SEL · FEELINGS AND EMOTIONS · GRADES K–2

Name That Feeling

Match six feelings faces to their words, then draw your own face for how you feel today.

Name: _____ **Date:** _____



Draw a line from each face to its feeling word.













- scared
- happy
- surprised
- sad
- tired
- angry

Draw your face today.

Today I feel _____ because…

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SEL · FEELINGS AND EMOTIONS · GRADES K–1

Finish the Feelings Faces

Trace each feeling word and draw the eyes and mouth to show it, then finish "I feel happy when...".



Name: _____ **Date:** _____

Trace each word. Draw eyes and a mouth to show the feeling.

happy

sad

mad

scared

silly

calm

I feel happy when...

_____

_____

Art © Kevin Coulston

SEL · FEELINGS AND EMOTIONS · GRADES 1–3

Comfortable and Uncomfortable Feelings

Sort twelve feeling words into comfortable and uncomfortable feelings. All feelings are okay.



Name: _____ **Date:** _____

All feelings are okay. Comfortable feelings feel good in your body. Uncomfortable feelings can feel heavy, tight or jumpy. Everyone has both kinds.

Word bank

joyful · nervous · proud · lonely · calm · frustrated · excited · jealous · grateful · embarrassed · hopeful · disappointed

Write each feeling word in the right box.

Comfortable feelings	Uncomfortable feelings

One thing I can do when I have an uncomfortable feeling:

_____

Art © Kevin Coulston

SEL · FEELINGS AND EMOTIONS · GRADES K–2

How Would You Feel?

Read eight everyday moments and circle the feeling that fits, then draw a time you felt proud.

Name: _____ **Date:** _____



Circle the feeling that fits best.

You get a puppy for your birthday.	happy · sad · angry
Your ice cream falls on the ground.	proud · sad · silly
Someone grabs your toy without asking.	calm · angry · happy
You hear a loud crash of thunder at night.	scared · proud · silly
You finally learn to ride your bike.	bored · scared · proud
Your friend moves to a new town.	excited · sad · silly
Your class throws you a surprise party.	surprised · tired · angry
You stayed up very late.	tired · proud · excited

Draw a time you felt proud.

Art © Kevin Coulston

SEL · FEELINGS AND EMOTIONS · GRADES 2–3

Feeling Words: Small, Medium, Big

Put feeling words in order from a little to a lot, like annoyed, mad and furious, to name a feeling just right.



Name: _____ **Date:** _____

Feelings come in sizes. **Annoyed** is a small mad, **mad** is medium and **furious** is a big mad. Choosing the right size word helps people know how you feel.

Word bank

thrilled · down · nervous · tired · glad · heartbroken · terrified · sleepy · happy · worried · exhausted · sad

Write the words in order from small to big.

Feeling	Small	Medium	Big
Mad (example)	annoyed	mad	furious
Scared			
Happy			
Sad			
Tired			

A big feeling word I had this week: _____

What made it so big? _____

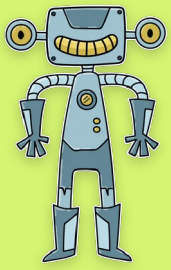
Art © Kevin Coulston

SEL · GROWTH MINDSET · GRADES 2–5

Fixed or Growth Mindset?

Read ten thoughts and sort each into fixed mindset or growth mindset.

Name: _____ **Date:** _____



A **fixed mindset** thinks "I can't get better at this." A **growth mindset** knows your brain gets stronger when you practice, try new ways and learn from mistakes.

Circle Fixed or Growth for each thought.

I'm just not a math person.	Fixed	Growth
Mistakes help me learn.	Fixed	Growth
I can't do it yet, but I will keep practicing.	Fixed	Growth
This is too hard, so I quit.	Fixed	Growth
She is smart. I will never be that smart.	Fixed	Growth
If I have to try hard, I must be bad at it.	Fixed	Growth
I will try a different way.	Fixed	Growth
Hard work makes my brain stronger.	Fixed	Growth
I can ask for help when I am stuck.	Fixed	Growth
I only like doing things I already know.	Fixed	Growth

Something I am working hard to get better at:

Art © Kevin Coulston

SEL · GROWTH MINDSET · GRADES 1–4

Change Your Words

Rewrite six stuck thoughts like “I can’t do this” into growth mindset words like “I can’t do this yet.”

Name: _____ **Date:** _____



Change each stuck thought into growth mindset words.

Instead of…	I can say…
“I can’t do this.”	_____
“I made a mistake.”	_____
“This is too hard.”	_____
“I give up.”	_____
“I’m not good at this.”	_____
“It’s good enough.”	_____

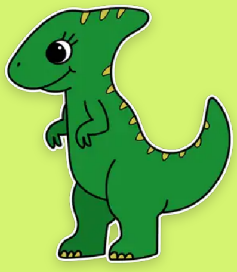
My favorite growth mindset words: _____

Art © Kevin Coulston

SEL · GROWTH MINDSET · GRADES K–2

Look How I Have Grown

Draw something you could not do as a baby, something you can do now and something you will learn next.



Name: _____ **Date:** _____

As a baby, I could not...

Now I can...

Next, I will learn...

Trace the sentence.

I keep growing!

Art © Kevin Coulston

SEL · GROWTH MINDSET · GRADES 1–3

Growth Mindset Power Words

Fill in the six power words, yet, practice, mistakes, try, help and brain, then pick your favorite.

Name: _____ **Date:** _____



Word bank

yet | practice | mistakes | try | help | brain

Write the missing power word.

1. I can't ride a bike _____.
2. _____ helps me get better.
3. _____ help me learn.
4. If it doesn't work, I will _____ again.
5. When I am stuck, I can ask for _____.
6. My _____ grows when I learn something hard.

Draw yourself using your favorite power word.

My favorite power word is _____ because...

_____

_____

_____

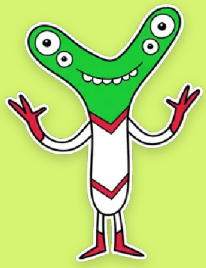
Art © Kevin Coulston

SEL · GROWTH MINDSET · GRADES 3–5

Mistakes That Made Something Great

Match six real inventions, from Play-Doh to penicillin, to the mistake or surprise that led to them.

Name: _____ **Date:** _____



Draw a line from each invention to the mistake or surprise behind it.

Play-Doh	A glue came out too weak to stick for good, so it was used on notes.
penicillin	A spring fell off a shelf and kept "walking".
sticky notes	It started as a putty for cleaning wallpaper.
the Popsicle	A candy bar melted in an engineer's pocket near a radar machine.
the Slinky	Mold grew on a dish of germs that was left out, and the germs near it died.
the microwave oven	A boy left a cup of soda with a stick in it outside on a cold night.

A mistake I made that taught me something:

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES K–2

Kind or Unkind?

Color the twelve kind acts and cross out the unkind ones, then draw yourself being kind.

Name: _____ **Date:** _____



Color the kind acts. Put an X on the unkind ones.

share your crayons	laugh at a mistake	hold the door
say thank you	push in line	help pick up spills
leave someone out	give a hug	call names
take turns	grab a toy	ask "Are you okay?"

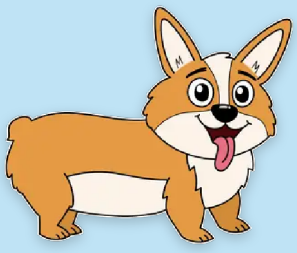
Draw yourself doing something kind.

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES K–2

The Right Kind Words

Match each moment, like a friend falling down or a new kid at recess, to the kind words that fit.



Name: _____ **Date:** _____

Draw a line from each moment to the kind words that fit.

A friend falls down.	Do you want to play with us?
Someone shares with you.	Do you want to talk?
A new kid is alone.	Are you okay?
Someone bumps you by accident.	That's okay.
Your friend wins a race.	Thank you!
Your friend looks sad.	Great job!

Trace the sentence.

Kind words help.

Art © Kevin Coulston

SEL · KINDNESS AND EMPATHY · GRADES 1–4

Kindness at Home, School and in My Community



Sort twelve kind acts by where they happen, then pick three to do this week.

Name: _____ **Date:** _____

Word bank

set the table | help a classmate read | pick up litter at the park | make my bed | clean up the classroom | donate a toy | feed the pet | include someone at recess | wave to a neighbor | hug my family | share my markers | thank a librarian

Write each kind act in the place where it happens.

At home	At school	In my community

Three kind acts I will do this week: 1. _____

2. _____

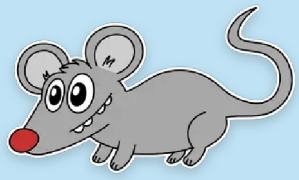
3. _____

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SEL · KINDNESS AND EMPATHY · GRADES 2–5

Spot the Clues, Show You Care

Read four short stories, find the clues that show how someone feels and write what you could say or do.



Name: _____ **Date:** _____

Read each story. Write the clues, how the person might feel, and what you could say or do.

