothing to wear.)
This story can be used for many different emotions and social skills. It can be used differently every time, depending on the needs of a particular class. Some of these include:

- Talk about how sad it is to make fun of others.
- Talk about how it makes them feel when others make fun of them.
- Tell children this is a story about a lady who was determined to be what she wanted to be and to follow her dream.

- Describe how poor this lady was growing up; however, she did not even know she was poor. She had a loving family and they had a good life.
- This little girl at the time, loved to write stories and sing. She learned to play instruments and decided she wanted to be a singer.
- Don't tell the children who this story is about, at the end of the story tell them or they will know who it is with all the hints.

Read the book: Coat of Many Colors by Dolly Parton. After reading the book ask:

- What did she do when they made fun of her?
  She stood up for herself and she had no idea why they were laughing at her coat.

  She told them her Mother made every patch with love and she told her the story of Joseph from the Bible while she was making it about his coat of many colors.

  She did not get upset, she just had so much love from her family and felt good about who she was and she did not understand it.

Play audio or YouTube video of the Dolly singing the song. *http://www.youtube.com/watch?v=mfIvRKR3OHw*
After listening to the song, you can talk about any of the following:

- How to react when someone is making fun of you
- Having confidence
- Importance of family & love
- Following your dreams
- Being determined
- Not worrying if you do not have as much as others do
- Children can color a coat of many colors or using construction paper to make a coat of many colors while listening to the song

At the end of the story give hints about who the character is in real life. Give hints like she gave back when she became a star and a musician, Dollywood, the Imagination Library.

Show them picture of the actual coat that is at Dollywood. (http://www.cmtedge.com/2012/10/04/dolly-partons-coat-of-many-colors-fits-the-fall-season/)

3 Voices of Communication: I –Messages:

Activity Name: *3 Voices of Communication: I –Messages:*	***Grade Level(s):*** PreK-3	***By:*** Lee Hughes, Frontier Health Unicoi Elementary, Unicoi County
Brief Description: Using Characters from Sponge Bob to talk about appropriate ways to communicate and how our voice can determine how people perceive what we say. Lesson introduces using I-Messages.		
Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***	
• To Begin to Understand and Use Basic Problem Solving Skills	• Increase listening skills • Improve communication skills/feeling expression • Introduce problem solving steps	
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**	
• Learning to Make Choices and Decisions	• Basic problem solving skills • Communication skills – listening and I-statements • Facing new situations, failures and rejections	
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**	
• Problem Solving Skills	• Increasing social skills – communication/choices • Using I-statements/choosing solutions/self control • When to ask for help/develop solutions to problems	
3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):	
• Improving Friendship Skills/Dealing with Bullying	• Improving communication, listening, cooperation • Accepting others • What to do about bullies	

Materials:

Handouts: Communication – It's what you say AND how you say it; 3 Voices of Communication – Kid "Submissive Voice" – Patrick Star; Boss "Aggressive Voice" – Mr. Krabs; Adult "Assertive Vocie" – Sponge Bob; Steps to I Messages; and Scenario worksheet

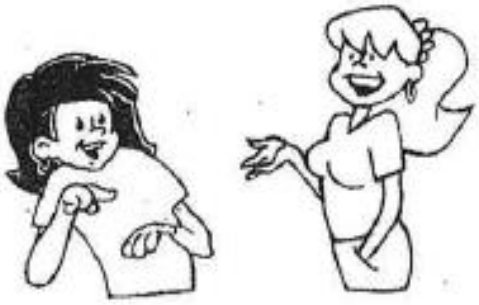
Lesson:

- Start lesson with Communication handout. Review and discuss how important good communication is and how you should listen with your eyes, ears and heart.
- Review the 3 Voices of Communication – go over each one and discuss with the students that when we use one of those voices we get certain responses back. If I use a kid voice I will probably get a boss voice back, etc.
- Ask if they watch Sponge Bob? Who do you think uses a kid voice? Patrick Star. Ask them how he acts and what are some of the things he says? How do others treat him? Ask who uses a boss voice? Mr. Krabs and they will say Squidward as well. Tell them that we are going to focus on Mr. Krabs. Ask how he acts and what kinds of things does he say? How do others treat him? Finally ask who uses an adult voice most of the time? Sponge Bob. Ask how he acts and what kinds of things does he say? How do others treat him?
- Ask if they would like to learn how to use an adult voice? Go over the steps to using I Messages
- Go over the Scenario worksheet as a class together. Ask what kind of voices is being used in the thought box and then translate it into an adult voice. Ask which voice will get the best result?
- End the lesson with the 3 voices coloring sheet.

Communication

It's what you say AND how you say it!

Talk to others.



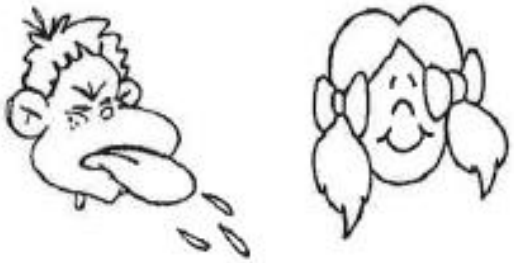
Tell others what you think and feel.

Ask questions.

Share your ideas.

Look at others.

Pay attention to how you say things and what your face looks like.



Activity Sheet #9

"I" Messages

Communicating like an adult.

Don't use "you" messages. It places blame; makes you seem mad or hurt and it feels like you are pointing a finger at someone.

Use I messages to focus on feelings and needs.

Steps to using I messages

1. ***Describe the situation***

When (something happens).....

2. ***Say how you feel.***

I feel.....

3. ***Describe what you need the other person to do.***

And I want .....

When ... I feel... I want.

"I" Messages

Communicating like an adult.

Don't use "you" messages. It places blame;
makes you seem mad or hurt.
Use "I" messages. Focus on feelings and needs.

Steps to using "I" messages

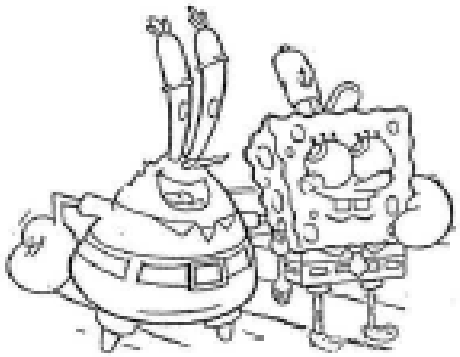
1. Describe the situation.
   When you ……
2. Say how you feel.
   When you ……, I feel……
3. Describe what you want the person to do

"When you..., I feel ……, and I want you to …."

Try it. Think of a situation and talk it out like an adult.

When you _____

I feel _____ **and I want you to** _____.



KID Voice

Submissive

When you use a kid voice you are silly, whiney, and you act like other people are more important than you are.