1. Ava's eyes are wet. She is sitting alone on the bench and hugging her knees.

Clues: _____

They might feel: _____

I could say or do: _____

2. Leo crosses his arms and stomps away from the game. His face is red.

Clues: _____

They might feel: _____

I could say or do: _____

3. It is Sam's first day. He is looking all around and holding his backpack tight.

Clues: _____

They might feel: _____

I could say or do: _____

4. Maya jumps up and down and waves her spelling test with a big smile.

Clues: _____

They might feel: _____

I could say or do: _____

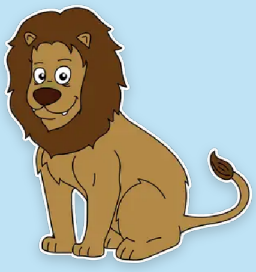
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SEL · KINDNESS AND EMPATHY · GRADES 3–5

Which Reply Shows Empathy?

Read six things friends say and circle the reply that shows you understand how they feel.

Name: _____ **Date:** _____



Empathy means trying to understand how someone else feels. An empathy reply listens, names the feeling and shows you care.

Circle the letter of the reply that shows empathy.

1. **"My dog is really sick."**

   (a) That's nothing, my cat was sicker.

   (b) That sounds scary. I hope your dog feels better.

   (c) Want to play tag?

2. **"I didn't make the soccer team."**

   (a) You must feel disappointed. You practiced a lot.

   (b) Soccer is boring anyway.

   (c) I made the team!

3. **"Nobody sat with me at lunch."**

   (a) So what?

   (b) You should get new friends.

   (c) That sounds lonely. Want to sit with me tomorrow?

4. **"I'm nervous about the spelling test."**

   (a) Lots of people feel nervous. Want to practice together?

   (b) It's easy, just don't worry.

   (c) I'm going to get 100.

5. **"My grandma is moving far away."**

   (a) At least you have other grandmas.

   (b) You will miss her a lot. You could video chat.

   (c) My grandma lives close.

6. **"I spilled paint on my art project."**

   (a) Ha! It looks funny now.

   (b) You should be more careful.

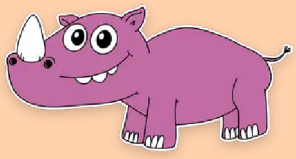
   (c) Oh no, that's frustrating. Can I help you fix it?

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SEL · CONFLICT RESOLUTION · GRADES 2–4

How Big Is the Problem?

Sort twelve problems into small (I can fix it), medium (I try a tool or ask a friend) and big (I need a grown-up now).



Name: _____ **Date:** _____

Small problem: I can fix it by myself. **Medium problem:** I try a tool, like talking it out, or ask a friend for help. **Big problem:** someone could get hurt, so I tell a grown-up right away.

Read each problem. Write its number in the right box.

1. my pencil broke
2. someone cut in line
3. I smell smoke
4. I lost my eraser
5. a stranger asks me to go with them
6. a friend won't share the ball
7. I spilled my water
8. someone is bullied every day
9. we both want the same swing
10. I lost a board game
11. my friend said something unkind
12. someone is hurt and bleeding

Small	Medium	Big

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 2–5

Use an I-Message

Learn the I-message: I feel... when... because... I need... Then write one for three real problems.



Name: _____ **Date:** _____

An **I-message** tells someone how you feel without blaming them. **I feel** (the feeling) **when** (what happened) **because** (why it matters). **I need** (what would help). Example: "I feel upset when you take my markers without asking because I need them for my project. I need you to ask first."

1. Your brother keeps changing the TV channel while you are watching.

I feel _____

when _____

because _____

I need _____

2. A friend tells your secret to the class.

I feel _____

when _____

because _____

I need _____

3. Your group does not let you share your idea.

I feel _____

when _____

because _____

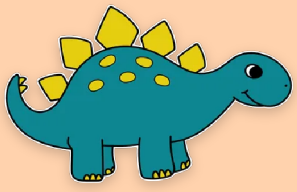
I need _____

Art © Kevin Coulston

SEL · CONFLICT RESOLUTION · GRADES 2–4

Conflict Tools Match

Match seven conflict tools, like compromise, take turns and cool off, to what each one means.



Name: _____ **Date:** _____

Draw a line from each conflict tool to what it means.

take turns ●	● say sorry and mean it
share ●	● one person goes first, then the other
compromise ●	● ask for help when it is big or not safe
talk it out ●	● each person gives up a little so both are okay
apologize ●	● walk away and calm down first
cool off ●	● both people use it together
get a grown-up ●	● use calm words and listen to each other

The tool I use most: _____

A tool I want to try next time: _____

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SEL · CONFLICT RESOLUTION · GRADES 2–5

Walk the Peace Path

Number the six steps of the peace path in order, then use them to plan how to solve a playground problem.

Name: _____ **Date:** _____



Write 1 to 6 to put the peace path steps in order.

- [ ] Think of solutions together.
- [ ] Stop and calm down. Take three deep breaths.
- [ ] Say how you feel with an I-message.
- [ ] Pick a solution you both agree on, then shake hands.
- [ ] Listen while the other person talks. Don't interrupt.
- [ ] Say back what you heard the other person say.

The problem: Jayden and Nora both grab the last jump rope at recess. Jayden says he saw it first. Nora says she asked for it yesterday.

Jayden could say: "I feel _____

Nora could say back: "You feel _____

Two solutions they could try: _____

The solution I would pick, and why: _____

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SEL · CONFLICT RESOLUTION · GRADES 3–5

Pick a Fair Solution

Read six conflict scenarios and circle the solution that is fair to everyone.

Name: _____ **Date:** _____



Circle the letter of the solution that is fair to everyone.

1. **Two friends both want to use the one red marker.**

   (a) The bigger kid gets it.

   (b) They take turns, five minutes each.

   (c) They throw it away.

2. **Your group can't agree on a name for the project.**

   (a) Everyone shares one idea, then the group votes.

   (b) The loudest person picks.

   (c) Nobody gets a name.

3. **You and your sister both want the last cookie.**

   (a) You eat it fast before she sees.

   (b) You hide it.

   (c) You split it in half.

4. **One friend wants to play tag and one wants to play ball.**

   (a) Play tag first, then ball.

   (b) Play alone.

   (c) Whoever cries gets to pick.

5. **Two kids keep arguing about who was first in line.**

   (a) They push to the front.

   (b) They ask the teacher, or play rock paper scissors.

   (c) They keep yelling.

6. **Your team blames one player for losing the game.**

   (a) Kick the player off the team.

   (b) Blame the other team.

   (c) Remember everyone plays as a team, and practice together.

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SEL · FRIENDSHIP AND TEAMWORK · GRADES K–2

What Do Good Friends Do?

Color the twelve things good friends do and cross out the rest, then draw you and a friend.



Name: _____ **Date:** _____

Color what good friends do. Put an X on what they don't do.

listen	share	tease
take turns	keep secrets that are safe	boss around
say sorry	leave you out	cheer you on
play fair	tell lies	help

Draw you and a friend doing something fun together.

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES K–3

How to Make a New Friend

Number the five steps for joining in and making a new friend, then practice what you would say.

Name: _____ **Date:** _____



Write 1 to 5 to put the steps in order.

- ☐ Ask a question, like “What do you like to play?”
- ☐ Walk over and smile.
- ☐ Invite them to play with you.
- ☐ Say hi and tell them your name.
- ☐ Listen to their name and say it back.

How I would say hi: _____

A question I could ask: _____

A game I could invite them to play: _____

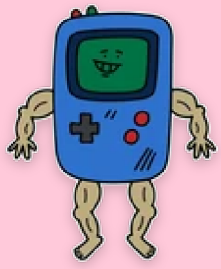
Draw a new friend you would like to meet.

Art © Kevin Coulston

SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–5

Classmate Interview

Interview a classmate with eight questions, then write how you are alike and how you are different.



Name: _____ **Date:** _____

My name: _____ **My partner's name:** _____

Ask your partner each question. Write their answer.

Question	My partner's answer
What is your favorite food?	
What is your favorite color?	
Do you have a pet? What kind?	
What do you like to do after school?	
What is something you are good at?	
What makes you laugh?	
Where would you love to visit?	
What do you want to be when you grow up?	

We are alike because…

_____

_____

_____

We are different because…

_____

_____

_____

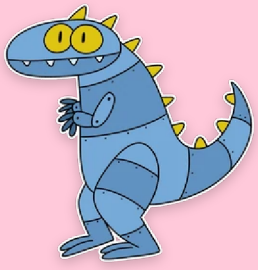
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SEL · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Teamwork Words

Match six teamwork words, like cooperate and encourage, to their meanings, then use them in sentences.

Name: _____ **Date:** _____



Draw a line from each teamwork word to its meaning.

cooperate ●	● add your ideas and your work
compromise ●	● work together toward the same goal
encourage ●	● treat others the way they want to be treated
contribute ●	● each person gives a little to agree
respect ●	● share ideas by talking and listening
communicate ●	● cheer someone on and help them keep going

Word bank

cooperate · encourage · contribute · communicate

Write the best teamwork word.