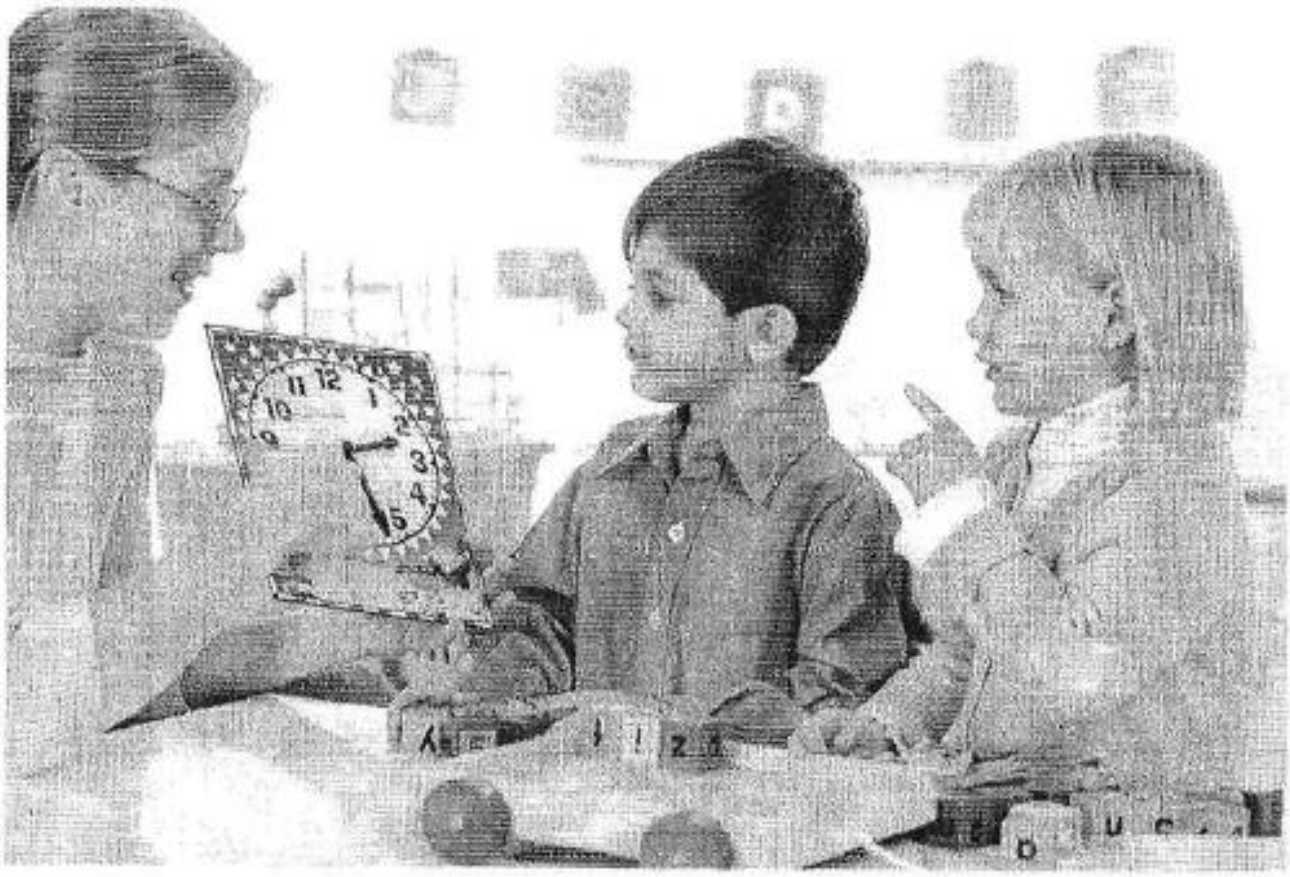
BOSS Voice

Aggressive

When you use a kid voice you are loud, mean, tell people what to do and you act like you are more important than other people.