1. When Mia said "You can do it!", she helped _____ her teammate.
2. Every person should _____ one idea to the project.
3. We used walkie-talkies to _____ during the game.
4. To build the tower, the whole team had to _____.

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SEL · FRIENDSHIP AND TEAMWORK · GRADES 1–4

Friendship and Teamwork True or False

Circle true or false for ten sentences about friends and teams, then fix two false ones.

Name: _____ **Date:** _____



Circle True or False.

Friends can like different things.	True	False
It's okay to have more than one friend.	True	False
A good friend asks you to do things that feel wrong.	True	False
Real friends never disagree.	True	False
Saying sorry can help fix a friendship.	True	False
On a team, only the best player matters.	True	False
Good teammates listen to everyone's ideas.	True	False
Friends take turns choosing the game.	True	False
If your team loses, you should blame someone.	True	False
You can make a new friend at any age.	True	False

Pick two false sentences and fix them so they are true.

_____

_____

_____

Art © Kevin Coulston

SEL · MINDFULNESS AND CALMING · GRADES K–3

Animal Breathing Cards

Four calming breaths to try: lion breath, bee breath, elephant breath and teddy bear belly breathing.



Name: _____ **Date:** _____



Lion Breath

Breathe in through your nose. Open your mouth wide, stick out your tongue and breathe out with a big "haaa!"

☐ I tried it ☐ 3 times



Bee Breath

Breathe in through your nose. Close your mouth and hum like a bee, "mmmm," as you breathe out slowly.

☐ I tried it ☐ 3 times



Elephant Breath

Stand up. Breathe in and lift your arms high like a trunk. Breathe out and swing your arms down low.

☐ I tried it ☐ 3 times



Teddy Bear Belly Breath

Lie down with a teddy bear on your belly. Breathe in and watch it rise. Breathe out and watch it fall.

☐ I tried it ☐ 3 times

The breath that helped me feel the calmest: _____

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SEL · MINDFULNESS AND CALMING · GRADES 1–5

5-4-3-2-1 Calm Down



Notice 5 things you see, 4 you hear, 3 you can touch, 2 you smell and 1 you taste to feel calm and present.

Name: _____ **Date:** _____

When you feel worried or upset, slow down and use your senses to notice what is around you right now. Take a slow breath between each step.

5 **things I can see**

_____ _____ _____

_____ _____

4 **things I can hear**

_____ _____ _____

_____

3 **things I can touch**

_____ _____ _____

2 **things I can smell**

_____ _____

1 **thing I can taste**

_____

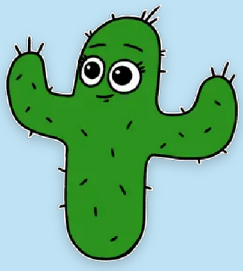
After 5-4-3-2-1, my body feels: _____

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SEL · MINDFULNESS AND CALMING · GRADES K–5

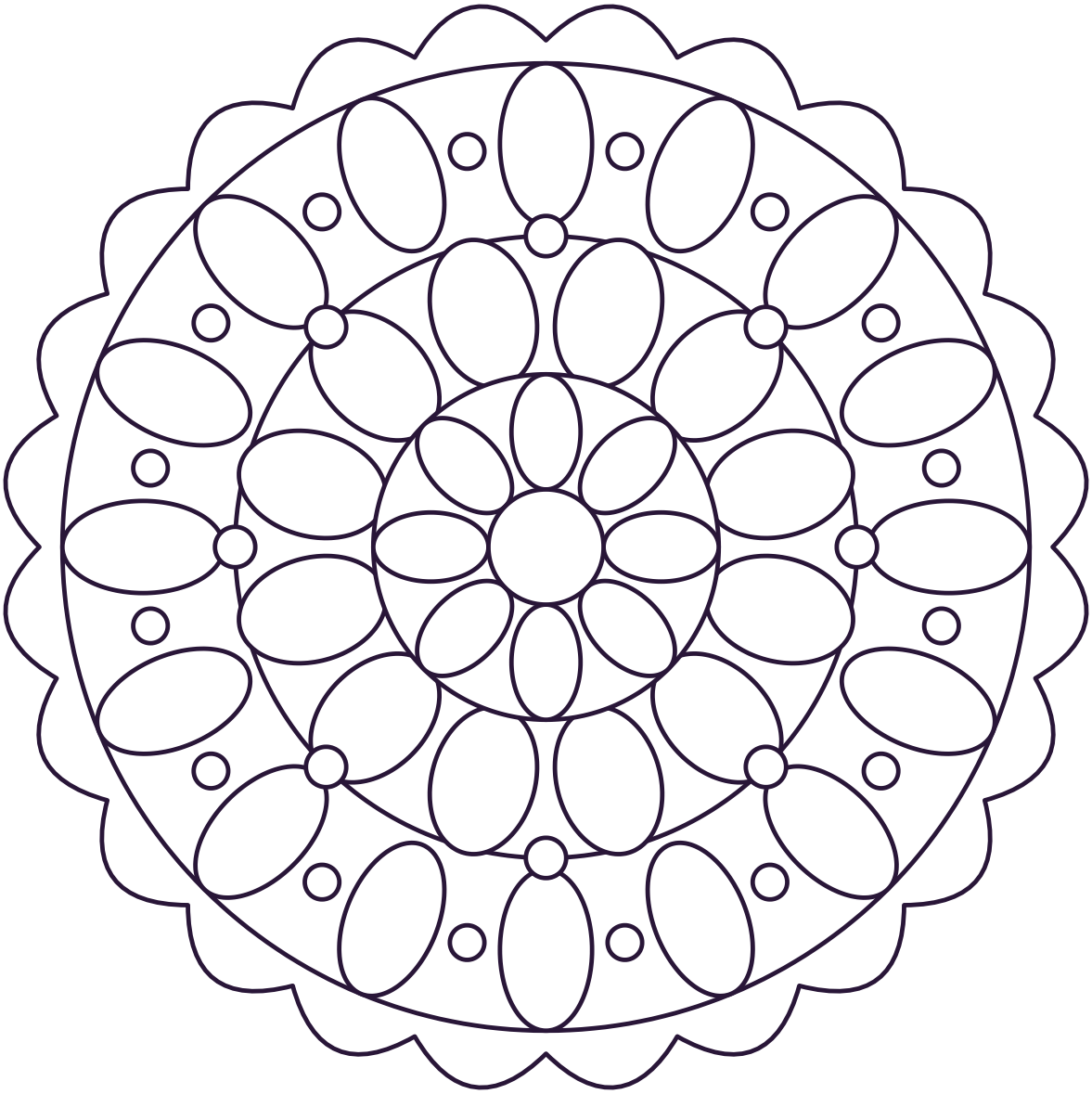
Mindful Coloring Pattern

Color a round pattern slowly, one ring at a time, and notice your breathing as you go.



Name: _____ **Date:** _____

Color slowly. Start in the middle and color one ring at a time. Breathe in as you pick a color and breathe out as you color. If your mind wanders, notice it and come back to your breath.



While I colored, I noticed: _____

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SEL · MINDFULNESS AND CALMING · GRADES K–3

Calming Choices

Color the twelve choices that help your body calm down and cross out the ones that do not.



Name: _____ **Date:** _____

Color the choices that help your body calm down. Put an X on the ones that don't.

take 5 slow breaths	yell at a friend	count to 10
squeeze a stress ball	throw a toy	get a drink of water
slam the door	hug a stuffed animal	stretch like a cat
kick the wall	draw a picture	talk to a grown-up

My top calming choice at school: _____

My top calming choice at home: _____

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SEL · MINDFULNESS AND CALMING · GRADES 2–5

Mindful Minute Log



Try a different mindful minute for five days and rate how you feel before and after each one.

Name: _____ **Date:** _____

Each day, set a timer for one minute and try the mindful minute. Before you start and after you finish, rate how calm you feel from 1 (not calm) to 5 (very calm).

Day	Mindful minute	Before	After	What I noticed
Monday	**Breathing:** count each breath in and out, up to 10, then start again.			
Tuesday	**Listening:** close your eyes and count every sound you hear.			
Wednesday	**Body scan:** notice your toes, legs, belly, arms and face, one at a time.			
Thursday	**Eating:** eat one raisin or cracker very slowly. Notice the taste and feel.			
Friday	**Walking:** walk slowly and notice each foot touching the ground.			

The mindful minute I liked best, and why:

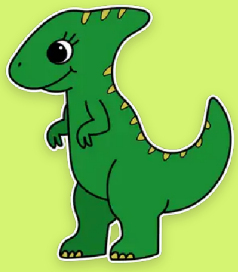
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SEL · GOAL SETTING · GRADES 2–4

Goal or Wish?

Sort ten sentences into goals (a plan you can act on) and wishes, then turn a wish into a goal.

Name: _____ **Date:** _____



A **wish** is something you hope for. A **goal** is something you plan to do: it says what you will do and when, so you can make it happen.

Circle Goal or Wish.

I will read for 20 minutes every night this month.	Goal	Wish
I want to be good at reading.	Goal	Wish
I hope I win the lottery.	Goal	Wish
I will practice my 7 times table for 10 minutes each day this week.	Goal	Wish
I will finish my science project by Friday.	Goal	Wish
I wish it would snow tomorrow.	Goal	Wish
I want to be famous.	Goal	Wish
I wish I had a dragon.	Goal	Wish
I will run one lap without stopping by the end of the month.	Goal	Wish
I will put my homework in my folder every night before bed.	Goal	Wish

A wish I have: _____

Turn it into a goal: I will _____

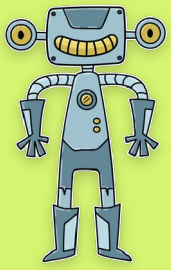
Art © Kevin Coulston

SEL · GOAL SETTING · GRADES 3–5

Make It a SMART Goal

Match the five letters of a SMART goal to their meanings, find the SMART goals and write your own.

Name: _____ **Date:** _____



Draw a line from each letter to what it means.

S: Specific	It is hard but possible for you.
M: Measurable	It says exactly what you will do.
A: Achievable	It has a date to finish by.
R: Relevant	You can count or check it to see your progress.
T: Time-bound	It matters to you and your life.

Is it a SMART goal? Circle one.

I will get better at soccer.	SMART	Not yet
I will practice 20 soccer kicks after school every day for two weeks.	SMART	Not yet
I will read 4 chapter books by the end of March.	SMART	Not yet
I will be the best at everything.	SMART	Not yet

My SMART goal: I will _____

How I will measure it: _____

I will finish by: _____

Art © Kevin Coulston

SEL · GOAL SETTING · GRADES 2–5

My Goal Staircase

Write your goal at the top of the stairs and four small steps to climb there, with a helper and a finish date.

Name: _____ **Date:** _____



Write your goal at the top. Write a small step on each stair, starting at the bottom.

Step 1

_____

_____

Step 2

_____

_____

Step 3

_____

_____

Step 4

_____

_____

★ My goal

_____

_____

_____

_____

Someone who can help me: _____ **I will reach my goal by:** _____

How I will celebrate:

_____

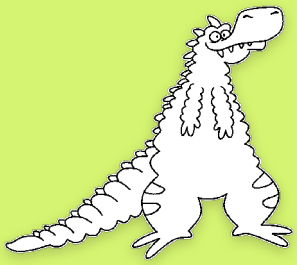
Art © Kevin Coulston

SEL · GOAL SETTING · GRADES 3–5

If–Then Plans

Write an if-then plan for four things that could get in the way of a goal, then make two of your own.

Name: _____ **Date:** _____



Things can get in the way of a goal. An **if–then plan** gets you ready: "**If** this happens, **then** I will do this."
Goal: I will read for 20 minutes every night.

If I want to watch TV instead, then _____

If I forget my book at school, then _____

If I feel too tired at bedtime, then _____

If I get to a hard word, then _____

My goal: _____

If _____ **then** _____

If _____ **then** _____

Art © Kevin Coulston

SEL · GOAL SETTING · GRADES 2–5

Weekly Goal Tracker

Pick one goal for the week, check off each day you work on it and look back on Friday.



Name: _____ **Date:** _____

My goal this week: _____

Why it matters to me: _____

Day	I worked on it	What I did
Monday	☐ yes ☐ not today	
Tuesday	☐ yes ☐ not today	
Wednesday	☐ yes ☐ not today	
Thursday	☐ yes ☐ not today	
Friday	☐ yes ☐ not today	
Saturday	☐ yes ☐ not today	
Sunday	☐ yes ☐ not today	

On Friday: how did I do?

◯ Not yet ◯ A little ◯ Good ◯ Great ◯ I did it!

Next week I will…

_____

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SEL · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

Five Steps to Solve a Problem

Number the five problem-solving steps in order, then use them on a forgotten-homework problem.

Name: _____ **Date:** _____



Write 1 to 5 to put the problem-solving steps in order.

- ☐ Pick the best solution.
- ☐ Name the problem.
- ☐ Try it, then check: did it work?
- ☐ Think about what could happen with each one.
- ☐ Think of different solutions.

The problem: It is 8:00 at night and Eli just remembered his math homework is at school. It is due tomorrow.

1. The problem is: _____

2. Solutions: _____

3. What could happen: _____

4. The best solution: _____

5. How he can check it worked: _____

Art © Kevin Coulston

SEL · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

Many Ways to Solve It

Brainstorm three solutions for three everyday problems and star the best one for each.

Name: _____ **Date:** _____



Problem 1: You forgot your lunch at home.

☆ **Solution 1:** _____

☆ **Solution 2:** _____

☆ **Solution 3:** _____

Problem 2: Two friends want to use the same computer.

☆ **Solution 1:** _____

☆ **Solution 2:** _____

☆ **Solution 3:** _____

Problem 3: It rained, and your class can't go outside for recess.

☆ **Solution 1:** _____

☆ **Solution 2:** _____

☆ **Solution 3:** _____

Art © Kevin Coulston

SEL · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

Stop, Think, Choose

Use the red, yellow and green light to stop, think of choices and pick one for two problems.

Name: _____ **Date:** _____



Color the lights red, yellow and green.

You are building a block tower and a little kid knocks it over.

red

yellow

green

Stop.

What is the problem? How do I feel?

Think.

What could I do? Write two choices.

Choose.

My best choice, and why:

Write a problem of your own: _____

red

yellow

green

Stop.

What is the problem? How do I feel?

Think.

What could I do? Write two choices.

Choose.

My best choice, and why:

Art © Kevin Coulston

SEL · PROBLEM SOLVING AND DECISIONS · GRADES 3–5

Choices and Consequences

Match eight choices to what will probably happen next, then write about a choice you made.



Name: _____ **Date:** _____

A **consequence** is what happens because of a choice. Good choices often lead to good consequences, and some choices lead to problems.

Draw a line from each choice to what will probably happen.

study for the test	it gets wet and rusty
stay up very late	you get better at playing songs
leave your bike out in the rain	you feel ready and calm
share your snack	you can buy something you really want
skip brushing your teeth	your friend feels happy and thankful
practice piano every day	you feel tired and grumpy the next day
run in the hallway	you could slip and get hurt
save your allowance	you might get a cavity

A choice I made this week and what happened:

Art © Kevin Coulston

SEL · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

What Is the Best Choice?

Read six problem scenarios and circle the best choice for each one.

Name: _____ **Date:** _____



Circle the letter of the best choice.

1. **You find a wallet on the playground.**
   - (a) Keep the money.
   - (b) Give it to a teacher.
   - (c) Leave it there.

2. **You don't understand the directions.**
   - (a) Raise your hand and ask.
   - (b) Guess and hope.
   - (c) Copy your neighbor.

3. **Your friend wants you to skip your chores to play.**
   - (a) Skip your chores.
   - (b) Tell a fib to your parents.
   - (c) Finish your chores first, then play.

4. **You broke your sister's toy by accident.**
   - (a) Tell her and say sorry.
   - (b) Hide it.
   - (c) Blame the dog.

5. **Someone online asks for your address.**
   - (a) Tell them.
   - (b) Don't answer, and tell a grown-up.
   - (c) Ask for their address first.

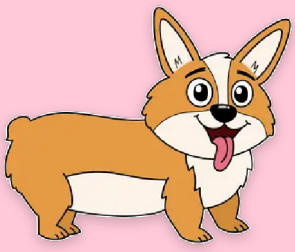
6. **You have a test tomorrow and want to play video games.**
   - (a) Play all night.
   - (b) Skip the test.
   - (c) Study first, then play a little.

Art © Kevin Coulston

SEL · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

Good Choice or Not So Good?

Color the twelve good choices and cross out the not-so-good ones, then draw a good choice you made.



Name: _____ **Date:** _____

Color the good choices. Put an X on the not-so-good ones.

wash my hands	run with scissors	clean up my toys
draw on the wall	tell the truth	wait my turn
eat a healthy snack	listen to my teacher	hit when I am mad
take a toy that isn't mine	wear a bike helmet	say please

Draw a good choice you made today.

Art © Kevin Coulston

SEL · RESPONSIBILITY AND GOOD CHOICES · GRADES K–3

My Responsibility Chart

Check off six jobs at home and school each day of the week, and add one of your own.



Name: _____ **Date:** _____

Color a box each day you do the job.

My job	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Make my bed							
Brush my teeth							
Pack my backpack							
Put my toys away							
Feed the pet or water a plant							
Help clean up at school							
My own job:							

The job I am proudest of: _____

Art © Kevin Coulston

SEL · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–4

Who Is Being Responsible?

Read ten short sentences and circle responsible or not yet for each kid.