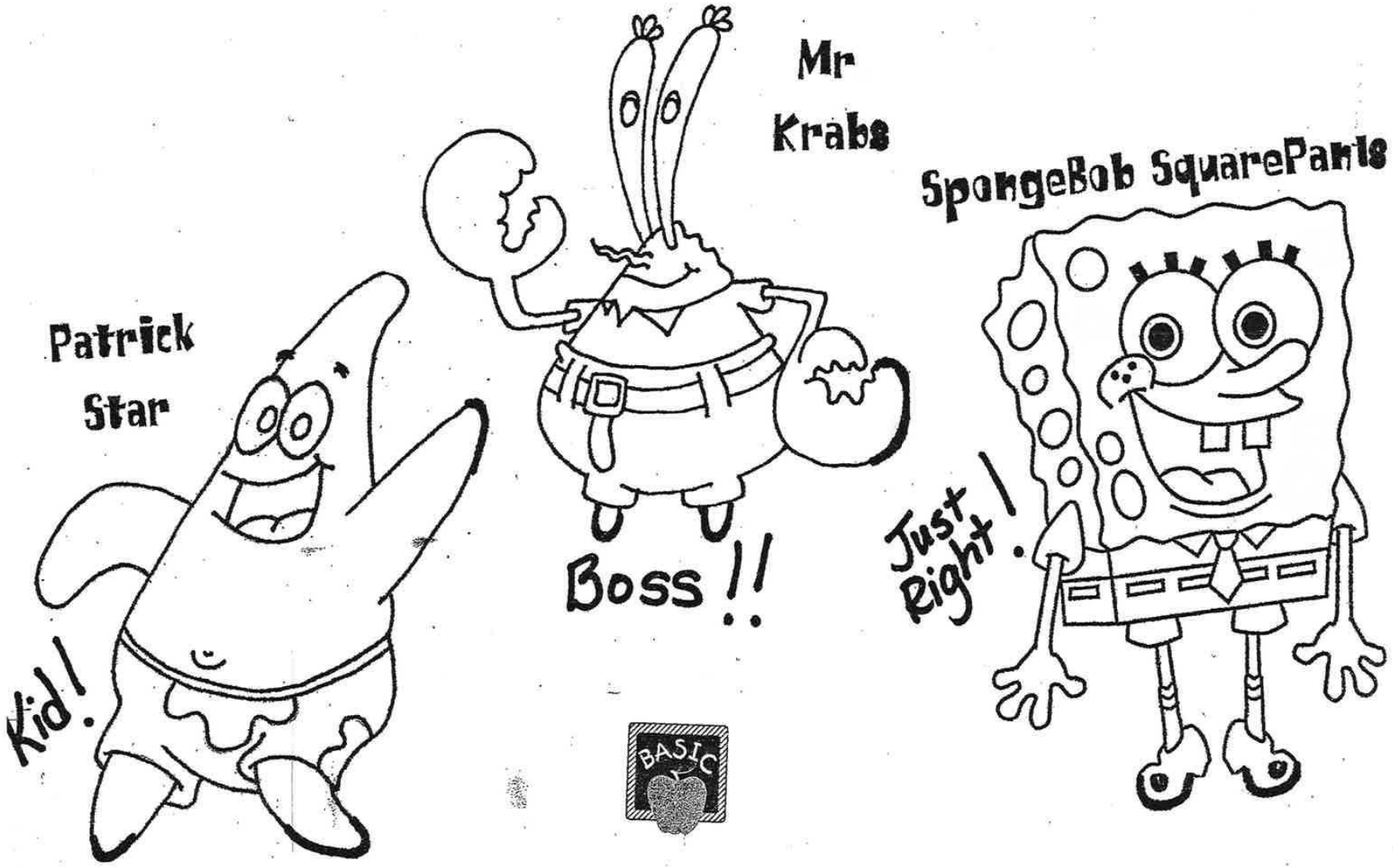
Adult Voice

Assertive



When you use an adult voice you let people know what is on your mind, but you are not silly, mean, or bossy. You talk about your feelings and what needs to happen.

3 Voices of Communication



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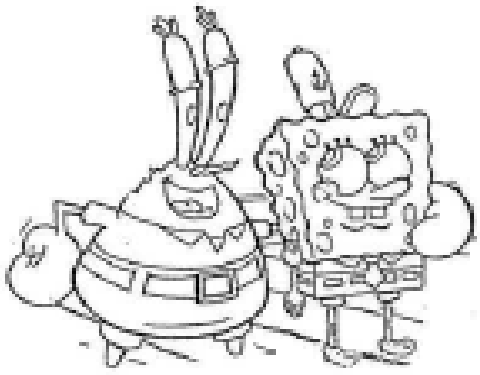
3. Describe what you want the person to do

"When you..., I feel ……, and I want you to …."

Try it. Think of a situation and talk it out like an adult.