Name: _____ **Date:** _____



Circle Responsible or Not yet.

Mia feeds her fish every morning.	Responsible	Not yet
Ben leaves his coat on the bus again.	Responsible	Not yet
Zoe says “It wasn’t me” when she spills the paint.	Responsible	Not yet
Kai puts his homework in his folder each night.	Responsible	Not yet
Omar returns his library book on time.	Responsible	Not yet
Sam cleans up the blocks he played with.	Responsible	Not yet
Lily forgets to tell her mom about the field trip form.	Responsible	Not yet
Nia keeps a borrowed pencil and never gives it back.	Responsible	Not yet
Leo tells the teacher he broke the pencil sharpener.	Responsible	Not yet
Ella says she will help, then goes to play instead.	Responsible	Not yet

Pick one “Not yet” kid. What could they do to be responsible?

_____

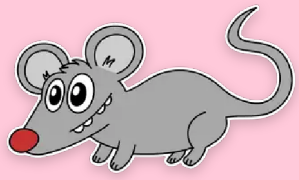
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SEL · RESPONSIBILITY AND GOOD CHOICES · GRADES 2–5

Own It, Fix It

Match six oops moments to a way to fix them, then write what you would say to own a mistake.



Name: _____ **Date:** _____

Everyone makes mistakes. Being responsible means you **own it** (tell the truth about what happened) and **fix it** (do something to make it better).

Draw a line from each oops to a way to fix it.

You knocked over a friend's tower.	Tell the owner and look for it, or replace it.
You forgot to feed the class fish.	Say sorry and help build it again.
You spilled juice on the floor.	Say sorry and give them one of yours.
You lost a book you borrowed.	Get paper towels and wipe it up.
You said something unkind.	Say sorry and say something kind.
You broke a friend's crayon.	Tell the teacher and feed it right away.

What I can say to own a mistake: "I'm sorry I… Next time I will…"

_____

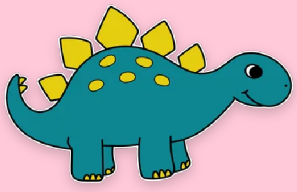
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SEL · RESPONSIBILITY AND GOOD CHOICES · GRADES 3–5

Responsibility Words

Fill in six words that describe a responsible person: reliable, honest, prepared, organized, punctual and accountable.



Name: _____ **Date:** _____

Word bank

reliable · honest · prepared · organized · punctual · accountable

Write the word that fits each sentence.

1. Ana always does what she says she will do. She is _____.
2. Jack told the truth about the broken window. He is _____.
3. Rosa brings her pencil, book and water bottle every day. She is _____.
4. Theo keeps his desk and folders neat so he can find things. He is _____.
5. Priya gets to soccer practice on time every week. She is _____.
6. Max said, “That was my fault, and I will fix it.” He is _____.

The word that describes me best: _____

A time I showed it: _____

A word I want to work on: _____

Art © Kevin Coulston

SEL · AFFIRMATIONS AND SELF-ESTEEM · GRADES K–1

"I Am" Sentences to Trace

Trace five short affirmations, like I am kind and I can try, then draw yourself.

Name: _____ **Date:** _____



Trace each sentence. Say it out loud.

I am kind.

I am brave.

I can try.

I am a good friend.

I am loved.

Draw yourself being brave.

Art © Kevin Coulston

SEL · AFFIRMATIONS AND SELF-ESTEEM · GRADES K–3

Affirmation Cards to Color

Six cut-apart cards with big outline words to color, like I can do hard things and I keep trying.

Name: _____ **Date:** _____



✂ **Color the cards. Cut them out on the dashed lines. Keep one in your desk or pocket.**

I can do hard things

I keep trying

I am a good friend

Mistakes help me grow

I believe in me

I am one of a kind

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SEL · AFFIRMATIONS AND SELF-ESTEEM · GRADES K–3

All About Me Star

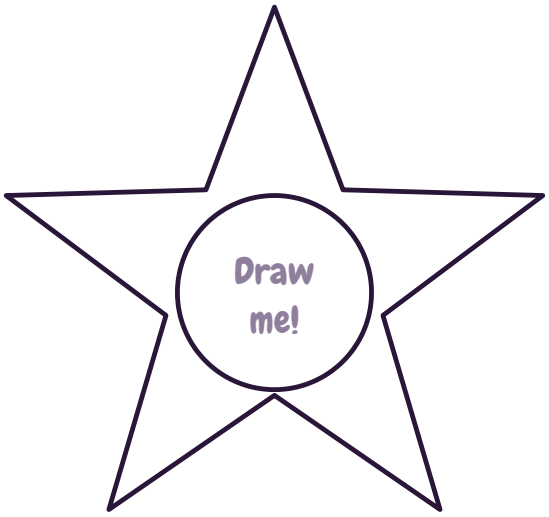
Fill each point of the star: my name, I like, I am good at, I am proud of and I want to learn.

Name: _____ **Date:** _____



My name is

I like



I am good at

I am proud of

I want to learn

Art © Kevin Coulston

SEL · AFFIRMATIONS AND SELF-ESTEEM · GRADES 2–5

Kind or Unkind Self-Talk?

Sort ten things kids say to themselves into kind self-talk and unkind self-talk, then rewrite two.

Name: _____ **Date:** _____



Self-talk is what you say to yourself in your head. Kind self-talk sounds like a good friend cheering you on.

Circle Kind or Unkind.

I can do hard things.	Kind	Unkind
I'm so dumb.	Kind	Unkind
Nobody likes me.	Kind	Unkind
I made a mistake, and that's okay.	Kind	Unkind
I am proud of how hard I worked.	Kind	Unkind
I always mess up.	Kind	Unkind
I am learning a little more every day.	Kind	Unkind
I'll never be good at this.	Kind	Unkind
I should not even try.	Kind	Unkind
I am a good friend.	Kind	Unkind

Unkind self-talk	Kind self-talk
"I'm so dumb."	_____
"Nobody likes me."	_____

Art © Kevin Coulston

SEL · AFFIRMATIONS AND SELF-ESTEEM · GRADES 1–5

Affirmation of the Day

Say a new affirmation each day for a week and write one way you showed it.

Name: _____ **Date:** _____



Day	Today's affirmation	Said it 3 times	One way I showed it today
Monday	I am a good listener.	☐ 1 ☐ 2 ☐ 3	
Tuesday	I can solve problems.	☐ 1 ☐ 2 ☐ 3	
Wednesday	I am kind to myself and others.	☐ 1 ☐ 2 ☐ 3	
Thursday	I am getting stronger every day.	☐ 1 ☐ 2 ☐ 3	
Friday	I am proud of who I am.	☐ 1 ☐ 2 ☐ 3	

My own affirmation for next week: I am _____

Art © Kevin Coulston

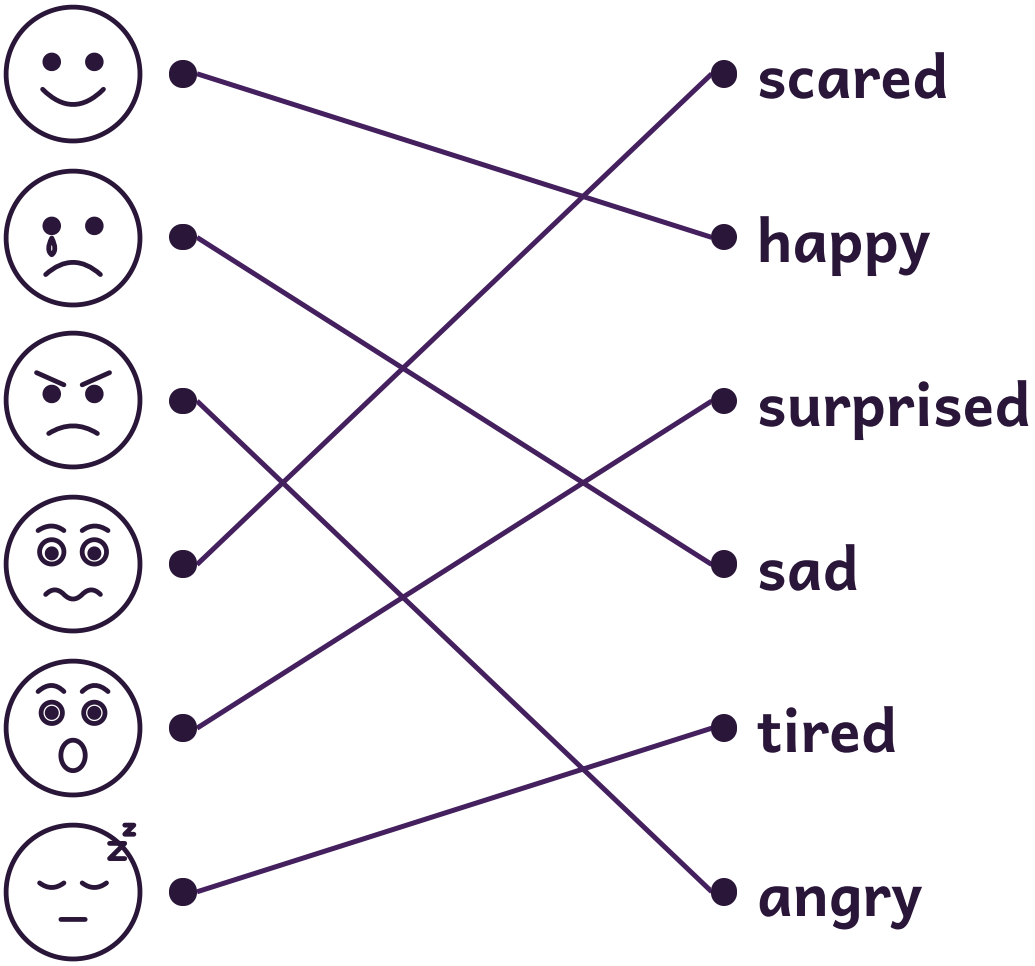
ANSWER KEY · FEELINGS AND EMOTIONS · GRADES K–2

Answer Key: Name That Feeling

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each face to its feeling word.



Draw your face today.

Today I feel _____ because…

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ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 1–3

Answer Key: Comfortable and Uncomfortable Feelings

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



All feelings are okay. Comfortable feelings feel good in your body. Uncomfortable feelings can feel heavy, tight or jumpy. Everyone has both kinds.

Word bank

joyful · nervous · proud · lonely · calm · frustrated · excited · jealous · grateful · embarrassed · hopeful · disappointed

Write each feeling word in the right box.

Comfortable feelings	Uncomfortable feelings
joyful	nervous
proud	lonely
calm	frustrated
excited	jealous
grateful	embarrassed
hopeful	disappointed

One thing I can do when I have an uncomfortable feeling:

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES K–2

Answer Key: How Would You Feel?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the feeling that fits best.

You get a puppy for your birthday.	**happy**	sad	angry
Your ice cream falls on the ground.	proud	**sad**	silly
Someone grabs your toy without asking.	calm	**angry**	happy
You hear a loud crash of thunder at night.	**scared**	proud	silly
You finally learn to ride your bike.	bored	scared	**proud**
Your friend moves to a new town.	excited	**sad**	silly
Your class throws you a surprise party.	**surprised**	tired	angry
You stayed up very late.	**tired**	proud	excited

Draw a time you felt proud.

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND EMOTIONS · GRADES 2–3

Answer Key: Feeling Words: Small, Medium, Big

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Feelings come in sizes. **Annoyed** is a small mad, **mad** is medium and **furious** is a big mad. Choosing the right size word helps people know how you feel.

Word bank

thrilled · down · nervous · tired · glad · heartbroken · terrified · sleepy · happy · worried · exhausted · sad

Write the words in order from small to big.

Feeling	Small	Medium	Big
Mad (example)	annoyed	mad	furious
Scared	nervous	worried	terrified
Happy	glad	happy	thrilled
Sad	down	sad	heartbroken
Tired	sleepy	tired	exhausted

A big feeling word I had this week: _____

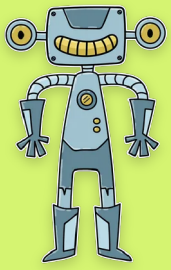
What made it so big? _____

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 2–5

Answer Key: Fixed or Growth Mindset?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **fixed mindset** thinks "I can't get better at this." A **growth mindset** knows your brain gets stronger when you practice, try new ways and learn from mistakes.

Circle Fixed or Growth for each thought.

I'm just not a math person.	**Fixed**	Growth
Mistakes help me learn.	Fixed	**Growth**
I can't do it yet, but I will keep practicing.	Fixed	**Growth**
This is too hard, so I quit.	**Fixed**	Growth
She is smart. I will never be that smart.	**Fixed**	Growth
If I have to try hard, I must be bad at it.	**Fixed**	Growth
I will try a different way.	Fixed	**Growth**
Hard work makes my brain stronger.	Fixed	**Growth**
I can ask for help when I am stuck.	Fixed	**Growth**
I only like doing things I already know.	**Fixed**	Growth

Something I am working hard to get better at:

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–4

Answer Key: Change Your Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Change each stuck thought into growth mindset words.

Instead of...	I can say...
"I can't do this."	"I can't do this yet."
"I made a mistake."	"Mistakes help me learn."
"This is too hard."	"This will take time and effort."
"I give up."	"I will try a different way."
"I'm not good at this."	"I am getting better at this."
"It's good enough."	"Is this really my best work?"

My favorite growth mindset words: _____

Art © Kevin Coulston

ANSWER KEY · GROWTH MINDSET · GRADES 1–3

Answer Key: Growth Mindset Power Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

yet · practice · mistakes · try · help · brain

Write the missing power word.

1. I can't ride a bike **yet**.
2. **Practice** helps me get better.
3. **Mistakes** help me learn.
4. If it doesn't work, I will **try** again.
5. When I am stuck, I can ask for **help**.
6. My **brain** grows when I learn something hard.

Draw yourself using your favorite power word.

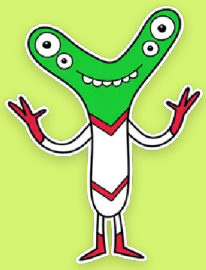
My favorite power word is _____ because…

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ANSWER KEY · GROWTH MINDSET · GRADES 3–5

Answer Key: Mistakes That Made Something Great

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each invention to the mistake or surprise behind it.

Play-Doh	It started as a putty for cleaning wallpaper.
penicillin	Mold grew on a dish of germs that was left out, and the germs near it died.
sticky notes	A glue came out too weak to stick for good, so it was used on notes.
the Popsicle	A boy left a cup of soda with a stick in it outside on a cold night.
the Slinky	A spring fell off a shelf and kept "walking".
the microwave oven	A candy bar melted in an engineer's pocket near a radar machine.

A mistake I made that taught me something:

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES K–2

Answer Key: Kind or Unkind?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color the kind acts. Put an X on the unkind ones.

share your crayons	~~laugh at a mistake~~	hold the door
say thank you	~~push in line~~	help pick up spills
~~leave someone out~~	give a hug	~~call names~~
take turns	~~grab a toy~~	ask “Are you okay?”

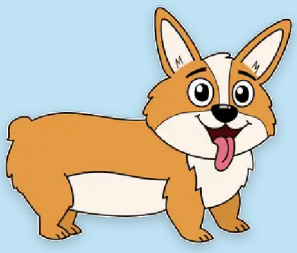
Draw yourself doing something kind.

Art © Kevin Coulston

ANSWER KEY · KINDNESS AND EMPATHY · GRADES K–2

Answer Key: The Right Kind Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each moment to the kind words that fit.



Trace the sentence.

Kind words help.

Art © Kevin Coulston

ANSWER KEY · KINDNESS AND EMPATHY · GRADES 1–4

Answer Key: Kindness at Home, School and in My Community

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

set the table · help a classmate read · pick up litter at the park · make my bed · clean up the classroom · donate a toy · feed the pet · include someone at recess · wave to a neighbor · hug my family · share my markers · thank a librarian

Write each kind act in the place where it happens.

At home	At school	In my community
set the table	help a classmate read	pick up litter at the park
make my bed	clean up the classroom	donate a toy
feed the pet	include someone at recess	wave to a neighbor
hug my family	share my markers	thank a librarian

Three kind acts I will do this week: 1. _____

2. _____

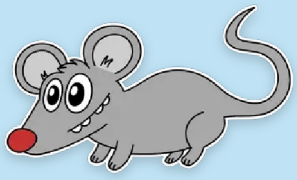
3. _____

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ANSWER KEY · KINDNESS AND EMPATHY · GRADES 2–5

Answer Key: Spot the Clues, Show You Care

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Read each story. Write the clues, how the person might feel, and what you could say or do.

1. Ava's eyes are wet. She is sitting alone on the bench and hugging her knees.

Clues: wet eyes, alone, hugging knees

They might feel: sad or lonely

I could say or do: Sit with her and ask if she wants to talk.

2. Leo crosses his arms and stomps away from the game. His face is red.

Clues: crossed arms, stomping, red face

They might feel: angry or frustrated

I could say or do: Give him space, then ask what happened.

3. It is Sam's first day. He is looking all around and holding his backpack tight.

Clues: first day, looking around, holding tight

They might feel: nervous

I could say or do: Say hi, tell him your name and show him around.

4. Maya jumps up and down and waves her spelling test with a big smile.

Clues: jumping, waving the test, big smile

They might feel: proud or excited

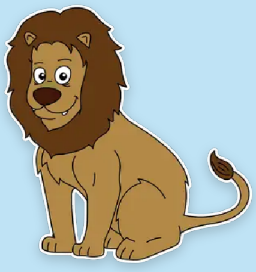
I could say or do: Say "Great job! You worked hard."