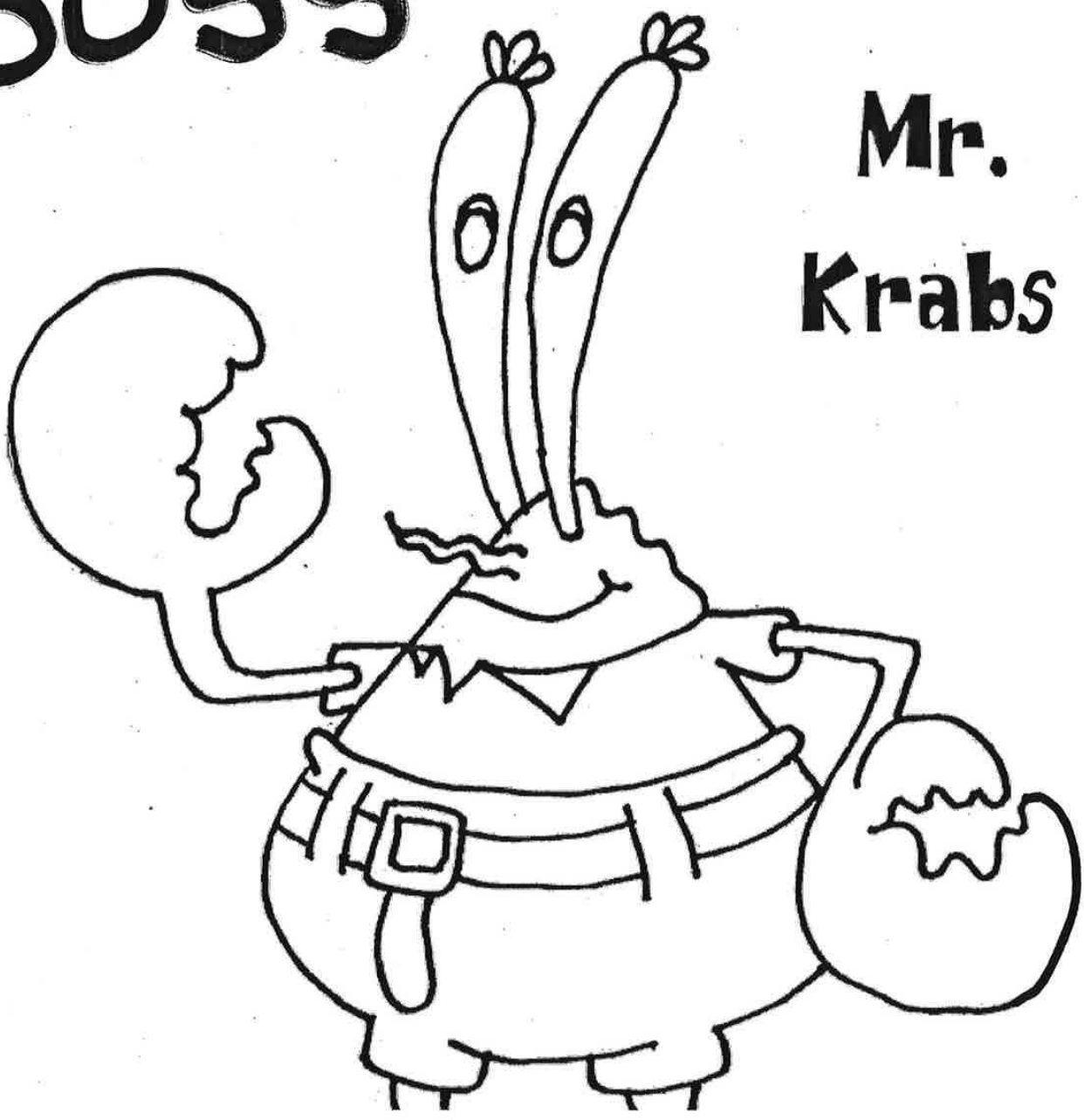
When you _____

I feel _____ **and I want you to** _____.