Art © Kevin Coulston

ANSWER KEY · KINDNESS AND EMPATHY · GRADES 3–5

Answer Key: Which Reply Shows Empathy?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Empathy means trying to understand how someone else feels. An empathy reply listens, names the feeling and shows you care.

Circle the letter of the reply that shows empathy.

1. **"My dog is really sick."**
   - (a) That's nothing, my cat was sicker.
   - **(b) That sounds scary. I hope your dog feels better.**
   - (c) Want to play tag?

2. **"I didn't make the soccer team."**
   - **(a) You must feel disappointed. You practiced a lot.**
   - (b) Soccer is boring anyway.
   - (c) I made the team!

3. **"Nobody sat with me at lunch."**
   - (a) So what?
   - (b) You should get new friends.
   - **(c) That sounds lonely. Want to sit with me tomorrow?**

4. **"I'm nervous about the spelling test."**
   - **(a) Lots of people feel nervous. Want to practice together?**
   - (b) It's easy, just don't worry.
   - (c) I'm going to get 100.

5. **"My grandma is moving far away."**
   - (a) At least you have other grandmas.
   - **(b) You will miss her a lot. You could video chat.**
   - (c) My grandma lives close.

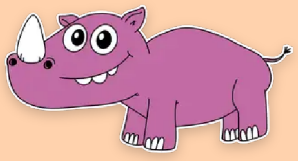
6. **"I spilled paint on my art project."**
   - (a) Ha! It looks funny now.
   - (b) You should be more careful.
   - **(c) Oh no, that's frustrating. Can I help you fix it?**

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: How Big Is the Problem?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Small problem: I can fix it by myself. **Medium problem:** I try a tool, like talking it out, or ask a friend for help. **Big problem:** someone could get hurt, so I tell a grown-up right away.

Read each problem. Write its number in the right box.

1. my pencil broke
2. someone cut in line
3. I smell smoke
4. I lost my eraser
5. a stranger asks me to go with them
6. a friend won't share the ball
7. I spilled my water
8. someone is bullied every day
9. we both want the same swing
10. I lost a board game
11. my friend said something unkind
12. someone is hurt and bleeding

Small	Medium	Big
1. my pencil broke	2. someone cut in line	3. I smell smoke
4. I lost my eraser	6. a friend won't share the ball	5. a stranger asks me to go with them
7. I spilled my water	9. we both want the same swing	8. someone is bullied every day
10. I lost a board game	11. my friend said something unkind	12. someone is hurt and bleeding

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ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–5

Answer Key: Use an I-Message

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



An **I-message** tells someone how you feel without blaming them. **I feel** (the feeling) **when** (what happened) **because** (why it matters). **I need** (what would help). Example: "I feel upset when you take my markers without asking because I need them for my project. I need you to ask first."

1. Your brother keeps changing the TV channel while you are watching.

I feel frustrated

when you change the channel

because I was in the middle of my show

I need to finish my show, then you can pick

2. A friend tells your secret to the class.

I feel hurt

when you told my secret

because I trusted you

I need you to keep my secrets private

3. Your group does not let you share your idea.

I feel left out

when nobody listens to my idea

because I want to help the group

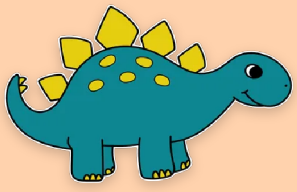
I need a turn to talk

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–4

Answer Key: Conflict Tools Match

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each conflict tool to what it means.

take turns	one person goes first, then the other
share	both people use it together
compromise	each person gives up a little so both are okay
talk it out	use calm words and listen to each other
apologize	say sorry and mean it
cool off	walk away and calm down first
get a grown-up	ask for help when it is big or not safe

The tool I use most: _____

A tool I want to try next time: _____

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 2–5

Answer Key: Walk the Peace Path

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Write 1 to 6 to put the peace path steps in order.

5 Think of solutions together.

1 Stop and calm down. Take three deep breaths.

2 Say how you feel with an I-message.

6 Pick a solution you both agree on, then shake hands.

3 Listen while the other person talks. Don't interrupt.

4 Say back what you heard the other person say.

The problem: Jayden and Nora both grab the last jump rope at recess. Jayden says he saw it first. Nora says she asked for it yesterday.

Jayden could say: "I feel upset when you grab the rope because I want to play too."

Nora could say back: "You feel upset because you want the rope too."

Two solutions they could try: take turns every 5 minutes, or play jump rope together

The solution I would pick, and why: taking turns, because both get to jump

Art © Kevin Coulston

ANSWER KEY · CONFLICT RESOLUTION · GRADES 3–5

Answer Key: Pick a Fair Solution

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the solution that is fair to everyone.

1. **Two friends both want to use the one red marker.**

   (a) The bigger kid gets it.
   (b) They take turns, five minutes each.
   (c) They throw it away.

2. **Your group can't agree on a name for the project.**

   (a) Everyone shares one idea, then the group votes.
   (b) The loudest person picks.
   (c) Nobody gets a name.

3. **You and your sister both want the last cookie.**

   (a) You eat it fast before she sees.
   (b) You hide it.
   (c) You split it in half.

4. **One friend wants to play tag and one wants to play ball.**

   (a) Play tag first, then ball.
   (b) Play alone.
   (c) Whoever cries gets to pick.

5. **Two kids keep arguing about who was first in line.**

   (a) They push to the front.
   (b) They ask the teacher, or play rock paper scissors.
   (c) They keep yelling.

6. **Your team blames one player for losing the game.**

   (a) Kick the player off the team.
   (b) Blame the other team.
   (c) Remember everyone plays as a team, and practice together.

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ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES K–2

Answer Key: What Do Good Friends Do?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color what good friends do. Put an X on what they don't do.

listen	share	~~tease~~
take turns	keep secrets that are safe	~~boss around~~
say sorry	~~leave you out~~	cheer you on
play fair	~~tell lies~~	help

Draw you and a friend doing something fun together.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES K–3

Answer Key: How to Make a New Friend

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Write 1 to 5 to put the steps in order.

4 Ask a question, like “What do you like to play?”

1 Walk over and smile.

5 Invite them to play with you.

2 Say hi and tell them your name.

3 Listen to their name and say it back.

How I would say hi: _____

A question I could ask: _____

A game I could invite them to play: _____

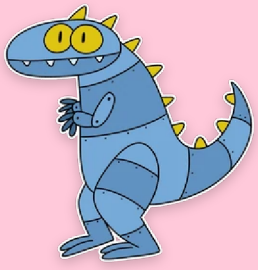
Draw a new friend you would like to meet.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 2–5

Answer Key: Teamwork Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each teamwork word to its meaning.

cooperate	work together toward the same goal
compromise	each person gives a little to agree
encourage	treat others the way they want to be treated
contribute	add your ideas and your work
respect	share ideas by talking and listening
communicate	cheer someone on and help them keep going

Word bank

cooperate · encourage · contribute · communicate

Write the best teamwork word.

1. When Mia said “You can do it!”, she helped **encourage** her teammate.
2. Every person should **contribute** one idea to the project.
3. We used walkie-talkies to **communicate** during the game.
4. To build the tower, the whole team had to **cooperate**.

Art © Kevin Coulston

ANSWER KEY · FRIENDSHIP AND TEAMWORK · GRADES 1–4

Answer Key: Friendship and Teamwork True or False

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle True or False.

Friends can like different things.	**True**	False
It's okay to have more than one friend.	**True**	False
A good friend asks you to do things that feel wrong.	True	**False**
Real friends never disagree.	True	**False**
Saying sorry can help fix a friendship.	**True**	False
On a team, only the best player matters.	True	**False**
Good teammates listen to everyone's ideas.	**True**	False
Friends take turns choosing the game.	**True**	False
If your team loses, you should blame someone.	True	**False**
You can make a new friend at any age.	**True**	False

Pick two false sentences and fix them so they are true.

Art © Kevin Coulston

ANSWER KEY · MINDFULNESS AND CALMING · GRADES K–3

Answer Key: Calming Choices

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color the choices that help your body calm down. Put an X on the ones that don't.

take 5 slow breaths	~~yell at a friend~~	count to 10
squeeze a stress ball	~~throw a toy~~	get a drink of water
~~slam the door~~	hug a stuffed animal	stretch like a cat
~~kick the wall~~	draw a picture	talk to a grown-up

My top calming choice at school: _____

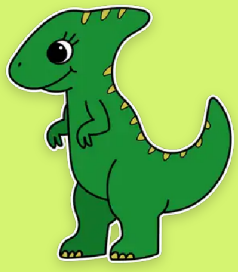
My top calming choice at home: _____

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ANSWER KEY · GOAL SETTING · GRADES 2–4

Answer Key: Goal or Wish?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **wish** is something you hope for. A **goal** is something you plan to do: it says what you will do and when, so you can make it happen.

Circle Goal or Wish.

I will read for 20 minutes every night this month.	**Goal**	Wish
I want to be good at reading.	Goal	**Wish**
I hope I win the lottery.	Goal	**Wish**
I will practice my 7 times table for 10 minutes each day this week.	**Goal**	Wish
I will finish my science project by Friday.	**Goal**	Wish
I wish it would snow tomorrow.	Goal	**Wish**
I want to be famous.	Goal	**Wish**
I wish I had a dragon.	Goal	**Wish**
I will run one lap without stopping by the end of the month.	**Goal**	Wish
I will put my homework in my folder every night before bed.	**Goal**	Wish

A wish I have: _____

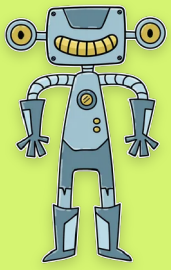
Turn it into a goal: I will Answers will vary: what you will do and by when.

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ANSWER KEY · GOAL SETTING · GRADES 3–5

Answer Key: Make It a SMART Goal

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Draw a line from each letter to what it means.

S: Specific	It says exactly what you will do.
M: Measurable	You can count or check it to see your progress.
A: Achievable	It is hard but possible for you.
R: Relevant	It matters to you and your life.
T: Time-bound	It has a date to finish by.

Is it a SMART goal? Circle one.

I will get better at soccer.	SMART	**Not yet**
I will practice 20 soccer kicks after school every day for two weeks.	**SMART**	Not yet
I will read 4 chapter books by the end of March.	**SMART**	Not yet
I will be the best at everything.	SMART	**Not yet**

My SMART goal: I will _____

How I will measure it: _____

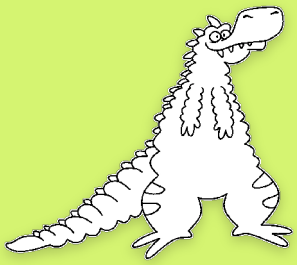
I will finish by: _____

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ANSWER KEY · GOAL SETTING · GRADES 3–5

Answer Key: If–Then Plans

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Things can get in the way of a goal. An **if–then plan** gets you ready: "**If** this happens, **then** I will do this."
Goal: I will read for 20 minutes every night.

If I want to watch TV instead, then I will read first and watch TV after.

If I forget my book at school, then I will read a library book or a magazine at home.

If I feel too tired at bedtime, then I will read right after dinner.

If I get to a hard word, then I will sound it out or ask someone.

My goal: _____

If _____ **then** _____

If _____ **then** _____

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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–5

Answer Key: Five Steps to Solve a Problem

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Write 1 to 5 to put the problem-solving steps in order.

4 Pick the best solution.

1 Name the problem.

5 Try it, then check: did it work?

3 Think about what could happen with each one.

2 Think of different solutions.

The problem: It is 8:00 at night and Eli just remembered his math homework is at school. It is due tomorrow.

1. The problem is: Eli's homework is at school and it is due tomorrow.

2. Solutions: call a classmate for the page, tell the teacher in the morning, go to school early

3. What could happen: a classmate might help; the teacher might let him finish at school

4. The best solution: tell the teacher first thing and offer to do it at lunch

5. How he can check it worked: the homework gets done and handed in

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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 3–5

Answer Key: Choices and Consequences

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



A **consequence** is what happens because of a choice. Good choices often lead to good consequences, and some choices lead to problems.

Draw a line from each choice to what will probably happen.

study for the test	you feel ready and calm
stay up very late	you feel tired and grumpy the next day
leave your bike out in the rain	it gets wet and rusty
share your snack	your friend feels happy and thankful
skip brushing your teeth	you might get a cavity
practice piano every day	you get better at playing songs
run in the hallway	you could slip and get hurt
save your allowance	you can buy something you really want

A choice I made this week and what happened:

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ANSWER KEY · PROBLEM SOLVING AND DECISIONS · GRADES 2–4

Answer Key: What Is the Best Choice?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle the letter of the best choice.

1. **You find a wallet on the playground.**
   - (a) Keep the money.
   - **(b) Give it to a teacher.**
   - (c) Leave it there.

2. **You don't understand the directions.**
   - **(a) Raise your hand and ask.**
   - (b) Guess and hope.
   - (c) Copy your neighbor.

3. **Your friend wants you to skip your chores to play.**
   - (a) Skip your chores.
   - (b) Tell a fib to your parents.
   - **(c) Finish your chores first, then play.**

4. **You broke your sister's toy by accident.**
   - **(a) Tell her and say sorry.**
   - (b) Hide it.
   - (c) Blame the dog.

5. **Someone online asks for your address.**
   - (a) Tell them.
   - **(b) Don't answer, and tell a grown-up.**
   - (c) Ask for their address first.

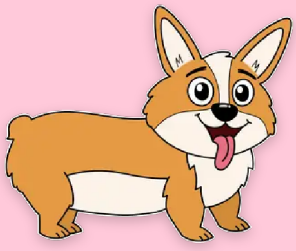
6. **You have a test tomorrow and want to play video games.**
   - (a) Play all night.
   - (b) Skip the test.
   - **(c) Study first, then play a little.**

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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES K–2

Answer Key: Good Choice or Not So Good?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Color the good choices. Put an X on the not-so-good ones.

wash my hands	~~run with scissors~~	clean up my toys
~~draw on the wall~~	tell the truth	wait my turn
eat a healthy snack	listen to my teacher	~~hit when I am mad~~
~~take a toy that isn't mine~~	wear a bike helmet	say please

Draw a good choice you made today.

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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 1–4

Answer Key: Who Is Being Responsible?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Circle Responsible or Not yet.

Mia feeds her fish every morning.	**Responsible**	Not yet
Ben leaves his coat on the bus again.	Responsible	**Not yet**
Zoe says “It wasn’t me” when she spills the paint.	Responsible	**Not yet**
Kai puts his homework in his folder each night.	**Responsible**	Not yet
Omar returns his library book on time.	**Responsible**	Not yet
Sam cleans up the blocks he played with.	**Responsible**	Not yet
Lily forgets to tell her mom about the field trip form.	Responsible	**Not yet**
Nia keeps a borrowed pencil and never gives it back.	Responsible	**Not yet**
Leo tells the teacher he broke the pencil sharpener.	**Responsible**	Not yet
Ella says she will help, then goes to play instead.	Responsible	**Not yet**

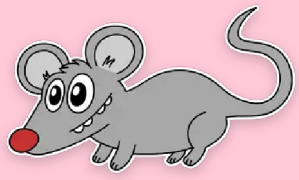
Pick one “Not yet” kid. What could they do to be responsible?

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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 2–5

Answer Key: Own It, Fix It

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Everyone makes mistakes. Being responsible means you **own it** (tell the truth about what happened) and **fix it** (do something to make it better).

Draw a line from each oops to a way to fix it.

You knocked over a friend's tower.	Say sorry and help build it again.
You forgot to feed the class fish.	Tell the teacher and feed it right away.
You spilled juice on the floor.	Get paper towels and wipe it up.
You lost a book you borrowed.	Tell the owner and look for it, or replace it.
You said something unkind.	Say sorry and say something kind.
You broke a friend's crayon.	Say sorry and give them one of yours.

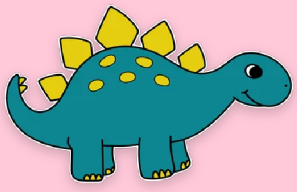
What I can say to own a mistake: "I'm sorry I… Next time I will…"

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ANSWER KEY · RESPONSIBILITY AND GOOD CHOICES · GRADES 3–5

Answer Key: Responsibility Words

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Word bank

reliable · honest · prepared · organized · punctual · accountable

Write the word that fits each sentence.

1. Ana always does what she says she will do. She is **reliable**.
2. Jack told the truth about the broken window. He is **honest**.
3. Rosa brings her pencil, book and water bottle every day. She is **prepared**.
4. Theo keeps his desk and folders neat so he can find things. He is **organized**.
5. Priya gets to soccer practice on time every week. She is **punctual**.
6. Max said, “That was my fault, and I will fix it.” He is **accountable**.

The word that describes me best: _____

A time I showed it: _____

A word I want to work on: _____

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ANSWER KEY · AFFIRMATIONS AND SELF-ESTEEM · GRADES 2–5

Answer Key: Kind or Unkind Self-Talk?

Answers for grown-ups. Many questions have more than one good answer, so the key shows one example.



Self-talk is what you say to yourself in your head. Kind self-talk sounds like a good friend cheering you on.

Circle Kind or Unkind.

I can do hard things.	**Kind**	Unkind
I'm so dumb.	Kind	**Unkind**
Nobody likes me.	Kind	**Unkind**
I made a mistake, and that's okay.	**Kind**	Unkind
I am proud of how hard I worked.	**Kind**	Unkind
I always mess up.	Kind	**Unkind**
I am learning a little more every day.	**Kind**	Unkind
I'll never be good at this.	Kind	**Unkind**
I should not even try.	Kind	**Unkind**
I am a good friend.	**Kind**	Unkind

Unkind self-talk	Kind self-talk
"I'm so dumb."	"I am still learning."
"Nobody likes me."	"People care about me."

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