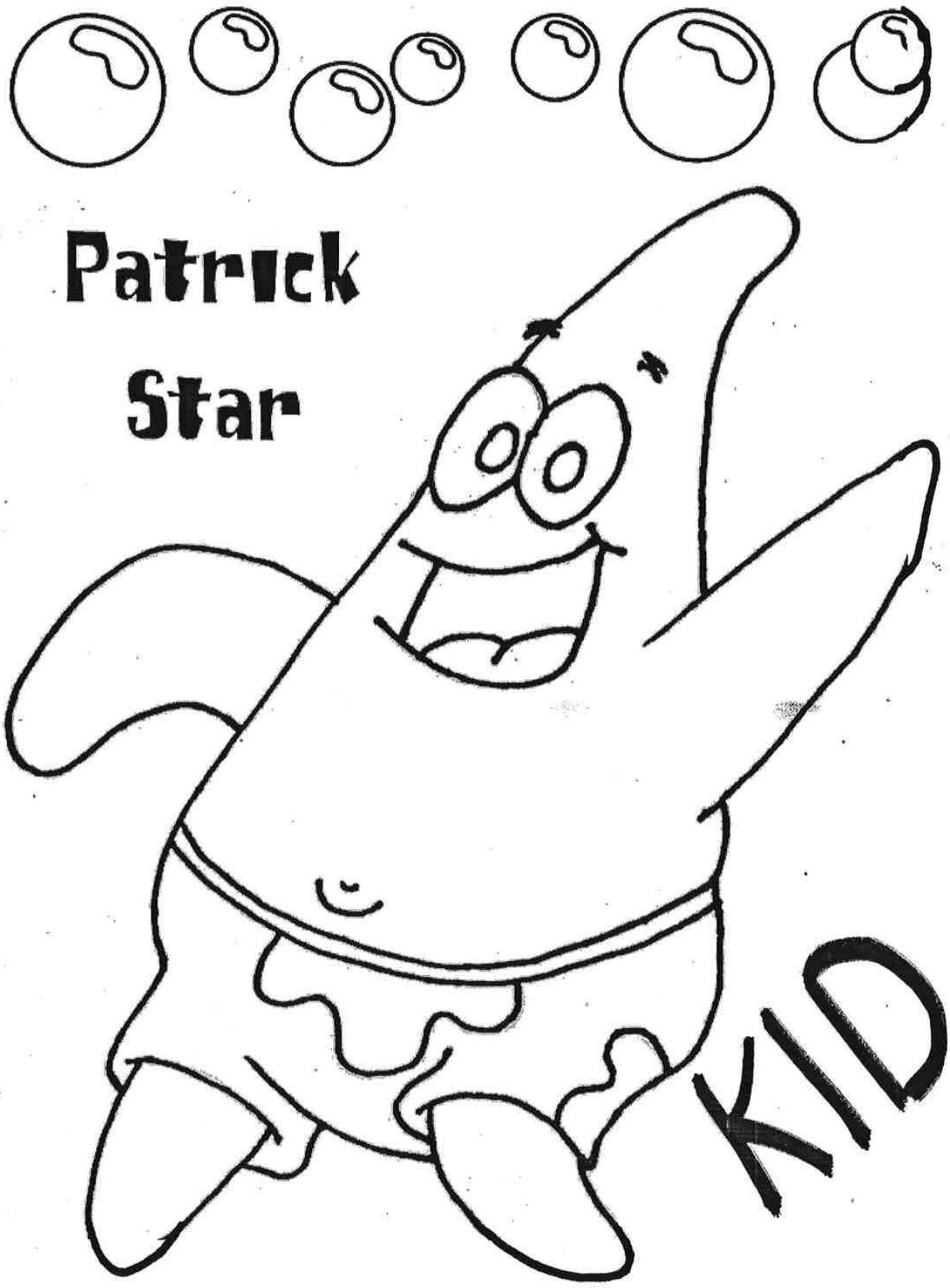


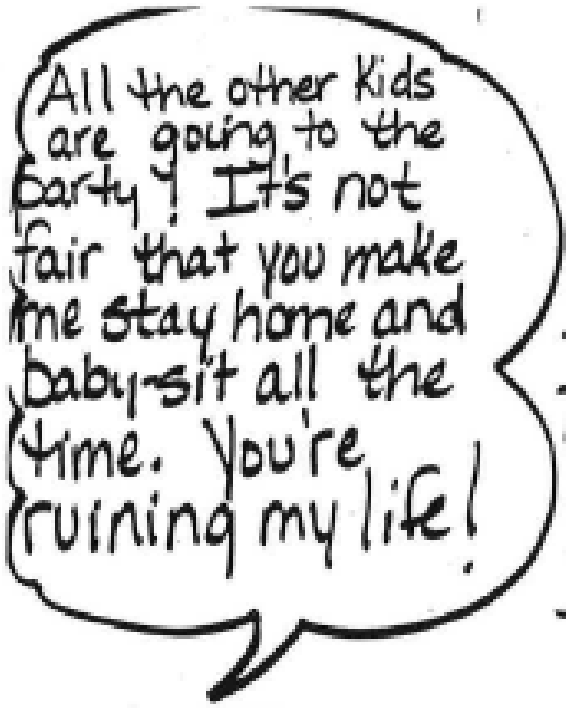
SpongeBob SquarePants

BOSS



Mr. Krabs


Patrick
Star
KID



When _____

_____

_____

I feel _____

_____

_____

and I want you to _____

_____

_____

_____

When you _____

_____

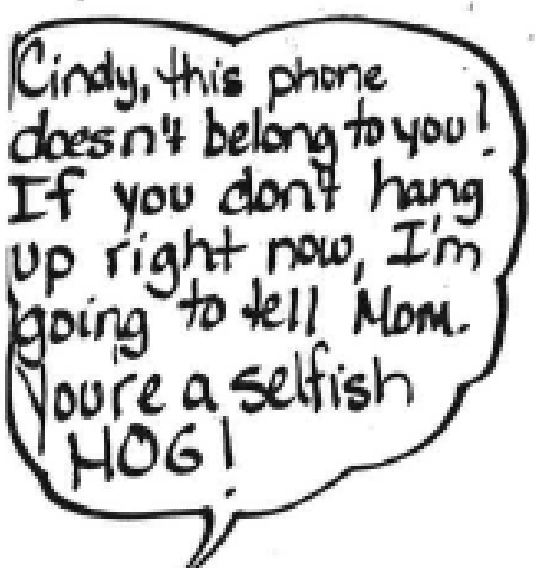
I feel _____

_____

and I want you to _____

_____

_____



Cindy, when you _____

_____

_____

I feel _____

_____

and I want you to _____

_____

_____

_____

Control Those Bubbles!

Activity Name: Control Those Bubbles!	***Grade Level(s): PreK-3 (and beyond)***	***By: Marisa Dalton, Luttrell Elementary***
Brief Description: Using soap bubbles demonstrate how it is difficult to control our actions when we are excited and how we can control our actions.		

Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***
• To Develop Understanding of Rules & Expectations	• Self control
• To Understand and Express Feelings Appropriately	• How to express feelings appropriately
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• To Develop Understanding of Rules and Expectations	• Self control
• Learning to Express Feelings Appropriately	• Self control
• Learning to Make Choices and Decisions	• Basic problem solving skills • Facing new situations, failures and rejections
• Develop Responsibility/Respect for Self and Others	• Taking responsibility for one's actions
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• To Develop Understanding of Rules and Expectations	• Self control
• Develop Responsibility for One's Actions	• Take responsibility for one's actions • Understanding how choices impact self and others
• Problem Solving Skills	• Increasing social skills – communication/choices • Using I-statements/choosing solutions/self control • When to ask for help/develop solutions to problems
3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):
• To Develop Understanding of Rules and Agreements	• Making choices about one's behavior
• Improving Problem Solving Skills	• Resisting peer pressure
• Put Problem Solving into Action	• Games and activities to practice skills

Materials:

- **Bubbles**
- **Wand or bubble gun that allows many bubbles to fly at one time**
- **Pipe cleaners one or two for each student**
- **When Tucker Turtle Gets Too Excited**

Lesson:

1. **Start blowing bubbles across the classroom, allow children to respond naturally to bubbles (giggling, catching, popping etc…) Once bubbles have stopped flying on initial bubble launch, wait to see if children "calm" down.**
2. **Tell children you are going to blow bubbles again, this time however you want them to ignore the bubbles and sit still and quiet (even if a bubble lands on them!)**

3. **Blow bubbles again.**
4. **Discuss with children how hard it was not to giggle, pop, laugh, talk or catch the bubbles. (select questions below that children can relate to)**
    - **Was it hard/easy?**
    - **Why did you want to play with the bubbles?**
    - **What are some other things that are hard to resist?**
    - **Define and talk about being impulsive**
    - **Can you control your behavior?**
    - **Is it hard not to be impulsive? Why?**
    - **What is self-control?**
5. **Read When Tucker Turtle Gets Too Excited…. And discuss what Tucker does to get "calmed down"**
6. **Discuss different ways to calm down when you get excited.**
7. **Make a pipe cleaner bubble wand and practice taking calming breaths.**

Other Social Emotional & Activities

Ten Things to Do Instead of Hitting

1. Punch a pillow.

2. Squish play-doh.

3. Color your angry feelings into a picture.

4. Blow out your angry feelings.

5. Use your energy to do something good.

6. Sit down and cool off by saying your ABC's or count to ten, or sing a song

7. Talk about your feelings.

8. Write down what made you mad.

9. Get your body in motion.

10. Think of favorite things.

Project B.A.S.I.C. Lesson Plan /Activities (Template)

Activity Name:	***Grade Level(s):***	***By:***
Brief Description:		

Kindergarten Project B.A.S.I.C. Goal(s):	***Focus Area(s):***
• To Develop Understanding of Rules & Expectations	• Why rules are important • Breaking rules has consequences • Self control
• To Develop Friendship Skills	• How to be friendly & make friends • Value self worthiness • Celebrate differences
• To Understand and Express Feelings Appropriately	• What are feelings and how do we recognize them • How to express feelings appropriately • Increase feelings vocabulary
• To Begin to Understand and Use Basic Problem Solving Skills	• Increase listening skills • Improve communication skills/feeling expression • Introduce problem solving steps
1st Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• To Develop Understanding of Rules and Expectations	• Why rules are important/consequences • Learning to cooperate • Self control
• Learning to Express Feelings Appropriately	• Increase feelings vocabulary • Recognizing and respecting the feelings and needs of others • Self control
• Learning to Make Choices and Decisions	• Basic problem solving skills • Communication skills – listening and I-statements • Facing new situations, failures and rejections
• Develop Responsibility/Respect for Self and Others	• How choices can impact self and others • Taking responsibility for one's actions • Caring for others
2nd Grade Project B.A.S.I.C. Goal(s):	**Focus Area(s):**
• To Develop Understanding of Rules and Expectations	• Why rules are important/consequences • Expanding cooperation skills • Self control
• Develop Responsibility for One's Actions	• Take responsibility for one's actions • Understanding how choices impact self and others • Respecting self and others
• Develop a Sense of Self Reliance	• Be willing to try new things • Resisting peer pressure • Be willing to keep trying and not give up (persistence)
• Problem Solving Skills	• Increasing social skills – communication/choices • Using I-statements/choosing solutions/self control • When to ask for help/develop solutions to problems

3rd Grade Project B.A.S.I.C. Goal(s):	Focus Area(s):
• To Develop Understanding of Rules and Agreements	• Why rules are important/consequences • Expanding cooperation and peace making skills • Making choices about one's behavior
• Improving Friendship Skills/Dealing with Bullying	• Improving communication, listening, cooperation • Accepting others • What to do about bullies
• Improving Problem Solving Skills	• To understand one's role in escalating or reducing conflicts • To develop adequate solutions to conflicts • Resisting peer pressure
• Put Problem Solving into Action	• Review problem solving skills • Games and activities to practice skills • Practice skills in simulated situations – bullying/peer pressure/drugs/alcohol
Materials:	
Lesson:	